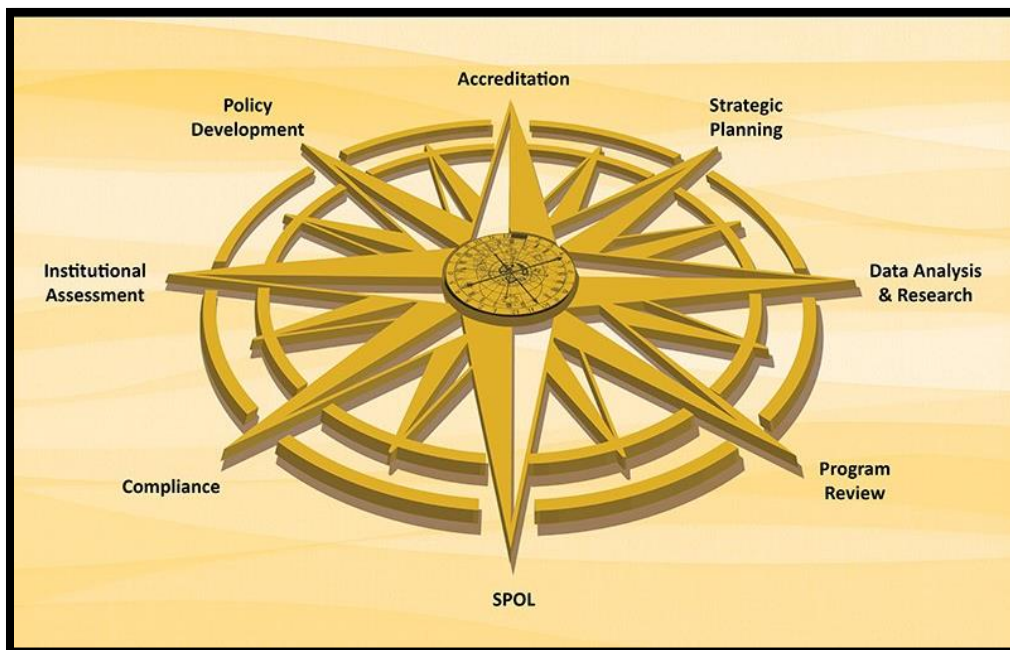


THREE RIVERS COLLEGE

Office of Institutional Effectiveness



Student Learning Outcomes Report

2017-2018

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

Programs that submitted reports for the 2017-2018 academic year.

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

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

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

2017-2018

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.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2017-18 academic year.

Accounting Technology: Program Outcomes Mapping

Program Outcome 1: Perform financial accounting and management functions using report format and procedures.	
Course	Course Learning Outcome (CLO)
ACCT 211: Principles of Accounting I	Apply GAAP for corporate financial reporting. (CLO 2)
	Analyze the elements of internal control. (CLO 3)
	Demonstrate accounting procedures for corporate bonds. (CLO 4)
	Calculate financial ratios and use them to evaluate business performance. (CLO 5)
ACCT 212: Principles of Accounting II	Demonstrate accounting procedures for corporate stocks. (CLO 1)
	Construct a statement of cash flows using information from the accrual balance sheet and income statement. (CLO 2)
	Analyze corporate financial statements. (CLO 3)
	Demonstrate job order and process costing procedures and budget preparation. (CLO 4)
	Relate the use of accounting information to pricing and capital investment decision making. (CLO 5)
ACCT 218: Payroll Accounting	Compute gross earnings. (CLO 2)
	Compute the amount of federal income tax withholding. (CLO 3)
	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes. (CLO 4)
	Record employees' wages in payroll register by payroll period. (CLO 5)
	Prepare employees' earnings record. (CLO 6)
	Prepare payroll tax reports. (CLO 7)
	Explain payroll deposit requirements. (CLO 8)
	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities. (CLO 9)
Demonstrate proficiency in using a 10-key calculator. (CLO 10)	
ACCT 219: Accounting Management Software	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses. (CLO 1)
	Complete exercises involving accounts receivable, accounts payable, inventory and payroll. (CLO 2)
	Prepare financial statements and complete financial statement analysis. (CLO 3)
	Complete the accounting cycle using QuickBooks and Microsoft Office software. (CLO 4)
	Integrate QuickBooks with Microsoft Office applications. (CLO 5)
	Develop an understanding of service and merchandising computer accounting. (CLO 6)

Program Outcome 1 (continued)

ACCT 225: Intermediate Accounting I	Identify underlying concepts and basic procedures of a financial accounting information system and financial statement analysis. (CLO 1)
	Communicate orally and in writing financial accounting information. (CLO 2)
	Demonstrate the recording and processing of more complex transactions and events. (CLO 3)
	Manage information accumulation, processing, recording, and reporting steps. (CLO 4)
	Identify, measure, and report an entity's assets and determine related impact upon income determination. (CLO 5)
ACCT 227: Financial Analysis & Budgeting	Develop an understanding of the budgeting process and complete a master budget for a manufacturer and a merchandiser. (CLO 1)
	Prepare financial statements for various types of companies (CLO 2)
	Calculate and interpret measures of liquidity, solvency and profitability (CLO 3)
ACCT 258: Cost Accounting	Evaluate the costs of materials, labor and overhead. (CLO 1)
	Apply the costs of production to the process cost system. (CLO 2)
	Prepare a master and flexible budget. (CLO 3)
	Analyze the costs of the business for managerial decisions. (CLO 4)
ACCT 296: Certified Bookkeeper Review	Understand why accruals, deferrals and other adjustments are made (CLO 1)
	Find and correct accounting errors (CLO 2)
	Complete all steps in payroll transactions (CLO 3)
	Understand the difference in book versus tax depreciation (CLO 4)
	Record inventories under different accounting methods (CLO 5)
	Recognize methods to prevent fraud and business scams (CLO 6)
ACCT 297: Internship	Show professional standards of appearance and behavior required for employment. (CLO 1)
	Identify personal occupational requirement. (CLO 2)
	Demonstrate positive relations with employers, customers, and co-workers. (CLO 3)
	Exhibit professional responsibility in relation to company, profession, and industry goals. (CLO 4)
BLAW 221: Legal & Ethical Environment of Business	Identify the sources of law and the legal system within the United States. (CLO 1)
	Discuss the elements of a contract and the rights and obligations within. (CLO 2)
	Distinguish when the law of contract and the law of sales are to be applied. (CLO 3)
	Explain torts and the type of remedies available for breach of agreements. (CLO 4)
	Explain the elements of intellectual property and maintaining ownership interests. (CLO 5)
	Analyze business regulations for their moral and ethical value and determine how they impact the business environment. (CLO 6)
IST 268: Spreadsheet Applications	Interpret financial data. (CLO 1)
	Design formulas that solve math problems. (CLO 2)
	Show data in a meaningful way using charts, graphs, macros, and pivot tables. (CLO 3)
	Integrate Excel spreadsheets with other software applications and the Internet. (CLO 4)

**Program Outcome 2:
Communicate business information effectively within a business environment.**

Course	Course Learning Outcome (CLO)
ACCT 211: Principles of Accounting I	Identify the role of the accounting profession in ethical business decision-making. (CLO 1)
ACCT 212: Principles of Accounting II	Construct a statement of cash flows using information from the accrual balance sheet and income statement. (CLO 2)
	Demonstrate job order and process costing procedures and budget preparation. (CLO 4)
	Relate the use of accounting information to pricing and capital investment decision making. (CLO 5)
ACCT 218: Payroll Accounting	Describe and discuss employment and payroll laws. (CLO 1)
	Compute gross earnings. (CLO 2)
	Compute the amount of federal income tax withholding. (CLO 3)
	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes. (CLO 4)
	Record employees' wages in payroll register by payroll period. (CLO 5)
	Prepare employees' earnings record. (CLO 6)
	Prepare payroll tax reports. (CLO 7)
	Explain payroll deposit requirements. (CLO 8)
	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities. (CLO 9)
ACCT 219: Accounting Management Software	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses. (CLO 1)
	Complete exercises involving accounts receivable, accounts payable, inventory and payroll. (CLO 2)
	Prepare financial statements and complete financial statement analysis. (CLO 3)
	Complete the accounting cycle using QuickBooks and Microsoft Office software. (CLO 4)
	Integrate QuickBooks with Microsoft Office applications. (CLO 5)
	Develop an understanding of service and merchandising computer accounting. (CLO 6)
ACCT 225: Intermediate Accounting I	Identify underlying concepts and basic procedures of a financial accounting information system and financial statement analysis. (CLO 1)
	Communicate orally and in writing financial accounting information. (CLO 2)
	Demonstrate the recording and processing of more complex transactions and events. (CLO 3)
	Manage information accumulation, processing, recording, and reporting steps. (CLO 4)
	Identify, measure, and report an entity's assets and determine related impact upon income determination. (CLO 5)

Program Outcome 2 (continued)

ACCT 227: Financial Analysis & Budgeting	Develop an understanding of the budgeting process and complete a master budget for a manufacturer and a merchandiser. (CLO 1)
	Prepare financial statements for various types of companies (CLO 2)
	Calculate and interpret measures of liquidity, solvency and profitability (CLO 3)
ACCT 258: Cost Accounting	Evaluate the costs of materials, labor and overhead. (CLO 1)
	Apply the costs of production to the process cost system. (CLO 2)
	Prepare a master and flexible budget. (CLO 3)
	Analyze the costs of the business for managerial decisions. (CLO 4)
ACCT 296: Certified Bookkeeper Review	Find and correct accounting errors (CLO 2)
	Complete all steps in payroll transactions (CLO 3)
	Understand the difference in book versus tax depreciation (CLO 4)
	Record inventories under different accounting methods (CLO 5)
ACCT 297: Internship	Show professional standards of appearance and behavior required for employment. (CLO 1)
	Identify personal occupational requirement. (CLO 2)
	Demonstrate positive relations with employers, customers, and co-workers. (CLO 3)
	Exhibit professional responsibility in relation to company, profession, and industry goals. (CLO 4)
BLAW 221: Legal & Ethical Environment of Business	Identify the sources of law and the legal system within the United States. (CLO 1)
	Discuss the elements of a contract and the rights and obligations within. (CLO 2)
	Distinguish when the law of contract and the law of sales are to be applied. (CLO 3)
	Explain torts and the type of remedies available for breach of agreements. (CLO 4)
	Explain the elements of intellectual property and maintaining ownership interests. (CLO 5)
	Analyze business regulations for their moral and ethical value and determine how they impact the business environment. (CLO 6)
BUED 203: Business Communication	Demonstrate their abilities to use clear, concise, and grammatically correct language. (CLO 1)
	Practice the ability to select, organize, and effectively deliver information in a businesslike manner. (CLO 2)
	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies. (CLO 3)
IST 100: Computer Applications	Demonstrate proficiency in using word processing software (CLO 4)
	Demonstrate proficiency in using spreadsheet software (CLO 5)
	Demonstrate proficiency in using database software (CLO 6)
	Demonstrate proficiency in using presentation software (CLO 7)
IST 268: Spreadsheet Applications	Design formulas that solve math problems. (CLO 2)
	Show data in a meaningful way using charts, graphs, macros, and pivot tables. (CLO 3)
	Integrate Excel spreadsheets with other software applications and the Internet. (CLO 4)

Program Outcome 3:

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

Course	Course Learning Outcome
ACCT 211: Principles of Accounting I	Apply GAAP for corporate financial reporting. (CLO 2)
	Analyze the elements of internal control. (CLO 3)
	Demonstrate accounting procedures for corporate bonds. (CLO 4)
	Calculate financial ratios and use them to evaluate business performance. (CLO 5)
ACCT 212: Principles of Accounting II	Demonstrate accounting procedures for corporate stocks. (CLO 1)
	Analyze corporate financial statements. (CLO 3)
	Demonstrate job order and process costing procedures and budget preparation. (CLO 4)
ACCT 218: Payroll Accounting	Describe and discuss employment and payroll laws. (CLO 1)
	Compute gross earnings. (CLO 2)
	Compute the amount of federal income tax withholding. (CLO 3)
	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes. (CLO 4)
	Record employees' wages in payroll register by payroll period. (CLO 5)
	Prepare employees' earnings record. (CLO 6)
	Prepare payroll tax reports. (CLO 7)
	Explain payroll deposit requirements. (CLO 8)
	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities. (CLO 9)
ACCT 219: Accounting Management Software	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses. (CLO 1)
	Complete exercises involving accounts receivable, accounts payable, inventory and payroll. (CLO 2)
	Prepare financial statements and complete financial statement analysis. (CLO 3)
	Complete the accounting cycle using QuickBooks and Microsoft Office software. (CLO 4)
	Integrate QuickBooks with Microsoft Office applications. (CLO 5)
	Develop an understanding of service and merchandising computer accounting. (CLO 6)
ACCT 225: Intermediate Accounting I	Identify underlying concepts and basic procedures of a financial accounting information system and financial statement analysis. (CLO 1)
	Communicate orally and in writing financial accounting information. (CLO 2)
	Demonstrate the recording and processing of more complex transactions and events. (CLO 3)
	Manage information accumulation, processing, recording, and reporting steps. (CLO 4)
	Identify, measure, and report an entity's assets and determine related impact upon income determination. (CLO 5)
ACCT 227: Financial Analysis & Budgeting	Develop an understanding of the budgeting process and complete a master budget for a manufacturer and a merchandiser. (CLO 1)
	Prepare financial statements for various types of companies (CLO 2)
	Calculate and interpret measures of liquidity, solvency and profitability (CLO 3)

Program Outcome 3 (continued)

ACCT 237: Income Tax Accounting	Describe the history and theory of federal income taxes in the United States. (CLO 1)
	Calculate an individual's tax payment or refund using Form 1040, 1040A (CLO 2)
	Propose a plan for individuals taxes in future years. (CLO 3)
ACCT 258: Cost Accounting	Evaluate the costs of materials, labor and overhead. (CLO 1)
	Apply the costs of production to the process cost system. (CLO 2)
	Prepare a master and flexible budget. (CLO 3)
	Analyze the costs of the business for managerial decisions. (CLO 4)
ACCT 296: Certified Bookkeeper Review	Understand why accruals, deferrals and other adjustments are made (CLO 1)
	Find and correct accounting errors (CLO 2)
	Complete all steps in payroll transactions (CLO 3)
	Understand the difference in book versus tax depreciation (CLO 4)
	Record inventories under different accounting methods (CLO 5)
ACCT 297: Internship	Recognize methods to prevent fraud and business scams (CLO 6)
	Show professional standards of appearance and behavior required for employment. (CLO 1)
	Identify personal occupational requirement. (CLO 2)
	Demonstrate positive relations with employers, customers, and co-workers. (CLO 3)
BLAW 221: Legal & Ethical Environment of Business	Exhibit professional responsibility in relation to company, profession, and industry goals. (CLO 4)
	Discuss the elements of a contract and the rights and obligations within. (CLO 2)
	Distinguish when the law of contract and the law of sales are to be applied. (CLO 3)
	Explain torts and the type of remedies available for breach of agreements. (CLO 4)
	Explain the elements of intellectual property and maintaining ownership interests. (CLO 5)

Program Outcome 4:

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

Course	Course Learning Outcome (CLO)
ACCT 237: Income Tax Accounting	Describe the history and theory of federal income taxes in the United States.
	Calculate an individual's tax payment or refund using Form 1040, 1040A
	Propose a plan for individuals taxes in future years.
ACCT 297: Internship	Identify personal occupational requirement. (CLO 2)
	Demonstrate positive relations with employers, customers, and co-workers. (CLO 3)
	Exhibit professional responsibility in relation to company, profession, and industry goals. (CLO 4)

**Program Outcome 5:
Use technology to solve complex business issues, report, and display
these solutions in an appropriate manner.**

Course	Course Learning Outcome (CLO)
ACCT 211: Principles of Accounting I	Calculate financial ratios and use them to evaluate business performance.
ACCT 212: Principles of Accounting II	Analyze corporate financial statements.
ACCT 218: Payroll Accounting	Compute gross earnings. (CLO 2)
	Compute the amount of federal income tax withholding. (CLO 3)
	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes. (CLO 4)
	Record employees' wages in payroll register by payroll period. (CLO 5)
	Prepare employees' earnings record. (CLO 6)
	Prepare payroll tax reports. (CLO 7)
	Explain payroll deposit requirements. (CLO 8)
	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities. (CLO 9)
	Demonstrate proficiency in using a 10-key calculator (CLO 10)
ACCT 219: Accounting Management Software	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses. (CLO 1)
	Complete exercises involving accounts receivable, accounts payable, inventory and payroll. (CLO 2)
	Prepare financial statements and complete financial statement analysis. (CLO 3)
	Complete the accounting cycle using QuickBooks and Microsoft Office software. (CLO 4)
	Integrate QuickBooks with Microsoft Office applications. (CLO 5)
	Develop an understanding of service and merchandising computer accounting. (CLO 6)
ACCT 225: Intermediate Accounting I	Identify underlying concepts and basic procedures of a financial accounting information system and financial statement analysis. (CLO 1)
	Communicate orally and in writing financial accounting information. (CLO 2)
	Demonstrate the recording and processing of more complex transactions and events. (CLO 3)
	Manage information accumulation, processing, recording, and reporting steps. (CLO 4)
	Identify, measure, and report an entity's assets and determine related impact upon income determination. (CLO 5)
ACCT 227: Financial Analysis & Budgeting	Develop an understanding of the budgeting process and complete a master budget for a manufacturer and a merchandiser. (CLO 1)
	Prepare financial statements for various types of companies (CLO 2)
	Calculate and interpret measures of liquidity, solvency and profitability (CLO 3)
ACCT 237: Income Tax Accounting	Calculate an individual's tax payment or refund using Form 1040, 1040A (CLO 2)
	Propose a plan for individuals taxes in future years. (CLO 3)

Program Outcome 5 (continued)

ACCT 258: Cost Accounting	Prepare a master and flexible budget. (CLO 3)
	Analyze the costs of the business for managerial decisions. (CLO 4)
ACCT 297: Internship	Identify personal occupational requirement. (CLO 2)
	Demonstrate positive relations with employers, customers, and co-workers. (CLO 3)
	Exhibit professional responsibility in relation to company, profession, and industry goals. (CLO 4)
BLAW 221: Legal & Ethical Environment of Business	Identify the sources of law and the legal system within the United States. (CLO 1)
	Discuss the elements of a contract and the rights and obligations within. (CLO 2)
	Distinguish when the law of contract and the law of sales are to be applied. (CLO 3)
	Explain torts and the type of remedies available for breach of agreements. (CLO 4)
	Explain the elements of intellectual property and maintaining ownership interests. (CLO 5)
	Analyze business regulations for their moral and ethical value and determine how they impact the business environment. (CLO 6)
BUED 203: Business Communication	Practice the ability to select, organize, and effectively deliver information in a businesslike manner. (CLO 2)
	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies. (CLO 3)
IST 100: Computer Applications	Demonstrate proficiency in using college systems to conduct online learning and research. (CLO 1)
	Demonstrate understanding of security options for technology platforms (CLO 2)
	Demonstrate proficiency in operating a personal computer (CLO 3)
	Demonstrate proficiency in using word processing software (CLO 4)
	Demonstrate proficiency in using spreadsheet software (CLO 5)
	Demonstrate proficiency in using database software (CLO 6)
	Demonstrate proficiency in using presentation software (CLO 7)
IST 268: Spreadsheet Applications	Interpret financial data. (CLO 1)
	Design formulas that solve math problems. (CLO 2)
	Show data in a meaningful way using charts, graphs, macros, and pivot tables. (CLO 3)
	Integrate Excel spreadsheets with other software applications and the Internet. (CLO 4)

**Program Outcome 6:
Demonstrate knowledge of accounting as it relates to payroll.**

Course	Course Learning Outcome (CLO)
ACCT 218: Payroll Accounting	Describe and discuss employment and payroll laws. (CLO 1)
	Compute gross earnings. (CLO 2)
	Compute the amount of federal income tax withholding. (CLO 3)
	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes. (CLO 4)
	Record employees' wages in payroll register by payroll period. (CLO 5)
	Prepare employees' earnings record. (CLO 6)
	Prepare payroll tax reports. (CLO 7)
	Explain payroll deposit requirements. (CLO 8)
	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities. (CLO 9)
ACCT 296: Certified Bookkeeper Review	Complete all steps in payroll transactions
ACCT 297: Internship	Identify personal occupational requirement. (CLO 2)
	Demonstrate positive relations with employers, customers, and co-workers. (CLO 3)
	Exhibit professional responsibility in relation to company, profession, and industry goals. (CLO 4)

Introduction

This report represents program level student learning outcome results for the AAS in Accounting Technology. The data and information has been collected and analyzed from the Fall 2017, Spring 2018 and Summer 2018 semesters (FY 18). Data comes from ACCT 211 Principles of Accounting, ACCT 212 Principles of Accounting II, ACCT 218 Payroll Accounting, ACCT 219 Accounting Management Software, ACCT 227 Financial Analysis & Budgeting, ACCT 237 Income Tax Accounting, and ACCT 296 Certified Bookkeeper Review.

Data is presented with totals for each course as well as by delivery modality (Face-to-Face, ITV, Hybrid or Online) of the course. Data comes from Pearson MyAccountingLab, McGraw-Hill Connect, and CengageNOW homework graders and QuickBooks activities for all courses except ACCT 227, which utilized a single assessment and rubric.

Program Outcome 1 Results

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	120	Sections: 1 Students: 18	Sections: 3 Students: 56	Sections: 2 Students: 46	FT: 1 PT: 0	Yes
ACCT 212	Principles of Accounting II	5	78	Sections: 0 Students: 0	Sections: 3 Students: 45	Sections: 2 Students: 33	FT: 1 PT: 0	Yes
ACCT 296	Certified Bookkeeper Review	1	2	Sections: 1 Students: 2	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: ACCT 211 Principles of Accounting I

ACCT 211 (TOTAL)	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Define debits, credits, and normal account balances using double-entry accounting (Analyzing and Journalizing)	0	21	0	81	102
Record transactions in a journal and post journal entries to the ledger (Posting)	0	42	33	40	115
Explain the purpose of and journalize and post adjusting entries (Adjusting Entries)	0	22	38	46	106
Prepare the financial statements including the classified balance sheet (Creating and Formatting Financial Statements)	0	38	0	63	101
Explain the purpose of, journalize, and post closing entries (Closing Process)	0	24	0	75	99

Face to Face Sections			
Outcome	15-16	16-17	17-18
Analyzing and Journalizing	96.51%	96.94%	92.31%
Posting	83.72%	79.69%	70.83%
Adjusting Entries	72.73%	76.60%	85.19%
Creating and Formatting Financial Statements	86.11%	75.56%	91.18%
Closing Process	86.84%	91.67%	94.12%

F2F	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Define debits, credits, and normal account balances using double-entry accounting (Analyzing and Journalizing)	0	2	0	11	13
Record transactions in a journal and post journal entries to the ledger (Posting)	0	5	8	5	18
Explain the purpose of and journalize and post adjusting entries (Adjusting Entries)	0	2	4	12	18
Prepare the financial statements including the classified balance sheet (Creating and Formatting Financial Statements)	0	3	0	14	17
Explain the purpose of, journalize, and post closing entries (Closing Process)	0	2	0	15	17

ITV Sections			
Outcome	15-16	16-17	17-18
Analyzing and Journalizing	N/A	96.15%	85.23%
Posting	N/A	69.23%	72.16%
Adjusting Entries	N/A	73.92%	68.9%
Creating and Formatting Financial Statements	N/A	81.82%	79.76%
Closing Process	N/A	90.91%	84.52%

ITV	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Define debits, credits, and normal account balances using double-entry accounting (Analyzing and Journalizing)	0	9	0	33	42
Record transactions in a journal and post journal entries to the ledger (Posting)	0	16	11	16	43
Explain the purpose of and journalize and post adjusting entries (Adjusting Entries)	0	7	22	14	43
Prepare the financial statements including the classified balance sheet (Creating and Formatting Financial Statements)	0	15	0	26	41
Explain the purpose of, journalize, and post closing entries (Closing Process)	0	11	0	30	41

Online Sections			
	15-16	16-17	17-18
Analyzing and Journalizing	88.64%	85.53%	89.36%
Posting	72.00%	67.07%	69.44%
Adjusting Entries	70.84%	81.83%	71.85%
Creating and Formatting Financial Statements	78.57%	79.03%	76.74%
Closing Process	72.22%	94.64%	86.59%

ONLINE	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Define debits, credits, and normal account balances using double-entry accounting (Analyzing and Journalizing)	0	10	0	37	47
Record transactions in a journal and post journal entries to the ledger (Posting)	0	21	14	19	54
Explain the purpose of and journalize and post adjusting entries (Adjusting Entries)	0	13	12	20	45
Prepare the financial statements including the classified balance sheet (Creating and Formatting Financial Statements)	0	20	0	23	43
Explain the purpose of, journalize, and post closing entries (Closing Process)	0	11	0	30	41

Course being reported: ACCT 212 Principles of Accounting II

ACCT 212 (TOTAL)	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Prepare the statement of cash flows by the indirect method	6	13	41	18	78
Prepare the statement of cash flows by the direct method	2	16	17	42	76
Perform a horizontal analysis of financial statements	0	12	40	16	68
Perform a vertical analysis of financial statements	0	3	27	39	69
Compute and evaluate the standard financial ratios	8	34	25	7	74
Complete a corporate income statement including earnings per share	5	11	40	11	67

ITV Sections			
Outcome	15-16	16-17	17-18
Prepare the statement of cash flows by the indirect method	N/A	70.70%	79.33%
Prepare the statement of cash flows by the direct method	N/A	73.65%	82.31%
Perform a horizontal analysis of financial statements	N/A	81.67%	77.02%
Perform a vertical analysis of financial statements	N/A	93.34%	83.85%
Compute and evaluate the standard financial ratios	N/A	56.96%	54.49%
Complete a corporate income statement including earnings per share	N/A	68.57%	66.25%

ITV	No Evidence	Novice	Competent	Mastery	# of Students
Prepare the statement of cash flows by the indirect method	0	2	21	10	33
Prepare the statement of cash flows by the direct method	0	5	4	24	33
Perform a horizontal analysis of financial statements	0	6	17	10	33
Perform a vertical analysis of financial statements	0	0	16	17	33
Compute and evaluate the standard financial ratios	3	16	13	1	33
Complete a corporate income statement including earnings per share	1	7	20	4	33

ONLINE Sections			
Outcome	15-16	16-17	17-18
Prepare the statement of cash flows by the indirect method	83.71%	69.83%	60.00%
Prepare the statement of cash flows by the direct method	86.90%	80.94%	71.74%
Perform a horizontal analysis of financial statements	82.92%	74.00%	74.29%
Perform a vertical analysis of financial statements	89.48%	82.68%	84.27%
Compute and evaluate the standard financial ratios	74.84%	65.00%	55.44%
Complete a corporate income statement including earnings per share	78.95%	78.70%	66.86%

ONLINE	No Evidence	Novice	Competent	Mastery	# of Students
Prepare the statement of cash flows by the indirect method	6	11	20	8	45
Prepare the statement of cash flows by the direct method	2	11	13	17	43
Perform a horizontal analysis of financial statements	0	6	23	6	35
Perform a vertical analysis of financial statements	0	3	11	22	35
Compute and evaluate the standard financial ratios	5	18	12	6	41
Complete a corporate income statement including earnings per share	4	4	20	7	35

Course being reported: ACCT 296 Certified Bookkeeper Review

ACCT 296 Total (Hybrid) Section			
Outcome	15-16	16-17	17-18
Adjusting Entries Overall	82.17%	83.48%	85.2%
Identify why we use adjusting entries	86.67%	85.94%	100.0%
Make accrued revenue entries	91.90%	83.93%	87.5%
Make accrued expense entries	79.80%	90.73%	90.5%
Make deferred revenue entries	73.45%	83.27%	80.6%
Make deferred expense entries	69.23%	84.66%	81.8%
Make other adjusting entries	76.19%	76.87%	64.3%
Prepare adjusting entries and financial statements	89.59%	74.26%	88.2%
Apply your knowledge to the trial balance	80.63%	87.34%	100.0%
Error Correction Overall	76.37%	83.38%	75.1%
Identify where errors occur and how they are found	92.86%	93.95%	89.5%
Perform the monthly bank reconciliation and find and correct errors revealed by it	67.57%	77.10%	83.3%
Find and correct errors in the trial balance	81.02%	80.44%	82.3%
Find and correct current period accrual errors	71.96%	82.55%	78.1%
Find and correct current period deferral errors	68.44%	82.05%	41.0%
Depreciation Overall	84.34%	69.88%	91.8%
Depreciation on the financial statements v. tax return	84.13%	60.86%	76.3%
Depreciation under GAAP for book purposes	88.46%	71.25%	85%
The straight-line method of depreciation	90.95%	70.31%	96.7%
The units of production method of depreciation	91.32%	75.00%	99.0%
The declining balance method of depreciation	87.98%	66.11%	96.2%
The sum-of-the-years'-digits method of depreciation	93.27%	62.95%	92.9%
Depreciation under federal income tax depreciation rules	57.66%	72.37%	77.6%
Tax depreciation of vehicles	80.95%	83.65%	94.9%

ACCT 296 (TOTAL)	No Evidence	Novice	Competent	Mastery	# of Students
Adjusting Entries Overall	0	0	1	1	2
Identify why we use adjusting entries	0	0	0	2	2
Make accrued revenue entries	0	0	1	1	2
Make accrued expense entries	0	0	0	2	2
Make deferred revenue entries	0	0	1	1	2
Make deferred expense entries	0	0	1	1	2
Make other adjusting entries	0	1	1	0	2
Prepare adjusting entries and financial statements	0	0	0	2	2
Apply your knowledge to the trial balance	0	0	0	2	2
Error Correction Overall	0	0	2	0	2
Identify where errors occur and how they are found	0	0	0	2	2
Perform the monthly bank reconciliation and find and correct errors revealed by it	0	0	1	1	2
Find and correct errors in the trial balance	0	0	1	1	2
Find and correct current period accrual errors	0	0	2	0	2
Find and correct current period deferral errors	1	0	1	0	2
Depreciation Overall	0	0	0	2	2
Depreciation on the financial statements v. tax return	0	0	1	1	2
Depreciation under GAAP for book purposes	0	0	1	1	2
The straight-line method of depreciation	0	0	0	2	2
The units of production method of depreciation	0	0	0	2	2
The declining balance method of depreciation	0	0	0	2	2
The sum-of-the-years'-digits method of depreciation	0	0	0	2	2
Depreciation under federal income tax depreciation rules	0	0	2	0	2
Tax depreciation of vehicles	0	0	0	2	2

Assessment Result

There were 35 competencies within this outcome. Students achieved at the mastery or competent level for 32 of the 35. The remaining three competencies were all areas where students had a persistence problem – they started the activities but did not complete them.

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	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	120	Sections: 1 Students: 18	Sections: 3 Students: 56	Sections: 2 Students: 46	FT: 1 PT: 0	Yes
ACCT 212	Principles of Accounting II	5	78	Sections: 0 Students: 0	Sections: 3 Students: 45	Sections: 2 Students: 33	FT: 1 PT: 0	Yes
ACCT 227	Financial Analysis & Budgeting	1	5	Sections: 0 Students: 0	Sections: 0 Students: 0	Sections: 1 Students: 5	FT: 1 PT: 0	Yes

Course being reported: ACCT 211 Principles of Accounting I

ACCT 211 (TOTAL)	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Prepare the financial statements including the classified balance sheet (Creating and Formatting Financial Statements)	0	38	0	63	101

Face to Face Sections			
Outcome	15-16	16-17	17-18
Creating and Formatting Financial Statements	86.11%	75.56%	91.18%

F2F	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Prepare the financial statements including the classified balance sheet (Creating and Formatting Financial Statements)	0	3	0	14	17

ITV Sections			
Outcome	15-16	16-17	17-18
Creating and Formatting Financial Statements	N/A	81.82%	79.76%

ITV	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Prepare the financial statements including the classified balance sheet (Creating and Formatting Financial Statements)	0	15	0	26	41

Online Sections			
Outcome	15-16	16-17	17-18
Creating and Formatting Financial Statements	78.57%	79.03%	76.74%

ONLINE	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Prepare the financial statements including the classified balance sheet (Creating and Formatting Financial Statements)	0	20	0	23	43

Course being reported: ACCT 212 Principles of Accounting II

ACCT 212 (TOTAL)	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Prepare the statement of cash flows by the indirect method	6	13	41	18	78
Prepare the statement of cash flows by the direct method	2	16	17	42	76
Complete a corporate income statement including earnings per share	5	11	40	11	67

ITV Sections			
	15-16	16-17	17-18
Prepare the statement of cash flows by the indirect method	N/A	70.70%	79.33%
Prepare the statement of cash flows by the direct method	N/A	73.65%	82.31%
Complete a corporate income statement including earnings per share	N/A	68.57%	66.25%

ITV	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Prepare the statement of cash flows by the indirect method	0	2	21	10	33
Prepare the statement of cash flows by the direct method	0	5	4	24	33
Complete a corporate income statement including earnings per share	1	7	20	4	33

ONLINE Sections			
Outcome	15-16	16-17	17-18
Prepare the statement of cash flows by the indirect method	83.71%	69.83%	60.00%
Prepare the statement of cash flows by the direct method	86.90%	80.94%	71.74%
Complete a corporate income statement including earnings per share	78.95%	78.70%	66.86%

ONLINE	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Prepare the statement of cash flows by the indirect method	6	11	20	8	45
Prepare the statement of cash flows by the direct method	2	11	13	17	43
Complete a corporate income statement including earnings per share	4	4	20	7	35

Course being reported: ACCT 227 Financial Analysis and Budgeting

ACCT 227 Total (ITV) Section			
Outcome	15-16	16-17	17-18
Correctly Identify Numbers for ratios	N/A	71%	80%
Perform Calculations	90%	98%	98%
Analyze Evidence	90%	94%	90%
Formulate Judgments & Solutions	86.7%	89%	90%
Use Technology to Present Results	N/A	94%	94%
Enter formulas in an Excel budget	N/A	68%	100%

ACCT 227 (TOTAL)	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Correctly Identify Numbers for ratios	0	1	3	1	5
Perform Calculations	0	0	0	5	5
Analyze Evidence	0	0	0	5	5
Formulate Judgments & Solutions	0	0	2	3	5
Use Technology to Present Results	0	0	1	4	5
Enter formulas in an Excel budget	0	0	0	5	5

Assessment Result

There were 10 competencies within this program outcome. Students performed at the competent or mastery level for all of the items assessed.

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	120	Sections: 1 Students: 18	Sections: 3 Students: 56	Sections: 2 Students: 46	FT: 1 PT: 0	Yes
ACCT 212	Principles of Accounting II	5	78	Sections: 0 Students: 0	Sections: 3 Students: 45	Sections: 2 Students: 33	FT: 1 PT: 0	Yes
ACCT 219	Accounting Management Software	1	11	Sections: 1 Students: 11	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Course being reported: ACCT 211 Principles of Accounting I

ACCT 211 (TOTAL)	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Prepare the financial statements including the classified balance sheet	0	38	0	63	101
Prepare a merchandiser's financial statements	6	19	70	17	112

Course being reported: ACCT 211 Principles of Accounting I

Face-to-Face Sections			
Outcome	15-16	16-17	17-18
Prepare the financial statements including the classified balance sheet	73.95%	75.56%	91.18%
Prepare a merchandiser's financial statements	70.79%	71.81%	65.00%

F2F	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Prepare the financial statements including the classified balance sheet	0	3	0	14	17
Prepare a merchandiser's financial statements	1	6	8	3	18

ITV Sections			
Outcome	15-16	16-17	17-18
Prepare the financial statements including the classified balance sheet	N/A	81.82%	79.76%
Prepare a merchandiser's financial statements	N/A	82.22%	68.60%

ITV	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Prepare the financial statements including the classified balance sheet	0	15	0	26	41
Prepare a merchandiser's financial statements	2	6	27	7	42

Online Sections			
Outcome	15-16	16-17	17-18
Prepare the financial statements including the classified balance sheet	50.00%	79.03%	76.74%
Prepare a merchandiser's financial statements	63.00%	70.15%	69.23%

ONLINE	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Prepare the financial statements including the classified balance sheet	0	20	0	23	43
Prepare a merchandiser's financial statements	3	7	35	7	52

Course being reported: ACCT 212 Principles of Accounting II

ACCT 212 (TOTAL)	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Prepare an operating budget for a manufacturing company	0	20	30	15	65
Prepare a financial budget for a manufacturing company	5	36	25	1	67
Prepare an operating budget for a merchandiser	0	8	0	51	59
Prepare a financial budget for a merchandiser	1	10	45	4	60

ITV Sections			
Outcome	15-16	16-17	17-18
Prepare an operating budget for a manufacturing company	NA	82.23%	70.01%
Prepare a financial budget for a manufacturing company	NA	63.86%	57.81%
Prepare an operating budget for a merchandiser	NA	89.29%	94.83%
Prepare a financial budget for a merchandiser	NA	64.00%	73.97%

ITV	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Prepare an operating budget for a manufacturing company	0	7	13	10	30
Prepare a financial budget for a manufacturing company	0	17	14	1	32
Prepare an operating budget for a merchandiser	0	3	0	26	30
Prepare a financial budget for a merchandiser	0	2	25	2	29

Online Sections			
Outcome	15-16	16-17	17-18
Prepare an operating budget for a manufacturing company	81.00%	84.33%	59.05%
Prepare a financial budget for a manufacturing company	56.00%	55.92%	45.61%
Prepare an operating budget for a merchandiser	81.00%	93.33%	91.67%
Prepare a financial budget for a merchandiser	72.40%	70.00%	64.19%

ONLINE	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Prepare an operating budget for a manufacturing company	0	13	17	5	35
Prepare a financial budget for a manufacturing company	5	19	11	0	35
Prepare an operating budget for a merchandiser	0	5	0	25	29
Prepare a financial budget for a merchandiser	1	8	20	2	31

Course being reported: ACCT 219 Accounting Management Software

Online Sections			
Outcome	15-16	16-17	17-18
Setting Up Your Business's Accounting System	84.33%	80%	91.2%
Accounting for a Service Company	N/A	N/A	80.0%
Merchandising Company: Sales, Purchases and Inventory	N/A	N/A	84.8%
Merchandising Corporation: Payroll	N/A	N/A	75.2%
Banking	N/A	N/A	84.8%
Cash-Oriented Business Activities	62.46%	59.6%	N/A
Additional Business Activities	66.29%	71.11%	N/A
Adjusting Entries	80.67%	66.8%	N/A
Budgeting	72.00%	68.6%	N/A

ONLINE	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Setting Up Your Business's Accounting System	1	1	0	9	11
Accounting for a Service Company	2	0	2	7	11
Merchandising Company: Sales, Purchases and Inventory	1	1	1	8	11
Merchandising Corporation: Payroll	2	1	2	6	11
Banking	1	0	5	5	11

Assessment Result

There were 11 competencies within this program outcome. Students achieved at the competent or mastery level for 10 of the 11 objectives assessed. Students achieved at the novice level for preparing a financial budget for a manufacturing company.

Program Outcome 4

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 237	Income Tax Accounting	1	6	Sections: 0 Students: 0	Sections: 1 Students: 6	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Course being reported: ACCT 237 Income Tax Accounting

Online Section	
Determine Gross Income: Inclusions and Exclusions	86.67%
Calculate Adjustments for Adjusted Gross Income	78.03%
Determine Itemized Deductions	76.00%
Calculate Self-Employed Business Income	58.17%
Calculate tax related to Capital Gains and Other Sales of Property	85.48%
Calculate income for rental properties, royalties and flow-through entities	81.89%
Determine Tax Credits	78.75%

ACCT 237 (TOTAL)	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Determine Gross Income: Inclusions and Exclusions	0	0	1	4	5
Calculate Adjustments for Adjusted Gross Income	0	1	4	1	6
Determine Itemized Deductions	0	1	4	1	6
Calculate Self-Employed Business Income	0	3	3	0	6
Calculate tax related to Capital Gains and Other Sales of Property	0	0	3	2	5
Calculate income for rental properties, royalties and flow-through entities	0	1	0	4	5
Determine Tax Credits	0	1	2	2	5

Assessment Result

There were seven competencies within this outcome. Students performed at competent or mastery in all but one competency. In the seventh competency, student scores were split between novice and competent, giving an overall score of novice.

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	ITV Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 219	Accounting Management Software	1	11	Sections: 0 Students: 0	Sections: 1 Students: 11	Sections: 0 Students: 0	FT: 0 PT: 1	Yes
ACCT 227	Financial Analysis & Budgeting	1	5	Sections: 0 Students: 0	Sections: 0 Students: 0	Sections: 1 Students: 5	FT: 1 PT: 0	Yes

Course being reported: ACCT 219 Accounting Management Software

Online Section	
Prepare customer reports	74.22%
Prepare vendor reports	91.37%
Prepare payroll reports	85.71%
Prepare financial statements	71.87%

ACCT 219 (TOTAL)	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Prepare customer reports	1	2	4	5	12
Prepare vendor reports	0	1	0	9	10
Prepare payroll reports	1	0	1	8	10
Prepare financial statements	1	3	0	6	10

Course being reported: ACCT 227 Financial Analysis and Budgeting

ACCT 227 Total (ITV) Section			
Outcome	15-16	16-17	17-18
Correctly Identify Numbers for ratios	N/A	71%	80%
Perform Calculations	90%	98%	98%
Analyze Evidence	90%	94%	90%
Formulate Judgments & Solutions	86.7%	89%	90%
Use Technology to Present Results	N/A	94%	94%
Enter formulas in an Excel budget	N/A	68%	100%

ACCT 227 (TOTAL)	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	<u># of Students</u>
Correctly Identify Numbers for ratios	0	1	3	1	5
Perform Calculations	0	0	0	5	5
Analyze Evidence	0	0	0	5	5
Formulate Judgments & Solutions	0	0	2	3	5
Use Technology to Present Results	0	0	1	4	5
Enter formulas in an Excel budget	0	0	0	5	5

Assessment Result

There were 10 competencies within this program outcome. Students performed at the competent or mastery level on all.

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	120	Sections: 1 Students: 18	Sections: 3 Students: 56	Sections: 2 Students: 46	FT: 1 PT: 0	Yes
ACCT 218	Payroll Accounting	1	1	Sections: 1 Students: 1	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes
ACCT 296	Certified Bookkeeper Review	1	2	Sections: 1 Students: 2	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: ACCT 211 Principles of Accounting I

ACCT 211 (TOTAL)	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Calculate and journalize basic payroll transactions	7	23	56	21	107

Face to Face Sections			
Outcome	15-16	16-17	17-18
Calculate and journalize basic payroll transactions	61.19%	67.36%	70.37%

F2F	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Calculate and journalize basic payroll transactions	1	2	11	4	18

ITV Sections			
Outcome	15-16	16-17	17-18
Calculate and journalize basic payroll transactions	NA	62.72%	62.90

ITV	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Calculate and journalize basic payroll transactions	1	12	18	9	40

Online Sections			
Outcome	15-16	16-17	17-18
Calculate and journalize basic payroll transactions	63.8%	67.17%	60.71

ONLINE	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Calculate and journalize basic payroll transactions	5	9	27	8	49

Course being reported: ACCT 218 Payroll Accounting

Face-to-Face Section			
Outcome	15-16	16-17	17-18
Journal Entries	65%	89%	99.36%
General Ledger	65%	77%	99.36%
Payroll Register	85%	86%	99.36%
Employee's Earnings Record	85%	86%	99.36%

ACCT 218 (TOTAL)	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	# of Students
Journal Entries	0	0	0	1	1
General Ledger	0	0	0	1	1
Payroll Register	0	0	0	1	1
Employee's Earnings Record	0	0	0	1	1

Course being reported: ACCT 296 Certified Bookkeeper Review

Hybrid Sections			
Outcome	15-16	16-17	17-18
Employees V. Nonemployees	86.94%	91.93%	62.5%
Federal and State Wage-Hour Law	81.33%	85.19%	92.6%
Paying Employees Under Federal Law	81.07%	89.58%	84.0%
Employment Records and Payroll Recordkeeping	67.88%	80.41%	73.6%
Employee Data: Form W-4 and State Withholding Allowance Certificates	81.25%	81.48%	75.0%
How Employers Withhold and Deposit Federal Taxes	61.67%	84.62%	75.0%

ACCT 296 (TOTAL)	<u>No Evidence</u>	<u>Novice</u>	<u>Competent</u>	<u>Mastery</u>	<u># of Students</u>
Employees V. Nonemployees	0	1	1	0	2
Federal and State Wage-Hour Law	0	0	0	2	2
Paying Employees Under Federal Law	0	0	1	1	2
Employment Records and Payroll Recordkeeping	0	0	2	0	2
Employee Data: Form W-4 and State Withholding Allowance Certificates	0	0	2	0	2
How Employers Withhold and Deposit Federal Taxes	0	1	0	1	2

Assessment Result

There were 11 competencies within this outcome. Students performed at the mastery level for 6 of the 11 chapter objectives assessed, competent level for 4 of the 11 objectives, and at the novice level for the final objective.

Additional Summary Notes

Are there any anomalies in the results that were noticed?

In nine of the 84 competencies, students achieved either novice or mastery, with no students falling in between (competent).

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?

Low numbers in the accounting courses continue to be a challenge; the majority of these classes are now available online in an effort to boost enrollment. However, as noted above, face-to-face students do better due to faculty assistance. The best compromise between offering courses online which fit best into students' lives and schedules, and getting the best performance with face-to-face students, is to offer ITV and hybrid courses, which blend the best of both worlds. More accounting courses will have the hybrid option in the future.

Were there any patterns in the data observed?

The sections in a face-to-face setting with the ability to ask questions in real time demonstrated better performance and participation.

Student Learning Outcomes (SLO) Report Addendum

Program Name: Accounting Technology

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

- Providing classwork solutions for ACCT 211 and ACCT 212 and links to recordings of the ITV section to all ACCT 211 and ACCT 212 sections has lessened the performance gap between the different modalities and between campus and off-campus groups.
- ACCT 219 Accounting Management Software had a new textbook and began using a homework grader with it. The use of a homework grader for ACCT 219 resulted in better performance than in previous years. This affected program outcomes three and five.
- ACCT 237 Income Tax Accounting gets a new textbook every year. Students generally achieve at the mastery or competent level for all items assessed from this course. One item assessed from this course for program outcome four had half the students measuring at the novice level and half at the competent level. This resulted in an overall rating of novice.

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

- The trend data for ACCT 211 for program outcome 1 showed a performance gap between F2F and online in FY15-16 of at least 8% for four of the five items assessed. In FY17-18, there was only a gap of this size in two of the five items assessed.
- ACCT 219 began using a new textbook with a new homework grader. When competencies for outcome 3 were compared, there was a 7% improvement over 2015-16 and 11% improvement in scores over 2016-17. Course completion rate with a C or better in all ACCT courses was 77% in 2015, 72% in 2016 and 76% in 2017-18.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Business Management AAS

Program Level SLO Report

Dr. Martha Kirkman – Program Manager

September 2018

2017-2018

Program Purpose Statement

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

Program Outcomes

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

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2017-18 academic year.

Business Management: Program Outcomes Mapping

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

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

	Develop a formal advertising plan for a local business. (CLO 5)
Program Outcome 1 continued	
MKTG 128: Professional Selling	Demonstrate professional standards of appearance and behavior required for selling. (CLO 1)
	Apply the techniques of selling. (CLO 2)
	Recognize the essential social, ethical, and legal sales issues involved in being a professional sales person. (CLO 3)
	Identify methods used in training, staffing, motivating, and evaluating salespeople. (CLO 4)
MKTG 297 Internship	Analyze personal interests, aptitudes, traits, abilities and attitudes. (CLO 1)
	Show professional standards of appearance and behavior required for employment. (CLO 2)
	Identify personal occupational requirement. (CLO 3)
SCOM 125: Communication in the Workplace	Identify the elements of human communication including process, barriers, and rules for sharing meaning. (CLO 1)
	Identify the role of perception in the communication process. (CLO 2)
	Use new skills to recognize and minimize the impact of perception on "miscommunication". (CLO 3)
	Identify how cultural differences impact communication outcomes. (CLO 4)
	Interpret nonverbal elements of communication including body language, gestures, facial expressions, etc. (CLO 6)
	Recognize the importance of listening as a tool of communication. (CLO 7)
	Demonstrate critical thinking skills. (CLO 8)
Explain how frame of reference influences communication outcomes. (CLO 11)	

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

Course	Course Learning Outcome (CLO)
BMGT 105: Career Management	Arrange an informational interview with a job target. (CLO 3)
BMGT 107: Hospitality and Tourism	Identify and describe the major types of businesses found in the hotel/lodging and travel/tourism industry. (CLO 1)
	Identify the role restaurant and managed services has in the travel/tourism industry. (CLO 2)
BMGT 108: Human Resource Management	Demonstrate management and supervisory skills. (CLO 1)
	Recognize the key challenges to human resource management in developing the flexible and skilled workforce needed to compete effectively. (CLO 2)
BMGT 215: Supervisory Development	Describe positive relations with employers, customers, and co-workers. (CLO 1)
	Apply problem-solving techniques appropriate in supervision. (CLO 2)
BMGT 235: Customer Service	Develop a heightened awareness of the challenges and opportunities in customer service. (CLO 1)
	Demonstrate techniques for exceeding expectations in value, information, convenience and timing in order to create greater customer loyalty. (CLO 2)
	Show specific and personal communication behaviors that engage customers. (CLO 3)
BMGT 239: Entrepreneurship	Describe strategies for formulating positive relationships with customers and employees. (CLO 1)
	Formulate a business plan. (CLO 3)
BUAD 120: Introduction to Business	Recognize the roles of the four functions of management. (CLO 1)
	Interpret good business ethics and socially responsible business practice. (CLO 3)
BUAD 221: Fundamentals of Management	Describe the roles and responsibilities of managers. (CLO 1)
	Explain the challenges managers face in the context of business. (CLO 2)
	Explain the management functions of planning, organizing, leading and controlling. (CLO 3)
MKTG 115: Principles of Marketing	Describe the major advertising media. (CLO 3)
MKTG 119: Advertising	Gain knowledge of the context, concepts, and processes of advertising management. (CLO 1)
	Be able to use creative processes and teamwork to develop and evaluate the effectiveness of advertisements. (CLO 3)
	Develop an effective ad campaign for the Merchants Showcase. (CLO 4)
	Develop a formal advertising plan for a local business. (CLO 5)

Program Outcome 2 continued

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

Program Outcome 3:

Summarize human relations and diversity in professional and business environments.

Course	Course Learning Outcome
BMGT 108: Human Resource Management	Demonstrate management and supervisory skills. (CLO 1)
	Recognize the key challenges to human resource management in developing the flexible and skilled workforce needed to compete effectively. (CLO 2)
	Identify the individual practices and policies that make up human resource management. (CLO 3)
BMGT 215: Supervisory Development	Describe positive relations with employers, customers, and co-workers. (CLO 1)
	Apply problem-solving techniques appropriate in supervision. (CLO 2)
	Recognize the functions of management. (CLO 3)
BMGT 235: Customer Service	Develop a heightened awareness of the challenges and opportunities in customer service. (CLO 1)
	Demonstrate techniques for exceeding expectations in value, information, convenience and timing in order to create greater customer loyalty. (CLO 2)

Program Outcome 3 continued

BMGT 239: Entrepreneurship	Describe strategies for formulating positive relationships with customers and employees. (CLO 1)
	Formulate a business plan. (CLO 3)
BUAD 120: Introduction to Business	Interpret good business ethics and socially responsible business practice. (CLO 3)
	Recognize the importance of creating a flexible organization through proper implementation of human resource management.
BUAD 221: Fundamentals of Management	Describe the roles and responsibilities of managers. (CLO 1)
	Explain the challenges managers face in the context of business. (CLO 2)
	Explain the management functions of planning, organizing, leading and controlling. (CLO 3)
MKTG 119: Advertising	Be able to use creative processes and teamwork to develop and evaluate the effectiveness of advertisements. (CLO 3)
MKTG 128: Professional Selling	Recognize the essential social, ethical, and legal sales issues involved in being a professional salesperson. (CLO 3)
	Identify methods used in training, staffing, motivating, and evaluating salespeople. (CLO 4)
MKTG 297: Internship	Identify personal occupational requirement. (CLO 3)
	Demonstrate positive relations with employers, customers, and co-workers. (CLO 4)
	Exhibit professional responsibility in relation to company, profession, and industry goals. (CLO 5)
SCOM 125: Communication in the Workplace	Identify how cultural differences impact communication outcomes. (CLO 4)

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

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

Program Outcome 4 continued

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

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

Course	Course Learning Outcome
ACCT 216: Business Accounting	Apply GAAP for corporate financial reporting. (CLO 2)
	Construct a statement of cash flows using information from the accrual balance sheet and income statement. (CLO 3)
	Calculate financial ratios and use them to evaluate business performance. (CLO 4)
	Relate the use of accounting information to pricing and capital investment decision making. (CLO 5)
ACCT 219: Accounting Management Software	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses. (CLO 1)
	Complete exercises involving accounts receivable, accounts payable, inventory and payroll. (CLO 2)
	Prepare financial statements and complete financial statement analysis. (CLO 3)
	Complete the accounting cycle using QuickBooks and Microsoft Office software. (CLO 4)
	Integrate QuickBooks with Microsoft Office applications. (CLO 5)
	Develop an understanding of service and merchandising computer accounting. (CLO 6)
ACCT 227: Financial Analysis and Budgeting	Prepare financial statements for various types of companies. (CLO 2)
	Calculate and interpret measures of liquidity, solvency and profitability. (CLO 3)

Program Outcome 5 continued

BMGT 105: Career Management	Construct a database of professional contacts. (CLO 1)
	Compose professional cover letter and resume. (CLO 4)
BMGT 239: Entrepreneurship	Identify components of a budget. (CLO 2)
	Formulate a business plan. (CLO 3)
BUAD 120: Introduction to Business	Recognize the roles of the four functions of management. (CLO 1)
MKTG 118: Retail Merchandising	Recognize the components of a budget to create a financial plan. (CLO 2)
	Interpret point-of-sale operations. (CLO 3)

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

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

Introduction

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 2018 and Fall 2017 semesters. Artifacts collected came from the following courses: MKTG 115 Principles of Marketing; SCOM 125 Communication in the Workplace; BMGT 108 Human Resource Management; BMGT 215 Supervisory Development, ACCT 219 Accounting Management Software and ACCT 272 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.

Program Outcome #1 Rubric

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

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

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	19	Sections: 1 Students: 19	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: MKTG 115-001 Principles of Marketing

PLO #1	No Evidence	Novice	Competent	Mastery	# of Students
Research assigned decade.	0	3	5	11	19
Identify trends, fads, and customs relating.	1	4	2	12	19
Relate information to customer buying preferences based on customer experiences.	0	2	5	12	19
Correct format, correct usage of grammar and spelling.	0	8	3	8	19
Prepare PowerPoint Presentation.	0	0	0	19	19

Assessment Result

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 19 students who completed this assignment. As a class students scored mastery for all competencies except for competency 4, Correct Format and Usage of Grammar and Spelling.

Analysis

The data from the 2017/2018 assessment cycle indicated that the students skills are above the novice level but overall there was a decrease in scores when comparing 2016/2017 data with 2017/2018 data. The instructor believes assessing application of analytical and critical-thinking skills during the first year of the students' college career is too soon. Based on this data it appears that students' skills are at the

mastery level, which indicates that the appropriate skills are being taught in the class; however, for competency 4, Correct Format and Usage of Grammar and Spelling, there continues to be a need for additional assistance with students' skills in correct format and usage of grammar and spelling to ensure scores will improve.

Program Outcome #2 Rubric

Demonstrate effective oral, written and persuasive business communication.

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

	No Evidence	Novice	Competent	Mastery
Information Management	No evidence of outside research and/or how to create, use and present visual aids during the presentation.	Ineffective information used to support main points of speech. Shows little understanding of how to locate and/or evaluate resources. Not many oral source citations. Audiovisual aids may be unprofessional and/or inadequate for the presentation.	Appropriate information management skills. Speaker shows some understanding of locating, evaluating, and citing sources orally in speech. Appropriate audiovisual aids.	Effective information management skills. The sales presentation was well supported with research, credible sources, clear oral source citations, and vivid audio-visual support.
Delivery	Severe lack of enthusiasm and interest the content, client, and purpose of the presentation. Speaker's style sounds like written style leading to disengagement of the material with the client. Speech was 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.

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	31	Sections: 2 Students: 31	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

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

PLO #2	No Evidence	Novice	Competent	Mastery	# of Students
Attention Step	0	0	4	9	13
Need Step	0	0	5	8	13
Satisfaction Step	0	0	13	0	13
Visualization Step	0	0	5	8	13
Action Step	0	0	9	4	13
Information Management	0	0	13	0	13
Delivery	0	4	3	6	13

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

PLO #2	No Evidence	Novice	Competent	Mastery	# of Students
Attention Step	0	1	7	10	18
Need Step	0	2	7	9	18
Satisfaction Step	0	2	7	9	18
Visualization Step	0	2	7	9	18
Action Step	0	2	8	8	18
Information Management	0	4	11	3	18
Delivery	0	4	12	2	18

Assessment Result

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 13 students who completed the assignment on the Poplar Bluff campus and 18 students who completed the assignment at the external location. For section 1 students scored mastery for competencies 1 (Attention Step), 2 (Need Step), 4 (Visualization Step)

and 5 (Action Step) and competent for competencies 3 (Satisfaction Step), 6 (Information Management), and 7 (Delivery). For section 2 students scored mastery for competencies 1 (Attention Step), 2 (Need Step), 3 (Satisfaction Step), 4 (Visualization Step) and 5 (Action Step) and competent for competencies 6 (Information Management), and 7 (Delivery). 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. In the second section for competency 1 (Attention Step) 94% of students scored in either mastery or competent and 5% of students scored in the novice area. For competency 2 (Need Step), 3 (Satisfaction Step), and 4 (Visualization Step), and 5 (Action Step) 89% of students achieved mastery or competent level and 11% scored in the novice area. For competency 6 (Information Management) and competency 7 (Delivery) 78% scored in either mastery or competent and 22% scored in the novice area. Since there was a percentage of students who fell into the novice level for all seven competencies additional attention will be placed on these competencies in class.

Analysis

In the Fall 2017 semester the instructor introduced a new speech outline template for Sales Presentations that use Monroe's Motivated Sequence. The outline template now has specific strategies that aid a student's understanding of what type of supporting material should go into each section of the speech presentation. It follows the well-respected Monroe's Motivated Sequence pattern of organization that has been a psychological tool used in the marketing and sales industry for decades. In comparing the last assessment cycle with the current cycle, section one's delivery of speech presentations improved with higher scores. The external location scores were 65% in Information Management and 63% in Delivery while the Poplar Bluff

campus scores were higher with 67% and 72% in Information Management and Delivery.

Use of Results for Improvement

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

Program Outcome #3 Rubric

Summarize human relations and diversity in professional and business environments.

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

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

Course being reported: BMGT 108 Human Resource Management

PLO #3	No Evidence	Novice	Competent	Mastery	# of Students
Read and summarize case study	5	3	0	19	27
Related Journal Articles	4	5	2	16	27
Identify problem/problems being addressed in case	1	2	2	22	27
Answer questions relating to case with justification	1	1	1	24	27
Format correctly	1	1	2	23	27

Assessment Result

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 27 students who completed the assignment. As a class, students scored mastery for competencies 3 (Identify problem/problems being addressed in the case) at 89%, 4 (answer questions relating to case with justification) at 91% and 5 (format correctly) at 91% and competent for competencies 1 (read and summarize case study) at 74% and 2 (related journal articles) at 70%. Based on this data it appears that the majority of students' skills are at the mastery level which indicates that the appropriate skills are being taught in the class but there were some students who did fall to the Novice

and No Evidence level which caused the overall scores for those competencies to fall into the competent range. When comparing 2016/2017 data with 2017/2018 data it is noted that average scores for competency showed an increase, competencies 2-4 showed a decrease and there was an increase in competency 5.

Analysis

According to the data the scores for this outcome saw increases in competencies 1 (read and summarize the case), 3 (identify problem/problems being addressed in the case) and 5 (format correctly) and a slight decrease in competencies 2 (related journal articles) and 4 (answer questions relating to case with justification).

Studying this data indicates that for the coming assessment cycle an emphasis needs to be placed on including related journal articles, how to properly identify human resource problems and justification of student responses as well as a discussion on proper format of the case study. During the last assessment cycle almost 30% of students scored No Evidence for competency 1. The significant reason for this was because they were failing to tie their summary together with concepts and theories from the text. During this assessment cycle more of an emphasis was placed on this skill and there was an improvement from 30% of students showing No Evidence to only 18.5% of students showing No Evidence. Overall, the scores do show that on average the students are scoring in the Mastery and Competent range.

Use of Results for Improvement

With regards to competency 3, in the 2016/2017 assessment cycle it was noted that “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.

For outcome 3 the instructor plans to address with the students acceptable journal articles and using justification when answering questions. The goal is to stress these two areas so that students can perform at a higher level.

Program Outcome #4 Rubric

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

Knowledge, Skill, Behavior, Attitude	No Evidence	Novice	Competent	Mastery
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. Ascertain 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

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	2	22	Sections: 2 Students: 22	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 1	Yes

First Course being reported: BMGT 215-001 Supervisory Development

PLO #4	No Evidence	Novice	Competent	Mastery	# of Students
Identifies dilemma	0	0	1	9	10
Identifies stakeholders in the decision	0	1	2	7	10
Able to make a decision	0	0	2	8	10
Identify lessons learned	1	1	0	8	10
Grammar, spelling, punctuation, at least 4 journal articles, MLA format	0	1	2	7	10

Second Course being reported: BMGT 215-Sikeston Supervisory Development

PLO #4	No Evidence	Novice	Competent	Mastery	# of Students
Identifies dilemma	0	1	3	8	12
Identifies stakeholders in the decision	1	4	4	3	12
Able to make a decision	1	4	4	3	12
Identify lessons learned	1	4	3	4	12
Grammar, spelling, punctuation, at least 4 journal articles, MLA format	7	3	1	1	12

Assessment Result

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. They then prepare a paper where they summarize the articles they found. Within the paper they 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 two sections of this course that were assessed with a total of 22 students who completed this assignment. For the Poplar Bluff section of this course students scored in the mastery level for all 5 competencies. Based on this data for the first section it appears that students' skills are typically at the Mastery level. A second section at an external location was assessed for this outcome with 12 students being assessed. Students scored at the mastery level for competency 1 (read and summarize case study), competent for competencies 2 (related journal articles), 3 (identify problem/problems being addressed in case) and 4 (answer questions related to case with justification), and novice for competency 5 (format correctly).

As the data indicates, waiting until the student have had more exposure to ethical and moral values associated with business has improved their skills. During the next assessment cycle comparisons can be made to determine improvements or decreases in scores.

Analysis

Comparing the scores from 2016/2017 and 2017/2018 assessment cycle there is an increase in all competency areas. For the 2016/2017 assessment cycle between 2% and 28% of students scored in the novice or no evidence range in all competencies and for the 2017/2018 assessment all students scored in the mastery or competent range except for competency 5 (grammar, spelling, punctuation, at least 4 journal

articles, MLA format), The instructor will be able to collect additional data in the upcoming assessment cycle to determine if the scores remain higher than they were when the outcome was being assessed in an introductory course.

After assessing students in this course the instructor determined that because Introduction to Business is an introductory course that students complete in their first semester of coursework that an accurate assessment of their competency was not being displayed. The instructor selected BMGT 215 Supervisory Development as the appropriate course for this outcome to be assessed. This course is completed in the final semester of the students' degree plan which provides adequate time for the student to have a better understanding of ethical and moral values as they relate to business principles and practices Since the same course was not assessed during this assessment cycle that was used to assess the outcome in the 2016/2017 assessment, an accurate comparison cannot be made.

Use of Results for Improvement

For outcome 4 Apply ethical and moral values to general business principles and practices, during the next assessment cycle a comparison can be made to determine if scores are improving. This learning outcome was 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 it was decided that this outcome will be assessed in BMGT 215 Supervisory Development. This course is taken during the students' final semester in the program which allows the students to have a more thorough understanding of the ethical and moral values that are associated with general business.

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	5	Sections:1 Students:	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ACCT 219	Accounting Management Software	1	11	Sections: 0 Students: 0	Sections: 1 Students: 11	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

First course being reported: ACCT 227 Financial Analysis and Budgeting

PLO #5	No Evidence	Novice	Competent	Mastery	# of Students
Correctly identify numbers for ratios	0	1	3	1	5
Perform calculations	0	0	0	5	5
Analyze evidence	0	0	0	5	5
Formulate judgments and solutions	0	0	2	3	5
Use technology to present results	0	0	1	4	5
Enter formulas in an Excel budget	0	0	0	5	5

Second course being reported: ACCT 219 Accounting Management Software

PLO #5	No Evidence	Novice	Competent	Mastery	# of Students
Setting up your business's accounting system	1	1	0	9	11
Accounting for a service company	2	0	2	7	11
Merchandising company: sales, purchases and inventory	1	1	1	8	11
Merchandising corporation: payroll	2	1	2	6	11
Banking	1	0	5	5	11

Assessment Result

There are two courses where this outcome is assessed, Financial Analysis and Budgeting ACCT 227 and Accounting Management Software ACCT 219. Financial Analysis and Budgeting ACCT 227 has two projects involved in the assessment of students' ability to use computer technology in solving business problems, a financial statement analysis project and a budgeting activity. 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.

There were five students who completed this assignment and all students scored in the mastery range for this assignment.

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. All five of the students had all of the formulas correct.

Between 63%-100% of the students demonstrated mastery or competent in all of the categories assessed, which is a huge improvement over the previous year.

Analysis

Demonstrate proper use of technology and computer software applications as they apply to business management was assessed in ACCT 227 Financial Analysis and Budgeting and ACCT 219 Accounting Management Software. 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 changes made in SP17 were carried forward into the SP18 semester. The SP18 class had five students, so they received a lot of individual attention and assistance in completing their company comparison project.

Between 80%-100% of the students demonstrated mastery in all of the categories assessed, which is a huge improvement over the previous year where there were 53% of students who scored in the novice range.

The overall conclusion is that 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. Portions of the assignment instructions have changed from previous sections of the course. The changes made in SP17 were carried forward into the SP18 semester. The SP18 class had five students, so they got a lot of individual attention and assistance in completing their company comparison project. As a result, their projects were better than those from previous semesters.

For the second project, the lack of mastery of the QuickBooks software is somewhat expected. The software has many 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. Students who

are not technology savvy and/or are intimidated by learning new technology have been extremely intimidated by and frustrated with this course.

Use of Results for Improvement

Outcome five (Demonstrate proper use of technology and computer software applications as they apply to business management) will be assessed in Retail Merchandising MKTG 118 for future reports. Financial Analysis and Budgeting will become a face-to-face course instead of a web or hybrid formatted course. Accounting Management Software ACCT 219 will be changed from a web class to a hybrid class starting in the Spring 2019 semester.

Due to the difficulty of students struggling with the QuickBooks software which is assessed in outcome 5 (demonstrate proper use of technology and computer software applications as they apply to business management), this class will be changed from an online class to a hybrid class in the SP19 semester. In addition, it has been determined that the need to assess program outcome 5 will be better suited by assessing this outcome in a different course. This assessment will move from ACCT 227 Financial Analysis and Budgeting and ACCT 219 Accounting Management Software to MKTG 118 Retail Merchandising to better align programmatically.

For outcome 5 A new textbook was introduced for the SP18 semester to a text that has a homework grader with it in hopes that more immediate feedback and more opportunities for practice would improve student mastery of the QuickBooks software. 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. Students who are not technology savvy and/or are intimidated by learning new technology have been extremely intimidated by and frustrated with this course. Due to this, the class will be changed from a web class to a hybrid class in SP/19.

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: 3 Students: 31	31	Sections: 1 Students: 12	Sections: 2 Students: 19	Sections: 0 Students: 0	FT: 0 PT: 1	Yes
ACCT 227	Financial Analysis and Budgeting	Sections: 1 Students: 5	5	Sections: 1 Students: 5	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

First course being reported: ACCT 216 Business Accounting

PLO #6	No Evidence	Novice	Competent	Mastery	# of Students
Use financial statements and return on assets (ROA to evaluate business performance)	0	1	6	0	7
Use the debt ratio to evaluate business performance	0	7	3	0	10
Use the current ratio to evaluate business performance	0	2	7	0	9
Use the gross profit percentage to evaluate business performance	0	8	2	0	10
Use inventory turnover and days' sales in inventory to evaluate business performance	0	3	0	8	11
Use the cash ratio to evaluate business performance	0	0	0	12	12
Use free cash flow to evaluate business performance	0	3	6	1	10
Explain how financial statements are used to analyze a business	0	0	0	12	12
Perform a horizontal analysis of financial statements	0	5	4	3	12
Perform a vertical analysis of financial statements	0	1	4	7	12
Compute and evaluate the standard financial ratios	2	5	5	0	12

Second Section being reported: Online ACCT 216 Business Accounting

PLO #6	No Evidence	Novice	Competent	Mastery	# of Students
Use financial statements and return on assets (ROA to evaluate business performance	1	3	7	5	15
Use the debt ratio to evaluate business performance	0	3	11	4	18
Use the current ratio to evaluate business performance	0	4	12	0	16
Use the gross profit percentage to evaluate business performance	0	5	8	2	15
Use inventory turnover and days' sales in inventory to evaluate business performance	0	1	0	13	14
Use the cash ratio to evaluate business performance	0	0	0	16	16
Use free cash flow to evaluate business performance	0	4	6	2	12
Explain how financial statements are used to analyze a business	0	0	0	15	15
Perform a horizontal analysis of financial statements	0	4	7	4	15
Perform a vertical analysis of financial statements	0	2	5	7	14
Compute and evaluate the standard financial ratios	0	10	3	1	14

Second course being reported ACCT 227 Financial Analysis and Budgeting Face-to-face

PLO #6	No Evidence	Novice	Competent	Mastery	# of Students
Correctly identify numbers for ratios	0	1	3	1	5
Perform calculations	0	0	0	5	5
Analyze evidence	0	0	0	5	5
Formulate judgments and solutions	0	0	2	3	5
Use technology to present results	0	0	1	4	5

Assessment Result

This outcome is assessed in both ACCT 216 Business Accounting and ACCT 227 Financial Analysis and Budgeting. ACCT 216 – Business Accounting uses multiple activities from MyAccountingLab to assess students' ability to analyze components of a financial statement.

Business Accounting was offered online during both the fall 2017 and spring 2018 semesters. In efforts to improve retention and student learning, an ITV section was offered during the FA17 semester, along with the web section based on previous semesters assessment data.

The web section performed better than the ITV section by only having competency 11 (compute and evaluate the standard financial ratios) score in the novice range while all other competencies scored either mastery or competent while the ITV section had two competencies (competency 4 use the gross profit percentage to evaluate business performance and competency 11 compute and evaluate the standard financial ratios) score in the novice range with all others scoring in the mastery or competent range. However, the web section had a larger portion of students not attempting the objectives. In general, the web students who attempted the activities achieved either competent or mastery while the ITV students were predominantly either novice or competent.

ACCT 227 – Financial Analysis and Budgeting uses the financial statement analysis project to assess students' ability to analyze a financial statement. Assignment instructions are shown with Outcome 5 (Demonstrate proper use of technology and computer software applications as they apply to business management).

Analysis

This outcome is assessed in two courses, Business Accounting ACCT 216 and Financial Analysis and Budgeting ACCT 227. Business Accounting uses multiple activities from MyAccountingLab to assess students' ability to analyze components of a financial statement. Business Accounting ACCT 216 was offered online during both the fall 2017 and spring 2018 semesters. In efforts to improve retention and student learning, an ITV section was 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.

The web section performed better than the ITV section on most of the objectives assessed. The students in the web section scored mastery in competencies 5, 6, 8, and 10 and the face-to-face section only scored mastery in competencies 5, 6, and 8. However, the web section had a larger portion of students not attempting the objectives. In general, the web students who attempted the activities achieved either competent or mastery while the ITV students were predominantly either novice or competent. Part of the performance gap could be the ITV section meeting for 50 minutes per class session.

Financial Analysis and Budgeting ACCT 227 uses the financial statement analysis project to assess students' ability to analyze a financial statement. 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 assessment for this outcome was revised in 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.

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 was offered ITV, meeting for 50 minutes 3 times per week. The class ended up only having 5 people enrolled when we started working on the financial analysis project. The students received more individual attention and guidance than previous classes have received and had better projects than those from previous years. Part of the performance gap could be the ITV section meeting for 50 minutes per class session.

Use of Results for Improvement

For outcome 6 (analyze and interpret a business financial statement), 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.

Additional Summary Notes

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.

Based on 2017/2018 scores the instructor is proposing to complete the critical-thinking assessment in the students' second year of coursework in BMGT 215 Supervisory Development

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.

All courses taught online in the Business Management degree program have now gone through the QM standards review process. 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.

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.

Identified Action Items to Improve Student Learning

- Evaluation and adjustments Rubrics
- Changes to activities in the SCOM 125 course to improve student learning
- Focus on the QM Standards to ensure coursework alignment
- Change in which course outcome 5 is assessed
- Change modality of classes to improve student learning

Anomalies in the results that were noticed:

For Outcome 2 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? Could the interpretation of the rubric or assignment be a factor?

For Outcome 4 students in section one scored at the mastery level for all competencies but there was a significant difference in scores for section two. Is there a difference in how the instructors are scoring the students' performance?

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 Outcome 1 it was noted that Principles of Marketing is recommended to be taken in the first year before analytical and critical-thinking skills as they apply to business environments have been focused on. Changing this outcome assessment to be assessed in the final year of the students' degree program will provide a better picture of the student's competency in this outcome. This outcome will be assessed in BMGT 235 Customer Service Management which is in the second year of the students' program of study.

Student Learning Outcomes (SLO) Report Addendum

Program Name: Business Management

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

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

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

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

- In the fall of 2015 the elimination of BMGT 296 Management Applications began, the addition of BMGT 235 Customer Service Management was implemented.
- The textbook for BMGT 108 Human Resource Management was updated.
- Added BUAD 120 Introduction to Business as a requirement to the AAS Business Management degree.
- Eliminated the ACCT 211 Principles of Accounting I and ACCT 212 Principles of Accounting II requirements for Business Management majors and replaced those two courses with BUAD 120 Introduction to Business and ACCT 216 Business Accounting.
- In the degree plan the option was added for students to take either ACCT 227 Financial Analysis and Budgeting or ACCT 219 Accounting Management Software.

During the 2016-2017 academic year the following changes were made.

- ACCT 216 Business Accounting was only offered online but in an effort to improve retention and student learning, an ITV section was offered during the FA17 semester in addition to the web section. The ITV sections were recorded and made available on YouTube where students can review the class sessions
- The BUAD 120 Introduction to Business class was being used to assess Outcome 4; however, this course is required to be taken during the students' first semester before business ethics has been focused on. This outcome will now be assessed in BMGT 215 Supervisory Development which is required during the students' final semester.

- BMGT 107 Hospitality and Tourism changed course level SLOs to align better with the new 7th edition text. The course is being redesigned to meet online QM standards and will go through the QM review.
- BMGT 239 Entrepreneurship changed the course textbook and is being redesigned to meet online QM standards and will go through the QM review.
- BUAD 221 Fundamentals of Management adopted a new text and made changes to the course level SLOs to better align with a new text.
- MKTG 297 Internship made a change in contact hours from 225 to 180 to clarify the ratio for college policy. It is a 4-1 ratio with 180 complete contact hours.
- MKTG 118 Retail Merchandising changed the text book.
- MKTG 119 Advertising changed the text book.

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

- In SCOM 125 Communication in the Workplace course during the FA17 semester the instructor introduced a new speech outline template for Sales Presentations that now has specific strategies that aid a student's understanding.
- It was decided that for future assessment cycles Outcome 5 will be assessed in MKTG 118 Retail Merchandising instead of ACCT 227 Financial Analysis and Budgeting and ACCT 219 Accounting Management Software.
- ACCT 227 Financial Analysis and Budgeting was offered as an online class but it was determined that students could benefit from having this class in a face-to-face modality.
- It was noted that MKTG 115 Principles of Marketing where Outcome 1 is assessed is taken during the students' first semester before analytical and critical-thinking

skills as they apply to business environments have been focused on. Outcome 1 will now be assessed in BMGT 235 Customer Service Management which is required in their final year.

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

In the 2015-2016 reporting cycle the program manager noted overall improved success rates of students. The changes provided more structure for the students in the online courses. Because this is the first year this assessment has been conducted it is difficult to report enrollment, retention and graduation rates.

In the 2016-2017 reporting cycle the program manager noted improved success rates of students. There is also indication that there are fewer students who are dropping or withdrawing from courses and an increase in students who are successfully passing the courses.

In the 2017-2018 reporting cycle the program manager noted improved success rates of students. There is also indication that there are fewer students who are dropping or withdrawing from courses and an increase in students who are successfully passing the courses.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Criminal Justice AAS

Program Level SLO Report

Shawn Westbrooks – Program Manager

2017-2018

Program Purpose Statement

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

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

Program Outcomes

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

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2017-18 academic year.

Criminal Justice: Program Outcomes Mapping

Program Outcome 1: Differentiate Constitutional Amendments.

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

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

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

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

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

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

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

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

Course	Course Learning Outcome (CLO)
ADJU 100: Introduction to Law Enforcement	Describe the early history and development of law enforcement agencies (CLO 1)
	Identify the role and functions of various agencies (CLO 2)
	Recognize the basic tasks and styles of policing (CLO 3)
	Outline the basic legal restrictions on law enforcement (CLO 4)
	Describe the fundamental principles of social control (CLO 5)
ADJU 223: Community Policing and Homeland Security	Describe each era of policing history (CLO 1)
	Identify various policing strategies used in the United States over the past 150 years (CLO 2)
	Discuss the concepts of Strategic, Neighborhood and Problem-Oriented Policing (CLO 3)
	Describe strategies used in implementing Community Policing (CLO 4)
	Identify the events which led to the Homeland Security Act of 2002 (CLO 5)
	Explain the strategies, operations and tactics of Homeland Security (CLO 6)

Introduction

For all program outcomes, students test in introductory courses and again in courses that come late in the program. For example, Program Learning Outcome 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 following tables compare students using the average of entry and exit scores. In addition, weighted averages are provided to show the relative importance of the rubric categories.

.

Program Outcome 1

Differentiate Constitutional Amendments.

Verified by the following student assignment:

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

ADJU-100 Scoring Rubric

Each of the five outcomes of this assessment are scored separately

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

ADJU-114 Scoring Rubric

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ADJU-100	Intro to Law Enforcement	3	45	Sections: 1 Students: 24	Sections: 2 Students: 21	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ADJU-114	Constitutional Law	1	31	Sections: 1 Students: 31	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

ADJU 100 Total	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
	1	3	15	24	43

ADJU 114 Total	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
	0	4	7	20	31

Course being reported: ADJU-100 Introduction to Law Enforcement

Modality	Average % of Correct Responses
F2F	64.3%
ONLINE	92.0%
ONLINE	88.8%

Modality	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
F2F	1	2	12	6	21
ONLINE	0	1	3	18	22

Course being reported: ADJU-114 Constitutional Law

Modality	Average % of Correct Responses
F2F	79.4%

Modality	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
F2F	0	4	7	20	31

Assessment Result

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

While the average score in 2017-18 went down, the weighted average went from 81% to 84%, indicating that the beginning students had a good grasp of the amendments, but still increased their overall knowledge.

Analysis

ADJU-100 scores did not significantly change compared to previous reporting years, but there was a significant drop in the ADJU-114 score for the current reporting year. This is an unexpected result. There was a higher percentage of web students in FY16-17 than in FY17-18, indicating that students in previous years may have been using internet resources while testing, though those in ITV courses would not have that opportunity.

Use of Results for Improvement

The findings suggest an increased focus on Constitutional amendments is needed in ADJU-114 to improve student learning in SLO 1. Instructors will begin by slowing down and spending more time discussing and reviewing the amendments early in the course. Instructor will also frequently remind students which Constitutional amendment is linked to each court case covered in the course.

Program Outcome 2

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

ADJU-100 Scoring Rubric

Each of the five outcomes of this assessment are scored separately

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

ADJU 114 Scoring Rubric

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ADJU-100	Introduction to Law Enforcement	3	45	Sections: 1 Students:24	Sections: 2 Students: 21	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ADJU-114	Constitutional Law	1	31	Sections: 1 Students:31	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

ADJU 100 Total	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
	0	10	13	21	

ADJU 114 Total	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
	0	1	6	24	

Course being reported: ADJU-100 Introduction to Law Enforcement

Modality	Average % of Correct Responses
F2F	74.8%
ONLINE	80.0%
ONLINE	75.0%

Modality	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
F2F	0	6	6	11	23
ONLINE	0	4	7	10	21

Course being reported: ADJU-114 Constitutional Law

Modality	Average % of Correct Responses
F2F	86.3%

Modality	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
F2F	0	1	6	24	31

Assessment Result

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

The weighted average for this outcome went from 75% to 91%, indicating that students increased their understanding of SCOTUS rulings.

Analysis

As the table above shows, the positive change from the ADJU-100 course to the ADJU-114 course has been consistent over the past 3 years.

Program Outcome 3

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

ADJU-100 Scoring Rubric

Each of the five outcomes of this assessment are scored separately

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

ADJU-113 and ADJU-233 Scoring Rubric

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ADJU-100	Introduction to Law Enforcement	3	45	Sections: 1 Students: 24	Sections: 2 Students: 21	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ADJU-113	Criminal Law	2	25	Sections: 2 Students: 21	Sections: Students:	Sections: Students:	FT: 1 PT: 0	Yes
ADJU-233	Criminal Investigations	1	22	Sections: 1 Students: 22	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

ADJU 100 Total	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
	4	20	18	2	44

ADJU 113 Total	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
	0	0	5	20	25

ADJU 233 Total	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
	0	0	4	18	22

Course being reported: ADJU-100 Introduction to Law Enforcement

Modality	Average % of Correct Responses
F2F	49.2%
ONLINE	57.3%
ONLINE	48.6%

Modality	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
F2F	3	10	9	1	23
ONLINE	1	10	9	1	21

Course being reported: ADJU-113 Criminal Law

Modality	Average % of Correct Responses
F2F	84.2%
ONLINE	91.6%

Modality	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
F2F	0	0	5	18	23
ONLINE	0	0	0	2	2

Course being reported: ADJU-233 Criminal Investigations

Modality	Average % of Correct Responses
F2F	85.8%

Modality	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
F2F	0	0	4	18	22

Assessment Result

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

This outcome is assessed in three courses, giving a broader look at student performance. Initially, in 2017, students' weighted average was only 47%, putting them in the novice category. After completing ADJU-113, the weighted average was 93%. Students completing ADJU-233 continued to increase their understanding of Missouri law (weighted average 94%). In both higher-level courses, no students scored lower than the competent category.

Analysis

Students will have very little knowledge of specific criminal statutes and elements of crimes upon entering the program. SLO 3 is the most difficult outcome in the program. The goal is to increase this knowledge through multiple courses. Of all learning outcomes, the most dramatic increases in knowledge have consistently occurred in this group. Students completing both ADJU-113 and ADJU-233 show significant improvement.

Program Outcome 4

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

ADJU-100 Scoring Rubric

Each of the five outcomes of this assessment are scored separately

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

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

ADJU-213 Scoring Rubric

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ADJU-100	Introduction to Law Enforcement	3	45	Sections: 1 Students: 24	Sections: 2 Students: 21	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ADJU-213	Court Procedures	1	11	Sections: 1 Students: 11	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

ADJU 100 Total	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
	2	10	16	16	44

ADJU 213 Total	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
	0	0	3	8	11

Course being reported: ADJU-100 Introduction to Law Enforcement

Modality	Average % of Correct Responses
F2F	61.5%
ONLINE	79.3%
ONLINE	79.1%

Modality	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
F2F	2	6	9	6	23
ONLINE	0	4	7	10	21

Course being reported: ADJU-213 Court Procedures

Modality	Average % of Correct Responses
F2F	89.2%

Modality	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
F2F	0	0	3	8	11

Assessment Result

Timeframe	ADJU-100 Average Score	ADJU-213 Average Score	Percentage of Increase
2017-2018	73.3%	89.2%	17.9%
2016-2017	72.7%	93.2%	22.0%
2015-2016	79.4%	97.5%	18.6%

Weighted average for this outcome went from 68% (competent) to 91% (mastery). In addition, no students scored in the no evidence or novice categories in the post-testing for this outcome.

Analysis

Students enter the program with a moderate amount of knowledge in this area depending on their particular background. Over the past three reporting years, the results have been consistent. Students completing ADJU-213 show a significant increase in the learning outcome score compared to the entry-level ADJU-100 scores.

It should be noted that this will be the final reporting year for ADJU-213. As of FY18-19, ADJU-213 Court Procedures will be replaced with ADJU-104 Introduction to Criminal Courts. The same learning outcomes will be covered in the new course.

Use of Results for Improvement

SLO 4 has been assessed in ADJU-213 Court Procedures. Beginning in the next reporting year (2018-2019), SLO 4 will be assessed in the new course ADJU-104 Introduction to Criminal Courts.

Program Outcome 5

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

ADJU-100 Scoring Rubric

Each of the five outcomes of this assessment are scored separately

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

ADJU-223 Scoring Rubric

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ADJU-100	Introduction to Law Enforcement	3	45	Sections: 1 Students: 24	Sections: 2 Students: 21	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
ADJU-223	Community Policing and Homeland Security	1	16	Sections: 1 Students: 1	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

ADJU 100 Total	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
	2	17	21	4	

ADJU 213 Total	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
	0	2	5	9	

Course being reported: ADJU-100 Introduction to Law Enforcement

Modality	Average % of Correct Responses
F2F	52.7%
ONLINE	58.0%
ONLINE	83.3%

Modality	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
F2F	2	12	8	1	23
ONLINE	0	5	13	3	21

Course being reported: ADJU-223 Community Policing and Homeland Security

Modality	Average % of Correct Responses
F2F	83.5%

Modality	0	1	2	3	# of Students
	No Evidence	Novice	Competent	Mastery	
F2F	0	2	5	9	16

Assessment Result

Timeframe	ADJU-100 Average Score	ADJU-223 Average Score	Percentage of Increase
2017-2018	64.6%	83.5%	22.3%
2016-2017	63.2%	86.3%	24.8%
2015-2016	60.5%	84.6%	28.5%

For outcome 5, students' weighted average went from 54% (competent) to 81% (mastery).

Analysis

This learning outcome has been the most consistent over the past three reporting years. The results show that a student completing ADJU-223 has a significant increase in knowledge when compared to the entry-level ADJU-100 course. The dramatic increases shown with SLO 5 may be due in part to the fact some students complete both ADJU-223 and ADJU-243, which includes an examination of philosophical eras and significant historic events affecting law enforcement. As a result, SLO 5 will also be assessed in ADJU-243 in the future.

Additional Summary Notes

Anomalies in the results that were noticed:

The negative change in SLO 1 from ADJU-100 to ADJU-114 was unusual and unexpected. Two sections of ADJU-100 were WEB courses, while the sole ADJU-114 course was face-to-face. ADJU-114 is known as a difficult course. Students completing ADJU-100 online have the advantage of learning material in their possession during assessments.

Were changes needed to improve student learning?

The program is in the process of revising course options. The Curriculum Committee has approved these changes and each new course is being implemented by semester. These changes are being done to improve transferability to SEMO, CMU, and HLGU. The following timeline outlines the changes in course offerings:

Semester	Course	Purpose
Fall 2018	ADJU-103 Introduction to Corrections	Replaces CRJC-105
Spring 2019	ADJU-104 Introduction to Criminal Courts	Replaces ADJU-213
Fall 2019	ADJU-102 Introduction to Criminal Justice	Additional entry-level course along with ADJU-100
Spring 2020	ADJU-147 Juvenile Procedures	Revision of course

Were there any patterns in the data observed?

With little exception, student learning increased upon completion of the high-level course, which focused on each specific SLO.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

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

2017-2018

Program Purpose Statement

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

Program Outcomes

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

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2017-18 academic year.

Early Childhood Development: Program Outcomes Mapping

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

Program Outcome 1 (continued)

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

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

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

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

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

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

Course	Course Learning Outcome (CLO)
ECD 126: Health, Safety, and Nutrition	Relate awareness, effective practices, and sound health education in order to promote children's health (CLO 1)
	Demonstrate how to create and maintain safe learning environments. (CLO 2)
	Examine appropriate meal planning, food safety, and nutrition education in order to meet children's essential nutritional needs. (CLO 3)
ECD 202: Survey of Early Childhood Development	Employ the components of high quality early childhood education in curriculum development (CLO 4)
ECD 205: Preschool CDA	Arrange and construct a learning environment for children that is conducive to play and exploration. (CLO 3)
	Organize activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental level and learning styles of children. (CLO 4)
	Create an atmosphere in which children feel accepted and encourage feelings of empathy and mutual respect. (CLO 8)
	Arrange a supportive environment in which children can begin to learn to practice appropriate and acceptable behavior. (CLO 9)
	Employ resources that will have a well-run purposeful environment for children. (CLO 11)
	Apply knowledge of early childhood theories and practices (CLO 12)
ECD 208: Infant/Toddler CDA	Arrange and construct a learning environment for children that is conducive to play and exploration. (CLO 3)
	Organize activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental level and learning styles of children. (CLO 4)
	Create an atmosphere in which children feel accepted and encourage feelings of empathy and mutual respect. (CLO 8)
	Arrange a supportive environment in which children can begin to learn to practice appropriate and acceptable behavior. (CLO 9)
	Employ resources that will have a well-run purposeful environment for children. (CLO 11)
	Apply knowledge of early childhood theories and practices (CLO 12)
ECD 237: Early Childhood Development Lab	Assess how curriculum and developmentally appropriate practice is applied in the early childhood setting
ECD 245: Early Childhood Administration	Demonstrate developmentally appropriate planning for various age groups in an early childhood setting (CLO 2)
ECD 247: Early Childhood Curriculum	Design curriculum that is child centered, child initiated and responsive to families. (CLO 1)
	Implement curriculum that supports play and learning using developmental, inclusive, and anti-bias principles. (CLO 2)
ECD 295: Early Childhood Practicum I	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)

Program Outcome 4 (continued)

ECD 296: Early Childhood Practicum II	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children (CLO 3)
ECD 298: Special Topics in Early Childhood	Apply knowledge of objects, events and properties as they apply to and influence program performance. (CLO 2)
	Create programs that meet the needs of the user. (CLO 3)

Program Outcome 5: Using content knowledge to build meaningful curriculum

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

**Program Outcome 6:
Becoming a professional**

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

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

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

Introduction

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

Program Outcome #1 Rubric
Promoting Child Development and Learning

Criteria	No Evidence	Novice	Competent	Mastery
Recognize young children's characteristics and needs.	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.
Illustrate multiple influences on young children's development and learning. (Cultural/diverse/anti-bias perspectives on development and learning)	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.
Create healthy, respectful, supportive, and challenging learning environments	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 #1

Promoting Child Development and Learning

Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 247	Early Childhood Curriculum	1	14	Sections: 0 Students: 0	Sections: 1 Students: 14	Sections: 0 Students: 0	FT: 1 PT: 0	Yes *Fall only course

Raw Scores: Outcome 1 (14 students)

Online Sections				
Key Elements	No Evidence	Novice	Competent	Mastery
Recognize young children's characteristics and needs.	0	0	8	6
Illustrate multiple influences on young children's development and learning.	0	2	10	2
Create healthy, respectful, supportive, and challenging learning environments.	0	0	10	4

Lesson Plan- Students are required to develop a weekly lesson plan that includes learning objectives, learning areas, materials, activities, and family engagement. Lesson plans must have multicultural/diverse inclusion. They are required to reflect on teaching responsibilities, interactions with children, checking for understanding, and assessing children's progress.

Assessment Result

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.

Outcome 1 (14 students)

Key Element	No Evidence	Novice	Competent	Mastery
1	0	0	8 (57%)	6 (43%)
2	0	2 (14%)	10 (71%)	2 (14%)
3	0	0	10 (71%)	4 (29%)

Analysis

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

For program outcome #1, students scored in competent or mastery, indicating they have a good grasp of this SLO.

Use of Results for Improvement

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. Students practice creating learning objectives in ECD 237, so more emphasis on learning objectives needs to be addressed in that course.

Action Item

- Update rubrics for child observations and site observations.

Program Outcome #2 Rubric

Building Family and Community Relationships.

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

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 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 295	Early Childhood Practicum I	1	19	Sections: 1 Students: 19	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes *Spring only course
ECD 296	Early Childhood Practicum II	1	19	Sections: 1 Students: 19	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes *Spring only course

Raw Scores: Outcome 2 (19 students)

Face to Face Sections				
Key Elements	No Evidence	Novice	Competent	Mastery
Identify diverse family and community characteristics.	0	2	4	13
Demonstrate how to support and engage families and communities through respectful, reciprocal relationships.	0	2	4	13
Discover how to engage and involve families and communities in their children’s development and learning.	0	2	4	13

Community Involvement-Students are required to volunteer at Silly Saturday which is an event held on campus each year that provides information and activities for families and children. Students interact with the children and families as they visit the TRC booth. They also provide the activity for the booth. Students who did not attend the event had to volunteer in their community.

Assessment Result

Students are required to volunteer at Silly Saturday which is an event held on campus each year that provides information and activities for families and children. Students interact with the children and families as they visit the TRC booth. They also provide the activity for the booth. Students who did not attend the event had to volunteer in their community. 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. Those students who scored in the novice range did not attend an event with children.

Outcome 2 (19 students)

Key Element	No Evidence	Novice	Competent	Mastery
1	0	2 (11%)	4 (21%)	14(74%)
2	0	2 (11%)	4 (21%)	14(74%)
3	0	2 (11%)	4 (21%)	14(74%)

Analysis

Students performed at mastery in this outcome in part because of the alternate activity that allowed students to meet the SLO even if they could not attend Silly Saturday.

Use of Results for Improvement

Students unable to attend Silly Saturday were required to volunteer at an event in their community that focuses on children and families. However, some of the community events the students attended did not meet that criteria. A rubric needs to be developed to better reflect requirements.

Program Outcome #3 Rubric

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

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

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	15	Sections: 1 Students: 15	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes *Fall only course

Raw Scores: Outcome 3 (15 students)

Face to Face Sections				
Key Elements	No Evidence	Novice	Competent	Mastery
Identify the goals, benefits, and uses of assessment.	0	2	12	1
Demonstrate skills in conducting observation, documentation, and other appropriate assessment tools and approaches.	0	7	7	1
Explain the responsibility of assessment to promote positive outcomes for each child.	2	6	6	1
Relate assessment partnerships with families and professional colleagues	0	2	12	1

Written Child Observation from their experience site for ECD 237-Early Childhood Development Lab. Students complete an observation that covers physical and motor development, social and emotional development, expression of feelings, behaviors with other children, intellectual development, impressions of child, interaction with the environment, and positive/negative interactions between child and teachers.

Assessment Result

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, 47% scored in the novice range.

Outcome 3 (15 students)

Key Element	No Evidence	Novice	Competent	Mastery
1	0	2 (13%)	12 (80%)	1 (.07%)
2	0	7 (47%)	7 (47%)	1 (.07%)
3	2 (13%)	6 (40%)	6 (40%)	1 (.07%)
4	0	2 (13%)	12 (80%)	1 (.07%)

Analysis

In PO #3 concept 3, students failed to explain how assessments play a role in assuring learning outcomes. This element will need to be emphasized in the future.

Use of Results for Improvement

Observing and assessing children is a very important aspect of early childhood. Students need to understand the importance of tracking the development and learning of their students. 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. A child study will be implemented in ECD 295-296.

This will give students the opportunity to assess and track the development of one child during the 60 hours of practicum.

Action Item

- Integrate more child assessment assignments into practicums so students are able to do hands-on field experience with assessments.

Program Outcome #4 Rubric

Using developmentally effective approaches.

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

Program Outcome #4

Using developmentally effective approaches.

Candidates prepared in early childhood degree programs understand that teaching young children is a complex enterprise; its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. Candidates 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 247	Early Childhood Curriculum	1	14	Sections: 0 Students: 0	Sections: 1 Students: 14	Sections: 0 Students: 0	FT: 1 PT: 0	Yes *Fall only course

Raw Scores: Outcome 4 (14 students)

Online Sections				
Key Elements	No Evidence	Novice	Competent	Mastery
Relate the use of positive relationship and supportive interactions with the importance of children’s success in learning.	0	0	8	6
Apply effective strategies and tools to influence development and learning of young children.	0	2	10	2
Use various learning formats of teaching/learning approaches to promote young children’s development.	0	0	10	4
Develop reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.	0	0	8	6

Lesson Plan- Students are required to develop a weekly lesson plan that includes learning objectives, learning areas, materials, activities, and family engagement. Lesson plans must

have multicultural/diverse inclusion. They are required to reflect on teaching responsibilities, interactions with children, checking for understanding, and assessing children's progress.

Assessment Result

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. A majority of students were competent in the areas of children's characteristics and needs, development and learning, and creating learning environments. 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.

Outcome 4 (14 students)

Key Element	No Evidence	Novice	Competent	Mastery
1	0	0	8 (57%)	6 (43%)
2	0	2 (14%)	10 (71%)	2 (14%)
3	0	0	10 (71%)	4 (29%)
4	0	0	8 (57%)	6 (43%)

Analysis

Students need more experience using developmentally effective approaches.

Use of Results for Improvement

Documentation from students, instructors, and site supervisors is needed. This documentation would include lesson plans, observations of interactions with children, appropriate learning environments and learning activities created by students, and assessments of 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.

Action Item

- Visit students and supervisors at least twice during practicums and increase communication with site supervisors.

Program Outcome #5 Rubric

Using content knowledge to build meaningful curriculum.

Criteria	No Evidence	Novice	Competent	Mastery
<p>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.</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>Identify the use of central concepts, inquiry tools, and structures of content areas or academic disciplines.</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>Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</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 #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 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	14	Sections: 0 Students: 0	Sections: 1 Students: 14	Sections: 0 Students: 0	FT: 1 PT: 0	Yes *Fall only course

Raw Scores: Outcome 5 (14 students)

Online Sections				
Key Elements	No Evidence	Novice	Competent	Mastery
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.	0	2	10	2
Identify the use of central concepts, inquiry tools, and structures of content areas or academic disciplines	0	1	11	2
Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	2	5	5	2

Activity Plan- 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.

Assessment Result

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 regard to applying knowledge and resources for the various areas of learning. The majority of students are competent with creating curriculum to enhance concepts in the different learning areas.

Outcome 5 (14 students)

Key Element	No Evidence	Novice	Competent	Mastery	Weighted Avg.%	Level Achieved
1	0	2 (14%)	10 (71%)	2 (14%)	67%	Competent
2	0	1 (.07%)	11 (79%)	2 (14%)	69%	Competent
3	2 (14%)	5 (36%)	5 (36%)	2 (14%)	50%	Novice

Analysis

The activity plans that students are required to complete asks for all information needed for meeting this standard. Students may need more examples and resources in order to meet this outcome.

Use of Results for Improvement

Expectations of students will be addressed and shared with students. This will be done through examples and more information and resources shared with students.

Program Outcome #6 Rubric

Becoming a professional.

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

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	15	Sections: 1 Students: 15	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes *Fall only course

Raw Scores: Outcome 6 (15 students)

Face to Face Sections				
Key Elements	No Evidence	Novice	Competent	Mastery
1. Recognize the importance of identifying and involving oneself with the early childhood field.	0	3	7	5
2. Demonstrate ethical standards and other early childhood professional guidelines.	0	0	10	5
3. Participate in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	0	4	6	5
4. Show evidence of integrating knowledgeable, reflective, and critical perspective on early education.	0	5	5	5
5. Illustrate informed advocacy for children and profession.	0	4	6	5

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, administration, and overall program.

Assessment Result

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. The 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. Those who scored in the novice range did not add recommendations for items they did not observe or needed improvement.

Outcome 6 (15 students)

Key Element	No Evidence	Novice	Competent	Mastery	Weighted Avg.%	Level Achieved
1	0	3 (20%)	7 (47%)	5 (33%)	71%	Competent
2	0	0	10 (67%)	5 (33%)	77%	Mastery
3	0	4 (27%)	6 (40%)	5 (33%)	69%	Competent
4	0	5 (33%)	5 (33%)	5 (33%)	67%	Competent
5	0	4 (27%)	6 (40%)	5 (33%)	69%	Competent

Analysis

Students need to be aware of the expectations of what is needed and required when completing their site observations.

Use of Results for Improvement

Guidance and rubric will be developed to accompany the required observation form.

Action Items

- Create rubric to ensure students are volunteering at an event that serves children and families if they are unable to attend Silly Saturday.
- Visit students and supervisors at least twice during practicums and increase communication with site supervisors.

Program Outcome #7 Rubric

Field Experiences.

Criteria	No Evidence	Novice	Competent	Mastery
<p>Opportunities to observe and practice in at least two of the three early childhood age groups (birth–age 3, 3-5, 5-8)</p>	<p>Candidate participates in opportunities to observe and practice but does not complete required number of field experience hours and/or settings.</p>	<p>Candidates participates in opportunities to observe and practice in one early childhood age groups</p>	<p>Candidates participates in opportunities to observe and practice in two early childhood age groups</p>	<p>Candidates participates in opportunities to observe and practice in more than two early childhood age groups.</p>
<p>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)</p>	<p>Candidate participates in opportunities to observe and practice but does not complete required number of field experience hours and/or settings.</p>	<p>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).</p>	<p>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).</p>	<p>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).</p>

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. Candidates work 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	19	Sections: 1 Students: 19	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes *Spring only course
ECD 296	Early Childhood Practicum II	1	19	Sections: 1 Students: 19	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes *Spring only course

Raw Scores: Outcome 7 (19 students)

Face to Face Sections				
Key Elements	No Evidence	Novice	Competent	Mastery
Opportunities to observe and practice in at least two of the three early childhood age groups (birth–age 3, 3-5, 5-8)	0	9	10	0
Opportunities to observe and practice in at least two of the main types of early education settings (early school grades, child care centers and homes, Head Start programs)	0	17	2	0

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 60 hours of field experience with children from the ages of 0-8.

Assessment Result

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 60 hours of field experience with children from the ages of 0-8. Eighty-nine 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 47% did not observe or practice in two of the main types of early education settings.

Outcome 7 (19 students)

Key Element	No Evidence	Novice	Competent	Mastery	Weighted Avg.%	Level Achieved
1	0	9 (47%)	10 (53%)	0	51%	Competent
2	0	17 (89%)	2 (11%)	0	37%	Novice

Analysis

Students scored in the novice level in PO #7 concept 2 because not all students completed observations in the full range of age groups and settings, depriving them of the requisite knowledge for mastering this skill.

Use of Results for Improvement

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.

Change requirement of students to take both ECD 295-Infant/Toddler Practicum and ECD 296-Preschool Practicum. Students would take either ECD 295-Infant/Toddler Practicum or ECD 296-Preschool Practicum depending on preferred age group. This would allow for more experience with one particular age group.

Action Items

- Require ECD 237 students to observe in at least 2 different settings with 2 different age groups.
- Possibly update curriculum to reflect that student will take either ECD 295-Infant/Toddler Practicum or ECD 296-Preschool Practicum.
- Visit students and supervisors at least twice during practicums and increase communication with site supervisors.

Additional Summary Notes

Anomalies in the results that were noticed:

None.

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 number of ECD students working full-time in an early childhood setting. They have difficulty finding the time to be able to complete practicum hours with age groups that are outside of the age groups in their own classrooms. This pattern continued from the last academic year.

Assessment of curriculum and learning activities continues to be a challenge for students. The data showed that they are improving but there is still a large number scoring in the novice range.

Student Learning Outcomes (SLO) Report Addendum

Program Name: Early Childhood Development:

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

- For outcome #2, there was not a strong assessment used to measure Building Family and Community Relationships. Each ECD course discusses family involvement and the importance of including families in the education of young children. Several strategies and assessments were added to reinforce this understanding. Students are required to develop a lesson plan for their final project in ECD 247-Curriculum. A piece was added to inquire how they would engage parents. This can be through events in the classroom, sending activities home for parents to work with their child, or a variety of other things that the student includes in the lesson plan.

- Another piece that was added was volunteering at an event for families and children. Previously, students had been encouraged to attend the Silly Saturday event for extra points. This year, students were required to attend or volunteer at another event in their community if attendance was not possible. The events allow the student to interact with children and families. There is great deal of time that students may spend with children in the learning environment but not interact with families.

- Curriculum changes have occurred in all of the ECD courses over the last few semesters. Student learning objectives have been updated along with textbooks. The ECD program grid has been updated, also. Previously, the Preschool and

Infant/Toddler CDA courses were an ECD elective. These two courses have been added as a required course. The CDA is nationally recognized and is the first step into many early learning facilities. The courses that meet the CDA requirements can now be taken in one semester. If a student chooses, they can apply for the CDA credential. The new grid also reflects the math course change that aligns with Core 42. ECD students will now complete MATH 161-Reasoning instead of Intermediate Algebra.

- The assessment measuring program outcome #6 was added so that a more accurate measure would be available. Before, students were measure on their professionalism in how they represented themselves in the practicum sites. While this is still a part of the assessment, they are now required to complete a program observation of their practicum site. This allows the student to identify various requirements that are required in quality programs. The student assess the environment and makes comments or suggestions depending on their observations.
- Changes in modality are in the process for the 17-18 period. The practicum courses of ECD 237, 295 and 296 are taught as a face-to-face course. They are being changed to online with a one-time orientation and on-site visits from ECD instructor. The number of observation hours are being reduced. Students will be required to observe a total of 120 hours in the three courses, whereas, previously it was a total of 200 hours. Proposed changes to ECD 126 and ECD 202 will include an addition of class meeting via Zoom.

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

The changes listed above will be able to be identified in the upcoming 18-19 report.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Teacher Education

AA

AAT

AAS

Program Level SLO Report

Alice Sanders – Program Manager

2017-2018

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 colleges 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.

This statement is a purpose statement for the program as a whole. Statements contained in the college catalog are specific to the degree only.

- 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.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2017-18 academic year.

Teacher Education: Program Outcomes Mapping

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

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

**Program Outcome 3:
Curriculum Implementation**

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

**Program Outcome 4:
Critical Thinking**

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

**Program Outcome 5:
Positive Classroom Environment**

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

**Program Outcome 6:
Effective Communication**

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

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

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

Program Outcome 7 (Continued)

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

Program Outcome 8: Professionalism

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

Program Outcome 9: Professional Collaboration

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

Introduction

Program Learning Outcomes are measured using the Missouri Initial Professional Education Competencies (MIPEC) Standards as mandated by The Missouri Department of Elementary and Secondary Education, DESE. Program rubrics were developed using the professional academic language of the MIPEC standards.

Program Outcome #1 Rubric

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

Rubric Criteria	No Evidence	Novice	Competent	Mastery
Quality Indicator #1: Content Knowledge and Academic Language	Demonstrates little or no evidence of basic general education content knowledge, as well as awareness of academic language of disciplines.	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: Diverse Social and Cultural Perspectives	Demonstrates little/no evidence of an understanding of cultural diversity and the potential for bias in teaching.	Demonstrates some basic understanding of cultural diversity and the potential for bias in teaching.	Demonstrates basic understanding of cultural diversity and the potential for bias in teaching.	No weakness found. Demonstrates an understanding of cultural diversity and the potential for bias in teaching.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 201 Fall 2017	Teaching Profession w/Field Experience	3	67	Sections: 3 Students: 67	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 2	Yes

Quality Indicator	No Evidence	Novice	Competent	Mastery
#1 Student demonstrates basic general education content knowledge, as well as awareness of academic language of disciplines.	2	13	52	0
#2 Student demonstrates an understanding of cultural diversity and the potential for bias in teaching.	0	10	54	3

Assessment Result

Program Outcome 1 – Content Knowledge Aligned with Appropriate Instruction

was assessed in EDUC 201 Teaching Profession w/Field Experience. Assessment of Quality Indicator #1 *Student demonstrates basic general education content knowledge, as well as awareness of academic language of disciplines* revealed that 77.6% of students scored Competent. Assessment of Quality Indicator #2 *Student demonstrates an understanding of cultural diversity and the potential for bias in teaching* revealed 85% of students scored Competent or Mastery.

(67 Students)

Quality Indicator #1

78% Competent

19% Novice

3 % No Evidence

Quality Indicator #2

4% Mastery

81% Competent

15% Novice

Use of Results for Improvement

Based on 20% of students scoring No Evidence or Novice on Quality Indicators #1 and #2, students need additional practice in the demonstration of academic language and the ability to identify cultural bias within the classroom. Collaborative reflection activities will be supplemented using model curriculum videos offered by DESE.

Action Items

- DESE Video series added to EDUC 201

Program Outcome #2 Rubric

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.*

Quality Indicator	No Evidence	Novice	Competent	Mastery
Quality Indicator #1 Theory of Learning	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 #2 Student Goals	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.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 201 Fall 2017	Teaching Profession w/Field Experience	3	67	Sections: 3 Students: 67	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT: 2	Yes

Quality Indicator	No Evidence	Novice	Competent	Mastery
#1 Student demonstrates a basic knowledge of theories of learning	5	50	12	0
#2 Student recognizes the need to set short and long-term goals, organize, implement, and self-reflect.	5	47	15	0

Assessment Result

Program Outcome 2 – Student Learning, Growth and Development was assessed in EDUC 201 Teaching Profession w/Field Experience. Students are required to complete a total of 30 hours of classroom engagement hours throughout the sixteen-week course and then to reflect through narrative writing. Writing prompts require students to demonstrate a basic knowledge of theories of learning and recognize the need to set short and long term goals, organize, supplement and self-reflect. Assessment of Quality Indicator #1 *Student demonstrates a basic knowledge of theories of learning* indicated that 17.9% of students scored Competent. Assessment of Quality Indicator #2 *Student recognizes the need to set short and long-term goals, organize, implement, and self-reflect* indicated 22.4% of students scored Competent.

(67 Students)
Quality Indicator #1
 18% Competent
 75% Novice
 7% No Evidence

Quality Indicator #2
 23% Competent
 70 % Novice
 7% No Evidence

Analysis

Students scored novice in Program Outcome 2, which reflects a basic demonstration of their understanding of theories of learning. However, these program outcomes are assessed in EDUC 201 Teaching Profession w/Field Experience, which is the introductory teacher education course. This course currently has seventeen course level outcomes. Not every student who takes EDUC 201 will continue in the teacher education program, as it is not unusual for students to change educational plans at this point. Program Outcome 2 assessment may be better suited to a course later in the program.

Use of Results for Improvement

Based on 82% of students scoring No Evidence or Novice on Quality Indicator #1 and 77% of students scoring No Evidence or Novice in Quality Indicator #2, this program outcome would be better assessed in a course offered further in the framework of the program.

Action Items

- Behavioral Learning Theories case studies added to EDUC 201

Program Outcome #3 Rubric

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	Demonstrates little/no understanding of curriculum, instructional alignment, and national and state standards.	Demonstrates some basic understanding of curriculum, instructional alignment, and national and state standards.	Demonstrates basic understanding of curriculum, instructional alignment, and national and state standards.	No weakness found. Demonstrates an understanding of curriculum, instructional alignment, and national and state standards.
Quality Indicator #2 Lessons for Diverse Learners	Demonstrates little/no evidence of and understanding of the importance of using appropriate strategies to meet individual student needs.	Demonstrates some basic evidence of and understanding of the importance of using appropriate strategies to meet individual student needs.	Demonstrates a basic understanding of the importance of using appropriate strategies to meet individual student needs.	No weakness found. Demonstrates an understanding of the importance of using appropriate strategies to meet individual student needs.
Quality Indicator #3 Instructional Goals and Differentiated Instructional Strategies	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.	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.	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. Demonstrates a basic understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 210	Educational Psychology Sp 18	1	25	Sections 0 Students 0	Sections 1 Students 25	0	FT 1 PT 0	Yes

Quality Indicator	No Evidence	Novice	Competent	Mastery
Student demonstrates an understanding of curriculum, instructional alignments, and national/state standards	0	2	20	3
Student demonstrates an understanding of the importance of using appropriate strategies to meet individual student needs.	0	4	20	1
Student demonstrates a basic understanding of the importance of differentiated instruction and short/long-term instructional goal planning to meet student needs.	0	3	19	3

Assessment Result

Program Outcome 3 – Curriculum Implementation was assessed in EDUC 210 Educational Psychology. Students are required to complete a semester long project. The project requires students to design a classroom floor plan, behavioral management plan, lesson plan, field trip, classroom of learners, accommodate/modify curriculum based upon exceptional learners, and self-reflect. Assessment of Quality Indicator #1 *Student demonstrates an understanding of curriculum, instructional alignments, and national/state standards* indicated that 92% of students scored Competent or Mastery. Assessment of Quality Indicator #2 *Student demonstrates an understanding of the importance of using appropriate strategies to meet individual student needs* demonstrates 84% of students scored Competent or Mastery. Assessment of Quality Indicator #3 *Student demonstrates a basic understanding of the importance of differentiated instruction and short/long term instructional goal planning to meet student needs* indicated 84% of students scored Competent or Mastery.

(67 Students)

Quality Indicator #1

12% Mastery
80% Competent
8% Novice

Quality Indicator #2

4% Mastery
80% Competent
16% Novice

Quality Indicator #3

12% Mastery
76% Competent
12% Novice

Analysis

Data from Program Outcomes 3, 4, and 5 indicated students demonstrated competency in an understanding of curriculum alignment, appropriate strategies to meet student needs, short and long-term goal planning, importance of instructional resources, and the principles of classroom management through the creation and development of the Real Deal Project.

Use of Results for Improvement

Based on 12% of students scoring Mastery on Quality Indicator #1, 4% scoring Mastery on Quality Indicator #2, and 12% scoring Mastery on Quality Indicator #3, additional practice designing lesson plans to include differentiated instructional strategies that meet the needs of all learners should be added to this assessment. Future instruction will be more focused to allow detailed practice throughout the semester.

Action Items

- Focused/detailed lesson plan design (EDUC 210)

Program Outcome #4 Rubric

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	Shows little/no evidence of identification of instructional strategies that promote critical thinking and problem solving.	Shows some basic evidence of identification of instructional strategies that promote critical thinking and problem solving.	Shows basic evidence of identification of instructional strategies that promote critical thinking and problem solving.	No weakness found. 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	Demonstrates little/no evidence of the importance of using instructional resources to enhance student learning.	Demonstrates some basic evidence of the importance of using instructional resources to enhance student learning.	Demonstrates basic evidence of the importance of using instructional resources to enhance student learning.	No weakness found. Demonstrates evidence of the importance of using instructional resources to enhance student learning.
Quality Indicator #3 Cooperative, Small Group, and Independent Learning	Demonstrates little/no understanding of multiple strategies for effective student engagement.	Demonstrates some basic understanding of multiple strategies for effective student engagement.	Demonstrates basic understanding of multiple strategies for effective student engagement.	No weakness found. Demonstrates little/no understanding of multiple strategies for effective student engagement.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 210	Educational Psychology Sp 18	1	25	Sections: 0 Students: 0	Sections: 1 Students: 25	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Quality Indicator	No Evidence	Novice	Competent	Mastery
Quality Indicator #1 Student identifies instructional strategies that promote critical thinking and problem solving.	5	15	5	0
Quality Indicator #2 Student demonstrates the importance of using instructional resources to enhance student learning.	2	5	13	5
Quality Indicator #3 Student demonstrates a basic understanding of multiple strategies for effective student engagement.	2	4	13	6

Assessment Result

Program Outcome 4 – Critical Thinking was assessed in EDUC 210 Educational Psychology. Students are required to complete a semester long project. The project requires students to design a classroom floor plan, behavioral management plan, lesson plan, field trip, classroom of learners, accommodate/modify curriculum based upon exceptional learners, and self-reflect. Assessment of Quality Indicator #1 *Student identifies instructional strategies that promote critical thinking and problem solving* indicated that 20% of students scored Competent. Assessment of Quality Indicator #2 *Student demonstrates the importance of using instructional resources to enhance student learning* indicated 72% of students scored Competent or Mastery. Assessment of Quality Indicator #3 *Student demonstrates a basic understanding of multiple strategies for effective student engagement* indicated 76% of students scored Competent or Mastery.

(25 students)

Quality Indicator #1

20% Competent
60% Novice
20% No Evidence

Quality Indicator #2

20% Mastery
52% Competent
20% Novice
8% No Evidence

Quality Indicator #3

24% Mastery
52% Competent
16% Novice
8% No Evidence

Use of Results for Improvement

Based on 80% of students scoring No Evidence or Novice on Quality Indicator #1, curriculum will be expanded to include identification of instructional strategies that promote critical thinking and problem solving. Students create a model classroom in the Real Deal Project and this project will be revised to include instructional strategies that specifically address critical thinking and problem solving.

Action Items

- Critical thinking activities added to EDUC 270

Program Outcome #5 Rubric

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	Shows little/no recognition of the principles of classroom management, motivation, and engagement.	Shows some basic recognition of the principles of classroom management, motivation, and engagement.	Shows basic recognition of the principles of classroom management, motivation, and engagement.	No weakness found. Recognizes the principles of classroom management, motivation, and engagement
Quality Indicator #2 Management of Time, Space, Transitions, and Activities	Shows little/no evidence of the identification of implications of effective management of time, space, transitions, and activities.	Shows some basic evidence of the identification of implications of effective management of time, space, transitions, and activities.	Shows basic evidence of the identification of implications of effective management of time, space, transitions, and activities.	No weakness found. Identifies the implications of effective management of time, space, transitions, and activities.
Quality Indicator #3 Classroom, School, and Community Culture	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.	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.	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. Recognizes the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment 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?
EDUC 210	Educational Psychology Sp 18	1	25	Sections: 0 Students: 0	Sections: 1 Students: 25	Sections: 0 Students: 0	FT: 1 PT:	Yes

Quality Indicator	No Evidence	Novice	Competent	Mastery
Quality Indicator #1 Student recognizes principles of classroom management, motivations, and engagement.	0	8	13	4
Quality Indicator #2 Student identifies the implications of effective management of time, space, transitions, and activities.	0	2	13	10
Quality Indicator #3 Student recognizes the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.	0	2	13	10

Assessment Result

Program Outcome 5 – Positive Classroom Environment was assessed in EDUC 210 Educational Psychology. Students are required to complete a semester long project. The project requires students to design a classroom floor plan, behavioral management plan, lesson plan, field trip, classroom of learners, accommodate/modify curriculum based upon exceptional learners, and self-reflect. Assessment of Quality Indicator #1 *Student recognizes principles of classroom management, motivations, and engagement* indicated 68% of students scored Competent or Mastery. Assessment of Quality Indicator #2 *Student identifies the implications of effective management of time, space, transitions, and activities* indicated 92% of students scored Competent or Mastery. Assessment of Quality Indicator #3 *Student recognizes the influence of classroom, school, and*

community culture on student relationships and the impact on the classroom environment and learning indicated 92% of students scored Competent or Mastery.

(25 students)

Quality Indicator #1

16% Mastery
52% Competent
32% Novice

Quality Indicator #2

40% Mastery
52% Competent
8% Novice

Quality Indicator #3

40% Mastery
52% Competent
8% Novice

Use of Results for Improvement

Based on 32% of students scoring Novice on Quality Indicator #1, students need a broader introduction to the principles of behavior management that go beyond the design of a management plan. In addition, specific accepted behavior management plans currently used within the public school systems will be demonstrated and analyzed, with students applying behavior management theories.

Action Items

- Application/identification/alignment of behavioral management theories to current management applications (EDUC 210)

Program Outcome #6 Rubric

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

Criteria	No Evidence	Novice	Competent	Mastery
Quality Indicator #1 Verbal and Nonverbal Communication	Demonstrates little/no evidence of effective verbal and nonverbal communication techniques.	Demonstrates some basic evidence of effective verbal and nonverbal communication techniques.	Demonstrates basic evidence of effective verbal and nonverbal communication techniques.	No weakness found. Demonstrates effective verbal and nonverbal communication techniques.
Quality Indicator #2 Learner Expression in Speaking, Writing, and Other Media	Shows little/no evidence of reflection on how effective teachers facilitate learner expression in speaking, writing, listening and other media.	Shows some basic evidence of reflection on how effective teachers facilitate learner expression in speaking, writing, listening and other media.	Shows basic evidence of reflection on how effective teachers facilitate learner expression in speaking, writing, listening and other media.	No weakness found. Reflects on how effective teachers facilitate learner expression in speaking, writing, listening and other media.
Quality Indicator #3 Technology and Media Communication Tools	Shows little/no development of skills in using a variety of media communication tools.	Shows some basic development of skills in using a variety of media communication tools.	Shows basic development of skills in using a variety of media communication tools.	No weakness found. Develops skills in using a variety of media communication tools.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 270	Educational Technology W 18	1	23	Sections 0 Students 0	Sections 1 Students 23	0	FT 1 PT 0	Yes

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

Assessment Result

Program Outcome 6 – Effective Communication was assessed in EDUC 270 Educational Technology. Students are required to develop a Flipped Classroom videos series that demonstrates effective verbal/nonverbal communication techniques and to develop skills in a variety of communication tools. Assessment of Quality Indicator #1 *Student demonstrates effective verbal and nonverbal communication techniques* indicated 91% of students scored Competent or Mastery. Assessment of Quality Indicator #2 *Student reflects on how effective teachers facilitate learner expression in speaking, writing, listening, and other media* indicated 91% of students scored Competent or Mastery. Assessment of Quality Indicator #3 *Student develops skills in using a variety of media communication tools* demonstrated 100% of students scored Competent or Mastery.

(23 students)

Quality Indicator #1

43% Mastery

48% Competent

9% Novice

Quality Indicator #2

43% Mastery

48% Competent

9% Novice

Quality Indicator #3

87% Mastery

13% Competent

Analysis

During the 2017-2018 academic year, students have demonstrated mastery in Program Outcome 6's quality indicators 1, 2 and 3. Students demonstrate effective communication both verbally and nonverbally, reflection of learner expression and the development of media communication skills through the creation of a classroom website and the Flipped Classroom video series.

Program Outcome #7 Rubric

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.*

Rubric Criteria	No Evidence	Novice	Competent	Mastery
Quality Indicator #1 Effect of Instruction on Individual/Class Learning	Shows little/no evidence of recognition of the role assessment data in showing the effectiveness of instruction on individual/class learning.	Shows some basic evidence of recognition of the role assessment data in showing the effectiveness of instruction on individual/class learning.	Shows basic evidence of recognition of the role assessment data in showing the effectiveness of instruction on individual/class learning.	No weakness found. Recognizes the role assessment data in showing the effectiveness of instruction on individual/class learning.
Quality Indicator #2 Communication of Student Progress and Maintaining Records	Shows little/no evidence of recognition of the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators.	Shows some basic evidence of recognition of the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators.	Shows basic evidence of recognition of the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators.	Recognizes the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 270	Educational Technology W18	1	23	Sections 0 Students 0	Sections 1 Students 23	0	FT 1 PT 0	yes

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

Assessment Result

Program Outcome 7 – Student Assessment and Data Analysis was assessed in EDUC 270 Educational Technology. Students are required to develop a Flipped Classroom videos series that demonstrates effective verbal/nonverbal communication techniques and to develop skills in a variety of communication tools. Assessment of Quality Indicator #1 *Student recognizes the role of assessment data in showing the effectiveness of instruction on individual/class learning* indicated 100% of students scored Competent or Mastery. Assessment of Quality Indicator #2 *Student recognizes the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators* indicated 100% of students scored Competent or Mastery.

(23 students)

Quality Indicator #1

39% Mastery

61% Competent

Quality Indicator #2

87%

13% Competent

Analysis

Students demonstrated competence or mastery in Program Outcome 7 through the creation and development of a classroom website and the Flipped Video Series. Students demonstrated competence or mastery of quality indicator #1's recognition of the role of assessment data through the implementation of both formative and summative assessment applications and the Flipped Video Series.

Program Outcome #8 Rubric

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

Rubric Criteria	No Evidence	Novice	Competent	Mastery
Quality Indicator #1 Self-Assessment and Improvement	Shows little/no evidence of the ability to articulate understanding of the importance of reflective practice and continual professional growth.	Shows some basic evidence of the ability to articulate understanding of the importance of reflective practice and continual professional growth.	Shows basic evidence of the ability to articulate understanding of the importance of reflective practice and continual professional growth.	No weakness found. Articulates understanding of the importance of reflective practice and continual professional growth.
Quality Indicator #2 Professional Learning	Shows little/no evidence of the ability to articulate the importance of regular participation in professional learning opportunities.	Shows some basic evidence of the ability to articulate the importance of regular participation in professional learning opportunities.	Shows basic evidence of the ability to articulate the importance of regular participation in professional learning opportunities.	No weakness found. Articulates the importance of regular participation in professional learning opportunities.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 270	Educational Technology W18	1	23	Sections 0 Students 0	Sections 1 Students 23	0	FT 1 PT 0	yes

Quality Indicator	No Evidence	Novice	Competent	Mastery
Quality Indicator #1 Students articulates understanding of the importance of reflective practice and continual professional growth.	0	0	10	13
Quality Indicator #2 Student articulates the importance of regular participation in professional learning opportunities.	0	0	3	20

Assessment Result

Program Outcome 8 – Professionalism was assessed in EDUC 270 Educational Technology. Students are required to develop a PLC-Professional Learning Community and articulate the importance of reflective practice and continual professional growth. Assessment of Quality Indicator #1 *Student articulates understanding of the importance of reflective practice and continual professional growth* indicated 100% of students scored Competent or Mastery. Assessment of Quality Indicator #2 *Student articulates the importance of regular participation in professional learning opportunities* indicated 100% of students scored Competent or Mastery.

(23 students)

Quality Indicator #1

57% Mastery
43% Competent

Quality Indicator #2

87% Mastery
13% Competent

Analysis

Students demonstrated understanding of the importance of reflective practice and continual participation in professional learning opportunities at 100% Competent or Mastery through the creation and development of a PLC using Twitter.

Program Outcome #9

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

Program Outcome 9 was mapped for assessment in the Summer 2018 semester in EDUC 230 Foundations of Education in a Diverse Society; however, schedule changes resulted in this course not being offered in the Summer 2018 semester. This outcome will be assessed in the Summer 2019 semester.

Additional Summary Notes

Anomalies in the results that were noticed:

None.

Were changes needed to improve student learning?

Yes. Changes are addressed in the addendum.

Patterns in the data observed:

Students scored competent and mastery in program outcomes that are closely aligned; curriculum implementation/critical thinking/positive classroom environment and effective communication/data analysis/professionalism.

Students scored novice in program outcomes that require students to demonstrate a basic understanding of beginning competencies.

Student Learning Outcomes (SLO) Report Addendum

Program Name: Education

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

- In Program Outcome 7, students scored 100% Competent or Mastery in both Quality Indicators #1 and #2. This level of competency may have been affected by the inclusion of learning resources that integrated the classroom website and the flipped classroom series that students produce. Integration of formative assessment created in the classroom website is now used within the flipped classroom series; students are able to see the role of formative assessment in the instructional design of their lesson planning.

- Students scored 100% Competent and Mastery in both Quality Indicators #1 and #2 of Program Outcome 8; this may be due to the implementation of learning resources used to create a professional learning community of practicing educators in the field or discipline in which students plan to teach. Students are able to connect through multimedia with practicing educators and create a repository of resources to be used within their classroom. These resources have been used to design activities in the classroom with their peers, enabling students to see real time results of instructional activities.

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

- Currently output data has not been reviewed for this program. FY 18 was the initial Program level SLO reporting year with FY 19 being the second year of reporting. This program is scheduled to participate in the program review process during the FY 21 academic year.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

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

2017-2018

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

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2017-18 academic year.

Fire Science: Program Outcomes Mapping

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

Program Outcome 1 (Continued)

FIRE 226: Principles of Emergency Services Safety and Survival	Define and describe the need for cultural and behavioral change within the emergency services relating to safety, incorporating leadership, supervision, accountability and personal responsibility. (CLO 1)
	Explain the need for enhancements of personal and organizational accountability for health and safety. (CLO 2)
	Define how the concepts of risk management affect strategic and tactical decision-making. (CLO 3)
	Describe and evaluate circumstances that might constitute an unsafe act. (CLO 4)
	Explain the concept of empowering all emergency services personnel to stop unsafe acts. (CLO 5)
	Validate the need for national training standards as they correlate to professional development inclusive of qualifications, certifications, and re-certifications. (CLO 6)
	Defend the need for annual medical evaluations and the establishment of physical fitness criteria for emergency services personnel throughout their careers. (CLO 7)
	Explain the vital role of local departments in national research and data collection systems. (CLO 8)
	Explain the importance of investigating all near-misses, injuries and fatalities. (CLO 10)
	Discuss how incorporating the lessons learned from investigations can support cultural change throughout the emergency services. (CLO 11)
	Describe how obtaining grants can support safety and survival initiatives. (CLO 12)
	Formulate an awareness of how adopting standardized policies for responding to emergency scenes can minimize near-misses, injuries and deaths. (CLO 13)
	Explain how the increase in violent incidents impacts safety for emergency services personnel when responding to emergency scenes. (CLO 14)
	Recognize the need for counseling and psychological support for emergency services personnel, their families, as well as, identify access to local resources and services. (CLO 15)
	Describe the importance of public education as a critical component of life safety programs. (CLO 16)
	Discuss the importance of fire sprinklers and code enforcement. (CLO 17)
	Explain the importance of safety in the design of apparatus and equipment. (CLO 18)
FIRE 119: Fire Behavior and Combustion	Identify physical properties of the three states of matter. (CLO 1)
	Categorize the components of fire. (CLO 2)
	Explain the physical and chemical properties of fire. (CLO 3)
	Describe and apply the process of burning. (CLO 4)
	Define and use basic terms and concepts associated with the chemistry and dynamics of fire. (CLO 5)
	Discuss various materials and their relationship to fires as fuel. (CLO 6)
	Demonstrate knowledge of the characteristics of water as a fire suppression agent. (CLO 7)
	Articulate other suppression agents and strategies. (CLO 8)
	Compare other methods and techniques of fire extinguishments. (CLO 9)

Program Outcome 1 (Continued)

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

Program Outcome 2:

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

Course	Course Learning Outcome (CLO)
FIRE 115: Firefighter I & II	Identify the mechanics of fire and the hazards associated with fighting fires. (CLO 1)
	Demonstrate appropriate decision making skills regarding firefighting issues. (CLO 3)
	Use team skills appropriately. (CLO 5)
	Demonstrate their ability to use written and oral communication through assignments and skill activities. (CLO 9)

Program Outcome 2 (Continued)

FIRE 118: Hazardous Materials	Describe properties and effects of hazardous materials and weapons of mass destruction. (CLO 1)
	Describe the hazards associated with responding to incidents involving these materials (CLO 2)
	Demonstrate proficiency in performing the necessary skills to respond to incidents involving hazardous materials or weapons of mass destruction. (CLO 3)
	Demonstrate the ability to make informed, intelligent decisions regarding hazardous materials and to work around hazardous materials safely. (CLO 4)
	Demonstrate proficiency in evaluating potential danger for a given hazardous materials event. (CLO 5)
	Formulate and initiate a response plan for an incident involving hazardous materials or weapons of mass destruction. (CLO 6)
	Select and use PPE that is appropriate for hazardous materials incidents. (CLO 7)
	Identify advantages and disadvantages for use of different PPE. (CLO 8)
	Demonstrate proficiency in mass and technical decontamination. (CLO 9)

Program Outcome 3: Design, present and analyze a written Standard Operating guideline/Standard operating procedure (SOG/SOP) for Emergency Response using current Missouri State laws and National Fire Protection Association's Guidelines (NFPA). Submit an essay demonstrating written knowledge of Personal Safety, Accountability, Fitness and Performance Standards.

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

Program Outcome 3 (Continued)

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

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

Course	Course Learning Outcome (CLO)
FIRE 115: Firefighter I & II	Identify the mechanics of fire and the hazards associated with fighting fires. (CLO 1)
	Demonstrate appropriate decision making skills regarding firefighting issues. (CLO 3)
	Use team skills appropriately. (CLO 5)
	Demonstrate their ability to use written and oral communication through assignments and skill activities. (CLO 9)

Program Outcome 4 (Continued)

FIRE 226: Principles of Emergency Services Safety and Survival	Define and describe the need for cultural and behavioral change within the emergency services relating to safety, incorporating leadership, supervision, accountability and personal responsibility. (CLO 1)
	Explain the need for enhancements of personal and organizational accountability for health and safety. (CLO 2)
	Define how the concepts of risk management affect strategic and tactical decision-making. (CLO 3)
	Describe and evaluate circumstances that might constitute an unsafe act. (CLO 4)
	Explain the concept of empowering all emergency services personnel to stop unsafe acts. (CLO 5)
	Validate the need for national training standards as they correlate to professional development inclusive of qualifications, certifications, and re-certifications. (CLO 6)
	Defend the need for annual medical evaluations and the establishment of physical fitness criteria for emergency services personnel throughout their careers. (CLO 7)
	Explain the vital role of local departments in national research and data collection systems. (CLO 8)
	Explain the importance of investigating all near-misses, injuries and fatalities. (CLO 10)
	Discuss how incorporating the lessons learned from investigations can support cultural change throughout the emergency services. (CLO 11)
	Describe how obtaining grants can support safety and survival initiatives. (CLO 12)
	Formulate an awareness of how adopting standardized policies for responding to emergency scenes can minimize near-misses, injuries and deaths. (CLO 13)
	Explain how the increase in violent incidents impacts safety for emergency services personnel when responding to emergency scenes. (CLO 14)
	FIRE 119: Fire Behavior and Combustion
Categorize the components of fire. (CLO 2)	
Explain the physical and chemical properties of fire. (CLO 3)	
Describe and apply the process of burning. (CLO 4)	
Define and use basic terms and concepts associated with the chemistry and dynamics of fire. (CLO 5)	
Discuss various materials and their relationship to fires as fuel. (CLO 6)	
Demonstrate knowledge of the characteristics of water as a fire suppression agent. (CLO 7)	
Articulate other suppression agents and strategies. (CLO 8)	
Compare other methods and techniques of fire extinguishments. (CLO 9)	
FIRE 126: Principles of Emergency Services	List and describe the major organizations that provide emergency response service and illustrate how they interrelate. (CLO 4)
	Identify fire protection and emergency-service careers in both the public and private sector. (CLO 5)

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

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

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

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

Introduction

Only one section per class and four different instructors were involved in the assessments of the learning outcomes for the Fire Science program during the 2017-18 academic year. All of the classes were delivered face-to-face. Four adjunct instructors assessed outcomes 1-5. Student artifacts were collected in the following classes, FIRE-115 (Outcome-1), FIRE-118 (Outcome-2), FIRE-226 (Outcome 3), FIRE-119 (Outcome-4), and FIRE-126 (Outcome-5). Artifacts were collected late in the semester to ensure students had the maximum exposure to the required knowledge. FIRE 235 (Outcome 6) was not held during this academic year due to low enrollment and therefore this outcome could not be assessed for the purpose of improving student learning.

.

Program Outcome 1 Rubric

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

Course: FIRE 115 Firefighter I & II

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

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

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	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 2	Yes

Face to Face Sections	Weighted Average (out of 3)	Weighted Average (As a %)	Level Achieved
Practical Examination: Understands Topic	2.8	93%	Mastery
Practical Examination: Presentation skill (articulation of skill)	2.2	73%	Competent
Practical Examination: Presentation skill (teamwork)	2.2	73%	Competent
Practical Examination: Ability to do skill in a timely manner	2.7	90%	Mastery
Written Examination: (Understanding topics)	2.7	90%	Mastery

Assessment Result

This course is based on information needed to pass the Division of Fire Safety (DFS) certification written exams, skills that are developed through practice and a combination of sensory input and output required to pass the DFS practical skills exams. Students practice skills repeatedly and must pass instructor inspection with 100%. Noting that student's scores were in the 2.58 level (which is the target area) it is our goal is to improve the scores toward the 3.0 level. The instructors, training coordinator, and the dean of student services held quarterly reviews with each student.

The average quiz score was 90.74% and the average final Three Rivers College test score was 91.25%. In FY17-18, 62.5% of Firefighter I and 37.5% of Firefighter II students passed the Missouri Division of Fire Safety certification test. For all expectations, students scored at the mastery level.

Across the state of Missouri, the certification passing percentages for **2017** are as follows:

Class	Statewide	Region E	TRC
Firefighter I	69%	42%	63%
Firefighter II	59%	55%	38%
Hazardous Mat. Awareness	92%	88%	83%
Hazardous Mat. Operations	62%	45%	50%

Analysis

Overall score: 2.58 (last year 2.58)

I believe that certification pass rates will improve with the release of the new National Fire Protection Association's (NFPA) 1001, Standard for Professional Firefighters. Since the inception of the Firefighter I & II (FIRE-115) class at Three Rivers College, the instructors

have been limited to instructional material designed and circulated by the Missouri Division of Fire safety.

Use of Results for Improvement

Once the new NFPA 2018 standard “1001” is released, entities that deliver Firefighter I & II training should no longer be limited to the Division of Fire Safety Curriculum. This will allow Three Rivers College to use commercially available curriculum that will match the textbook and I believe help with certification scores.

Program Outcome 2 Rubric

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

Artifact: Essay over simulated incident response

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

Program Outcome 2

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

Face to Face Sections	Weighted Average (out of 3)	Weighted Average (As a %)	Level Achieved
Given incident parameters (wind speed, direction etc.), provide on the scenario map a safe location for incident survey.	2.8	93%	Mastery
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.	2.5	83%	Mastery
Using available reference material collect hazard information for each hazardous material/WMD detected.	2.5	83%	Mastery
Using available reference material record protective actions for each hazardous material/WMD.	2.7	90%	Mastery

Program Outcome 2 Rubric

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

Artifact: Essay over simulated incident response

Expectations	No Evidence	Novice	Competent	Mastery
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.	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, predict the likely behavior of the hazardous material/WMD and estimate the potential harm.
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.	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.
Describe the implementation of scene control procedures, evidence preservation (if criminal or terrorist), Incident command and emergency decontamination.	Evidence indicates inability to 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.
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.	Evidence indicates inability to 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 2

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
FIRE 118	Hazardous Materials Operations	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Face to Face Sections	Weighted Average (out of 3)	Weighted Average (As a %)	Level Achieved
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.	2.8	93%	Mastery
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.	2.2	73%	Competent
Describe the implementation of scene control procedures, evidence preservation (if criminal or terrorist), Incident command and emergency decontamination.	2.5	83%	Competent
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.	2.3	77%	Competent

Assessment Result

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. All students participated in the assessment and in both portions of the class reached the target area of 2.0 (Awareness 2.66 and Operations 2.50). The aggregate testing scores of students averaged 87% on Awareness testing and 86% on the Operations portion. State certification scores were 100% pass for the Awareness and 75% pass for Operations. Students scored at the mastery or competent level for all four expectations.

Analysis

- **Awareness** Overall score: 2.66 (last year 2.55).
- **Operations** Overall score: 2.25 (last year 2.50)

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.

Program Outcome 3 Rubric

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

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

Artifact: Practical skills test simulating fire ground environment

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

Program Outcome 3

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

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

Face to Face Sections	Weighted Average (out of 3)	Weighted Average (As a %)	Level Achieved
The student shall write an SOP/SOG on Emergency Response following NFPA standards and state motor vehicle codes.	2.0	67%	Competent
The student shall present their SOP/SOG to the class and be prepared to defend it, using supporting documentation.	3.0	100%	Mastery
Student is to prepare and present a two- to three-page essay defining organizational and individual safety responsibilities.	2.0	67%	Competent
Student is to prepare a one-page essay covering fitness and performance standards for firefighters	3.0	100%	Competent

Assessment Result

Students scored in the competent or mastery level for all four expectations for this outcome.

Analysis

Overall score 2.50

Students scored at the mastery level for two expectations and competent at the other two. However, for the two competent expectations, the students were required to write lengthy papers.

Program Outcome 4 Rubric

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

Course: FIRE 119 Fire Behavior and Combustion

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

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

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	Sections: 1 Students: 4	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Face to Face Sections	Weighted Average (out of 3)	Weighted Average (As a %)	Level Achieved
Describe the type of Hostile Fire Event that had occurred and how you made that determination.	3.0	100%	Mastery
List at least four actions by the victims that may have led to their being injured.	2.5	83%	Mastery
List at least four actions by other personnel on the scene that may have led to the victim's injuries.	3.0	100%	Mastery
List at least four recommendations that can prevent such injuries from happening in the future.	2.2	73%	Competent

Assessment Result

In FIRE-119 (Fire Behavior and Combustion), the artifact collected was an essay on a NIOSH case study of a firefighter line of duty death. Students scored in the competent or mastery level for all four expectations of this outcome.

Analysis

Overall score 2.69

The data for this course indicated students were above the target area of 2.0. Students scored in the mastery level for three of the four expectations and competent in the 4th.

Program Outcome 5 Rubric

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

Course: FIRE 126

Artifact: Comprehensive Written Examination

Expectations	No Evidence	Novice	Competent	Mastery
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.	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.
Student will appear and respond to questions provided by a (mock) emergency services interview board.	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.
Student will research and correctly answer the review questions at the end of each chapter of the text completely and correctly.	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%.
Student will correctly answer questions provided on a comprehensive examination based on the text.	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%.

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	5	Sections: 1 Students: 5	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Face to Face Sections	Weighted Average (out of 3)	Weighted Average (As a %)	Level Achieved
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.	*	N/A	N/A
Student will appear and respond to questions provided by a (mock) emergency services interview board.	*	N/A	N/A
Student will research and correctly answer the review questions at the end of each chapter of the text completely and correctly.	2.8	93%	Mastery
Student will correctly answer questions provided on a comprehensive examination based on the text.	3.0	100%	Mastery

*Note: Two competency areas of the assessment for this outcome could not be performed this academic year due to equipment difficulty and scheduling conflicts.

Assessment Result

In FIRE-126 (Principles of Emergency Services), the artifact collected was a comprehensive written examination. The target score for each learning outcome is a 2.0, which reflects a competent level of skill. The target score for outcome 5 (FIRE-126) was low due to college closures which caused scheduling conflicts with the mock Emergency Services interview board which resulted in that portion of the grading rubric not being assessed. The driving simulator portion was not assessed, as one of the hard drives on the simulator did not function correctly. This resulted in that portion of the grading rubric not being assessed as well. For the two expectations that were assessed, students scored at the mastery level for both.

Analysis

Overall score 1.45

The number is misleading as includes the two expectations that could not be completed. The driving simulator portion of the course assessment could not be accomplished, as the simulator was not functioning at the time scheduled. The “mock” interview board could not be completed as the college was closed due to inclement weather on the scheduled evening and due to the number of outside personnel required could not be rescheduled. However, in both areas assessed the students were at or above the competent level.

Program Outcome 6 Rubric

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

Course: FIRE 235 Fire Protection Systems

Artifact: Case Study Review of Large Loss Fire

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

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	Weighted Average (out of 3)	Weighted Average (As a %)	Level Achieved
Students recognize and respond to various automatic and manual type fire alarms.	**	N/A	N/A
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.	**	N/A	N/A
Based on information from a system/or systems students can formulate proper extinguishing principles and technique outcomes.	**	N/A	N/A
Students recognize, inspect and communicate deficiencies using various codes and standards.	**	N/A	N/A

**Note: FIRE 235 was not offered during this academic year due to low enrollment.

Additional Summary Notes

Anomalies in the results that were noticed: None

Were changes needed to improve student learning?

Program outcome changes (since last SLO report) reflect a more accurate picture of student knowledge in the assessed classes. Curriculum documentation has been submitted to update master syllabi and update book selections. The syllabi (after curriculum changes are approved) will be updated from the 2011 edition to reflect the 2018 “Fire and Emergency Services Higher Education” initiatives.

Patterns in the data observed:

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

Student Learning Outcomes (SLO) Report Addendum

Program Name: Fire Science

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

1. Program outcome changes (since last SLO report) are more reflective of the entire Fire Science Program.
2. Changes in the practical skills equipment and skills area.
3. Added data from the Division of Fire Safety to use as benchmark for our students.
4. Incorporating more instructional helpers to monitor and demonstrate practical skills.
5. Required quiz and tests from not only the Division of Fire Safety's course material but also those of the International Fire Service Training Association (IFSTA).
6. Changed the one-year certification requirements from requiring EMDS-105 to making it an elective.

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

1. Since the program outcomes have been changed to reflect the Fire and Emergency Classes, they better represent each class in the assessment process; this has provided the adjunct instructors with a much clearer picture of the overall goal of the AAS program for Fire Science. It has allowed adjuncts to understand the direction we are trying to take the program. Adjuncts are now able to "mix" class material across modalities to achieve a common goal of success.

2. The changes to the practical skills area have had a tremendous effect on the students. Students are now able to practice firefighting evolutions rather than simulate skills (example "Live Fire"). While skills are practiced until each has been passed and signed off on, the students are communicating a better understanding of those skills, which will be required for the Missouri State testing.
3. Though the Missouri Division of Fire Safety has been reluctant to provide statistics for our students who have taken the Missouri State Certification test, we have been able to attain them. Using these statistics, we have been able to compare how our students are doing to the state average.
4. The incorporation of more instructional helpers has had a positive effect on students and student safety. Students now have access to instructional helpers who are able to instruct them in areas of physical fitness (some are personal trainers outside their firefighting profession). In the area of practical skills, they provide hands on skill training only available from those who have "lived it".
5. Since the inception of the Fire Science program at Three Rivers College, the program instructor curriculum for FIRE-115 (Firefighter I & II) and FIRE-118 (Hazardous Materials Awareness and Operations) has been limited to only what was provided by the Division of Fire Safety. This curriculum included quizzes and test materials they themselves created. The instructor curriculum initially met the job performance requirements set down in the National Fire Protection Associations (NFPA) 1001: Standard for Fire Fighter Professional Qualifications and NFPA 472 Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents. However, as the standards changed or were amended, the instructor course materials did not change. Three Rivers College requested use of the International Fire Service Training Association's (IFSTA) instructor curriculum, but was denied. So

keeping in mind that we use the IFSTA textbooks for the students but the instructor material from the Division of Fire Safety, we decided to use the quizzes and tests from both. Noting the quiz and test scores in the SLO document, we feel this was a success. Beginning in the fall of 2019 both standards (1001 and 472) will be updated and because the Division of Fire Safety has decided to abandon writing curriculum, we will be able to use commercial curriculum in its entirety.

6. Changing the one-year certification from requiring EMDS-105 to an elective had huge consequences for our program. The certification now requires FIRE-115, FIRE-118 and nine hours of electives. Because of these changes, 19 students earned one-year certificates in the 1st year alone. Changes to the certificate program will allow those who wish to study fire related subjects only to do so.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

IT Specialist AAS
Program Level SLO Report
Heather Carlton – Program Manager

2017-2018

Program Purpose Statement

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

Program Outcomes

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

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program to correspond with the Student Learning Outcomes provided within this report for the 2017-18 academic year.

Information Technology Specialist: Program Outcomes Mapping

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

Program Outcome 1 (continued)

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

Program Outcome 2:

Apply skills learned to troubleshoot computer and network issues.

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

Program Outcome 2 (continued)

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

Program Outcome 3:

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

Course	Course Learning Outcome
MST 115: IT Essentials	Define information technology (IT) and describe the components of a personal computer. (CLO 1)
	Describe how to protect self, equipment, and the environment from accidents, damage, and contamination. (CLO 2)
	Perform a step-by-step assembly of a desktop computer. (CLO 3)
	Explain the purpose of preventative maintenance and identify the elements of the troubleshooting process. (CLO 4)
	Install and navigate an operating system. (CLO 5)
	Configure computers to connect to an existing network. (CLO 6)
	Upgrade or replace components of a laptop based on customer needs. (CLO 7)
	Describe the features and characteristics of mobile devices. (CLO 8)
	Perform preventative maintenance and basic troubleshooting. (CLO 9)
	Assess customer needs, analyze possible configurations, and provide solutions or recommendations for hardware, operating systems, networking, and security. (CLO 11)
MST 117: Linux Essentials	Define and identify Linux as an operating system. (CLO 1)
	Describe considerations for choosing an operating system. (CLO 2)

Program Outcome 3 (continued)

MST 117: Linux Essentials	Describe the basics of open source software and licensing. (CLO 3)
	Demonstrate basic knowledge of working with Linux. (CLO 4)
	Demonstrate and use basic Linux command line skills. (CLO 5)
	Demonstrate and use help commands and navigate help systems when using Linux. (CLO 6)
	Demonstrate how to work with Linux files and directories. (CLO 7)
	Explain and show how to search and extract data from Linux files. (CLO 8)
	Express a basic understanding of the concept of scripting. (CLO 9)
	List components of desktop and server computers. (CLO 10)
	Describe where data is stored on a Linux system. (CLO 11)
	Demonstrate how to query vital network settings for a Linux computer on a Local Area Network. (CLO 12)
	List and describe types of users on a Linux system. (CLO 13)
	Create users and groups on a Linux system. (CLO 14)
	Manage Linux file permissions and ownership. (CLO 15)
	Define and identify special Linux directories and file. (CLO 16)
MST 118: Introduction to Networking	Build a simple Ethernet network using routers and switches. (CLO 5)
MST 217: Network Security	Identify the areas of security vulnerability in a distributed computing environment. (CLO 2)
	Identify vulnerabilities and misconfigurations in major wireless network technologies. (CLO 3)
MST 225: Scaling Networks	Configure and troubleshoot DHCP and DNS operations for IPv4 and IPv6. (CLO 1)
	Describe the operations and benefits of the Spanning Tree Protocol (STP). (CLO 2)
	Configure and troubleshoot STP operations. (CLO 3)
	Describe the operations and benefits of link aggregation and Cisco VLAN Trunk Protocol (VTP). (CLO 4)
	Configure and troubleshoot basic operations of routers in a complex routed network for IPv4 and IPv6. (CLO 5)
	Configure and troubleshoot advanced operations of routers and implement RIP, OSPF, and EIGRP routing protocols for IPv4 and IPv6. (CLO 6)
	Manage Cisco IOS® Software licensing and configuration files. (CLO 7)
MST 226: Connecting Networks	Describe the operations and benefits of virtual private networks (VPNs) and tunneling. (CLO 1)
	Describe different WAN technologies and their benefits. (CLO 2)
	Configure and troubleshoot serial connections. (CLO 3)
	Configure and troubleshoot broadband connections. (CLO 4)
	Configure and troubleshoot IPSec tunneling operations. (CLO 5)
	Monitor and troubleshoot network operations using syslog, SNMP, and NetFlow. (CLO 6)
	Design network architectures for borderless networks, data centers, and collaboration. (CLO 7)
MST 227: IT Programming	Demonstrate an understanding of the program development process and programming rules. (CLO 1)
	Apply knowledge of objects, events and properties as they apply to and influence program performance. (CLO 2)
	Create programs that meet the needs of the user. (CLO 3)

Program Outcome 3 (continued)

MST 235: IT Practicum and Survey	Troubleshoot server operation and network connectivity issues using lab environments created in the classroom. (CLO 6)
	Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required appropriate for a business management review. (CLO 9)
MST 197: Coordinated Internship I	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)
MST 297: Coordinated Internship II	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)

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

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

Program Outcome 4 (continued)

MST 219: Advanced Server Administration	Manage access to shared resources. (CLO 1)
	Design routing, remote access, and wireless access in Windows Server. (CLO 2)
	Manage security in Windows Server. (CLO 3)
	Monitor Windows Server using built-in and downloadable utilities. (CLO 4)
MST 225: Scaling Networks	Configure and troubleshoot DHCP and DNS operations for IPv4 and IPv6. (CLO 1)
	Describe the operations and benefits of the Spanning Tree Protocol (STP). (CLO 2)
	Configure and troubleshoot STP operations. (CLO 3)
	Describe the operations and benefits of link aggregation and Cisco VLAN Trunk Protocol (VTP). (CLO 4)
	Configure and troubleshoot basic operations of routers in a complex routed network for IPv4 and IPv6. (CLO 5)
	Configure and troubleshoot advanced operations of routers and implement RIP, OSPF, and EIGRP routing protocols for IPv4 and IPv6. (CLO 6)
	Manage Cisco IOS® Software licensing and configuration files. (CLO 7)
MST 226: Connecting Networks	Describe the operations and benefits of virtual private networks (VPNs) and tunneling. (CLO 1)
	Describe different WAN technologies and their benefits. (CLO 2)
	Configure and troubleshoot serial connections. (CLO 3)
	Configure and troubleshoot broadband connections. (CLO 4)
	Configure and troubleshoot IPsec tunneling operations. (CLO 5)
	Monitor and troubleshoot network operations using syslog, SNMP, and NetFlow. (CLO 6)
	Design network architectures for borderless networks, data centers, and collaboration. (CLO 7)
MST 227: IT Programming	Apply knowledge of objects, events and properties as they apply to and influence program performance. (CSO 2)
	Create programs that meet the needs of the user. (CSO 3)
MST 235: IT Practicum and Survey	Configure Microsoft Windows Server and its various roles. (CLO 1)
	Design and plan a Microsoft Active Directory instance. (CLO 2)
	Install, configure, and manage Microsoft Windows Server infrastructure for Active Directory, file/print, DNS, Exchange, DHCP, Network Printing, and Remote Access. (CLO 3)
	Design, configure, and implement network switch installation using subnets and VLANs. (CLO 4)
	Design and implement network security measures on servers and switches. (CLO 5)
	Configure and implement a Microsoft Hyper-V hypervisor and virtual machines for Windows Server using Command Line. (CLO 7)
	Define and implement a role-based security model and permissions in the classroom lab environment. (CLO 8)
	Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required appropriate for a business management review. (CLO 9)
MST 197: Coordinated Internship I	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)
MST 297: Coordinated Internship II	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)

Introduction

This report is the program level student learning outcomes for Information Technology (IT) Specialist AAS and one-year certificate programs. The data and information were collected and analyzed from the Fall 2017 through Spring 2018 semesters. The artifacts assessed 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.

Program Outcome #1 Rubric

Demonstrate how to verbally and nonverbally communicate.

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

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved ?
MST 135	IT Customer Service & Support	1	15	Sections: 1 Students: 15	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
MST 235	IT Practicum & Survey	1	5	Sections: 1 Students: 5	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Course being reported: MST 135 IT Customer Service and Support

Program Outcome 1 Competencies	No Evidence	Novice	Competent	Mastery
Formal Writing	0	8	6	1
Present information in technical specific language	0	7	7	1
Present information in an informal language	0	7	7	1
Access information	0	7	7	1
Use information appropriately to accomplish a specific purpose	0	8	6	1
Evaluate information and sources critically	0	8	6	1
Clarity of Ideas	0	8	6	1
Coherent Organization	0	8	6	1
Effective Communication	0	8	6	1

Course being reported: MST 235 IT Practicum and Survey

Program Outcome 1 Competencies	No Evidence	Novice	Competent	Mastery
Formal Writing	0	0	5	0
Present information in technical specific language	0	0	5	0
Present information in an informal language	0	0	0	5
Access information	0	0	5	0
Use information appropriately to accomplish a specific purpose	0	0	0	5
Evaluate information and sources critically	0	0	5	0
Clarity of Ideas	0	0	5	0
Coherent Organization	0	0	5	0
Effective Communication	0	0	5	0

Assessment Result

MST 135 IT Customer Service is a first year course where outcome one is assessed. During FY18, 15 students participated in the assessment. This course is designed to set the standard and expectation for all verbal and nonverbal communication throughout the program. This course is taken Year 1, Semester 2. Students scored in the competent performance level as an aggregated weighted total between 51-53% barely breaking the threshold into the competent performance level. During FY18, 5 students participated in the assessment found in MST 235 IT Practicum and Survey. This course is designed to incorporate all content knowledge from all previous MST courses and is used to assess multiple program outcomes; including program outcome one. Students work on five projects throughout the semester to design, implement, maintain, and troubleshoot a real-world network system on a secured network within the classroom. This course is taken in Year 2, Semester 2. As a weighted average students scored in the competent performance level range at 67% in both written and verbal communication.

Analysis

Based on the data reported in Summary of Results, students were expected to score in Competent because the MST 135 instructor discussed in more detail the expectations for formal writing and presentations. The instructor also added learning modules to address technical writing organization and proper presentation methods. Students' formal writing and presentation scores increased over 10% in Competent from Spring 2017 to Spring 2018. This increase is attributed to additional content covered in the course. Second year students increased their Competent scores by 23% and 27% without additional learning modules on written and verbal communication from their 2nd semester to their 4th semester. If this trend

continues, next year upper-level students are expected to score Mastery by FY19 because of the additional content covered in MST 135.

	FY17 Results	FY 18 Results
MST 135 IT Customer Service & Support	40% Novice in formal writing and organization (Cohort 2 – YR1 S2)	51% Competent in formal writing and organization (Cohort 3 – YR1 S2)
	44% Competent in Presentation (Cohort 2 – YR1 S2)	53% Competent in Presentation (Cohort 3 – YR1 S2)
MST 235 IT Practicum & Survey	54% Competent (Cohort 1 – YR2 24)	67% Competent (Cohort 2 – YR2 S4)

Use of Results for Improvement

At this time, MST 135 and MST 235 will continue to cover current content and student scores will continue to be tracked. Curriculum will be modified as needed and according to student performance.

Program Outcome #2 Rubric

Apply skills learned to troubleshoot computer and network issues.

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

Analyze Assumptions	Assumptions are not formulated.	Recognizes relevant assumptions.	Analyzes relevant assumptions.	Evaluates relevant assumptions.
Formulate Judgments & Solutions	Judgments or solutions not formulated.	Formulates judgments or solutions.	Formulates and articulates reasons for judgments or solutions.	Formulates, articulates reasons for, and recognizes potential consequences of judgments or solutions.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MST 115	IT Essentials	1	7	Sections: 1 Students: 7	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
MST 118	Introduction to Networking	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
MST 235	IT Practicum & Survey	1	5	Sections: 1 Students: 5	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Course being reported: MST 115 IT Essentials

Program Outcome 2 Competencies	No Evidence	Novice	Competent	Mastery
Configuration	0	3	1	3
Problem Analysis	0	3	2	2
Troubleshoot Issues using the CISCO theory	0	3	2	2
Proper Application of the OSI Model	0	3	2	2
Analyze Evidence	0	3	1	3
Analyze Assumptions	0	3	1	3
Formulate Judgments & Solutions	0	3	1	3

Course being reported: MST 118 Introduction to Networking

Program Outcome 2 Competencies	N/A	No Evidence	Novice	Competent	Mastery
Configuration	8	0	0	0	0
Problem Analysis	8	0	0	0	0
Troubleshoot Issues using the CISCO theory	8	0	0	0	0
Proper Application of the OSI Model	8	0	0	0	0
Analyze Evidence	8	0	0	0	0
Analyze Assumptions	8	0	0	0	0
Formulate Judgments & Solutions	8	0	0	0	0

Course being reported: MST 235 IT Practicum & Survey

Program Outcome 2 Competencies	No Evidence	Novice	Competent	Mastery
Configuration	0	0	5	0
Problem Analysis	0	0	5	0
Troubleshoot Issues using the CISCO theory	0	5	0	0
Proper Application of the OSI Model	0	5	0	0
Analyze Evidence	0	5	0	0
Analyze Assumptions	0	5	0	0
Formulate Judgments & Solutions	0	5	0	0

Assessment Result

Program Learning Outcome 2 focuses on the application of skills learned for troubleshooting both computer and network hardware and software issues. During FY18, 7 students participated in the assessment embedded in the course MST 115 IT Essentials. This course is a fundamental component to the program. It provides an introduction into troubleshooting theory. Students scored competent (67% weighted average) in all areas when assembling/disassembling a desktop computer and installing the proper operating system. Also during FY 18, eight students participated in the assessment administered in the MST 118 Introduction to Networking course. This course is a fundamental component to the program. It provides an introduction into the troubleshooting theory. Unfortunately, the assessment could not be completed in MST 118 this year due to equipment failure. This course will not be removed from the program assessment because it is the first course in a sequence of four networking courses and will provide valuable data in the future. Five students participated in program outcome 2 assessment during the MST 235 IT Practicum and Survey course. Students scored in the novice performance level in troubleshooting the design, implementation, and maintenance of a network system with a weighted average of 33%.

Analysis

Based on the data reported in Summary of Results, students were expected score in Competent because the MST 115 instructor acquired additional equipment and refined hands-on exercises to enhance student learning. Students' scores increased by 16% and 19% in configuration/analysis and troubleshooting, respectively. This increase is attributed to changes made in the class from Fall 2016 to Fall 2017. Upper-level students' scores decreased from Competent to Novice in their troubleshooting skills. This decrease in performance is due to a

lack of equipment for hands-on troubleshooting exercises in MST 115 and course modality in MST 118. In Fall 2016, MST 118 was offered as an online course but this was not the proper format for student learning. In Fall 2017, MST 118 was delivered face-to-face; however, equipment failure and lack of hands-on exercises hindered student learning. As a result of issues with MST 115 and MST 118, students struggled with troubleshooting tasks in their networking projects in MST 235.

	FY17 Results	FY 18 Results
MST 115 IT Essentials	51% Competent in Configuration and Analysis (Cohort 2 – YR1 S1)	67% Competent in Configuration and Analysis (Cohort 3 – YR1 S1)
	48% Competent or higher in Troubleshooting (Cohort 2 – YR1 S1)	67% Competent or higher in Troubleshooting (Cohort 3 – YR1 S1)
MST 118 Introduction to Networking	Not Assessed (Cohort 2 – YR1 S1)	Not Assessed (Cohort 3 – YR1 S1)
MST 235 IT Practicum & Survey	71% Competent (Cohort 1 – YR2 S4)	33% Novice (Cohort 2 – YR2 S4)

Use of Results for Improvement

This outcome will be the main focus of improvement for the next few years. Student scores reflect the need for troubleshooting activities spread throughout the IT Specialist program. The following changes will be implemented in FY19:

- MST 115 students' scores increased percentage-wise in Competent and this increase is attributed to changes made in the course from Fall 2016 to Fall 2017. At this time, this course will continued to be taught as it was in Fall 2018. Curriculum will be modified as needed and according to student performance.
- As of Fall 2017, MST 118 is being delivered face-to-face. This modality seems to faciliate better content understanding for students. New equipment was purchased and implemented in Fall 2018 for hands-on exercises. With these two changes to the course, student performance will be assessed in FY19.

- Changes to this course should increase student scores in network troubleshooting skills in MST 118, MST 225, and MST 235.
- Since adjustments were made to MST 115 and MST 118, student performance is expected to jump back to Competent in Spring 2019.

Program Outcome #3 Rubric

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

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MST 115	IT Essentials	1	7	Sections: 1 Students: 7	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: MST 115 IT Essentials

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

Assessment Result

Program Learning Outcome 3 focuses on developing students' basic knowledge of computer systems, their components and software. Seven students participated in the assessment of program outcome 3 in the MST 115 IT Essentials course. Students scored in the mastery performance level with a weighted average of 81% for all competency areas in their end-of-chapter exams covering computer systems, computer components, basic networks, and computer operating systems.

Analysis

Based on the data reported in Summary of Results, students were expected to score in Competent; however, their scores slightly decreased by a margin of 1%-5% from Fall 2016 to Fall 2017.

	FY17 Results	FY 18 Results
MST 115 IT Essentials	53% Competent in Knowledge of Computer Hardware and Assembly/Disassembly (Cohort 2 – YR1 S1)	48% Competent in Knowledge of Computer Hardware and Assembly/Disassembly (Cohort 3 – YR1 S1)
	49% Competent in Knowledge of Computer Software (Cohort 2 – YR1 S1)	48% Competent in Knowledge of Computer Software (Cohort 3 – YR1 S1)
	51% Competent in Troubleshooting (Cohort 2 – YR1 S1)	48% Competent in Troubleshooting (Cohort 3 – YR1 S1)

Use of Results for Improvement

Student performance slightly dipped in Competent; however, there will not be any changes at this time. Student scores will be closely monitored in FY19.

Program Outcome #4

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

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MST 118	Introduction to Networking	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	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	5	Sections: 1 Students: 5	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Course being reported: MST 118 Introduction to Networking

Program Outcome 4 Competencies	No Evidence	Novice	Competent	Mastery
Knowledge of network hardware	0	7	1	0
Assembly and Disassembly	0	7	1	0
Knowledge of network software	0	7	1	0
Troubleshooting	0	7	1	0

Course being reported: MST 225 Scaling Networks

Program Outcome 4 Competencies	N/A	No Evidence	Novice	Competent	Mastery
Knowledge of network hardware	9	0	0	0	0
Assembly and Disassembly	9	0	0	0	0
Knowledge of network software	9	0	0	0	0
Troubleshooting	9	0	0	0	0

Course being reported: MST 235 IT Practicum and Survey

Program Outcome 4 Competencies	No Evidence	Novice	Competent	Mastery
Knowledge of network hardware	0	0	0	5
Assembly and Disassembly	0	0	0	5
Knowledge of network software	0	0	5	0
Troubleshooting	0	5	0	0

Assessment Result

Program Learning Outcome 4 focuses on developing students' basic knowledge of network systems, their components and software. Eight students participated in the assessment of this outcome in the MST 118 Introduction to Networking course. Students produced a weighted average score of 37.% scoring in the novice performance level using end-of-the-chapter exams covering networking systems, network components, network configuration and protocols, and network operating systems as the assessment artifact. The next course that sequentially measures this outcome is MST 225 Scaling Networks in which eight students participated In the assessment. This course covers more complex network configurations and troubleshooting operations. The following table reflects how the students scored in the rubric. However, this outcomes was not assessed due to equipment failure. This course will not be removed from sequential assessment as it is an integral piece of the curriculum. During FY18, 5 students participated in program outcome four assessment found in the MST 235 IT Practicum and Survey course. Students scored at the mastery performance level in their knowledge and installation/uninstallation of network hardware. Students scored competent in their knowledge of network software options; however, their score fell to novice when troubleshooting network hardware and software issues. The following table reflects how the students scored in the rubric.

Analysis

MST 118 students were expected to score in Competent; however, they still scored in Novice. The current student scores actually decreased by 13.5% from previous student scores. Student in the program taking MST 235 showed scores that increased in knowledge of network hardware and assembly/disassembly from Competent to Master from Spring 2017 to Spring 2018,remained Competent in knowledge of network software from Spring

2017 to Spring 2018, and remained Novice in troubleshooting from Spring 2017 to Spring 2018; however, there was a 34% drop. The data also indicates upper level students show scores in knowledge of network hardware and assembly/disassembly increased from Novice to Mastery from their 1st semester to their 4th semester, in knowledge of network software increased from Novice to Competent from their 1st semester to their 4th semester, and in troubleshooting remained Novice; however, their scores dropped 18%.

	FY17 Results	FY 18 Results
MST 118 Introduction to Networking	51% Novice in Knowledge of Network Hardware (Cohort 2 – YR1 S1)	37.5% Novice in Knowledge of Network Hardware (Cohort 3 – YR1 S1)
	51% Novice Assembly/Disassembly (Cohort 2 – YR1 S1)	37.5% Novice Assembly/Disassembly (Cohort 3 – YR1 S1)
	51% Novice Knowledge of Network Software (Cohort 2 – YR1 S1)	37.5% Novice Knowledge of Network Software (Cohort 3 – YR1 S1)
	51% Novice Troubleshooting (Cohort 2 – YR1 S1)	37.5% Novice Troubleshooting (Cohort 3 – YR1 S1)
MST 225 Scaling Networks	62.5% Competent (Cohort 1 – YR2 S3)	Not Assessed (Cohort 2 – YR2 S3)
MST 235 IT Practicum & Survey	67% Competent in Knowledge Network Hardware and Assembly/Disassembly (Cohort 1 – YR2 S4)	100% Mastery in Knowledge Network Hardware and Assembly/Disassembly (Cohort 2 – YR2 S4)
	67% Competent in Knowledge of Network Software (Cohort 1 – YR2 S4)	67% Competent in Knowledge of Network Software (Cohort 2 – YR2 S4)
	67% Novice in Troubleshooting (Cohort 1 – YR2 S4)	33% Novice in Troubleshooting (Cohort 2 – YR2 S4)

Use of Results for Improvement

Both networking courses, MST 118 and MST 225, were not assessed due to equipment failure. New equipment was implemented in both courses in Fall 2018. This equipment will provide students with hands-on exercises they have not had in past semesters. Additionally, exercises will help student bridge textbook content with real-world application which should optimize their learning experience. As students gain experience with networking equipment and hone their troubleshooting skills, student performance in MST 235 should increase from Novice to Competent in Spring 2019.

Additional Summary Notes

Anomalies in the results that were noticed:

No anomalies found.

Were changes needed to improve student learning?

Faculty is always evaluating and changing their courses according to student learning and performance. Data gathered from this SLO report is identifying areas of concerns, which in turn faculty are addressing. IT instructors actively and openly collaborate to ensure students receive the best learning experience and graduate this program with the necessary skills to be successful in the IT industry.

Patterns in the data observed:

None.

Student Learning Outcomes (SLO) Report Addendum

Program Name: Information Technology Systems

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

- MST 115: Instructor acquired additional equipment and refined hands-on exercises to enhance student learning.
- MST 118: In Fall 2016, MST 118 was offered as an online course but this was not the proper format for student learning. In Fall 2017, MST 118 was delivered face-to-face; however, equipment failure and lack of hands-on exercises hindered student learning. In Fall 2018, MST 118 implemented new equipment to maximize student learning.
- MST 135 Instructor discussed in more detail the expectations for formal writing and presentations. The instructor also added learning modules to address technical writing organization and proper presentation methods.
- MST 225: In Fall 2018, new equipment was incorporated into the curriculum to maximize student learning.

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

- These changes are giving students a better learning experience and creates a more marketable program.
- Students in MST 128 and MST 226 will take the Cisco CCENT certification exam in Spring 2019. After that point, I will have exam pass rates to report.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Medical Billing & Coding

Program Level SLO Report

Julie Becker – Program Manager

2017-18

Program Purpose Statement

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

Program Outcomes

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

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program to correspond with the Student Learning Outcomes provided within this report for the 2017-18 academic year.

Medical Billing and Coding: Program Outcomes Mapping

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

Program Outcome 2:

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

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

**Program Outcome 3:
Manage files.**

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

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

Course	Course Learning Outcome (CLO)
IST 148: Office Procedures	Locate and understand common skill sets found in the office environment. (CLO 3)
	Employ effective personal and interpersonal skills in various business situations. (CLO 4)
BMGT 235: Customer Service Management	Develop a heightened awareness of the challenges and opportunities in customer service. (CLO 1)
	Demonstrate techniques for exceeding expectations in value, information, convenience, and timing in order to create greater customer loyalty. (CLO 2)
	Show specific personal and communication behaviors that engage customers. (CLO 3)
BUAD 120: Introduction to Business	Recognize the roles of the four functions of management. (CLO 1)
	Identify the types of business ownership. (CLO 2)
	Interpret good business ethics and socially responsible business practice. (CLO 3)
	Recognize the importance of creating a flexible organization through proper implementation of human resource management. (CLO 4)
	Describe how the use of marketing develops customer relationships. (CLO 5)
IST 269: Database Applications	Build a database from scratch or from templates. (CLO 1)
	Exchange data with other databases and Microsoft Office documents. (CLO 2)
	Create forms to simplify data entry. (CLO 3)
	Use filters and queries to find and analyze information. (CLO 4)
	Design rich reports that help make your data meaningful. (CLO 5)
	Help prevent data corruption and unauthorized access. (CLO 6)
IST 268: Spreadsheet Applications	Interpret financial data. (CLO 1)
	Design formulas that solve math problems. (CLO 2)
	Show data in a meaningful way using charts, graphs, macros, and pivot tables. (CLO 3)
	Integrate Excel spreadsheets with other software applications and the Internet. (CLO 4)
IST 126: Word Processing Applications	Identify parts of the Word screen. (CLO 1)
	Apply paragraph formatting, set tables. (CLO 2)
	Use advanced editing to revise text. (CLO 3)
	Create, edit, and format tables. (CLO 4)
	Enhance document with special features, i.e., clipart, WordArt, and shapes. (CLO 5)
IST 297: Internship	Communicate in a business environment. (CLO 1)
	Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool. (CLO 2)
	Manage files. (CLO 3)
	Employ technology to solve business problems. (CLO 4)

**Program Outcome 5:
Display professional readiness including time management, organizational, confidentiality,
teamwork and decision-making skills.**

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

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

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

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

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

Introduction

This report is the program level student learning outcomes for the AAS in Medical Billing and Coding Option. The data and information has been collected and analyzed from the Fall 2017 and Spring 2018 semesters. Artifacts collected came from the following courses: BUED 203 Business Communications; IST 225 Medical and Billing and Coding I; IST 269 Database Applications; IST126 Word Processing; IST268 Spreadsheet Applications; IST 275 Advanced Billing and Coding; and IST 297 Internship Project. Data has been mapped to the Medical Billing and Coding program (AAS) course mapping plans and further to the individual rubrics used within each course where information was collected.

Medical Billing and Coding is now its own program. Also, changes were made to the Medical Billing & Coding Short-Term Certificate. It was previously 18 credit hours. This certificate was discussed with the instructors and the advisory committee. It was changed to a one-year certificate to help students become more employable. Students who want to complete the one-year medical billing & coding certificate may do so and have all of the skills to complete the national certification exam and to become employable.

Program Outcome #1 Rubric

Communicate in a Business Environment.

Criteria	No Evidence 1	Novice 2	Competent 3	Mastery 4
Report Format and Organization	Sections are poorly organized and some are missing. A few formatting errors exist.	All required sections are included but one or two are poorly organized. One formatting error exists.	All required sections are included but one needs to be organized better. No formatting errors exist.	All required sections are included, and each is effectively organized. No formatting errors exist.
Introduction	Does not provide adequate background and does not convey purpose or report's form.	Introductory information is adequate but needs development and clarity.	Introductory information is clear and professionally developed.	Introduction is excellent: it's clear, engaging, and thorough.
Methodology	Does not explain data or collection methods; data analysis methods are unclear.	Explains data and collection methods, but explanations need development or clarity. Reader will have some questions.	Data and collection methods are explained clearly and developed well. Reader will generally be satisfied.	Data and collection methods are explained and developed exceptionally well. Reader questions are anticipated and answered.
Data Analysis and Results	Data is not relevant for purpose; presentation and interpretation of results are inaccurate.	Data is relevant but presentation and interpretation of results need work.	Data is appropriate and relevant; presentation and analysis of data is good.	Data is appropriate and very relevant; presentation and analysis of data are professional, thorough, engaging, and sophisticated.
Conclusions and Recommendations	Both are unclear and not connected to the report's data.	One is relevant and adequate, but the other is not pertinent, realistic, or detailed.	Conclusions and recommendations are pertinent, realistic, evidence-based, and detailed.	Conclusions and recommendations are excellent.
Research and Documentation	Found information is not documented correctly. Errors exist with signal phrases, citations, and References. Found information is not introduced or analyzed adequately.	Some documentation errors exist but student generally understands how to use signal phrases; cite sources; compile a References page; and in general, introduce and analyze found information.	Minimal documentation errors exist; student understands how to use signal phrases; cite sources; compile a References page; and in general, introduce and analyze found information.	Report contains no errors in documentation (including citations, signal phrases, or References). Student introduces and analyzes found information in a professional manner.

Grammar, Mechanics, and Sentences	Numerous grammatical, punctuation, spelling, and sentence errors exist and impede meaning.	Some grammatical, punctuation, spelling, and sentence errors exist but generally don't impede meaning.	Few grammatical, punctuation, spelling, and sentence errors exist and don't impede meaning.	No grammatical, punctuation, spelling, and sentence errors exist.
--	--	--	---	---

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

Course being reported: BUED 203 Business Communication

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

Assessment Result

Summary of Results Program Outcome #1 – Communicate in a business environment. Two BUED203 Business Communication classes are used for this outcome. A business report assignment was used to assess this outcome. Students were given the rubric and specific instructions to create a business report. Approximately 70 percent of the students scored competent and above, which tells me a majority of our students have the ability to communicate in a business environment.

Analysis

The rubric for Program Outcome #1 – Communicate in a Business Environment - was given to students during instruction of assignment due to feedback from Institutional Effectiveness Department. Previously, students seemed weak in writing. It was observed that students were not given the rubric for the artifact. Instructions for the assessment were given in more detail to the students this semester. The students' scores were higher for the Fall 2017 and Spring 2018 semesters. Approximately 70 percent of the students scored competent and above, which tells me a majority of our students have the ability to communicate in a business environment.

Program Outcome #2 Rubric

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

1–No Evidence 2-Novice 3-Competent 4-Mastery 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.				

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	13	Sections: 1 Students: 13	Sections:0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
IST 268	Spreadsheet Applications	1	10	Sections: 1 Students: 10	Sections:0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
IST 126	Word Processing Applications	2	25	Sections: 0 Students: 0	Sections:2 Students: 25	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

PROGRAM OUTCOME #2	1 No Evidence	2 Novice	3 Competent	4 Mastery
Utilizes operating system software and data management skills.	3	9	15	17
Demonstrate an understanding of the ethical use of technological tools.	3	9	15	17
Utilizes software (word processing, presentation, and/or application specific to guideline)	2	9	15	18

IST 126 (TOTAL)	1 No Evidence	2 Novice	3 Competent	4 Mastery
Utilizes operating system software and data management skills.	0	7	7	7
Demonstrate an understanding of the ethical use of technological tools.	0	7	7	7
Utilizes software (word processing, presentation, and/or application specific to guideline)	0	7	7	7

IST 268 (TOTAL)	1 No Evidence	2 Novice	3 Competent	4 Mastery
Utilizes operating system software and data management skills.	0	1	2	7
Demonstrate an understanding of the ethical use of technological tools.	0	1	2	7
Utilizes software (word processing, presentation, and/or application specific to guideline)	0	1	2	7

IST 269 (TOTAL)	1 No Evidence	2 Novice	3 Competent	4 Mastery
Utilizes operating system software and data management skills.	3	1	6	3
Demonstrate an understanding of the ethical use of technological tools.	3	1	6	3
Utilizes software (word processing, presentation, and/or application specific to guideline)	2	1	6	4

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

F2F	1 No Evidence	2 Novice	3 Competent	4 Mastery
Utilizes operating system software and data management skills.	0	4	4	4
Demonstrate an understanding of the ethical use of technological tools.	0	4	4	4
Utilizes software (word processing, presentation, and/or application specific to guideline)	0	4	4	4

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

F2F	1 No Evidence	2 Novice	3 Competent	4 Mastery
Utilizes operating system software and data management skills.	0	3	3	3
Demonstrate an understanding of the ethical use of technological tools.	0	3	3	3
Utilizes software (word processing, presentation, and/or application specific to guideline)	0	3	3	3

Course being reported: IST 268 Spreadsheet Applications

F2F	1 No Evidence	2 Novice	3 Competent	4 Mastery
Utilizes operating system software and data management skills.	0	1	2	7
Demonstrate an understanding of the ethical use of technological tools.	0	1	2	7
Utilizes software (word processing, presentation, and/or application specific to guideline)	0	1	2	7

Course being reported: IST 269 Database Applications

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

Assessment Result

Three advanced computer classes are used for this outcome. These computer classes are IST126 Word Processing, IST268 Spreadsheet Applications, and IST269 Database Applications. In all three classes the majority of students scored in the competent or higher range of the rubric. This tells us that our students are obtaining technological skills that they will be able to use in the workplace.

In Spring 2018, we transitioned from MyITLab to MyLabsPlus in IST126 Word Processing, IST268 Spreadsheet Applications, and IST269 Database Applications. During this transition we introduced Microsoft Office Specialist (MOS) certification exams into the curriculum. Starting in Fall 2018, we will use results from the MOS certification for program assessment. The next report will have MOS assessment results. Additionally, students benefit from the certification because it is an industry-recognized certification throughout the United States, and we feel it gives students a competitive advantage when interviewing for jobs. These classes change modalities each semester. One semester these three classes are offered online, one semester these classes are offered face-to-face, and one semester these classes are offered as hybrid classes. By changing the modality, will feel this allows the instructor to give face-to-face/one-on-one help when dealing with technology issues or needing extra help understanding concepts.

Analysis

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 are now being assessed in the student learning outcomes report for program outcome #2 - IST126, IST268, IST269,

and IST296. However, IST296 was not offered due to low numbers. 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. Also, since three other classes were added to the assessment for this outcome, the outcomes will be analyzed in more detail in next year's report. In all three classes the majority of students scored in the competent or higher range of the rubric. This tells us that our students are obtaining technological skills that they will be able to use in the workplace.

MOS: Microsoft Office Specialist: Demonstrates that you have the skills needed to get the most out of Office by earning a Microsoft Office Specialist (MOS) certification in a specific Office program (Word, Excel, Access, PowerPoint). Holding a MOS certification can earn an entry-level business employee more in annual salary than uncertified peers.

MOS Certification Exam Results:

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

New certification exam study guides will be given to the students. Test results will be observed with the new study guides.

Exam	Pass or Fail	Score out of 700
77-725: MOS: Microsoft Office Word 2016	FAIL	286
77-725: MOS: Microsoft Office Word 2016 (2nd attempt)	FAIL	400
77-725: MOS: Microsoft Office Word 2016	FAIL	663
77-725: MOS: Microsoft Office Word 2016	FAIL	318
77-725: MOS: Microsoft Office Word 2016	FAIL	382
77-725: MOS: Microsoft Office Word 2016	FAIL	368
77-725: MOS: Microsoft Office Word 2016	FAIL	433
77-725: MOS: Microsoft Office Word 2016	PASS	775
77-725: MOS: Microsoft Office Word 2016	PASS	721
77-725: MOS: Microsoft Office Word 2016	PASS	738
77-725: MOS: Microsoft Office Word 2016	PASS	871
77-725: MOS: Microsoft Office Word 2016	PASS	792
77-725: MOS: Microsoft Office Word 2016	PASS	831
77-725: MOS: Microsoft Office Word 2016	PASS	869
Total Word Exam Fail	7	
Total Word Exam Pass	7	
77-727: MOS: Microsoft Office Excel 2016	FAIL	420
77-727: MOS: Microsoft Office Excel 2016	FAIL	400
77-727: MOS: Microsoft Office Excel 2016	FAIL	95
77-727: MOS: Microsoft Office Excel 2016 (2nd attempt)	FAIL	167
77-727: MOS: Microsoft Office Excel 2016	FAIL	433
77-727: MOS: Microsoft Office Excel 2016	FAIL	544
77-727: MOS: Microsoft Office Excel 2016 (2nd attempt)	FAIL	667
77-727: MOS: Microsoft Office Excel 2016	FAIL	414
77-727: MOS: Microsoft Office Excel 2016 (2nd attempt)	FAIL	455
77-727: MOS: Microsoft Office Excel 2016	FAIL	300
77-727: MOS: Microsoft Office Excel 2016	FAIL	525
77-727: MOS: Microsoft Office Excel 2016	FAIL	467
77-727: MOS: Microsoft Office Excel 2016	FAIL	245
77-727: MOS: Microsoft Office Excel 2016 (2nd attempt)	PASS	721
Total Excel Exam Pass	1	
Total Excel Exam Fail	12	
77-730: MOS: Microsoft Office Access 2016	FAIL	77
77-730: MOS: Microsoft Office Access 2016	FAIL	350
77-730: MOS: Microsoft Office Access 2016 (2nd attempt)	FAIL	388
77-730: MOS: Microsoft Office Access 2016	FAIL	77
77-730: MOS: Microsoft Office Access 2016 (2nd attempt)	FAIL	233
77-730: MOS: Microsoft Office Access 2016	FAIL	388
77-730: MOS: Microsoft Office Access 2016 (2nd attempt)	FAIL	155
77-730: MOS: Microsoft Office Access 2016	FAIL	194
77-730: MOS: Microsoft Office Access 2016	FAIL	233
77-730: MOS: Microsoft Office Access 2016	FAIL	490
77-730: MOS: Microsoft Office Access 2016 (2nd attempt)	FAIL	622
77-730: MOS: Microsoft Office Access 2016	FAIL	622
77-730: MOS: Microsoft Office Access 2016	FAIL	311
77-730: MOS: Microsoft Office Access 2016	FAIL	466
77-730: MOS: Microsoft Office Access 2016	FAIL	116
77-730: MOS: Microsoft Office Access 2016	FAIL	233
77-730: MOS: Microsoft Office Access 2016	FAIL	300
77-730: MOS: Microsoft Office Access 2016 (2nd attempt)	FAIL	311
77-730: MOS: Microsoft Office Access 2016	PASS	723
Total Access Exam Pass	1	
Total Access Exam Fail	18	

Use of Results for Improvement

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

Program Outcome #3

Manage files.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 269	Database Applications	1	13	Sections: 1 Students: 13	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
IST 269	Word Processing Applications	2	25	Sections: 0 Students: 0	Sections: 2 Students: 25	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Program Outcome #3	1 No Evidence	2 Novice	3 Competent	4 Mastery
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.	4	2	18	14
Backup data sporadically to a backup media (CD, disk, etc.) or server. Differentiate between files and directories* Use folders or directories with meaningful names to store related files.	0	3	24	11
Apply appropriate file and disk management techniques* (e.g., defragment and rearrange files, reinstall backup data) Determine file organization* (e.g., use appropriate directory structures and names).	0	4	23	11
Demonstrate knowledge of the system utilities used for file management* (e.g., change protection modes, rename, delete).	0	4	23	11

Course being reported: IST 126 Word Processing Applications

ONLINE	1 No Evidence	2 Novice	3 Competent	4 Mastery
Maintain all files on local hard drive. Put all data files in a single level directory or one folder. Do not use different versions of files.	0	0	14	11
Backup data sporadically to a backup media (CD, disk, etc.) or server. Differentiate between files and directories* Use folders or directories with meaningful names to store related files.	0	0	14	11
Apply appropriate file and disk management techniques* (e.g., defragment and rearrange files, reinstall backup data) Determine file organization* (e.g., use appropriate directory structures and names).	0	0	14	11
Demonstrate knowledge of the system utilities used for file management* (e.g., change protection modes, rename, delete).	0	0	14	11

Course being reported: IST 269 Database Applications

F2F	1 No Evidence	2 Novice	3 Competent	4 Mastery
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.	4	2	4	3
Backup data sporadically to a backup media (CD, disk, etc.) or server. Differentiate between files and directories* Use folders or directories with meaningful names to store related files.	0	3	10	0
Apply appropriate file and disk management techniques* (e.g., defragment and rearrange files, reinstall backup data) Determine file organization* (e.g., use appropriate directory structures and names).	0	4	9	0
Demonstrate knowledge of the system utilities used for file management* (e.g., change protection modes, rename, delete).	0	4	9	0

Assessment Result

Summary of Results Program Outcome #3 – Manage Files. Two advanced computer classes are used for this this outcome – IST126 Word Processing and IST269 Database Applications. Manage file is the outcome. It is important to understand and have the knowledge to manage file in order to successfully organize and find the files you work on your computer. This outcome shows that over 70 percent of students scored in the competent range or above. Our computer classes are teaching students to be manage computer files.

Analysis

Program Outcome #3 – Manage files - Students scored above average on all outcomes. Two advanced computer classes are used for this this outcome – IST126 Word Processing and IST269 Database Applications. Manage files is the outcome. It is important to understand and have the knowledge to manage files in order to successfully organize and find the files you work on your computer. This outcome shows that over 70 percent of students scored in the competent range or above. Our computer classes are teaching students to be manage computer files.

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 2018 semester because of low numbers in the program.

Program Outcome #5 Rubric

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

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.

	No Evidence	Novice	Competent	Mastery
Time Management Skills				
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				
Organization Skills				
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				
CONFIDENTIALITY				
Honesty and fairness				
Trustworthy				
TEAMWORK				
Cooperation when working with others				
Courteous				
Attitude towards coworkers				
Cheerfulness and friendliness in general				
Tendency to argue				
DECISION-MAKING SKILLS				
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 _____

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	4	Sections:1 Students:4	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: IST Internship

Program Outcome #3	1 No Evidence	2 Novice	3 Competent	4 Mastery
Time Management Skills	0	1	3	0
Organization Skills	0	1	3	0
Confidentiality	0	0	4	0
Teamwork	0	0	4	0
Decision-making skills	0	1	3	0

Assessment Result

Summary of Results Program Outcome #5 – Display professional readiness. IST297 Internship Project class is used for this outcome. The outcome gives results of students displaying professional readiness. Students complete an 180 hour internship completing a variety of tasks in an office setting. Students are required work in an office completing a variety of office tasks. A total of 85 percent scored in competent or above. This shows that students are learning how to have good work ethics.

Analysis

Program Outcome #5 – Display professional readiness including time management, organizational, confidentiality, teamwork, and decision-making skills – Students scored higher this year than last years. For each outcome students scored 2.75 or above out of 4, which is higher than the last report. IST297 Internship Project class is used for this

outcome. The outcome gives results of students displaying professional readiness. Students complete an 180 hour internship completing a variety of tasks in an office setting. A total of 85 percent scored in competent or above. This shows that students are learning how to have good work ethics. This shows that all student learning is above average in this program. This is one of the last classes that students complete before they graduate.

Program Outcome #6 Rubric

Use CPT and ICD – CM coding systems.

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 225	Medical Billing & Coding I	2	10	Sections: 2 Students: 10	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Program Outcome #6	1 No Evidence	2 Novice	3 Competent	4 Mastery
ICD-9-CM: knowledge of section, locate code.	0	1	5	4
CPT: knowledge of section locate code.	0	1	6	3
Medical Terminology: knowledge of terminology.	0	0	3	7

Course being reported: IST 225 Medical Billing & Coding I (Fall 2017)

F2F	1 No Evidence	2 Novice	3 Competent	4 Mastery
ICD-9-CM: knowledge of section, locate code.	0	1	2	2
CPT: knowledge of section locate code.	0	1	2	2
Medical Terminology: knowledge of terminology.	0	0	1	4

Course being reported: IST 225 Medical Billing & Coding I (Spring 2018)

F2F	1 No Evidence	2 Novice	3 Competent	4 Mastery
ICD-9-CM: knowledge of section, locate code.	0	0	3	2
CPT: knowledge of section locate code.	0	0	4	1
Medical Terminology: knowledge of terminology.	0	0	2	3

Assessment Result

IST225 Medical Billing & Coding I is used for this outcome. For this report a section in the Fall 2017 was reported as well as a Spring 2018 section. This outcome shows that 93 percent of the students scored competent or above. Students are learning the coding systems and have a good knowledge of the coding systems that will help them become employable.

Analysis

Program Outcome #6 – Use CPT and ICD-CM Coding Systems – Students' scores were above average for this outcome. Scores were higher than last year's scores. IST225 Medical Billing & Coding I is used for this outcome. For this report a section in the Fall 2017 was reported as well as a Spring 2018 section. This outcome shows that 93 percent of the students scored competent or above. Students are learning the coding systems and have a good knowledge of the coding systems that will help them become employable.

Program Outcome #7 Rubric

Complete health insurance claim forms.

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 275	Advanced Medical Billing & Coding	2	9	Sections: 2 Students: 9	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Program Outcome #7	1 No Evidence	2 Novice	3 Competent	4 Mastery
ICD-9-CM: Knowledge of book sections, how to locate codes in correct categories of specific chapters.	0	3	3	3
CPT: Knowledge of book sections, how to locate codes in correct categories of specific chapters.	0	3	3	3
Health Insurance Claim Forms: Knowledge of completing health insurance claims.	0	0	5	4
Medical Terminology: Knowledge of medical terminology.	0	0	3	6

Course being reported: IST 275 Advanced Medical Billing and Coding (Fall 2017)

F2F	1 No Evidence	2 Novice	3 Competent	4 Mastery
ICD-9-CM: Knowledge of book sections, how to locate codes in correct categories of specific chapters.	0	2	1	1
CPT: Knowledge of book sections, how to locate codes in correct categories of specific chapters.	0	2	1	1
Health Insurance Claim Forms: Knowledge of completing health insurance claims.	0	0	3	1
Medical Terminology: Knowledge of medical terminology.	0	0	2	2

Course being reported: IST 275 Advanced Medical Billing and Coding (Spring 2018)

F2F	1 No Evidence	2 Novice	3 Competent	4 Mastery
ICD-9-CM: Knowledge of book sections, how to locate codes in correct categories of specific chapters.	0	1	2	2
CPT: Knowledge of book sections, how to locate codes in correct categories of specific chapters.	0	1	2	2
Health Insurance Claim Forms: Knowledge of completing health insurance claims.	0	0	2	3
Medical Terminology: Knowledge of medical terminology.	0	0	1	4

Assessment Result

IST275 Advanced Medical Billing and Coding class is used for this outcome. A total of 83 percent of the students scored in the competent or above category on the rubric. Students are continuing learning the medical codes and how to complete the health insurance forms with good knowledge of completing these forms so they are employable.

Analysis

Program Outcome #7 – Complete health insurance claim forms – Students’ scores were above average. IST275 Advanced Medical Billing and Coding class is used for this outcome. A total of 83 percent of the students scored in the competent or above category on the rubric. Students are continuing learning the medical codes and how to complete the health insurance forms with good knowledge of completing these forms so they are employable.

Additional Summary Notes

More measurable program outcomes have been created:

New Program Outcomes

- Demonstrate the ability to communicate in all forms effectively, including written and oral communication, utilizing medical terminology and vocabulary.
- Demonstrate technological skills including word processing, spreadsheets, and database management applications as needed for employment in a medical facility.
- Demonstrate the proficiency in the use of CPT and ICD-CM coding systems.
- Understand the purpose of health insurance claim forms including how to properly complete these forms.

More emphasis will be put on the objectives with the assignments in the classes specifically to this degree. More emphasis on study guides for the MOS Certification Exams will be given to students so they can prepare for the exams. Many students are still not prepared to pass the MOS Certification Exam, as seen in the exam results above. These study guides will be used in hopes to prepare students more for the MOS Certification Exams.

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, changes are going to be made. A program outcome rubric will be created to have uniformity across the classes. Also, program outcomes will be changed. Medical Billing & Coding program was previously an option under the Office Administration Program. In 2017 changes were made for Medical Billing & Coding to become its own program.

Program outcomes were still the same outcomes with the office administration program except for three outcomes were different. Since this program is a program by itself, program outcomes will be changed; it will have its own program outcomes. The Medical Billing & Coding Advisory Committee has approved this change; however, the program outcome changes have not been presented to the College Curriculum Committee.

Were there any patterns in the data observed?

No patterns observed.

What is the proposed timeline for the changes outlined above?

These changes will be made to begin Fall 2018 and Spring 2019.

Student Learning Outcomes (SLO) Report Addendum

Program Name: Medical Billing and Coding

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

- Based on Internship Site feedback we decreased the credit hours of IST297 Internship Project from 6 to 3 credit hours. The total number of hours for the program did not change because BIOL110 Human Biology was added as a required course. Human biology is essential in coding due to the many disease processes and the effects on the body. Understanding of the natural human body structure, its function during and after life ends, from conception to death will provide a basis for future classes such as anatomy and physiology, etc. In order to be a good coder and to become a certified coder, biology should be required as well as human anatomy & physiology. A basic coding class isn't enough training to become a coder.
- BUED103 Business English changed to a Fall semester only class; IST148 Office Procedures changed to a Spring semester only class; IST225 Medical Billing & Coding I class changed to a Fall semester only class; IST275 Advanced Medical Billing & Coding changed to a Spring semester only class.
- Previously, we had five options under the Information Systems Technology (IST) AAS Degree. This options were as follows: Information Systems Technology with the Medical Option; Information Systems Technology with the Executive/Legal Option, (these were two options with one class difference but listed in the same option); Information Systems Technology with the Microcomputer Option; and Information Systems Technology with

the Medical Billing & Coding Option. We combined these five options into two: Office Administration with Legal or Medical Option and Medical Billing & Coding Option. After these changes were made, we came to the conclusion that Medical Billing & Coding did not need to be under an IST degree. The AAS in Medical Billing & Coding program became its own program, and the AAS in Office Administration became its own program. In the Office Administration program students have the option to take IST149 Medical Terminology & Coding if they want to work in a medical facility or to take BLAW221 Legal and Ethical Environment of Business if they want to work in a law office or other office. Program Outcomes were changed during this time as well.

- The Medical Billing & Coding 18-hour certificate changed to a one-year 24-hour certificate. This helps students to be marketable and more employable if they complete the certificate.
- In the IST269 course results were low. We feel the assignments were not adequate. We have updated to a new textbook. The rubric for this course were changed to improve learning. IST268 Spreadsheet Applications textbook was changed to improved student learning.
- IST149 Medical Terminology & Coding, IST148 Office Procedures, BUED203 Business Communications, and IST225 had textbook changes to help improve student learning.
- IST100 is an entry level course. Students in many different degree programs enroll in this class. We will not be using IST100 to assess student learning outcomes in the Office Administration Degree Program or the Medical Billing & Coding Degree Program because it does not assess the students completing these two programs. It assesses multiple degree programs.

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

- The 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.

- In IST225 Medical Billing & Coding I – Program Outcome #7 – Use CPT and ICD-CM coding Systems, the scores were lower than previous years. The class was very small, and the instructor is aware of the lower scores. Recommendations have been made for improvements and textbook was changed.
- Overall scores for the higher level computer courses seem to be higher, which is attributed to the new platform being used for these courses. Other patterns have been stated above and changes are being made.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Nursing AAS

Program Level SLO Report

Dr. Staci Foster – Program Manager

2017-2018

Program Purpose Statement

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

Program Outcomes

1. Develop personal responsibility for professionalism, education, and scope of practice.*
2. Choose effective communication strategies while collaborating with patients, significant support person, and interdisciplinary members of the healthcare team.
3. Evaluate critical thinking and clinical decision making to provide safe, patient-centered care.
4. Apply evidence-based practice while recognizing the role of quality improvement in the healthcare system.
5. Select appropriate information and technology in the management of patient care.

*Note: This outcome is not assessed separately as it is integrated into the other four outcomes

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2017-18 academic year.

Nursing: Program Outcomes Mapping

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

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

Program Outcome 2 (Continued)

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

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

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

Program Outcome 3 (Continued)

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

Program Outcome 4:

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

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

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

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

Program Outcome 4 (Continued)

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

Introduction

The Nursing Faculty met on December 12, 2017, and July 31, 2018, to review the data collected during the 2017-2018 academic year. Faculty reviewed and analyzed the data for improvements to student learning. Based on the data presented, faculty have made small changes to potentially impact student learning. The faculty reviewed the data based on percentage of students benchmarking in each NCLEX-RN test category.

Program Outcome #1

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
NURS 108	LPN-RN Bridge	3	33	Sections: 3 Students: 33	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 128	Mental Health Nursing	1	18	Sections: 1 Students: 18	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	N
NURS 129	Medical – Surgical Nursing I	2	46	Sections: 2 Students: 46	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 4 PT: 0	Y
NURS 245	Transition into Professional Nursing	3	49	Sections: 3 Students: 49	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 238	Medical – Surgical III	3	54	Sections: 3 Students: 54	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 6 PT: 0	Y

Artifacts:

- HESI Examination Data: standardized examinations specific to nursing programs. Category scores set based on recommendations from HESI after they conducted in-depth research.
 - NURS 108: Fundamentals Exam
 - NURS 128: Mental Health Exam (only 1 cohort; discontinued per 16-17 SLO Report)
 - NURS 129: Fundamentals Exam
 - NURS 245: Exit Exam
 - NURS 238: Medical Surgical Exam
- NCLEX-RN Data (from Mountain Measurement) (not available until May 2019)

Management of Care				
Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 128	8	0	2	8
NURS 129	11	6	10	19
NURS 238-MS	11	3	3	41
NURS 245	14	5	19	11
NURS 108	10	3	12	8

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

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

Assessment Result

NCLEX-RN Test Category	% of Students Benchmarking	Anomaly Data (from Benchmark)
Management of Care (Program Outcome 1 and 4)	65%	None

Program Outcome #2

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
NURS 108	LPN-RN Bridge	3	33	Sections: 3 Students: 33	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 128	Mental Health Nursing	1	18	Sections: 1 Students: 18	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	N
NURS 129	Medical – Surgical Nursing I	2	46	Sections: 2 Students: 46	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 4 PT: 0	Y
NURS 218	Maternal Child Health Nursing	3	63	Sections: 3 Students: 63	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 3 PT: 0	Y
NURS 245	Transition into Professional Nursing	3	49	Sections: 3 Students: 49	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 238	Medical Surgical III	3	54	Sections: 3 Students: 54	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 6 PT: 0	Y

Artifacts:

- HESI Examination Data: standardized examinations specific to nursing programs. Category scores set based on recommendations from HESI after they conducted in-depth research.
 - NURS 108: Fundamentals Exam
 - NURS 128: Mental Health Exam (only 1 cohort; discontinued per 16-17 SLO Report)
 - NURS 129: Fundamentals Exam
 - NURS 218: Maternity Exam
 - NURS 245: Exit Exam
 - NURS 238: Medical Surgical Exam
 - NURS 219: Dosage Calculation Exam
- NCLEX-RN Data (Mountain Measurement Report)

Health Promotion and Maintenance				
Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 128	0	0	0	3
NURS 129	6	5	0	31
NURS 218	27	4	15	20
NURS 238-MS	15	6	3	34
NURS 245	16	4	14	15
NURS 108	15	0	0	14

Psychosocial Integrity				
Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 128	9	4	4	1
NURS 129	14	0	1	26
NURS 218	42	2	7	11
NURS 238-MS	7	3	6	18
NURS 245	21	3	8	17
NURS 108	16	4	0	13
NURS 219	0	0	3	17

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

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

Assessment Result

NCLEX-RN Test Category	% of Students Benchmarking	Anomaly Data (from Benchmark)
Health Promotion and Maintenance (Program Outcome 2)	60%	None

Analysis

The review of the Mental Health examination showed that students performed lower in the concepts of mood, affect, cognition, behaviors, assessment, and clinical judgement. Two faculty members that teach in the Mental Health course completed the Mental Health examination to assess for a disconnect in the content on the examination versus the NCLEX-RN test plan versus the curriculum. The conclusion of the faculty was that the content was the same; however, the examination tested the students at a higher Bloom's level than the course taught, i.e. Analysis/Evaluation versus Application/Comprehension.

Program Outcome #3

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
NURS 108	LPN-RN BRIDGE	3	33	Sections: 3 Students: 33	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 128	Mental Health Nursing	1	18	Sections: 1 Students: 18	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	N
NURS 129	Medical – Surgical Nursing I	2	46	Sections: 2 Students: 46	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 4 PT: 0	Y
NURS 218	Maternal Child Health Nursing	3	63	Sections: 3 Students: 63	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 3 PT: 0	Y
NURS 245	Transition into Professional Nursing	3	49	Sections: 3 Students: 49	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 238	Medical Surgical III	3	54	Sections: 3 Students: 54	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 6 PT: 0	Y
NURS 219	Medical Surgical II	3	63	Sections: 3 Students: 63	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: PT:	Y

Artifacts:

- HESI Examination Data: standardized examinations specific to nursing programs. Category scores set based on recommendations from HESI after they conducted in-depth research.
 - NURS 128: Mental Health Exam (only 1 cohort; discontinued per 16-17 SLO Report)
 - NURS 129: Fundamentals Exam
 - NURS 108: Fundamentals Exam
 - NURS 218: Maternity Exam
 - NURS 245: Exit Exam
 - NURS 238: Medical Surgical Exam
 - NURS 238: Pharmacology Exam
 - NURS 219: Dosage Calculation Exam
- NCLEX-RN Data (Mountain Measurement Report)

Safety and Infection Control

Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 129	20	6	10	10
NURS 218	20	18	17	8
NURS 245	9	2	12	26
NURS 238	4	3	0	47
NURS 108	14	2	4	13

Psychosocial Integrity

Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 128	9	4	4	1
NURS 129	14	0	1	26
NURS 218	42	2	7	11
NURS 245	21	3	8	17
NURS 238	7	3	6	18
NURS 108	16	4	0	13
NURS 219	0	0	3	17

Basic Care and Comfort

Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 129	23	3	5	15
NURS 245	23	1	9	10
NURS 238	29	1	5	28
NURS 108	8	1	6	18
NURS 218	9	0	6	35

Pharmacological and Parenteral Therapies

Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 128	12	1	2	3
NURS 129	9	10	6	21
NURS 218	25	0	13	28
NURS 245	7	4	17	21
NURS 238-MS	32	0	11	21
NURS 238-Pharm	2	3	17	16
NURS 219-Dosage	9	6	18	37
NURS 108	14	5	5	9

Physiological Adaptation				
Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 128	6	0	0	9
NURS 129	27	0	0	11
NURS 218	19	10	21	16
NURS 245	8	12	15	14
NURS 238-Pharm	0	0	0	21
NURS 108	13	0	2	17
NURS 238-MS	16	7	17	24
NURS 219	2	3	10	12

Reduction of Risk Potential				
Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 128	8	0	0	10
NURS 129	15	1	10	20
NURS 218	26	8	15	16
NURS 245	19	4	17	9
NURS 238-MS	15	8	19	22
NURS 238-Pharm	15	0	2	21
NURS 108	4	0	10	19

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

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

Assessment Result

NCLEX-RN Test Category	% of Students Benchmarking	Anomaly Data (from Benchmark)
Psychosocial Integrity (Program Outcome 2 and 3)	51%	<ul style="list-style-type: none"> • NURS 238: Medical Surgical Exam had 70% of students benchmarking • NURS 219: Medical Surgical Nursing II had 100% of students benchmarking
Pharmacological and Parenteral Therapies (Program Outcome 3)	62%	<ul style="list-style-type: none"> • NURS 128: Mental Health Exam had 27% of students benchmarking • NURS 238: Medical Surgical Exam had 50% of students benchmarking versus the 77% of students benchmarking on the Exit Exam given in the same semester. • NURS 108 Fundamentals Exam had 42% students benchmarking versus the 58% generic students (NURS 129) benchmarking
Physiological Adaptation (Program Outcome 3)	57%	<ul style="list-style-type: none"> • NURS 129: Fundamentals Exam had 29% students benchmarking • NURS 108: Fundamentals Exam had 59% students benchmarking
Reduction of Risk Potential (Program Outcome 3)	60%	<ul style="list-style-type: none"> • None
Safety and Infection Control (Program Outcome 3)	60%	<ul style="list-style-type: none"> • NURS 218: Maternal Exam had 39% of students benchmarking
Basic Care and Comfort (Program Outcome 3)	57%	<ul style="list-style-type: none"> • NURS 108: Fundamentals Exam had 72% of students benchmarking • NURS 218: Maternal Exam had 82% of students benchmarking

Analysis

Based on a review of the student learning outcome assessment data including the HESI standardized examinations, the faculty found the following:

- The review of the Fundamentals examination continued to show that students performed lower in the concepts of elimination, communication, safety and infection control.
- The review of the Mental Health examination showed that students performed lower in the concepts of mood, affect, cognition, behaviors, assessment, and clinical judgement.

Two faculty members that teach in the Mental Health course completed the Mental Health examination to assess for a disconnect in the content on the examination versus the NCLEX-RN test plan versus the curriculum. The conclusion of the faculty was that the content was the same; however, the examination tested the students at a higher Bloom's level than the course taught, i.e. Analysis/Evaluation versus Application/Comprehension.

- The review of the Maternal Examination showed that students performed lower in the reduction of risk potential, physiological adaptation, and pharmacological and parenteral therapies. Based on the mid-year analysis, changes were made to add three additional medications and one procedure to the curriculum. These changes were made for the Spring 2018 course; however, weather cancellations decreased the amount of preparation and study time students had for this material.
- The review of the Medical Surgical Examination showed that students performed lower in the patient teaching/learning area and the physiological adaptation category. Sikeston's performance in both categories was lower in 2018 than in 2017.
- In the review of the Pharmacological and Dosage Calculation examinations, there was no areas of concern overall. However, the Sikeston cohort performed lower in dosage calculations than the Poplar Bluff cohorts.
- The review of the Exit Examinations showed that students performed poorly in the basic concepts that are introduced in NURS 116: Fundamentals, NURS 129: Medical Surgical Nursing I, and pediatric focus content. Both the generic and LPN-RN cohorts have similar results in each category.

Use of Results for Improvement

The program will eliminate the stand-alone Mental Health examination for data collection purposes. The NURS 128: Mental Health Nursing course was evaluated to determine

potential reasons for the low scores. The faculty determined that the course does adequately align with the NCLEX-RN test plan. The program does place the course early in the sequence of courses (second semester) which tests students at a lower Bloom's level than the examination causing the discrepancy. The faculty determined that since the Psychosocial Integrity category is tested on multiple other examinations (Medical Surgical, Exit, etc.) that they would remove the stand-alone Mental Health examination beginning for the spring 2018 semester. While this is not anticipated to improve student learning, it is intended to assess student learning of the material at an appropriate point in the program. Currently, the assessment point in the program is too early for students' knowledge level.

The faculty decided after reviewing the Mental Health examination data and the NURS 128: Mental Health Nursing course that the medication Haldol should be added. The faculty determined that Haldol was a widely used medication in the mental health area and would be pertinent information for the students to learn. The faculty determined to add Haldol to the Lesson 3 Plan in the Mental Health course. This change is intended to assist students in the Psychosocial Integrity category (Program Outcome 3) and the Pharmacological and Parenteral Therapies category (Program Outcome 3).

During review of the NURS 218: Maternal Child Health Nursing course, the faculty found that students performed poorly in the categories of Reduction of Risk Potential, Pharmacology and Parenteral Therapies, and Physiological Adaptation (Program Outcome 3). The faculty decided that medications were missing from the lesson plans including: oxytocin, magnesium sulfate, and terbutaline. The faculty added those to the

Laboratory Lesson Plan. The faculty also added amniocentesis as a procedure to the Lesson Plan 2.

After review of the Dosage Calculation examination, the faculty determined that the LPN-RN bridge students performed lower than the generic cohort students. The faculty determined to change instructional methods for this part of the curriculum to see if the scores would improve with the next cohort.

Review of the HESI examination data by the faculty showed students performed lower in the basic concepts that are in NURS 116, 108, and 129 than any other concepts (i.e. elimination, mobility, communication). The faculty as a whole determined that this needed to be addressed in instructional methods by re-emphasizing these concepts in the higher level courses to ensure students mastered the content.

Program Outcome #4

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
NURS 108	LPN-RN Bridge	3	33	Sections: 3 Students: 33	Sections: 0 Students: 0	Sections: 1 Students: 22	FT: 2 PT: 0	Y
NURS 128	Mental Health Nursing	1	18	Sections: 1 Students: 18	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	N
NURS 129	Medical – Surgical Nursing I	2	46	Sections: 2 Students: 46	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 245	Transition into Professional Nursing	3	49	Sections: 3 Students: 49	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
NURS 238	Medical Surgical III	3	54	Sections: 3 Students: 54	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 6 PT: 0	Y

Artifacts:

- HESI Examination Data: standardized examinations specific to nursing programs. Category scores set based on recommendations from HESI after they conducted in-depth research.
 - NURS 108: Fundamentals Exam
 - NURS 128: Mental Health Exam (only 1 cohort; discontinued per 16-17 SLO Report)
 - 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)

Management of Care				
Course	No Evidence 000-799	Novice 800-849	Competent 850-1000	Mastery >1000
NURS 128	8	0	2	8
NURS 129	11	6	10	19
NURS 238-MS	11	3	3	41
NURS 245	14	5	19	11
NURS 108	10	3	12	8

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

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

Assessment Result

NCLEX-RN Test Category	% of Students Benchmarking	Anomaly Data (from Benchmark)
Management of Care (Program Outcome 1 and 4)	65%	None

Additional Summary Notes

Anomalies in the results that were noticed:

NCLEX-RN Test Category	% of Students Benchmarking	Anomaly Data (from Benchmark)
Management of Care (Program Outcome 1 and 4)	65%	None
Health Promotion and Maintenance (Program Outcome 2)	60%	None
Psychosocial Integrity (Program Outcome 2 and 3)	51%	<ul style="list-style-type: none"> • NURS 238: Medical Surgical Exam had 70% of students benchmarking • NURS 219: Medical Surgical Nursing II had 100% of students benchmarking
Pharmacological and Parenteral Therapies (Program Outcome 3)	62%	<ul style="list-style-type: none"> • NURS 128: Mental Health Exam had 27% of students benchmarking • NURS 238: Medical Surgical Exam had 50% of students benchmarking versus the 77% of students benchmarking on the Exit Exam given in the same semester. • NURS 108 Fundamentals Exam had 42%students benchmarking versus the 58%generic students (NURS 129) benchmarking
Physiological Adaptation (Program Outcome 3)	57%	<ul style="list-style-type: none"> • NURS 129: Fundamentals Exam had 29% students benchmarking • NURS 108: Fundamentals Exam had 59% students benchmarking
Reduction of Risk Potential (Program Outcome 3)	60%	<ul style="list-style-type: none"> • None
Safety and Infection Control (Program Outcome 3)	60%	<ul style="list-style-type: none"> • NURS 218: Maternal Exam had 39% of students benchmarking
Basic Care and Comfort (Program Outcome 3)	57%	<ul style="list-style-type: none"> • NURS 108: Fundamentals Exam had 72% of students benchmarking • NURS 218: Maternal Exam had 82% of students benchmarking

Were changes needed to improve student learning?

The data from the HESI examinations provided sufficient information to make programmatic changes. The NURS 218: Maternal Examination needs to collect more data before a determination can be made about any further changes to the NURS 218 course. The faculty changed the laboratory in the NURS 218 course based on data presented at the December 2017 meeting; however, the implementation of the new laboratory was disrupted by the inclement weather days that caused the material to be covered over a shorter period of time.

Patterns in the data observed:

The data revealed that students were consistently performing lower in basic concepts (Program Outcome 1 and 3). The students are performing better in higher level thinking (i.e. Reduction of Risk Potential (60%) and Pharmacological and Parenteral Therapies (62%) Program Outcome 3) in comparison with Basic Care and Comfort (58%) (Program Outcome 3).

Student Learning Outcomes (SLO) Report Addendum

Program Name: Nursing

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

In fall 2016, the AAS-Nursing program phased in a new curriculum. Based on the curriculum changes the following results were seen:

- Physiological Adaptation Category in the Fundamentals Examination: teach-out curriculum 30% of students benchmarked, in 2017 56% of students benchmarked.
 - *Positive result.* The faculty have seen an increase in this category based on the new curriculum.
- Psychosocial Integrity Category: teach out-curriculum 50% of students benchmarked, in 2017 47% of students benchmarked, and in 2018 65.8% of students benchmarked.
 - *Positive result.* Based on the students' performance, the competency level in Psychosocial Integrity has increased.
- Basic Care and Comfort Category in the Fundamentals Examination: teach-out curriculum 80% of students benchmarked, in 2017 25% of students benchmarked in 2018 43.4% of students benchmarked.
 - *Negative result.* The faculty have instituted new instructional methods to ensure that Basic Care and Comfort concepts are integrated throughout the upper level courses.
- The concepts of elimination, communication, safety, and infection control continue to score lower in the curriculum.
 - *Negative result.* The faculty have instituted new instructional methods to continue to integrate the basic concepts into upper level courses.
- In 2018, 62% of students are benchmarking in the Pharmacology and Parenteral Therapies category. This is one of the highest benchmarking

categories for the program. The faculty relate the results to the implementation of the NURS 135: Pharmacology in Nursing course.

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

- All data points listed above are the result of a standardized examination embedded throughout the program. Results are direct assessment of student learning.
- Additionally, the program monitors the indirect data including the NCLEX-RN pass rate and the program completion rates to determine program effectiveness. NCLEX-RN completion rate is as follows: 2014-72%, 2015-81.25%, 2016-89%, 2017-85.9%, and 2018-85.1%. Program completion rates are as follows: 2014: 58%, 2015: 67%, 2016: 56.9%, 2017: 63%, and 2018 pending.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Office Administration

Program Level SLO Report

Julie Becker – Program Manager

2017-18

Program Purpose Statement

The OFFICE ADMINISTRATION program is designed for individuals who are currently employed in an office environment and for high school graduates planning a career as an office administrative assistant. This program prepares students to meet the challenges of the modern office through the application of practical and theoretical general education, hands-on skill development, and a coordinated internship project.

Program Outcomes

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 computer technology.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program to correspond with the Student Learning Outcomes provided within this report for the 2017-18 academic year.

Office Administration: Program Outcomes Mapping

Program Outcome 1: Communicate in a business environment.	
Course	Course Learning Outcome (CLO)
BUED 103: Business English	Use appropriate reference materials such as online dictionaries, print dictionaries, and reference manuals to locate answers to questions. (CLO 1)
	Identify parts of speech and understand how they function in sentences. (CLO 2)
	Write complete sentences avoiding fragments, comma splices, and run-ons. (CLO 3)
	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections correctly in oral and written communication. (CLO 4)
	Develop proficiency in punctuation, capitalization, and number style skills. (CLO 5)
	Demonstrate realistic applications of current usage and style in today's workplace. (CLO 6)
	Demonstrate improved vocabulary, spelling, and editing skills. (CLO 7)
	Recognize and create professional business messages that demonstrate correct formats and ideas expressed in clear, concise, and correct English. (CLO 8)
BLAW 221: Legal and Ethical Environment of Business	Identify the sources of law and the legal system within the United States. (CLO 1)
	Discuss the elements of a contract and the rights and obligations within. (CLO 2)
	Distinguish when the law of contract and the law of sales are to be applied. (CLO 3)
	Explain torts and the type of remedies available for breach of agreements. (CLO 4)
	Explain the elements of intellectual property and maintaining ownership interests. (CLO 5)
	Analyze business regulations for their moral and ethical value and determine how they impact the business environment. (CLO 6)
BMGT 108: Human Resource Management	Demonstrate management and supervisory skills. (CLO 1)
	Recognize the key challenges to human resource management in developing the flexible and skilled workforce. (CLO 2)
	Identify the individual practices and policies that make up human resource management. (CLO 3)
ACCT 211: Principles of Accounting I	Identify the role of the accounting profession in ethical business decision-making. (CLO 1)
	Apply GAAP for corporate financial reporting. (CLO 2)
	Analyze the elements of internal control. (CLO 3)
	Demonstrate accounting procedures for corporate stocks and bonds. (CLO 4)
	Calculate financial ratios and use them to evaluate business performance. (CLO 5)
ACCT 216: Business Accounting	Identify the role of the accounting profession in ethical business decision-making. (CLO 1)
	Apply GAAP for corporate financial reporting. (CLO 2)
	Construct a statement of cash flows using information from the accrual balance sheet and income statement. (CLO 3)
	Calculate financial ratios and use them to evaluate business performance. (CLO 4)
	Relate the use of accounting information to pricing and capital investment decision making. (CLO 5)
	Demonstrate their abilities to use clear, concise, and grammatically correct language. (CLO 1)
	Practice the ability to select, organize, and effectively deliver information in a businesslike manner. (CLO 2)

BUED 203: Business Communications	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies. (CLO 3)
IST 148: Office Procedures	Demonstrate an understanding of current office practices. (CLO 1)
	Exhibit awareness of the developing trends in office practices, such as virtual, mobile and home offices. (CLO 2)
	Locate and understand common skill sets found in the office environment. (CLO 3)
	Employ effective personal and interpersonal skills in various business situations. (CLO 4)
	Exercise efficient time management techniques. (CLO 5)
	Facilitate teamwork in a diverse office environment. (CLO 6)
IST 149: Medical Terminology and Coding	Spell and define anatomical, pathological, diagnostic, and treatment medical terms. (CLO 1)
	Identify the basic structures of each body system. (CLO 2)
	Briefly explain the function of each body system and related organs. (CLO 3)
	Accurately assign medical codes to diagnoses, procedures, operations, and other medical or surgical services. (CLO 4)
IST 256: Administrative Transcription Fundamentals	Employ computer skills to build transcription speed. (CLO 1)
	Revise word processing documents using correct formatting techniques. (CLO 2)
	Demonstrate mastery competence using 10-key calculator. (CLO 3)
	Apply time management and prioritizing skills through guided practice and formulate independent judgments. (CLO 4)
	Interpret spoken medical terms and be able to spell correctly. (CLO 5)
	Use proper formatting techniques for medical documents. (CLO 6)
	Construct first-time mailable copy of letters, memorandums, and reports in proper format. (CLO 7)
BMGT 235: Customer Service Management	Develop a heightened awareness of the challenges and opportunities in customer service. (CLO 1)
	Demonstrate techniques for exceeding expectations in value, information, convenience, and timing in order to create greater customer loyalty. (CLO 2)
	Show specific personal and communication behaviors that engage customers. (CLO 3)
BUAD 120: Introduction to Business	Recognize the roles of the four functions of management. (CLO 1)
	Identify the types of business ownership. (CLO 2)
	Interpret good business ethics and socially responsible business practice. (CLO 3)
	Recognize the importance of creating a flexible organization through proper implementation of human resource management. (CLO 4)
	Describe how the use of marketing develops customer relationships. (CLO 5)
IST 296: Office Administrative Applications	Produce word processing and presentation applications to complete office administrative services. (CLO 1)
	Produce database and word processing applications to complete office administrative services. (CLO 2)
	Produce error-free, attractively formatted documents that represent the quality expected in real-world situations. (CLO 3)
IST 297: Internship	Communicate in a business environment. (CLO 1)
	Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool. (CLO 2)
	Manage files. (CLO 3)
	Employ technology to solve business problems. (CLO 4)

Program Outcome 2:

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

Course	Course Learning Outcome (CLO)
IST 100: Computer Applications	Demonstrate proficiency in using college systems to conduct online learning and research. (CLO 1)
	Demonstrate understanding of security options for technology platforms. (CLO 2)
	Demonstrate proficiency in operating a personal computer. (CLO 3)
	Demonstrate proficiency in using word processing software. (CLO 4)
	Demonstrate proficiency in using spreadsheet software. (CLO 5)
	Demonstrate proficiency in using database software. (CLO 6)
	Demonstrate proficiency in using presentation software. (CLO 7)
ACCT 211: Principles of Accounting I	Identify the role of the accounting profession in ethical business decision-making. (CLO 1)
	Apply GAAP for corporate financial reporting. (CLO 2)
	Analyze the elements of internal control. (CLO 3)
	Demonstrate accounting procedures for corporate stocks and bonds. (CLO 4)
	Calculate financial ratios and use them to evaluate business performance. (CLO 5)
ACCT 216: Business Accounting	Identify the role of the accounting profession in ethical business decision-making. (CLO 1)
	Apply GAAP for corporate financial reporting. (CLO 2)
	Construct a statement of cash flows using information from the accrual balance sheet and income statement. (CLO 3)
	Calculate financial ratios and use them to evaluate business performance. (CLO 4)
	Relate the use of accounting information to pricing and capital investment decision making. (CLO 5)
BUED 203: Business Communications	Practice the ability to select, organize, and effectively deliver information in a businesslike manner. (CLO 2)
	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies. (CLO 3)
IST 148: Office Procedures	Exhibit awareness of the developing trends in office practices, such as virtual, mobile and home offices. (CLO 2)
	Locate and understand common skill sets found in the office environment. (CLO 3)
	Employ effective personal and interpersonal skills in various business situations. (CLO 4)
IST 256: Administrative Transcription Fundamentals	Employ computer skills to build transcription speed. (CLO 1)
	Revise word processing documents using correct formatting techniques. (CLO 2)
	Demonstrate mastery competence using 10-key calculator. (CLO 3)
	Apply time management and prioritizing skills through guided practice and formulate independent judgments. (CLO 4)
	Interpret spoken medical terms and be able to spell correctly. (CLO 5)
	Use proper formatting techniques for medical documents. (CLO 6)
	Construct first-time mailable copy of letters, memorandums, and reports in proper format. (CLO 7)
IST 269: Database Applications	Build a database from scratch or from templates. (CLO 1)
	Exchange data with other databases and Microsoft Office documents. (CLO 2)
	Create forms to simplify data entry. (CLO 3)
	Use filters and queries to find and analyze information. (CLO 4)
	Design rich reports that help make your data meaningful. (CLO 5)
	Help prevent data corruption and unauthorized access. (CLO 6)

Program Outcome 2 continued

IST 268: Spreadsheet Applications	Interpret financial data. (CLO 1)
	Design formulas that solve math problems. (CLO 2)
	Show data in a meaningful way using charts, graphs, macros, and pivot tables. (CLO 3)
	Integrate Excel spreadsheets with other software applications and the Internet. (CLO 4)
IST 126: Word Processing Applications	Identify parts of the Word screen. (CLO 1)
	Apply paragraph formatting, set tables. (CLO 2)
	Use advanced editing to revise text. (CLO 3)
	Create, edit, and format tables. (CLO 4)
IST 296: Office Administrative Applications	Enhance document with special features, i.e., clipart, WordArt, and shapes. (CLO 5)
	Produce word processing and presentation applications to complete office administrative services. (CLO 1)
	Produce database and word processing applications to complete office administrative services. (CLO 2)
IST 297: Internship	Produce error-free, attractively formatted documents that represent the quality expected in real-world situations. (CLO 3)
	Communicate in a business environment. (CLO 1)
	Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool. (CLO 2)
	Manage files. (CLO 3)
	Employ technology to solve business problems. (CLO 4)

Program Outcome 3: Manage files.

Course	Course Learning Outcome (CLO)
BMGT 108- Human Resource Management	Demonstrate management and supervisory skills. (CLO 1)
	Recognize the key challenges to human resource management in developing the flexible and skilled workforce. (CLO 2)
	Identify the individual practices and policies that make up human resource management. (CLO 3)
IST 148: Office Procedures	Locate and understand common skill sets found in the office environment. (CLO 3)
	Employ effective personal and interpersonal skills in various business situations. (CLO 4)
IST 269: Database Applications	Build a database from scratch or from templates. (CLO 1)
	Exchange data with other databases and Microsoft Office documents. (CLO 2)
	Create forms to simplify data entry. (CLO 3)
	Use filters and queries to find and analyze information. (CLO 4)
	Design rich reports that help make your data meaningful. (CLO 5)
IST 268: Spreadsheet Applications	Help prevent data corruption and unauthorized access. (CLO 6)
	Interpret financial data. (CLO 1)
	Design formulas that solve math problems. (CLO 2)
	Show data in a meaningful way using charts, graphs, macros, and pivot tables. (CLO 3)
IST 126: Word Processing Applications	Integrate Excel spreadsheets with other software applications and the Internet. (CLO 4)
	Identify parts of the Word screen. (CLO 1)
	Apply paragraph formatting, set tables. (CLO 2)
	Use advanced editing to revise text. (CLO 3)
	Create, edit, and format tables. (CLO 4)
	Enhance document with special features, i.e., clipart, WordArt, and shapes. (CLO 5)

Program Outcome 3 continued

IST 296: Office Administrative Applications	Produce word processing and presentation applications to complete office administrative services. (CLO 1)
	Produce database and word processing applications to complete office administrative services. (CLO 2)
	Produce error-free, attractively formatted documents that represent the quality expected in real-world situations. (CLO 3)
IST 297: Internship	Communicate in a business environment. (CLO 1)
	Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool. (CLO 2)
	Manage files. (CLO 3)
	Employ technology to solve business problems. (CLO 4)

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

Course	Course Learning Outcome (CLO)
BMGT 108: Human Resource Management	Demonstrate management and supervisory skills. (CLO 1)
	Recognize the key challenges to human resource management in developing the flexible and skilled workforce. (CLO 2)
	Identify the individual practices and policies that make up human resource management. (CLO 3)
ACCT 211: Principles of Accounting I	Identify the role of the accounting profession in ethical business decision-making. (CLO 1)
	Apply GAAP for corporate financial reporting. (CLO 2)
	Analyze the elements of internal control. (CLO 3)
	Demonstrate accounting procedures for corporate stocks and bonds. (CLO 4)
ACCT 216: Business Accounting	Calculate financial ratios and use them to evaluate business performance. (CLO 5)
	Identify the role of the accounting profession in ethical business decision-making. (CLO 1)
	Apply GAAP for corporate financial reporting. (CLO 2)
	Construct a statement of cash flows using information from the accrual balance sheet and income statement. (CLO 3)
	Calculate financial ratios and use them to evaluate business performance. (CLO 4)
IST 148: Office Procedures	Relate the use of accounting information to pricing and capital investment decision making. (CLO 5)
	Locate and understand common skill sets found in the office environment. (CLO 3)
IST 256: Administrative Transcription Fundamentals	Employ effective personal and interpersonal skills in various business situations. (CLO 4)
	Employ computer skills to build transcription speed. (CLO 1)
	Revise word processing documents using correct formatting techniques. (CLO 2)
	Demonstrate mastery competence using 10-key calculator. (CLO 3)
	Apply time management and prioritizing skills through guided practice and formulate independent judgments. (CLO 4)
	Interpret spoken medical terms and be able to spell correctly. (CLO 5)
	Use proper formatting techniques for medical documents. (CLO 6)
Construct first-time mailable copy of letters, memorandums, and reports in proper format. (CLO 7)	
BMGT 235: Customer Service Management	Develop a heightened awareness of the challenges and opportunities in customer service. (CLO 1)
	Demonstrate techniques for exceeding expectations in value, information, convenience, and timing in order to create greater customer loyalty. (CLO 2)
	Show specific personal and communication behaviors that engage customers. (CLO 3)
Program Outcome 4 continued	
	Recognize the roles of the four functions of management. (CLO 1)

BUAD 120: Introduction to Business	Identify the types of business ownership. (CLO 2)
	Interpret good business ethics and socially responsible business practice. (CLO 3)
	Recognize the importance of creating a flexible organization through proper implementation of human resource management. (CLO 4)
	Describe how the use of marketing develops customer relationships. (CLO 5)
IST 269: Database Applications	Build a database from scratch or from templates. (CLO 1)
	Exchange data with other databases and Microsoft Office documents. (CLO 2)
	Create forms to simplify data entry. (CLO 3)
	Use filters and queries to find and analyze information. (CLO 4)
	Design rich reports that help make your data meaningful. (CLO 5)
	Help prevent data corruption and unauthorized access. (CLO 6)
IST 268: Spreadsheet Applications	Interpret financial data. (CLO 1)
	Design formulas that solve math problems. (CLO 2)
	Show data in a meaningful way using charts, graphs, macros, and pivot tables. (CLO 3)
	Integrate Excel spreadsheets with other software applications and the Internet. (CLO 4)
IST 126: Word Processing Applications	Identify parts of the Word screen. (CLO 1)
	Apply paragraph formatting, set tables. (CLO 2)
	Use advanced editing to revise text. (CLO 3)
	Create, edit, and format tables. (CLO 4)
	Enhance document with special features, i.e., clipart, WordArt, and shapes. (CLO 5)
IST 296: Office Administrative Applications	Produce word processing and presentation applications to complete office administrative services. (CLO 1)
	Produce database and word processing applications to complete office administrative services. (CLO 2)
	Produce error-free, attractively formatted documents that represent the quality expected in real-world situations. (CLO 3)
IST 297: Internship	Communicate in a business environment. (CLO 1)
	Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool. (CLO 2)
	Manage files. (CLO 3)
	Employ technology to solve business problems. (CLO 4)

Program Outcome 5:

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

Course	Course Learning Outcome (CLO)
ACCT 211: Principles of Accounting I	Identify the role of the accounting profession in ethical business decision-making. (CLO 1)
	Apply GAAP for corporate financial reporting. (CLO 2)
	Analyze the elements of internal control. (CLO 3)
	Demonstrate accounting procedures for corporate stocks and bonds. (CLO 4)
	Calculate financial ratios and use them to evaluate business performance. (CLO 5)
ACCT 216: Business Accounting	Identify the role of the accounting profession in ethical business decision-making. (CLO 1)
	Apply GAAP for corporate financial reporting. (CLO 2)
	Construct a statement of cash flows using information from the accrual balance sheet and income statement. (CLO 3)
	Calculate financial ratios and use them to evaluate business performance. (CLO 4)
	Relate the use of accounting information to pricing and capital investment decision making. (CLO 5)

Program Outcome 5 continued

BUED 203: Business Communications	Practice the ability to select, organize, and effectively deliver information in a businesslike manner. (CLO 2)
	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies. (CLO 3)
IST 148: Office Procedures	Employ effective personal and interpersonal skills in various business situations. (CLO 4)
	Exercise efficient time management techniques. (CLO 5)
	Facilitate teamwork in a diverse office environment. (CLO 6)
IST 296: Office Administrative Applications	Produce word processing and presentation applications to complete office administrative services. (CLO 1)
	Produce database and word processing applications to complete office administrative services. (CLO 2)
	Produce error-free, attractively formatted documents that represent the quality expected in real-world situations. (CLO 3)
IST 297: Internship	Communicate in a business environment. (CLO 1)
	Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool. (CLO 2)
	Manage files. (CLO 3)
	Employ technology to solve business problems. (CLO 4)

Program Outcome 6:

Produce transcripts and correspondence using computer technology.

Course	Course Learning Outcome (CLO)
BUED 203: Business Communications	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies. (CLO 3)
IST 256: Administrative Transcription Fundamentals	Employ computer skills to build transcription speed. (CLO 1)
	Revise word processing documents using correct formatting techniques. (CLO 2)
	Demonstrate mastery competence using 10-key calculator. (CLO 3)
	Apply time management and prioritizing skills through guided practice and formulate independent judgments. (CLO 4)
	Interpret spoken medical terms and be able to spell correctly. (CLO 5)
	Use proper formatting techniques for medical documents. (CLO 6)
	Construct first-time mailable copy of letters, memorandums, and reports in proper format. (CLO 7)

Introduction

This report is the program level student learning outcomes for the AAS in Office Administration Option. The data and information has been collected and analyzed from the Fall 2017 and Spring 2018 semesters. Artifacts collected came from the following courses: BUED 203 Business Communications; IST258 Spreadsheet Applications; IST126 Word Processing Applications; IST 269 Database Applications; IST 256 Administrative Transcription; and IST 297 Internship Project. Data has been mapped to the Information Systems Technology Office Administration program (AAS) course mapping plans and further to the individual rubrics used within each course where information was collected.

Program Outcome #1 Rubric
Communicate in a Business Environment.

Criteria	No Evidence 1	Novice 2	Competent 3	Mastery 4
Report Format and Organization	Sections are poorly organized and some are missing. A few formatting errors exist.	All required sections are included but one or two are poorly organized. One formatting error exists.	All required sections are included but one needs to be organized better. No formatting errors exist.	All required sections are included, and each is effectively organized. No formatting errors exist.
Introduction	Does not provide adequate background and does not convey purpose or report's form.	Introductory information is adequate but needs development and clarity.	Introductory information is clear and professionally developed.	Introduction is excellent: it's clear, engaging, and thorough.
Methodology	Does not explain data or collection methods; data analysis methods are unclear.	Explains data and collection methods, but explanations need development or clarity. Reader will have some questions.	Data and collection methods are explained clearly and developed well. Reader will generally be satisfied.	Data and collection methods are explained and developed exceptionally well. Reader questions are anticipated and answered.
Data Analysis and Results	Data is not relevant for purpose; presentation and interpretation of results are inaccurate.	Data is relevant but presentation and interpretation of results need work.	Data is appropriate and relevant; presentation and analysis of data is good.	Data is appropriate and very relevant; presentation and analysis of data are professional, thorough, engaging, and sophisticated.
Conclusions and Recommendations	Both are unclear and not connected to the report's data.	One is relevant and adequate, but the other is not pertinent, realistic, or detailed.	Conclusions and recommendations are pertinent, realistic, evidence-based, and detailed.	Conclusions and recommendations are excellent.
Research and Documentation	Found information is not documented correctly. Errors exist with signal phrases, citations, and References. Found information is not introduced or analyzed adequately.	Some documentation errors exist but student generally understands how to use signal phrases; cite sources; compile a References page; and in general, introduce and analyze found information.	Minimal documentation errors exist; student understands how to use signal phrases; cite sources; compile a References page; and in general, introduce and analyze found information.	Report contains no errors in documentation (including citations, signal phrases, or References). Student introduces and analyzes found information in a professional manner.

Grammar, Mechanics, and Sentences	Numerous grammatical, punctuation, spelling, and sentence errors exist and impede meaning.	Some grammatical, punctuation, spelling, and sentence errors exist but generally don't impede meaning.	Few grammatical, punctuation, spelling, and sentence errors exist and don't impede meaning.	No grammatical, punctuation, spelling, and sentence errors exist.
--	--	--	---	---

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

Course being reported: BUED 203 Business Communication

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

Assessment Result

Summary of Results Program Outcome #1 – Communicate in a business environment. Two BUED203 Business Communication classes are used for this outcome. A business report assignment was used to assess this outcome. Students were given the rubric and specific instructions to create a business report. Approximately 70 percent of the students scored competent and above, which tells me a majority of our students have the ability to communicate in a business environment.

Analysis

The rubric for Program Outcome #1 – Communicate in a Business Environment - was given to students during instruction of assignment due to feedback from Institutional Effectiveness Department. Previously, students seemed weak in writing. It was observed that students were not given the rubric for the artifact. Instructions for the assessment were given in more detail to the students this semester. The students' scores were higher for the Fall 2017 and Spring 2018 semesters. Approximately 70 percent of the students scored competent and above, which tells me a majority of our students have the ability to communicate in a business environment.

Program Outcome #2 Rubric

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

1–No Evidence 2-Novice 3-Competent 4-Mastery 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.				

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	13	Sections: 1 Students: 13	Sections:0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
IST 268	Spreadsheet Applications	1	10	Sections: 1 Students: 10	Sections:0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
IST 126	Word Processing Applications	2	25	Sections: 0 Students: 0	Sections:2 Students: 25	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

PROGRAM OUTCOME #2	1 No Evidence	2 Novice	3 Competent	4 Mastery
Utilizes operating system software and data management skills.	3	9	15	17
Demonstrate an understanding of the ethical use of technological tools.	3	9	15	17
Utilizes software (word processing, presentation, and/or application specific to guideline)	2	9	15	18

IST 126 (TOTAL)	1 No Evidence	2 Novice	3 Competent	4 Mastery
Utilizes operating system software and data management skills.	0	7	7	7
Demonstrate an understanding of the ethical use of technological tools.	0	7	7	7
Utilizes software (word processing, presentation, and/or application specific to guideline)	0	7	7	7

IST 268 (TOTAL)	1 No Evidence	2 Novice	3 Competent	4 Mastery
Utilizes operating system software and data management skills.	0	1	2	7
Demonstrate an understanding of the ethical use of technological tools.	0	1	2	7
Utilizes software (word processing, presentation, and/or application specific to guideline)	0	1	2	7

IST 269 (TOTAL)	1 No Evidence	2 Novice	3 Competent	4 Mastery
Utilizes operating system software and data management skills.	3	1	6	3
Demonstrate an understanding of the ethical use of technological tools.	3	1	6	3
Utilizes software (word processing, presentation, and/or application specific to guideline)	2	1	6	4

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

F2F	1 No Evidence	2 Novice	3 Competent	4 Mastery
Utilizes operating system software and data management skills.	0	4	4	4
Demonstrate an understanding of the ethical use of technological tools.	0	4	4	4
Utilizes software (word processing, presentation, and/or application specific to guideline)	0	4	4	4

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

F2F	1 No Evidence	2 Novice	3 Competent	4 Mastery
Utilizes operating system software and data management skills.	0	3	3	3
Demonstrate an understanding of the ethical use of technological tools.	0	3	3	3
Utilizes software (word processing, presentation, and/or application specific to guideline)	0	3	3	3

Course being reported: IST 268 Spreadsheet Applications

F2F	1 No Evidence	2 Novice	3 Competent	4 Mastery
Utilizes operating system software and data management skills.	0	1	2	7
Demonstrate an understanding of the ethical use of technological tools.	0	1	2	7
Utilizes software (word processing, presentation, and/or application specific to guideline)	0	1	2	7

Course being reported: IST 269 Database Applications

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

Assessment Result

Three advanced computer classes are used for this outcome. These computer classes are IST126 Word Processing, IST268 Spreadsheet Applications, and IST269 Database Applications. In all three classes the majority of students scored in the competent or higher range of the rubric. This tells us that our students are obtaining technological skills that they will be able to use in the workplace.

In Spring 2018, we transitioned from MyITLab to MyLabsPlus in IST126 Word Processing, IST268 Spreadsheet Applications, and IST269 Database Applications. During this transition we introduced Microsoft Office Specialist (MOS) certification exams into the curriculum. Starting in Fall 2018, we will use results from the MOS certification for program assessment. The next report will have MOS assessment results. Additionally, students benefit from the certification because it is an industry-recognized certification throughout the United States, and we feel it gives students a competitive advantage when interviewing for jobs. These classes change modalities each semester. One semester these three classes are offered online, one semester these classes are offered face-to-face, and one semester these classes are offered as hybrid classes. By changing the modality, will feel this allows the instructor to give face-to-face/one-on-one help when dealing with technology issues or needing extra help understanding concepts.

Analysis

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 are now being assessed in the student learning outcomes report for program outcome #2 - IST126, IST268, IST269, and IST296. However, IST296 was not offered due to low numbers. 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. Also, since three other classes were added to the assessment for this outcome, the outcomes will be analyzed in more detail in next year's report. In all three classes the majority of students scored in the competent or higher range of the rubric. This tells us that our students are obtaining technological skills that they will be able to use in the workplace.

MOS: Microsoft Office Specialist: Demonstrates that you have the skills needed to get the most out of Office by earning a Microsoft Office Specialist (MOS) certification in a specific Office program (Word, Excel, Access, PowerPoint). Holding a MOS certification can earn an entry-level business employee more in annual salary than uncertified peers.

MOS Certification Exam Results:

Many students did not pass the certification exam; however, many scores are very close to the 700 passing score. These exams are very stringent; I feel if a student received a

score of 500 or higher, he or she knows the application well, and would be able to pass the exam with 700 or higher on the next attempt. Also, when students retook the exam, all students received a higher score than their first attempt.

New certification exam study guides will be given to the students. Test results will be observed with the new study guides.

Exam	Pass or Fail	Score out of 700
77-725: MOS: Microsoft Office Word 2016	FAIL	286
77-725: MOS: Microsoft Office Word 2016 (2nd attempt)	FAIL	400
77-725: MOS: Microsoft Office Word 2016	FAIL	663
77-725: MOS: Microsoft Office Word 2016	FAIL	318
77-725: MOS: Microsoft Office Word 2016	FAIL	382
77-725: MOS: Microsoft Office Word 2016	FAIL	368
77-725: MOS: Microsoft Office Word 2016	FAIL	433
77-725: MOS: Microsoft Office Word 2016	PASS	775
77-725: MOS: Microsoft Office Word 2016	PASS	721
77-725: MOS: Microsoft Office Word 2016	PASS	738
77-725: MOS: Microsoft Office Word 2016	PASS	871
77-725: MOS: Microsoft Office Word 2016	PASS	792
77-725: MOS: Microsoft Office Word 2016	PASS	831
77-725: MOS: Microsoft Office Word 2016	PASS	869
Total Word Exam Fail	7	
Total Word Exam Pass	7	
77-727: MOS: Microsoft Office Excel 2016	FAIL	420
77-727: MOS: Microsoft Office Excel 2016	FAIL	400
77-727: MOS: Microsoft Office Excel 2016	FAIL	95
77-727: MOS: Microsoft Office Excel 2016 (2nd attempt)	FAIL	167
77-727: MOS: Microsoft Office Excel 2016	FAIL	433
77-727: MOS: Microsoft Office Excel 2016	FAIL	544
77-727: MOS: Microsoft Office Excel 2016 (2nd attempt)	FAIL	667
77-727: MOS: Microsoft Office Excel 2016	FAIL	414
77-727: MOS: Microsoft Office Excel 2016 (2nd attempt)	FAIL	455
77-727: MOS: Microsoft Office Excel 2016	FAIL	300
77-727: MOS: Microsoft Office Excel 2016	FAIL	525
77-727: MOS: Microsoft Office Excel 2016	FAIL	467
77-727: MOS: Microsoft Office Excel 2016	FAIL	245
77-727: MOS: Microsoft Office Excel 2016 (2nd attempt)	PASS	721
Total Excel Exam Pass	1	
Total Excel Exam Fail	12	
77-730: MOS: Microsoft Office Access 2016	FAIL	77
77-730: MOS: Microsoft Office Access 2016	FAIL	350
77-730: MOS: Microsoft Office Access 2016 (2nd attempt)	FAIL	388
77-730: MOS: Microsoft Office Access 2016	FAIL	77
77-730: MOS: Microsoft Office Access 2016 (2nd attempt)	FAIL	233
77-730: MOS: Microsoft Office Access 2016	FAIL	388
77-730: MOS: Microsoft Office Access 2016 (2nd attempt)	FAIL	155
77-730: MOS: Microsoft Office Access 2016	FAIL	194
77-730: MOS: Microsoft Office Access 2016	FAIL	233
77-730: MOS: Microsoft Office Access 2016	FAIL	490
77-730: MOS: Microsoft Office Access 2016 (2nd attempt)	FAIL	622
77-730: MOS: Microsoft Office Access 2016	FAIL	622
77-730: MOS: Microsoft Office Access 2016	FAIL	311
77-730: MOS: Microsoft Office Access 2016	FAIL	466
77-730: MOS: Microsoft Office Access 2016	FAIL	116
77-730: MOS: Microsoft Office Access 2016	FAIL	233
77-730: MOS: Microsoft Office Access 2016	FAIL	300
77-730: MOS: Microsoft Office Access 2016 (2nd attempt)	FAIL	311
77-730: MOS: Microsoft Office Access 2016	PASS	723
Total Access Exam Pass	1	
Total Access Exam Fail	18	

Use of Results for Improvement

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

Program Outcome #3

Manage files.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 269	Database Applications	1	13	Sections: 1 Students: 13	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
IST 269	Word Processing Applications	2	25	Sections: 0 Students: 0	Sections: 2 Students: 25	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Program Outcome #3	1 No Evidence	2 Novice	3 Competent	4 Mastery
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.	4	2	18	14
Backup data sporadically to a backup media (CD, disk, etc.) or server. Differentiate between files and directories* Use folders or directories with meaningful names to store related files.	0	3	24	11
Apply appropriate file and disk management techniques* (e.g., defragment and rearrange files, reinstall backup data) Determine file organization* (e.g., use appropriate directory structures and names).	0	4	23	11
Demonstrate knowledge of the system utilities used for file management* (e.g., change protection modes, rename, delete).	0	4	23	11

Course being reported: IST 126 Word Processing Applications

ONLINE	1 No Evidence	2 Novice	3 Competent	4 Mastery
Maintain all files on local hard drive. Put all data files in a single level directory or one folder. Do not use different versions of files.	0	0	14	11
Backup data sporadically to a backup media (CD, disk, etc.) or server. Differentiate between files and directories* Use folders or directories with meaningful names to store related files.	0	0	14	11
Apply appropriate file and disk management techniques* (e.g., defragment and rearrange files, reinstall backup data) Determine file organization* (e.g., use appropriate directory structures and names).	0	0	14	11
Demonstrate knowledge of the system utilities used for file management* (e.g., change protection modes, rename, delete).	0	0	14	11

Course being reported: IST 269 Database Applications

F2F	1 No Evidence	2 Novice	3 Competent	4 Mastery
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.	4	2	4	3
Backup data sporadically to a backup media (CD, disk, etc.) or server. Differentiate between files and directories* Use folders or directories with meaningful names to store related files.	0	3	10	0
Apply appropriate file and disk management techniques* (e.g., defragment and rearrange files, reinstall backup data) Determine file organization* (e.g., use appropriate directory structures and names).	0	4	9	0
Demonstrate knowledge of the system utilities used for file management* (e.g., change protection modes, rename, delete).	0	4	9	0

Assessment Result

Summary of Results Program Outcome #3 – Manage Files. Two advanced computer classes are used for this this outcome – IST126 Word Processing and IST269 Database Applications. Manage file is the outcome. It is important to understand and have the knowledge to manage file in order to successfully organize and find the files you work on your computer. This outcome shows that over 70 percent of students scored in the competent range or above. Our computer classes are teaching students to be manage computer files.

Analysis

Program Outcome #3 – Manage files - Students scored above average on all outcomes. Two advanced computer classes are used for this this outcome – IST126 Word Processing and IST269 Database Applications. Manage files is the outcome. It is important to understand and have the knowledge to manage files in order to successfully organize and find the files you work on your computer. This outcome shows that over 70 percent of students scored in the competent range or above. Our computer classes are teaching students to be manage computer files.

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 2018 semester because of low numbers in the program.

Program Outcome #5 Rubric

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

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.

	No Evidence	Novice	Competent	Mastery
Time Management Skills				
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				
Organization Skills				
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				
CONFIDENTIALITY				
Honesty and fairness				
Trustworthy				
TEAMWORK				
Cooperation when working with others				
Courteous				
Attitude towards coworkers				
Cheerfulness and friendliness in general				
Tendency to argue				
DECISION-MAKING SKILLS				
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 _____

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	4	Sections:1 Students:4	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: IST Internship

Program Outcome #3	1 No Evidence	2 Novice	3 Competent	4 Mastery
Time Management Skills	0	1	3	0
Organization Skills	0	1	3	0
Confidentiality	0	0	4	0
Teamwork	0	0	4	0
Decision-making skills	0	1	3	0

Assessment Result

Summary of Results Program Outcome #5 – Display professional readiness. IST297 Internship Project class is used for this outcome. The outcome gives results of students displaying professional readiness. Students complete an 180 hour internship completing a variety of tasks in an office setting. Students are required work in an office completing a variety of office tasks. A total of 85 percent scored in competent or above. This shows that students are learning how to have good work ethics.

Analysis

Program Outcome #5 – Display professional readiness including time management, organizational, confidentiality, teamwork, and decision-making skills – Students scored higher this year than last years. For each outcome students scored 2.75 or above out of 4, which is higher than the last report. IST297 Internship Project class is used for this

outcome. The outcome gives results of students displaying professional readiness. Students complete an 180 hour internship completing a variety of tasks in an office setting. A total of 85 percent scored in competent or above. This shows that students are learning how to have good work ethics. This shows that all student learning is above average in this program. This is one of the last classes that students complete before they graduate.

Program Outcome #6 Rubric

Produce transcripts and correspondence using computer technology.

Criteria	No Evidence	Novice	Competent	Mastery
Capitalization & Punctuation Formatting	Makes several errors in capitalization and/or punctuation that catch reader's attention and greatly interrupt the flow.	Makes a few errors in capitalization and/or punctuation that catch reader's attention and interrupt the flow.	Makes limited number of errors in capitalization and punctuation. Assignments are easy to read.	Makes no errors in capitalization or punctuation. Assignments are exceptionally easy to read.
Grammar & Spelling	Makes 4 or more errors in grammar or spelling that distract reader from content.	Makes 3-4 errors in grammar and/or spelling that distract reader from content.	Makes 1-2 errors in grammar and/or spelling that distract the reader from the content.	Makes no errors in grammar or spelling that distract the reader from the content.
Terminology	Demonstrates little or no understanding of medical, legal, or executive administrative terms and definitions.	Demonstrates a limited understanding of medical, legal, or executive administrative terms and definitions.	Demonstrates understanding of medical, legal, or executive administrative terms and definitions.	Demonstrates and excellent understanding of medical, legal, or executive administrative terms and definitions. Uses medical reference material when necessary.
Formatting	Demonstrates no understanding of proper format according to assignment.	Demonstrates limited understanding of proper format according to assignment.	Demonstrates knowledge of proper format according to assignment of most types of reports, letters, and other formats.	Demonstrates efficiency in proper format according to assignment in various types of reports, letters, and other formats.

Program Outcome #6

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	2	6	Sections: 2 Students: 6	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Program Outcome #3	1 No Evidence	2 Novice	3 Competent	4 Mastery
Capitalization & Punctuation Formatting	0	2	1	3
Grammar & Spelling	0	2	1	3
Terminology	0	2	1	3
Formatting	0	2	1	3

Course being reported: IST 256 Administrative Transcription (Fall 2017)

F2F	1 No Evidence	2 Novice	3 Competent	4 Mastery
Capitalization & Punctuation Formatting	0	2	1	1
Grammar & Spelling	0	2	1	1
Terminology	0	2	1	1
Formatting	0	2	1	1

Course being reported: IST 256 Administrative Transcription (Spring 2018)

F2F	1 No Evidence	2 Novice	3 Competent	4 Mastery
Capitalization & Punctuation Formatting	0	0	0	2
Grammar & Spelling	0	0	0	2
Terminology	0	0	0	2
Formatting	0	0	0	2

Assessment Result

Summary of Results Program Outcome #6 – Produce transcripts and correspondence using computer technology. IST256 Administrative Transcription class is used for this outcome. The results from the Fall 2017 class are lower than last year's scores, as well as lower than Spring 2018 scores. However, Fall 2017 and Spring 2018 results showed that students were able to produce transcripts and correspondence using computer technology. In Spring 2018 results showed all students were in the Mastery category. This shows that these students are very efficient in producing transcripts and correspondence using computer technology.

IST256 Administrative Transcription is typically taught in the fall semester, but it was taught in fall and spring because two students needed the credits for graduation in May. These independent study students performed rather well in the course even though it was delivered completely online. In Fall 2018, this course will be delivered as a hybrid course for the first time. Hopefully, changing the modality will increase the enrollment numbers.

Analysis

Program Outcome #6 – Produce transcripts and correspondence using computer technology. IST256 Administrative Transcription class is used for this outcome. The results from the Fall 2017 class are lower than last year's scores, as well as lower than Spring 2018 scores. However, Fall 2017 and Spring 2018 results showed that students were able to produce transcripts and correspondence using computer technology. In Spring 2018 results showed all students were in the Mastery category. This shows that these students are very efficient in producing transcripts and correspondence using computer technology.

Additional Summary Notes

More measurable program outcomes have been created:

New Proposed Program Outcomes

1. Demonstrate the ability to communicate in all forms effectively, including written and oral communication, utilizing business and office administration terminology and vocabulary.
2. Demonstrate technological skills including word processing, spreadsheets, and database management applications as they apply to office administration.
3. Demonstrate appropriate office procedures as related to a business environment.
4. Understand and perform office accounting and recordkeeping functions as related to office administration.

More emphasis will be put on the objectives with the assignments in the classes specifically to this degree.

Are there any anomalies in the results that were noticed?

No anomalies observed.

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

At this time data will continue to be collected and observed.

Were there any patterns in the data observed?

No patterns observed.

What is the proposed timeline for the changes outlined above?

These changes will be made to begin Fall 2018 and Spring 2019.

Student Learning Outcomes (SLO) Report Addendum

Program Name: Office Administration

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

- Based on Internship Site feedback we decreased the credit hours of IST297 Internship Project from 6 to 3 credit hours. The total number of hours for the program did not change because IST269 Database Applications class was added as a required course. MST118 Networking, which was a class that office professionals do not need, was dropped from the program, as well as IST119 PC Operating Systems was dropped because the class was no longer offered.
- IST256 Administrative Transcription class changed to a Fall semester only class; BUED103 Business English changed to a Fall semester only class; IST148 Office Procedures changed to a Spring semester only class.
- Previously, we had five options under the Information Systems Technology (IST) AAS Degree. This options were as follows: Information Systems Technology with the Medical Option; Information Systems Technology with the Executive/Legal Option, (these were two options with one class difference but listed in the same option); Information Systems Technology with the Microcomputer Option; and Information Systems Technology with the Medical Billing & Coding Option. We combined these five options into two: Office Administration with Legal or Medical Option and Medical Billing & Coding Option. After these changes were made, we came to the conclusion that Medical Billing & Coding did not need to be under an IST degree. The AAS in Medical Billing & Coding program

became its own program, and the AAS in Office Administration became its own program. In the Office Administration program students have the option to take IST149 Medical Terminology & Coding if they want to work in a medical facility or to take BLAW221 Legal and Ethical Environment of Business if they want to work in a law office or other office. Program Outcomes were changed during this time as well.

- In the IST269 Database Applications course results were low. We feel the assignments were not adequate. We have updated to a new textbook. The rubric for this course were changed to improve learning. IST268 Spreadsheet Applications textbook was changed to improved student learning.
- IST296 Office Administrative Applications was added to the program after making the change and having two programs. This course concentrates on the most important advanced business applications using office applications, including word processing, presentation graphics, spreadsheets, and databases. Emphasis is on hands-on practice to produce mailable and professional integrated office projects.
- IST149 Medical Terminology & Coding, IST148 Office Procedures, and BUED203 Business Communications had textbook changes to help improve student learning.
- IST100 is an entry level course. Students in many different degree programs enroll in this class. We will not be using IST100 to assess student learning outcomes in the Office Administration Degree Program or the Medical Billing & Coding Degree Program because it does not assess the students completing these two programs. It assesses multiple degree programs.

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

- The 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.

- Overall scores for the higher level computer courses seem to be higher, which is attributed to the new platform being used for these courses. Other patterns have been stated above and changes are being made.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

**Paramedic AAS
Program Level SLO Report
Tami Cunningham – Program Manager**

2017-2018

Program Purpose Statement

AAS-Paramedic Purpose: Career and Technical Education. This program prepares EMTs to achieve an Associate of Applied Science degree, to apply for National Registry Examination for paramedic licensure, and to provide safe and effective pre-hospital emergency care for sick and injured adults and children. Both general education and paramedic courses are included in the program of study. Clinical internship experiences are planned in local health care facilities under direct guidance of experienced preceptors. The Three Rivers College Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Committee on Accreditation of Educational Programs for the Emergency Medical Services Professionals (www.coaemsp.org).

One-Year Certificate Paramedic Purpose: This program prepares EMTs to achieve an Associate of Applied Science degree, to apply for National Registry for paramedic licensure, and to provide safe and effective pre-hospital emergency care for sick and injured adults and children. Both general education and paramedic courses are included in the program of study. Clinical internship experiences are planned in local health care facilities under direct guidance of experienced preceptors.

Program Outcomes

1. Provide a safe, supportive and effective environment for each pre-hospital encounter.
2. Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.
3. Demonstrate knowledge of the legal aspects of EMS (ex. HIPAA), and local policy limits, to all patient encounters while recognizing and accepting personal responsibility for one's actions, or lack of action, in the practice of emergency medicine.
4. Communicate in a professional, considerate, and cooperative manner with all members of the healthcare team.
5. Utilize knowledge of principles in asepsis, normal/abnormal anatomy and physiology, microbiology, and pharmacology.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2017-18 academic year.

Paramedic: Program Outcomes Mapping

Program Outcome 1: Provide a safe, supportive and effective environment for each pre-hospital encounter.	
Course	Course Learning Outcome (CLO)
EMDS 105: EMS I	Assess the nature and seriousness of the patient's condition or extent of injuries to provide emergency medical care. (CLO 1)
	Demonstrate safe patient handling techniques. (CLO 3)
EMDS 201: EMS II	Manage the different types of scenes, such as crime, Haz-Mat, and rescue. (CLO 4)
EMDS 202: EMS Internship I	Initiate intravenous administration with/without fluid and/or medication administration by all routes. (CLO 2)
	Manage pre-hospital patients with medical emergencies. (CLO 4)
EMDS 204: EMS III	Provide pre-hospital care to the medical, trauma, and special consideration patient. (CLO 4)
EMDS 205: EMS Internship II	Demonstrate medication administration using all routes. (CLO 2)
	Provide pre-hospital care to the medical, trauma, and special consideration patient. (CLO 3)

Program Outcome 2: Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.	
Course	Course Learning Outcome (CLO)
EMDS 105: EMS I	Choose appropriate emergency medical care based on assessment findings of the patient's condition. (CLO 2)
EMDS 201: EMS II	Apply protocols/procedures to emergency situations for patients of all ages. (CLO 5)
EMDS 202: EMS Internship I	Place and administer care of advanced airway devices. (CLO 3)
EMDS 204: EMS III	Apply the protocols/procedures of ACLS, PHTLS, and PALS to pre-hospital patients. (CLO 1)
EMDS 207: EMS IV	Implement a treatment plan for emergency situations. (CLO 1)
	Show competency for National Registry Cognitive and psychomotor examination. (CLO 2)
EMDS 208: EMS Internship III	Demonstrate the ability to perform a comprehensive assessment on medical, trauma, or special consideration patients. (CLO 1)
	Safely perform advanced life support skills. (CLO 2)

Program Outcome 5:**Utilize knowledge of principles in asepsis, normal/abnormal anatomy and physiology, microbiology, and pharmacology.**

Course	Course Learning Outcome (CLO)
EMDS 201: EMS II	Use the principles of anatomy and physiology and pharmacology for pre-hospital patient encounters. (CLO 6)
EMDS 204: EMS III	Use the principles of anatomy and physiology and pharmacology for pre-hospital patient encounters. (CLO 3)

Program Outcome 3:**Demonstrate knowledge of the legal aspects of EMS (ex. HIPAA), and local policy limits, to all patient encounters while recognizing and accepting personal responsibility for one's actions, or lack of action, in the practice of emergency medicine.**

Course	Course Learning Outcome
EMDS 105: EMS I	Safely and effectively perform the roles and responsibilities of the EMT job description. (CLO 4)
EMDS 201: EMS II	List the roles and responsibilities of the paramedic including personal wellness, injury prevention activities, and legal and ethical issues that impact decisions made in the pre-hospital setting. (CLO 1)
EMDS 205: EMS Internship II	Demonstrate the roles and responsibilities of the paramedic including personal wellness, injury prevention activities, and legal and ethical issues that impact decisions made in the pre-hospital setting. (CLO 1)

Program Outcome 4:**Communicate in a professional, considerate, and cooperative manner with all members of the healthcare team.**

Course	Course Learning Outcome (CLO)
EMDS 201: EMS II	Apply the principles of therapeutic communication to effectively communicate with patients of all ages. (CLO 3)
EMDS 202: EMS Internship I	Demonstrate professional conduct and communication skills with patient, families, healthcare team, and the community as a paramedic. (CLO 1)
EMDS 204: EMS III	Demonstrate professional communication with the healthcare team including patient report and documentation. (CLO 2)
EMDS 205: EMS Internship II	Demonstrate professional communication with the healthcare team including patient report and documentation. (CLO 4)
EMDS 207: EMS IV	Demonstrate professional communication with the healthcare team including patient report and documentation. (CLO 3)
EMDS 208: EMS Internship III	Demonstrate the ability to serve as a team leader in a variety of pre-hospital emergency situations. (CLO 3)
	Demonstrate professional communication with the healthcare team including patient report and documentation. (CLO 4)

Introduction

Students in the 2016-17 and 2017-2018 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 correlate with increased student learning in the clinical and field internship areas. With the increase in simulation, the experience portion is a positive asset to the field internships for 2017-2018.

Program Outcome 1 Rubric

Criteria	No Evidence	Novice	Competent	Mastery
EMS Operations Psychomotor	Fails to properly identify the EMS operations and usage.	Fails to manage the EMS operations and usage.	Manages operations with minor errors and none being life threatening	Manages the ECG operations correctly and consistently
Patient Assessment Psychomotor	Patient assessment not provided or multiple errors.	The patient assessment provided with errors and slower than expectation.	Provides an appropriate and mostly accurate assessment of the patient including sick/not yet sick, ABC's, vital signs, history, and physical exam.	Provides a quick, thorough and accurate assessment of the patient including sick/not yet sick, ABC's, vital signs, history, and physical exam.
Preparatory Affective	Does not apply the standard of responsibility.	Inadequately applies standard of responsibility	Applies standards of responsibility with minor errors.	Correctly and consistently applies the standard of responsibility.

Program Outcome #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	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No
EMDS 208	EMDS Internship III	1	7	Sections: 1 Students: 7	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

PO#1	No Evidence	Novice	Competent	Mastery	Weighted Average
EMS Operations	0	0	10	5	58%
Patient Assessment	0	0	13	2	53%
Preparatory	0	0	8	7	62%

Course being reported: EMDS 202 EMS Internship I

F2F SECTIONS	No Evidence	Novice	Competent	Mastery	Weighted Average
EMS Operations	0	0	8	0	67%
Patient Assessment	0	0	8	0	67%
Preparatory	0	0	8	0	67%

Course being reported: EMDS 208 EMS Internship III

F2F SECTIONS	No Evidence	Novice	Competent	Mastery	Weighted Average
EMS Operations	0	0	2	5	90%
Patient Assessment	0	0	5	2	76%
Preparatory	0	0	0	7	100%

Assessment Result

The data is collected in EMDS 202 (1st semester) and again in EMDS 208 (3rd semester) using the same rubric. In the first semester, all eight students were at the competent level. By the third semester, two students had reached the mastery level with 5 students remaining at the competent level.

Program Outcome 2 Rubric

Criteria	No Evidence	Novice	Competent	Mastery
Airway Management Psychomotor	Inability to manage the airway.	Inability to manage the airway consistently or managing the airway with errors being life threatening.	Manages the airways with minor errors and none of which are life-threatening.	Manages the airway appropriately and consistently.
ECG Recognition Psychomotor	Inability to properly identify the ECG rhythm.	Inability to manage the ECG rhythm consistently.	Manages the ECG with minor errors in which none is life threatening.	Manages the ECG correctly and consistently.
Judgement Psychomotor	Cannot assess the run or prioritize, identify problems, treatment, or plan of care.	Assess the run and identifies problems and potential treatments with consistent guidance.	Accurately assess the run and correctly identifies the need, plan of treatment, and prioritizes problems with occasional guidance.	Accurately assesses the run and correctly identifies the need, plan of treatment, and prioritizes the problems correctly with no guidance.
Medical Psychomotor	Inadequately determine patient's condition or priority.	Inconsistently able to determine the patient's condition or priority.	Consistently able to determine the patient's condition or priority minor errors.	Correctly and consistently identifies patient's condition or priority.
Pediatric Assessment Psychomotor	Inadequately determine patient's condition or priority.	Inconsistently able to determine the patient's condition or priority.	Consistently able to determine the patient's condition or priority minor errors.	Correctly and consistently identifies patient's condition or priority.
Skills Psychomotor	Does not perform entry-level Paramedic skills at the expectation level.	Meets some of the expectations for the skill level of an entry-level Paramedic.	Consistently performs at the entry-level for Paramedic skills.	Exceeds at entry-level Paramedic skills (IV, ETT, LifePak, 12-Lead Interpretation, Etc).
Special Patients Cognitive	Misidentifies patient's condition or priority causing a life-threatening condition.	Misidentifies patient's condition or priority without causing a life-threatening condition.	Identifies patient's condition or priority with minor errors	Correctly and consistently identifies patient's condition or priority.
Trauma Psychomotor	Misidentifies patient's condition or priority causing a life-threatening condition.	Misidentifies patient's condition or priority without causing a life-threatening condition.	Identifies patient's condition or priority with minor errors in which none is life threatening.	Correctly and consistently identifies patient's condition or priority.

Program Outcome 2 Rubric

Criteria	No Evidence	Novice	Competent	Mastery
Airway Management Psychomotor	Inability to manage the airway.	Inability to manage the airway consistently or managing the airway with errors being life threatening.	Manages the airways with minor errors and none of which are life-threatening.	Manages the airway appropriately and consistently.
ECG Recognition Psychomotor	Inability to properly identify the ECG rhythm.	Inability to manage the ECG rhythm consistently.	Manages the ECG with minor errors in which none is life threatening.	Manages the ECG correctly and consistently.
Judgement Psychomotor	Cannot assess the run or prioritize, identify problems, treatment, or plan of care.	Assess the run and identifies problems and potential treatments with consistent guidance.	Accurately assess the run and correctly identifies the need, plan of treatment, and prioritizes problems with occasional guidance.	Accurately assesses the run and correctly identifies the need, plan of treatment, and prioritizes the problems correctly with no guidance.
Medical Psychomotor	Inadequately determine patient's condition or priority.	Inconsistently able to determine the patient's condition or priority.	Consistently able to determine the patient's condition or priority minor errors.	Correctly and consistently identifies patient's condition or priority.
Pediatric Assessment Psychomotor	Inadequately determine patient's condition or priority.	Inconsistently able to determine the patient's condition or priority.	Consistently able to determine the patient's condition or priority minor errors.	Correctly and consistently identifies patient's condition or priority.
Skills Psychomotor	Does not perform entry-level Paramedic skills at the expectation level.	Meets some of the expectations for the skill level of an entry-level Paramedic.	Consistently performs at the entry-level for Paramedic skills.	Exceeds at entry-level Paramedic skills (IV, ETT, LifePak, 12-Lead Interpretation, Etc).
Special Patients Cognitive	Misidentifies patient's condition or priority causing a life-threatening condition.	Misidentifies patient's condition or priority without causing a life-threatening condition.	Identifies patient's condition or priority with minor errors	Correctly and consistently identifies patient's condition or priority.
Trauma Psychomotor	Misidentifies patient's condition or priority causing a life-threatening condition.	Misidentifies patient's condition or priority without causing a life-threatening condition.	Identifies patient's condition or priority with minor errors in which none is life threatening.	Correctly and consistently identifies patient's condition or priority.

Program Outcome #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	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 1	No
EMDS 208	EMS Internship II	1	7	Sections: 1 Students: 7	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 1	No

Aggregated Program Outcomes Data Results: Program Outcome 2

PO #2	No Evidence	Novice	Competent	Mastery	Weighted Average
Airway management	0	0	13	2	53%
ECG Recognition	0	0	13	2	53%
Judgement	0	0	13	2	53%
Medical	0	0	13	2	53%
Skills	0	0	10	5	58%

Course being reported: EMDS 202 EMS Internship I

F2F SECTIONS	No Evidence	Novice	Competent	Mastery	Weighted Average
Airway management	0	0	8	0	67%
ECG Recognition	0	0	8	0	67%
Judgement	0	0	8	0	67%
Medical	0	0	8	0	67%
Skills	0	0	5	3	79%

Course being reported: EMDS 208 EMS Internship III

F2F SECTIONS	No Evidence	Novice	Competent	Mastery	Weighted Average
Airway Management	0	0	5	2	76%
ECG Recognition	0	0	5	2	76%
Judgement	0	0	5	2	76%
Pediatric Assessment	0	0	5	2	76%
Skills	0	0	5	2	76%
Special Patients	0	0	5	2	76%
Trauma	0	0	5	2	76%

Assessment Result

The same trend in the data is seen with **Program Outcome #2: *Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.*** The outcome is assessed in EMDS 202 and EMDS 208. In EMDS 202 all students scored in the competent category for airway management, ECG recognition, judgment, and medical. By EMDS 208, two students scored at the mastery level airway management, ECG recognition, judgment, pediatric, special patients, and trauma. Students are moving toward the mastery level by their third semester in the program.

Program Outcome 3 Rubric

Criteria	No Evidence	Novice	Competent	Mastery
Patient Care Cognitive	Does not apply the standard of care.	Inadequately applies the standard of care.	Applies the standard of care with minor errors.	Correctly and consistently applies the standard of care.
Run Management Affective	Does not manage the run and needs full direction.	Manages parts of the run with an EMT partner. Requires frequent cues and direction.	Appropriately manage the run with an EMT partner. Requires occasional cues and direction.	Able to multi-task, efficient, problem solve, and effectively delegates to EMT's. Requires minimal to no cues or direction/

Program Outcome #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	25	Sections: 2 Students: 25	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 1	No
EMDS 202	EMDS Internship II	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No
EMDS 208	EMS Internship III	1	7	Sections: 1 Students: 7	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

Aggregated Program Outcomes Data Results: Program Outcome 3

PO #3	No Evidence	Novice	Competent	Mastery	Weighted Average
Patient Care	0	1	27	12	57%
Run Management	0	0	7	0	50%

Course being reported: EMDS 105 EMS I

F2F SECTIONS	No Evidence	Novice	Competent	Mastery	Weighted Average
Patient Care	0	0	13	12	83%

Course being reported: EMDS 202 EMDS Internship I

F2F SECTIONS	No Evidence	Novice	Competent	Mastery	Weighted Average
Patient Care	0	1	7	0	58%

Course being reported: EMDS 208 EMS Internship III

F2F SECTIONS	No Evidence	Novice	Competent	Mastery	Weighted Average
Patient Care	0	0	7	0	67%
Run Management	0	0	7	0	67%

Assessment Result

Similar results are seen with **Program Outcome #3**: *Demonstrate knowledge of legal aspects of EMS (ex. HIPPA), and local policy limits, to all patient encounters while recognizing and accepting personal responsibility for one's actions, or lack of action, in the practice of emergency medicine.* This outcome data comes from EMDS 105 as noted above, EMDS 202 and EMDS 208. During EMDS 202, students scored 7 competent, 1 novice. By EMDS 208, all students scored competently.

Analysis

Data in the 2017-2018 Student Learning Outcomes Report for the Paramedic program continues to show an increase in students' learning in the EMDS 105: Emergency Services I course.

Program Outcome #3, EMDS 105 Course					
Year	No Evidence	Novice	Competent	Mastery	% Mastery
2015-2016	3	5	10	15	45%
2016-2017	1	2	18	16	43%
2017-2018	0	0	13	12	48%

The data shows students are moving to a higher percentage of mastery in the course. The increase in student learning is attributed to the change in the EMDS 105 credit/contact hours to allow for more lab and clinical time to increase mastery of the content and skills. The EMDS 105 changes were implemented in fall 2016 with no students in no evidence or novice and with a 10% increase seen in mastery level of students since the change. The students' ability to function at the mastery level in EMDS 105 is important as these students continue on to the Paramedic program courses.

The change in EMDS 105 from an 8 credit hour course to 9 credit hours with a larger credit: contact ratio for laboratory/clinical time has resulted in a 10% increase in students achieving mastery level and not any student in the area of no evidence or novice. Additionally, the area services reported a better-prepared EMT student. The change came from feedback from the area service, the student and the observation by the EMS preceptors, and faculty. This change will continue to be monitored.

Program Outcome 4 Rubric

Criteria	No Evidence	Novice	Competent	Mastery
Attitude Affective	Does not provide care as part of the health care team.	Provides care to the patient with some collaboration as a team member.	Provides compassionate care to the patient while maintaining a collaborative relationship with the healthcare team.	Provides compassionate care to the patient while maintaining a highly collaborative relationship with the healthcare team
Communication Affective	Does not provide a detailed report (verbal or written).	Provides information about the patient's status with errors or missing information, illegible.	Provides an accurate detailed report (verbal and written).	Provides a concise, accurate and detailed report (verbal and written).
EMS Disaster Affective	Does not identify the standard of care.	Incorrectly identifies the standard of care	Identifies the standard of care but with minor errors.	Correctly and consistently identifies the standards of care.

Program Outcome #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	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No
EMDS 202	EMS Internship I	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No
EMDS 208	EMDS Internship III	1	7	Sections: 1 Students: 7	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

Aggregated Program Outcomes Data Results: Program Outcome 4

PO #4	No Evidence	Novice	Competent	Mastery	Weighted Average
Communication (Attitude)	0	0	16	0	50%
Communication (Dispatch)	0	0	8	0	50%
EMS Disaster	0	1	14	0	48%

Course being reported: EMDS 201 EMS II

F2F SECTIONS	No Evidence	Novice	Competent	Mastery	Weighted Average
Communication (Attitude)	0	0	8	0	67%
EMS Disaster	0	1	7	0	58%

Course being reported: EMDS 202 EMS Internship I

F2F SECTIONS	No Evidence	Novice	Competent	Mastery	Weighted Average
Communication (Attitude)	0	0	8	0	67%
Communication (Dispatch)	0	0	8	0	67%

Course being reported: EMDS 208 EMS Internship III

F2F SECTIONS	No Evidence	Novice	Competent	Mastery	Weighted Average
EMS Disaster	0	0	7	0	67%

Assessment Result

Program Outcome #4; *Communication in a professional, considerate, and cooperative manner with all members of the healthcare teams* was assessed in EMDS 201 looking at communication (Attitude) with 8 students competent and EMS disasters having 7 competent and 1 novice. EMDS 202 data assessed is communication (attitude) and communication (dispatch); all 8 students were competent. EMDS 208, assessed in their last semester, showed no change in the data with all 7 students competent.

Program Outcome 5 Rubric

Utilize knowledge of principles in asepsis, normal/abnormal anatomy and physiology, microbiology, and pharmacology.

Criteria	No Evidence	Novice	Competent	Mastery
Medication Administration Cognitive	Unable to deliver medication using priority, safety, and the 8 patient rights of medication administration.	Inconsistently delivering medication using priority, safety, and the 8 patient rights of medication administration.	Correctly and consistently delivers medication using priority, safety, and the 8 patient rights of medication administration with minor errors that, none is life threatening.	Correctly and consistently delivers medication using priority, safety and the 8 patient rights of medication administration.
Knowledge Cognitive	Demonstrates no knowledge of medical/trauma principles, pathophysiology, pharmacology, and use of medications.	Demonstrates some knowledge of medical/trauma principles, pathophysiology, pharmacology, and use of medications.	Demonstrates knowledge of medical/trauma principles, pathophysiology, pharmacology, and use of medications.	Demonstrates a high-level of medical/trauma principles, pathophysiology, pharmacology, and use of medications.

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 201	EMDS EMS II	1	8	Sections: 1 Students: 8	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No
EMDS 205	EMDS Internship II	1	7	Sections: 1 Students: 7	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	No

Aggregated Program Outcomes Data Results: Program Outcome 5

PO #5	No Evidence	Novice	Competent	Mastery	Weighted Average
Medication Administration	0	0	8	0	67%
Knowledge	0	0	5	2	76%

Course being reported: EMDS 201 EMS II

F2F SECTIONS	No Evidence	Novice	Competent	Mastery	Weighted Average
Medication Administration	0	0	8	0	67%

Course being reported: EMDS 205 EMS Internship II

F2F SECTIONS	No Evidence	Novice	Competent	Mastery	Weighted Average
Knowledge	0	0	5	2	76%

Assessment Result

Program Outcome number 5: *Utilize knowledge of principles in asepsis, normal/abnormal anatomy and physiology microbiology, and pharmacology.* The data used is gathered from

EMDS 201 and EMDS 205. EMDS 201 (first semester) looks at medication administration; all 8 students were competent. EMDS 205 (2nd semester) looks at knowledge; 2 students were in the mastery level and 5 were competent.

General Comments

The program has admitted 20 students that have taken the TEAS exam for placement into the program and taken National Registry. The data show students who score below the 50th percentile are not successful in the program and/or on the licensure exam. These students also struggle to reach mastery of any program outcome. The EMS Advisory Committee approved an entry exam score of 50th percentile in spring 2017 for implementation with the 2018-19 cohort.

The faculty plan to remap the program with new artifacts to assess the student program learning outcomes for accuracy. The faculty wants to make the artifact more objective. The faculty wants to be able to identify potential problems earlier in the program to improve student learning. The goal is to see a greater percentage of students achieve mastery level in the program.

The program will increase the required passing score from 70% to 78% in all examinations. Additionally, the capstone examination at the end of the program will require a score of 75% to pass. The increase in passing score will require the student to understand the content at a higher level. The faculty believes this will increase the students' motivation for studying in the program, which will result in better results in the program and on the national registry.

National Registry Portfolio and CoAEMSP are the program's accrediting bodies. In order to meet the standards, provide the best learning opportunity for current working students, and not lose the academic knowledge base, the faculty are changing course modality. Offering a hybrid paramedic program allows students to have a flexible schedule to fit their EMS work schedules. Additionally, students will be required to engage in more skill-based scenarios and demonstrate technical proficiencies. This change will allow students time for more practice. Students will be better prepared once they come to class where they will focus more on critical thinking skills and kinesthetic learning techniques. Hybrid paramedic courses are offered in most of the service area teaching institutions. This allows more working EMTs to consider the program which we expect will increase enrollment.

Additional Summary Notes

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 collected and analyzed over the past three academic years shows that changes that were made to the curriculum are beneficial. For instance, the EMDS 105 change in credit/contact hours shows students are performing at higher levels (mastery). The benchmark for the Paramedic entrance examination is again supported by the 17-18 cohort's results. The first cohort admitted with the higher entrance examination benchmark will be 2018-2019.

Were there any patterns in the data observed?

Patterns in the data included the benchmark score, increased level of mastery in EMDS 105, and a competent level in Paramedic courses. The pattern of students' performance below the 50th percentile on the entrance exam allowed the program to recommend and receive approval to institute a benchmark entry score of the 50th percentile or higher. The increase in mastery level performance in EMDS 105 assured faculty that the increase in credit/contact hours for the course had a positive benefit for the students to achieve competency assures the program is meeting the program outcomes, but faculty will continue to look for ways to increase students' performance level to mastery. The first cohort for the benchmark of the 50th percentile is fall18-summer 19.

Patterns in the data for the EMDS 200 courses are the students that complete at the mastery level have no issues with the written National Registry of EMT exam. However, if the student completes at a competent area they are having issues with passing the test. The data might not be as accurate and/or could be more judgmental rather than factual. The faculty will be looking at the artifact to improve the ability to the factual assessment of the student, to use more solid artifact rather than the personal opinion of the preceptor of the students' abilities.

Student Learning Outcomes (SLO) Report Addendum

Program Name: Paramedic

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

a. The Paramedic Program has made several changes affecting the 2017-2018 Program

Assessment results. Changes include:

- Removal of EMDS 150: This course was a barrier to program entry due to financial aid issues for the summer semester. Additionally, students were not performing well with the content when entering the core EMDS courses. With the course removed, the content has been incorporated into other courses. This allows students to apply the Pharmacology knowledge to a patient scenario instead of just memorizing the information.
 - *Positive Result:* Admission barrier removed with no negative impact seen to student learning. All students earned the competent level following the change as reported in the 17-18 report.
- Increase EMDS 105 credit hours from 8 to 9 (laboratory component moved from a 1:1 to a 3:1 ratio to match the EMDS courses). This change was prompted by the faculty feeling that students were not able to master the EMT skills by the end of the semester and by employer feedback asking for entry-level EMTs with a stronger skill base.
 - *Positive Result:* Students' learning increased from 25% scoring less than competent (2015-2016) to all students scoring competent or higher in 2017-

2018. Additionally, the EMS Advisory Board and Employers have indicated a positive change in entry-level EMTs' skill level.

- Increased Paramedic Simulation experiences in EMDS 201, EMDS 204, and EMDS 207 to improve student learning by allowing students to apply their knowledge to a patient scenario.
 - *Positive Result:* All Paramedic students earned competent or mastery level in their clinical and field internships following the increase in simulation experiences.
- Changed the textbook to one that better covers cardiology.
 - *Positive Result:* There were 2 students that move to the mastery level of learning by the 3 semesters in ECG recognition (cardiac). More data will be available for the next assessment cycle and will continually monitor.

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

- Data is collected based on student performance in the program including laboratory, clinical, and field internship experiences. This is a direct measure of student learning.
- Additionally, the program monitors pass rates for the Paramedics. Currently, the pattern has been recognized that students achieving the mastery level while in the program have no problems passing their certification examination on the first attempt. Students that achieve competent during the program are able to pass their certification examination, but sometimes only with multiple attempts. Students that achieve novice or no evidence in the program are not able to pass their certification examination.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

**Practical Nursing
Program Level SLO Report
Larissa Brown – Program Manager**

2017-2018

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)

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2017-18 academic year.

Practical Nursing: Program Outcomes Mapping

Program Outcome 1: Plan safe, effective nursing care to individuals from a diverse background and developmental stage. (Synthesis)	
Course	Course Learning Outcome (CLO)
PNRS 105: Personal and Vocational Concepts	Recognize the impact of diverse client backgrounds on nursing practice. (CLO 1)
	Discuss cultural and spirituality impact on aging. (CLO 7)
PNRS 115: Fundamentals of Nursing	Provide safe nursing care to meet the basic physiological needs of a diverse client population. (CLO 1)
	Demonstrate safe medication administration (CLO 2)
PNRS 117: IV Therapy	Demonstrate knowledge of drug and parenteral solutions. (CLO 1)
	Apply the principles of IV therapy to a diverse population. (CLO 2)
PNRS 116: Pediatrics	Provide safe nursing care for the pediatric client. (CLO 1)
PNRS 118: Medical Surgical Nursing I	Utilize the nursing process and critical thinking skills in providing safe, individualized care to clients with selected medical/surgical disorders. (CLO 1)
	Demonstrate nursing care of the surgical client. (CLO 2)
PNRS 119: Medical Surgical Nursing II	Demonstrate safe nursing care of the medical surgical client. (CLO 1)
PNRS 125: Maternal Newborn Nursing	Examine specific health promotion needs for the maternal and newborn clients. (CLO 1)
	Demonstrate safe nursing care for maternal-newborn clients. (CLO 2)
PNRS 126: Pharmacology	Identify the nursing implications related to pharmacological therapy (CLO 1)
	Apply the knowledge of pharmacological therapy to client education. (CLO 2)
	Recognize the intended actions and expected client responses to pharmacological classifications and representative drugs. (CLO 3)

Program Outcome 2: Practice effective communication as a member of the healthcare team. (Application)	
Course	Course Learning Outcome (CLO)
PNRS 115: Fundamentals of Nursing	Recognize effective communication skills in the clinical setting. (CLO 3)
PNRS 118: Medical Surgical Nursing I	Apply effective communication skills in the clinical setting. (CLO 3)
PNRS 119: Medical Surgical Nursing II	Apply effective communication skills in the clinical setting. (CLO 2)

Program Outcome 2 (Continued)

PNRS 128: Leadership	Organize safe nursing care through collaboration with the healthcare team. (CLO 1)
PNRS 127: Mental Health	Discuss therapeutic communication strategies used in the mental health setting. (CLO 3)

Program Outcome 3: Employ the practical nursing scope of practice and legal/ethical frameworks. (Application)

Course	Course Learning Outcome
PNRS 105: Personal and Vocational Concepts	Describe the role of the licensed practical nurse as an effective member of the healthcare team.
	Discuss the legal and ethical frameworks related to nursing practice.
	Explain quality improvement processes.
	Discuss nursing history and trends.
PNRS 115: Fundamentals of Nursing	Recognize the role of the practical nurse as a member of the healthcare team. (CLO 4)
PNRS 117: IV Therapy	Recognize the scope of practice for the LPN in performing intravenous therapy. (CLO 3)
PNRS 116: Pediatrics	Apply appropriate communication techniques for the pediatric client. (CLO 2)
PNRS 118: Medical Surgical Nursing I	Demonstrate the role of the practical nurse as a member of the healthcare team. (CLO 4)
PNRS 119: Medical Surgical Nursing II	Demonstrate the role of the practical nurse as a member of the healthcare team. (CLO 3)
PNRS 128: Leadership	Recognize leadership roles of the licensed practical nurse. (CLO 2)
	Prepare for the transition into the role of graduate practical nurse. (CLO 3)

Program Outcome 4: Plan individualize nursing care using critical thinking skills and clinical decision making. (Synthesis)

Course	Course Learning Outcome (CLO)
PNRS 105: Personal and Vocational Concepts	Identify strategies that will help ensure success in the practical nurse program. (CLO 6)
PNRS 107: Body Structure and Function	Demonstrate a beginning knowledge of basic gross anatomy and basic microscopic anatomy of the human body. (CLO 1)
	Demonstrate an understanding of the basic principle of physiology associated with each body system. (CLO 2)
	Apply fundamental scientific principles of anatomy and physiology while utilizing critical thinking skills. (CLO 3)
	Demonstrate a basic knowledge of vocabulary associated with anatomy and physiology. (CLO 4)

Program Outcome 4 (Continued)

PNRS 115: Fundamentals of Nursing	Apply the nursing process to meet the client's needs. (CLO 5)
	Describe physiological changes associated with aging. (CLO 6)
PNRS 117: IV Therapy	Recognize IV therapy-related local and systemic complications (CLO 4)
	Identify various types of commonly used IV therapy equipment. (CLO 5)
PNRS 116: Pediatrics	Recognize normal child growth and development and deviations from normal. (CLO 3)
	Identify community resources available to the pediatric client. (CLO 4)
PNRS 118: Medical Surgical Nursing I	Utilize the nursing process and critical thinking skills in providing safe, individualized care to clients with selected medical/surgical disorders. (CLO 1)
PNRS 119: Medical Surgical Nursing II	Predict the medical-surgical clients' response to treatment and nursing care. (CLO 4)
	Plan individualized nursing care for the medical surgical client using critical thinking skills and clinical decision making. (CLO 5)
PNRS 125: Maternal-Newborn Nursing	Recognize alteration in delivery for maternal clients. (CLO 3)
PNRS 127: Mental Health	Utilize the nursing process to assist in planning individualized care to clients with mental health disorders. (CLO 1)
	Identify compliance issues for the mental health client. (CLO 2)
	Describe psychological changes associated with aging. (CLO 4)

Introduction

The program looks at several indicators for program assessment including the Math Examination, IV Therapy Examination, Pharmacology attrition rates, and the ATI Predictor Examination. The ATI Predictor Examination is designed to replicate the NCLEX-PN in test questions and categories. This examination is administered at the completion of the program just prior to graduation to determine if the program outcomes have been met.

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	13	Sections: 1 Students: 13	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Y
PNRS 115	Fundamentals	1	17	Sections: 1 Students: 17	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 3 PT: 0	Y
PNRS 117	IV Therapy	1	19	Sections: 1 Students: 19	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Y
PNRS 126	Pharmacology	1	17	Sections: 1 Students: 17	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 3 PT: 0	Y

Artifact: ATI Predictor Examination

NCLEX-PN Categories				
	No Evidence <55%	Novice 55-59.9%	Competent 60-64.9%	Mastery >65%
Safety and Infection Control	0	1	1	11
Reduction of Risk Potential	0	0	0	13

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
	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 50th percentile or higher are likely to pass the NCLEX-PN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-PN category.

Pharmacology Class Retention

Course	Unsuccessful*	Successful
Pharmacology Course	3	14

The designation 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 1st attempt.

Math Examination				
	No Evidence Did not achieve 90% minimum	Novice 3 rd Attempt ≥90%	Competent 2 nd Attempt ≥90%	Mastery 1 st Attempt ≥90%
Fundamentals	0	1	6	10

Artifact: IV Therapy Final Exam

80% is minimum score in order to proceed in the program with a maximum of 3 attempts allowed. Achieving Mastery would mean scoring the 80% minimum on the 1st attempt.

IV Therapy Final Exam				
	No Evidence Did not achieve 80% minimum	Novice 3 rd Attempt ≥80%	Competent 2 nd Attempt ≥80%	Mastery 1 st Attempt ≥80%
IV Therapy	0	0	1	19

Assessment Result

- ATI Predictor examination:
 - 85% of students scored mastery in Safety and Infection Control (Program Outcome 1).
 - 100% of students scored mastery in Reduction of Risk Potential (Program Outcome 1)
- 14 out of 17 students were successful in the pharmacology course (Program Outcome 1).
- 59% of students passed the math examination the first time (Program Outcome 1).
- 19 out of 20 students passed the IV therapy final exam in the first attempt (Program Outcome 1).

Analysis

Based on the review of the results, several areas of concern were discovered. Only 82% of the students passed the pharmacology course and, of those who were successful, only 77% were in the mastery category on the ATI predictor exam. Only 59% of the students passed the math examination on the first attempt. The Coordinated Care category on the ATI Predictor examination was low with only 54% of students scoring mastery. The Psychosocial Integrity category was also low with only 46% of students scoring in the mastery category.

The program faculty see no changes needed in the NCLEX-PN categories of Reduction of Risk Potential, Physiological Adaptation, Health Promotion and Maintenance, and Basic Care and Comfort. The program faculty does not see any changes needed to the IV therapy content since 95% of the students were successful on the first attempt.

Further analysis will occur once the Poplar Bluff cohort receives data from the NCLEX-PN Mountain Measurement Report in May 2020.

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	13	Sections: 1 Students: 13	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Y

Artifacts: ATI Predictor Examination

Coordinated Care				
	No Evidence <55%	Novice 55-59.9%	Competent 60-64.9%	Mastery >65%
Coordinated Care	0	2	4	7

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
	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 50th percentile or higher are likely to pass the NCLEX-PN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-PN category.

Program Outcome #3

Employ the practical nursing scope of practice and legal/ethical frameworks.

*This outcome is measured by the same data as Program Outcome #2. This is done because of the distribution of content in the NCLEX-PN test plan in relation to the LPN curriculum.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 128	Leadership	1	13	Sections: 1 Students: 13	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Y

Artifacts: ATI Predictor Examination

Coordinated Care				
	No Evidence <55%	Novice 55-59.9%	Competent 60-64.9%	Mastery >65%
Coordinated Care	0	2	4	7

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
	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 50th percentile or higher are likely to pass the NCLEX-PN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-PN category.

Program Outcome #4

Plan individualize nursing care using critical thinking skills and clinical decision making.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 128	Leadership	1	13	Sections: 1 Students: 13	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Y

Artifacts: ATI Predictor Examination

NCLEX-PN Categories				
	No Evidence <55%	Novice 55-59.9%	Competent 60-64.9%	Mastery >65%
Health Promotion and Maintenance	0	0	1	12
Psychosocial Integrity	1	2	4	6
Basic Care & Comfort	0	0	1	12
Pharmacological Therapies	0	2	1	10
Physiological Adaptation	0	0	0	13

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
	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 50th percentile or higher are likely to pass the NCLEX-PN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-PN category.

Assessment Result

- ATI Predictor examination:
 - 100% of students scored mastery in Reduction of Risk Potential (Program Outcome 1) and Physiological Adaptation (Program Outcome 4).
 - 92% of students scored mastery in Health Promotion and Maintenance (Program Outcome 4); and Basic Care and Comfort (Program Outcome 4).
 - 46% of students scored mastery in the Psychosocial Integrity (Program Outcome 4) category.
 - 77% of students scored mastery in the Pharmacological Therapies (Program Outcome 4) category.

Additional Summary Notes

Are there any anomalies in the results that were noticed?

No anomalies were observed in the data. However, the program did note a drastic decrease in the Coordinated Care category from the 17-18 Kennett LPN program to the 2018 Poplar Bluff program. This was attributed to content placement being early in the program and not re-emphasized throughout. The faculty have determined to change their instructional methods to ensure early content is integrated throughout the remainder of 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 faculty believe that there is enough data from the ATI Predictor examination and student performance on the Medication Math examination, IV therapy examination, and Pharmacology attrition to make the changes described in Use of Improvements. The Poplar Bluff cohort data can be compared to previous Kennett cohorts when needed to see trends.

Were there any patterns in the data observed?

A consistent pattern was noticed from the previous SLO reports related to the IV therapy course, the pharmacology course, and the math examination. The students also performed similarly on the ATI Predictor Examination to their Pharmacology Course performance.

Student Learning Outcomes (SLO) Report Addendum

Program Name: Nursing

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

For the 2017-2018 Kennett cohort, the LPN curriculum was revised to improve student learning specifically in Coordinated Care and Pharmacology.

- Positive Result: Based on that change, 94% of the students are now scoring at the mastery level in Coordinated Care category on the NCLEX-PN for the ATI Predictor examination. This is the largest category on the NCLEX-PN. In 2016-2017, 80% of the students performed at the competent or higher level on the ATI Predictor exam. The curriculum focus shows a large improvement in students' ability to perform in this category.
- Pharmacology continues to be a struggle for students. 35% of Kennett students performed below the competency level in Pharmacological Therapies, 38% of students required multiple attempts on the dosage calculation examination, and 11% of students were unsuccessful in passing the PNRS 126: Pharmacology course.

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

- Data above is collected through direct student learning methods including the ATI Predictor examination, Dosage Calculation examination, and Medication Administration examination.
- Indirect data regarding Pharmacology attrition rate is used to determine course effectiveness.

Published by:
Office of Institutional Effectiveness
Three Rivers College
2080 Three Rivers Blvd.
Poplar Bluff, MO 63901
(573) 840-9007
mpayne@trcc.edu

[\(Return to top\)](#)