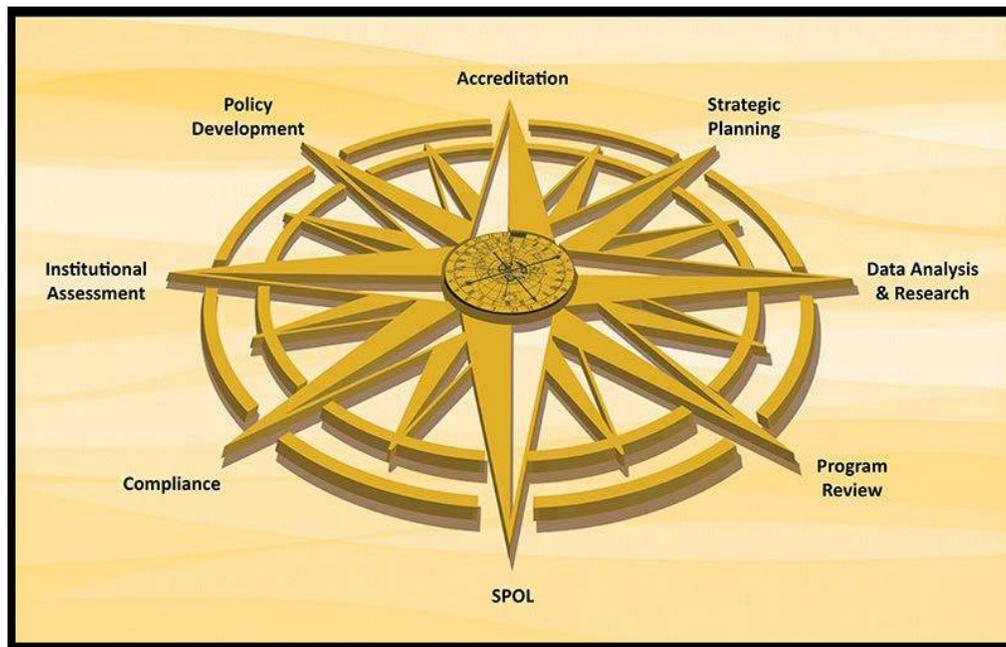# THREE RIVERS COLLEGE

## Office of Institutional Effectiveness



## Student Learning Outcomes

## Assessment Reports

## 2019-2020

# Student Learning Outcomes
# Assessment Reports

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 2019-2020 academic year.

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

# Business Management AAS

## Program Level SLO Report

### Dr. Martha Kirkman – Program Manager

## 2019-2020

## 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 (Distributive Education Clubs of America).

## 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. Prepare 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 2019-20 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:** <br> **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) |

| Program Outcome 2 continued | |
|---|---|
| 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) |

| | Program Outcome 2 continued | |
|---|---|
| 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) |
| 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) |
| 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 sales person. (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) |

| Program Outcome 3 continued | |
|---|---|
| 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) |
| 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

The Business Management 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 faculty from the Communications department, who teach the courses for this degree program so additional coordination is required in order to ensure the outcomes are aligned and appropriately assessed.  The data and information have been collected and analyzed from the Fall 2019 semester. No data could be collected from the Spring 2020 semester due to the college being a victim of a ransom ware attack. When the attack occurred, the college was closed for two weeks while experts worked to restore our system. After the two-week shut-down from the ransom ware attack the college reopened and within the week the COVID-19 pandemic swept in and forced the college to once again shutdown. The faculty had approximately one week to completely move all face-to-face classes to our online learning management system. The students adapted well and were very patient as this process took place. Student Assessment Data has been collected from the Business Management (AAS) courses mapped to the outcomes and measured using the individual program outcome rubrics used within identified courses where information was collected.

Based on the findings in this report, discussions with the Student Learning and Improvement Committee (SLIC) have led to changes within the program so that the activities and rubrics better align with the program outcomes.  Program outcomes assessment rubrics will be revised, artifacts will be reviewed, and the importance of student outcomes will be emphasized to students.  It is expected that by making these changes  an increase in the percentage of students who move from the level I and level

II performance levels to the level III and level IV performance levels will be evidenced. For all outcomes, we will focus on areas where scores fall below level IV performance levels.

# Program Outcome #1 Rubric

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

| | I | II | III | IV |
|---|---|---|---|---|
| Analyze Evidence with direct application to business | Relevance and credibility of evidence with direct application to business environments are not established. | Recognizes relevant evidence but fails to establish credibility with direct application to business environments. | Analyzes relevant evidence and its credibility with direct application to business environments. | Evaluates relevant evidence and its credibility with direct application to business environments. |
| Analyze Assumptions with direct application to business | Assumptions with direct application to business environments are not identified. | Recognizes relevant assumptions with direct application to business environments. | Analyzes relevant assumptions with direct application to business environments. | Evaluates relevant assumptions with direct application to business environments. |
| Formulate Judgments and Solutions with direct application to business | Judgments and solutions with direct application to business environments are not formulated. | Formulates judgments and solutions with direct application to business environments. | Formulates and articulates reasons for judgments and solutions with direct application to business environments. | Formulates, articulates reasons for and recognizes potential consequences of judgements and solutions with direct application to business environments. |

| Course Number | Course Name | Total Sections Utilized | Total Students Scored | Face to Face (F2F) Sections and Students | Online Sections and Students | Dual Credit Sections and Students | Number of FT and PT faculty Involved | Were all sections of this course involved? |
|---|---|---|---|---|---|---|---|---|
| BMGT 235 | Customer Service | 2 | 25 | Sections 2 Students 25 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 1 PT: 1 | Yes |

**Course being reported:  BMGT 235 Customer Service**

| Criteria for PLO #1 | I | II | III | IV | Total # of Participants |
|---|---|---|---|---|---|
| **Analyze evidence with direct application to business** | 0 | 1 | 0 | 24 | 25 |
| **Analyze assumptions with direct application to business** | 0 | 0 | 2 | 23 | 25 |
| **Formulate judgments and solutions with direct application to business** | 1 | 0 | 0 | 24 | 25 |

## Assessment Result

**Program Outcome 1:** Apply analytical and critical-thinking skills with direct application to business environments.

This outcome is in the BMGT 235 Customer Service Management course.  Students are required to complete a book review about customer service where they provide a synopsis and personal assessment of the book. They are also required to include their ideas on how the concepts they learned from the book could be applied to Three Rivers College or their current place of employment.  There were 25 students who completed this assessment. As a class, 24 students Scored in Level IV for all competencies with just two scoring in level III for the analyze assumptions with direct application to business outcome, one student

scoring level II for analyze evidence with direct application to business and one student scoring level I for formulate judgments and solutions with direct application to business outcome.

In a comparison between the 2018-19 assessment cycle and the 2019-20 assessment cycle it was found that in the 2018-19 year 100% (n=10) of students scored level IV for the analyze evidence with direct application to business competency, 90% (n=9) of students scored level IV for the analyze assumptions with direct application to business competency and 10% (n=1) of students scored level III for the analyze assumptions with direct application to business competency and 90% (n=9) of students scored level IV for the formulate judgments and solutions with direct application to business competency and 10% (n=1) of students scored level III for the formulate judgments and solutions with direct application to business competency and in the 2019-20 assessment cycle 96% (n=24) of students scored level IV in the analyze evidence with direct application to business competency and 4% (n=1) of students scored level II for the analyze evidence with direct application to business competency, 92% (n=23) of students scored level IV in the analyze assumptions with direct application to business competency and 8% (n=2) of students scored level III in the analyze assumptions with direct application to business competency and 96% (n=24) of students scored level IV in the formulate judgments and solutions with direct application to business competency and 4% (n=1) of students scored level I in the formulate judgments and solutions with direct application to business competency.

**Analysis**

Based on the data collected during this assessment cycle, 92% (n=23) to 96% (n=24) students' skills are at the level IV or level III for all competencies, which indicates that the appropriate skills are being taught in the courses leading up to the students' final semester. This is because the students have had more time to develop their analytical and critical-thinking skills and are better prepared to demonstrate these skills. This is because this outcome is not being assessed until later in the program when students have had the opportunity to learn these skills.

## Use of Results for Improvement

For future assessment cycles, the instructor plans to continue to collect and analyze the data in order to determine areas within the program that could be strengthened to better prepare the students to demonstrate their ability to apply analytical and critical thinking skills with direct application to business environments.

# Program Outcome #2 Rubric

Demonstrate effective oral, written and persuasive business communication.

| | I | II | III | IV |
|---|---|---|---|---|
| **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. |

|  | **I** | **II** | **III** | **IV** |
|---|---|---|---|---|
| **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.<br><br>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 | 18 | Sections 2 Students 18 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 1 PT: 0 | Yes |

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

| Criteria for PLO #2 | I | II | III | IV | Total # of Participants |
|---|---|---|---|---|---|
| **Attention Step** | 0 | 1 | 2 | 3 | 6 |
| **Need Step** | 0 | 1 | 2 | 3 | 6 |
| **Satisfaction Step** | 0 | 0 | 3 | 3 | 6 |
| **Visualization Step** | 0 | 1 | 2 | 3 | 6 |
| **Action Step** | 0 | 1 | 2 | 3 | 6 |
| **Information Management** | 0 | 2 | 2 | 2 | 6 |
| **Delivery** | 0 | 1 | 3 | 2 | 6 |

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

| Criteria for PLO #2 | I | II | III | IV | Total # of Participants |
|---|---|---|---|---|---|
| **Attention Step** | 0 | 1 | 2 | 9 | 12 |
| **Need Step** | 0 | 4 | 4 | 4 | 12 |
| **Satisfaction Step** | 0 | 1 | 6 | 5 | 12 |
| **Visualization Step** | 0 | 2 | 6 | 4 | 12 |
| **Action Step** | 0 | 2 | 5 | 6 | 12 |
| **Information Management** | 1 | 1 | 5 | 5 | 12 |
| **Delivery** | 0 | 1 | 6 | 5 | 12 |

## Assessment Result

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

Students are required to complete a sales presentation to the class where they sell a product to the class.

There were two sections of SCOM 125 Communication in the Workplace that were used to assess this outcome. One section is during the day on the main campus and the other section is in the evening at an external campus. There were 6 students who completed the assignment on the Poplar Bluff campus and 12 students who completed the assignment at the external location. Section 1 50% (n=3) of students scored level IV for competency 1 (Attention Step), 33% (n=2) of students scored level III for competency 1(Attention Step) and 16% (n=1) scored level II for competency 1 (Attention Step). For competency 2 (need step) 50% (n=3) of students scored level IV, 33% (n=2) of students scored level III and 16% (n=1) of students scored level II. For competency 3 (satisfaction step) 50% (n=3) of students scored level IV and 50% (n=3) of students scored level III. For competency 4 (visualization step) 50% (n=3) of students scored level IV, 33% (n=2) of students scored level III and 16% (n=1) of students scored level II. For competency 5 (action step) 50% (n=3) of students scored level IV, 33% (n=2) of students scored level III and 16% (n=1) of students scored level II. For competency 6 (information management) 33% (n=2) of students scored level IV, 33% (n=2) of students scored  level III and 16% (n=1) of students scored level II. For competency 7 (delivery) 33% (n=2) of students scored level IV, 50% (n=3) of students scored level III and 16% (n=1) of students scored level II.

For section 2 75% (n=9) of students scored level IV for competency 1 (Attention Step), 16% (n=2) of students scored level III , and 8% (n=1) scored level II. For competency 2 (need step) 33% (n=4) of students scored level IV, 33% (n=4) of students scored level III and 33% (n=4) of students scored level II. For competency 3 (satisfaction step) 42% (n=5) of students scored level IV, 50% (n=6) of students scored level III and 8% (1) scored level II. For competency 4 (visualization step) 33% (n=4) of students scored level IV, 50% (n=6) of students scored level III and 16% (n=2) of students scored level II. For competency 5 (action step) 50% (n=6) of students scored level IV, 42% (n=5) of students scored level III and 16% )n=2) of students scored level II. For competency 6 (information management) 42% (n=5) of students scored level IV, 42% (n=5) of students scored level III, 8% (n=1) of students scored level III and 8% (n=1) of students scored level I. For competency 7 (delivery) 42% (n=5) of students scored level IV, 50% (n=6) of students scored level III and 8% (n=1) of students scored level II.

**Analysis**

Based on this data it appears that students' skills are continuing to fall between the level III and IV levels, which indicates the appropriate skills are being taught in the program. In a comparison from the last assessment cycle there was an increase in the number of students who scored level IV in all competencies except for competency 7 (delivery) where there was a minimal decrease in percentage. There were also a few decreases in percentages in the section 2 class with competency 2 (need step), 3 (satisfaction step), 6 (information management step) and 7 (delivery).

The data indicate the scores, on average, are within the level IV/III performance range. There was an increase in scores in most of the competency. The instructor focused on teaching the various strategies in the sequence to incorporate them into the sales presentations and believes this focus better prepared students for presentations. The outline template created for the Formal Sales Presentation using Monroe's Motivated Sequence has been successful. However, more emphasis will need to be incorporated into the course to improve those assessment measures.

## Use of Results for Improvement

The instructor's plan to help students improve the need step and deliver step are as follows: Each Step of Monroe's Motivated Sequence will be built into SCOM 125 Communication in the Workplace (as a workshop), chunking the presentation down into sections that will help each student comprehend the strategy of Monroe's. Students will get time in class to work on each Step. Additionally, within each "workshop" day, the

instructor will emphasize how to find quality evidence that relates to their sales presentation topic, and how to cite sources orally and visually. The Need Step is where most research comes into the presentation, so with greater emphasis on research, the Need Step should be improved in future assessments as well. More time will be given to students to practice their speech presentations, either individually or as a group, during class meetings/group-work time to help with the Delivery competency area of this outcome.

Additionally, more examples of sales presentations using Monroe's Motivated Sequence are necessary to develop their skills, to help student understanding their task. This will include finding a volunteer to deliver a sales presentation, along with creating an outline, works cited, and PowerPoint presentation to supplement the speech.

# Program Outcome #3 Rubric

Summarize human relations and diversity in professional and business environments.

|  | I | II | III | IV |
|---|---|---|---|---|
| Summarize case study with human relations and diversity concepts and theories | Summarizes case study with no usage of human relations and diversity concepts and theories | Summaries case study using at least 1 human relations and diversity concepts and theories | Summarizes case study using at least 2 human relations and diversity concepts and theories | Fully summarizes case study using more than 2 human relations and diversity concepts and theories |
| Identify human relations and diversity problem/problems addressed in the case study | Human relations and diversity problem/ problems are not addressed in the case study | Identifies 1 human relations and diversity problem/problem addressed in the case study | Identifies 2 human relations and diversity problem/problems addressed in the case study | Identifies more than 2 human relations and diversity problem/problems addressed in the case study |
| Formulate causes of and solutions to human relations and diversity problems | Causes and solutions to human relations and diversity problems are not formulated | Identifies solutions to human relations and diversity problems | Describes causes of human relations and diversity problems | Formulates causes of and solutions to human relations and diversity problems |

| Course Number | Course Name | Total Sections Utilized | Total Students Scored | Face to Face (F2F) Sections and Students | Online Sections and Students | Dual Credit Sections and Students | Number of FT and PT faculty Involved | Were all sections of this course involved? |
|---|---|---|---|---|---|---|---|---|
| BMGT 108 | Human Resource Management | 1 | 17 | 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**

Online Section

| Criteria for PLO #3 | I | II | III | IV | Total # of Participants |
|---|---|---|---|---|---|
| **Summarize case study with human relations and diversity concepts and theories** | 8 | 1 | 0 | 8 | 17 |
| **Identify human relations diversity problem/problem addressed in case study** | 0 | 0 | 1 | 16 | 17 |
| **Formulate causes of and solutions to human relations and diversity problems** | 0 | 0 | 1 | 16 | 17 |

## Assessment Result

**Program Outcome 3:** Summarize human relations and diversity in professional and business environment.

This outcome is assessed in BMGT 108 Human Resource Management. Students are required to complete a case study 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.  They then identify human relations

diversity problem(s) addressed in the case as well as causes of and solutions to human relations and diversity problems.

There were 17 students who completed the assignment. As a class 47% (N=8) of students scored level IV for criteria 1 (summarize case study concepts and theories), 6% (n=1) scored level II and 47% (8) scored level I. For criteria 2 (identify human relations diversity problem) 94% (n=16) scored level IV and 6% (n=1) scored level III. For criteria 3 (Formulate causes of and solutions) 94% (16) of students scored level IV and 6% (1) scored level III.

## Analysis

Based on this data it appears that the students' skills are, on average, at level IV which indicates that the appropriate skills are being taught in the class. Students appear to have strong skills for competency 2 (identify human relations diversity problem/problem addressed in case study) and 3 (formulate causes of and solutions to human relations and diversity problem; however, competency 1 (summarize case study with human relations and diversity concepts and theories) needs more reinforcement in future semesters to strengthen their skills and knowledge.

When comparing the assessment results of this cycle with last years' assessment there is a slight decrease, 47% (n=8) this year compared to 51% (n=14) last year in competency one (summarize case study with human relations and diversity concepts and theories) at level IV. Also, there was a slight improvement , 47% (n =8) this year compared to 48% (n

=13) last year, at level I.  This indicates that students are still struggling with tying concepts and theories to the case study. There was an increase in scores in competency 2 (identify human relations diversity problem/problem addressed in case study); (94% n=16 this year compared to 81% n=22 last year) at level IV and an increase at level III in competency 2 (identify human relations diversity problem//problem addressed in case study) (6% n=1 this year compared to 3% n=1 last year). The data for competency 3 (formulate causes and solutions to human relations and diversity problems) remained relatively close between last year's data and this year's data.

## Use of Results for Improvement

Students are exhibiting their ability to summarize cases and show their knowledge of recognizing human relations and diversity but are falling short in using the concepts and theories they have learned in the classroom within their summaries.  To help students improve their abilities to appropriately summarize the case, an emphasis needs to be placed on tying concepts and theories in the classroom to real-life scenarios.

# Program Outcome #4 Rubric

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

|  | 1 | II | III | IV |
|---|---|---|---|---|
| Identify ethical/moral dilemma | Does not identify ethical/moral dilemma | Identifies ethical/moral dilemma vaguely | Identifies ethical/moral dilemma | Identifies ethical/moral dilemma in detail |
| Determine stakeholders in ethical and moral decisions | Does not identify stakeholders | Does not determine all stakeholders involved in ethical/moral dilemma | Determines stakeholders involved in ethical/moral dilemma with no reflection of stakeholders' viewpoints | Determines stakeholders involved in ethical/moral dilemma and thoroughly reflects stakeholders' viewpoints |
| Formulate decisions and plans in ethical and moral dilemmas | Does not formulate clear decisions and plans in ethical and moral dilemmas | Exhibits difficulty formulating decisions and plans in ethical and moral dilemmas | Formulates decisions with no articulation of plans to execute the decision in ethical and moral dilemmas | Formulates decisions and articulates plans to execute the decision in ethical and moral dilemmas |
| Identify lessons learned from ethical and moral dilemma | Does not identify lessons from ethical and moral dilemma | Identifies a lesson from ethical and moral dilemma | Identifies at least two lessons from ethical and moral dilemma | Clearly identifies several lessons from ethical and moral dilemma |

| 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 215 | Supervisory Development | | | Sections  Students | Sections 0 Students 0 | Sections 0 Students 0 | FT:  PT: | Yes |

## Assessment Result

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

This outcome is assessed in BMGT 215 Supervisory Development.  Students are required to complete an ethics assignment where they research one event in the past two years that as brought business ethics to national attention. Then, students prepare a paper and identify the ethical/moral dilemma. Within the paper they determine who the stakeholders are in the ethical/moral decisions, formulate decisions and plans to solve the dilemma and identify lessons they learned from the dilemma. They are required to locate at least four journal articles and prepare a four-page paper.

During the spring 2020 semester the college suffered a ransom ware attack that closed the campus for two-weeks. Upon arrival back to campus from the ransom ware attack our country went on lockdown due to the COVID-19 pandemic. Due to the ransom ware attack and then the pandemic, no data was collected for the spring 2020 semester.

# Program Outcome #5

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

|  | I | II | III | IV |
|---|---|---|---|---|
| **Applications: Use of software applications** | No attempt to correct errors or format the documents properly. | Little attempt to correct errors or format the documents in the proper application. | Document is relatively error free in either a word or excel document. | Document is error free in either a word or excel document. |
| **Content: Subject matter or elements of the assignment covered** | Student failed to demonstrate an understanding of the subject or elements of the assignment. | The assigned content is complete but student demonstrates only a basic understanding of the subject matter. | Elements of the assignment are complete and student demonstrates a good understanding of the subject matter with minor errors. | All elements of the assignment are complete and the level of detail demonstrates a deep understanding of the content. |
| **Input: accuracy and errors** | Student has submitted incomplete documents. | Student has completed and submitted the required documents but there is little attempt to correct errors or make use of spell check. | Document was edited with a minimal amount of errors. | Document was edited for keystroke and formatting and is completely error free and properly formatted. |
| **Output: finished documents and tasks** | Student has completed little of the assigned tasks. | Some of the assignment is incomplete or missing. | Student has organized the assignment in a format that is logical but some of the calculations are inaccurate. | Student has taken care that the assignment is clearly, accurately and neatly completed in a professional 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? |
|---|---|---|---|---|---|---|---|---|
| MKTG 118 | Retail Merchandising | 1 | 9 | Sections Students | Sections 1 Students 9 | Sections Students | FT: 1 PT: 0 | Yes |

**First course being reported:  MKTG 118 Retail Merchandising**

| Criteria for PLO #5 | I | II | III | IV | Total # of Participants |
|---|---|---|---|---|---|
| **Application: Use of software applications** | 0 | 4 | 0 | 5 | 9 |
| **Content: Subject matter or elements of the assignment covered** | 0 | 4 | 0 | 5 | 9 |
| **Input: Accuracy and errors** | 0 | 4 | 0 | 5 | 9 |
| **Output: Finished documents and tasks** | 0 | 3 | 1 | 5 | 9 |

## Assessment Result

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


Students are provided with a blank 6-month merchandising budget for a fictitious retail store and are required to complete the budget for the upcoming season. They are to use the proper software applications and complete the document by using proper formulas learned in class.

There were 9 students who completed this assignment and 5 students scored level IV with the rest of the students scoring in the level III and level II range.  Comparing last year's data to this year's data shows there was a lower percentage of students this year 55% (n=5) versus last year 72% (n=13) who scored level IV for competencies 1 (application), 2 (content), and 3 (input), and a higher percentage of students this year 44% (n=4) versus last year 17% (n=3) who scored at level II. Data also indicate that there were no students this year who fell into level I  for competency 1 (application) or competency 2 (content) versus 5% (n=1) of students last year who fell into the level I for competency1 (application) and 2 (content). Five students scored level IV and four students scored level II for application, content, and input competency areas. Five students scored level IV, one scored level III and 3 scored level II for output.

## Analysis

Most students (55% n=5)  demonstrated level IV all competency areas for this outcome; however, there was one student who was in level III with criteria 4(outcome) and there were 3-4 students who fell into level II. Not enough information was provided to the students in terms of the use of the formulas for the budget so an emphasis will be placed on these formulas before students submit their completed budgets. There were five students who exhibited the ability to do this. But there are still 33% (n=3) and 44% (n=4) students who still are not exhibiting this ability.

## Use of Results for Improvement

Based on the rubric and scores students show lack of understanding and multiple errors.

The instructor will place an emphasis on appropriate formulas to ensure accuracy and minimal errors.

## 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 Students | | Sections Students | Sections Students | Sections Students | FT: PT: | |
| ACCT 227 | Financial Analysis and Budgeting | Sections Students | | Sections Students | Sections Students | Sections Students | FT: PT: | |

### Assessment Result

**Program Outcome 6:** Prepare a business financial statement.

This outcome will be assessed in BMGT 239 Entrepreneurship. At the beginning of a semester, students choose a company or business for which to write a business plan. Within the business plan they prepare a financial statement that includes the profit and loss projection, projected cash flow and opening day balance sheet.

During the spring 2020 semester the college suffered a ransom ware attack that closed the campus for two-weeks. Upon arrival back to campus from the ransom ware attack our country went on lockdown due to the COVID-19 pandemic. Due to the ransom ware attack and then the pandemic, no data was recorded for the spring 2020 semester.

## Were changes needed to improve student learning?

Yes, changes will be made based on the data that was collected. Emphasis will be placed on areas where students fell below the competent level.

- For Outcome 1 (apply analytical and critical-thinking skills with direct application to business environments) data will continue to be collected and analyzed in order to determine areas within the program that could be strengthened to better prepare the students to demonstrate their ability to apply analytical and critical thinking skills with direct application to business environments.

- For Outcome 2 (demonstrate effective oral, written and persuasive business communication) the instructor's plan to help students improve the need step and deliver step are as follows: Each Step of Monroe's Motivated Sequence will be built into SCOM 125 Communication in the Workplace (as a workshop), chunking the presentation down into sections that will help each student comprehend the strategy of Monroe's. Students will get time in class to work on each Step. Additionally, within each "workshop" day, the instructor will emphasize how to find quality evidence that relates to their sales presentation topic, and how to cite sources orally and visually. The Need Step is where most research comes into the presentation, so with greater emphasis on research, the Need Step should be improved in future assessments as well. More time will be given to students to practice their speech presentations, either individually or as a group, during class meetings/group-work time to help with the Delivery competency area of this

outcome. Additionally, more examples of sales presentations using Monroe's Motivated Sequence are necessary to develop their skills, to help student understanding their task. This will include finding a volunteer to deliver a sales presentation, along with creating an outline, works cited, and PowerPoint presentation to supplement the speech.

- For Outcome 3 (summarize human relations and diversity in professional and business environments) to help students improve their abilities to appropriately summarize the case, an emphasis needs to be placed on tying concepts and theories in the classroom to real-life scenarios.

- For Outcome 5 (demonstrate proper use of technology and computer software applications as they apply to business management) Based on the rubric and scores students show lack of understanding and multiple errors. The instructor will place an emphasis on appropriate formulas to ensure accuracy and minimal errors.

# 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 2019-20 SLO report. (Use as many pages as necessary to describe.)**

After conducting an advising training with the Student Services department, I noted there were courses within the Business Management AAS program that did not have any reading/English prerequisites. In the 2019-20 academic year, BLAW 221 Legal Environment of Business, BMGT 235 Customer Service, BMGT 239 Entrepreneurship and MKTG 128 Professional Selling curriculum was revised.

A program outcome was changed from "Analyze and interpret a business financial statement" to "Prepare a business financial statement".

The Formal Sales Presentation process was presented to students earlier in the semester and speaking exercises were added into the class to enhance delivery skills.

Emphasis on appropriate formulas was implemented to ensure accuracy and minimal errors.

**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 2019-20 academic year, BLAW 221 Legal Environment of Business, BMGT 235 Customer Service, BMGT 239 Entrepreneurship and MKTG 128 Professional Selling curriculum was revised. In order for students to be successful, they need to have the proper skills prior to taking the programmatic courses so adding these prerequisites will help ensure they are prepared.

# Criminal Justice AAS

## Program Level SLO Report

## Shawn Westbrooks – Program Manager

## 2019-2020

# 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 2019-20 academic year.

## Important Note

This report includes data from the summer 2019 and fall 2019 semesters.  Normally, this report would include spring semester data as well.  During the spring 2020 semester, the college experienced a cyber-attack which was followed by nationwide pandemic due to COVID-19.  As a result, spring 2020 courses were suspended for several weeks.  All courses were then modified to an online format and assignments and assessments were altered.  Due to this disruption, Program Learning Outcomes for spring 2020 courses were not assessed, therefore the data within this reporting year will be limited compared to previous years.

# 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-102: Introduction to Criminal Justice | Review the foundations of the criminal justice system (CLO 1) |
| | Examine the role and function of police (CLO 2) |
| | Identify the structure and purpose of the court system (CLO 3) |
| | Recognize the functions of jails, prisons, and community supervision (CLO 4) |
| | Identify crime prevention techniques and theories (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-102: Introduction to Criminal Justice | Review the foundations of the criminal justice system (CLO 1) |
| | Examine the role and function of police (CLO 2) |
| | Identify the structure and purpose of the court system (CLO 3) |
| | Recognize the functions of jails, prisons, and community supervision (CLO 4) |
| | Identify crime prevention techniques and theories (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-102: Introduction to Criminal Justice | Review the foundations of the criminal justice system (CLO 1) |
| | Examine the role and function of police (CLO 2) |
| | Identify the structure and purpose of the court system (CLO 3) |
| | Recognize the functions of jails, prisons, and community supervision (CLO 4) |
| | Identify crime prevention techniques and theories (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-102: Introduction to Criminal Justice | Review the foundations of the criminal justice system (CLO 1) |
| | Examine the role and function of police (CLO 2) |
| | Identify the structure and purpose of the court system (CLO 3) |
| | Recognize the functions of jails, prisons, and community supervision (CLO 4) |
| | Identify crime prevention techniques and theories (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-102: Introduction to Criminal Justice | Review the foundations of the criminal justice system (CLO 1) |
| | Examine the role and function of police (CLO 2) |
| | Identify the structure and purpose of the court system (CLO 3) |
| | Recognize the functions of jails, prisons, and community supervision (CLO 4) |
| | Identify crime prevention techniques and theories (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

To assess student learning within the Criminal Justice AAS program, ADJU-100 Introduction to Law Enforcement and ADJU-102 Introduction to Criminal Justice are used as introductory assessment points as a student begins their degree. The program learning outcomes results from the ADJU-100 and ADJU-102 courses represent a novice-level knowledge of the students. The same assessment tool was used for ADJU-100 and ADJU-102. All five learning outcomes are assessed at this point. The learning outcomes are also assessed at specific points in the program which have been scaffolded in the curriculum and aligned to the programmatic outcomes. For example, Program Learning Outcome #3 evaluates a student's knowledge of Missouri law. The student data results of outcome #3 from the introductory-level ADJU-100 or ADJU-102 are compared to the assessment results from ADJU-113 Criminal Law, a course that extensively covers that area of study. The goal is to demonstrate student knowledge of each learning outcome after completing the higher-level course as they progress through the criminal Justice AAS program. This report provides the results for the 2019-20 academic year.

# Program Outcome #1

Differentiate Constitutional Amendments

Verified by the following student assessment tool:
- 60-question exam given each semester to all students (12 questions per outcome) in the entry-level ADJU-100 and ADJU-102 courses. 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-question exam assessing the specific outcome following the completion of the higher-level course specific to each program outcome.

**ADJU-100/ADJU-102 Scoring Rubric**
Each of the five outcomes of this assessment are scored separately.

| I | II | III | IV |
|---|---|---|---|
| 0 – 3 items correct | 4 – 6 items correct | 7 – 9 items correct | 10 – 12 items correct |

**ADJU-114 Scoring Rubric**

| I | II | III | IV |
|---|---|---|---|
| 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 | 1 | 4 | Sections 0 Students: 0 | Sections 1 Students 4 | Sections 0 Students 0 | FT: 1 PT: 0 | Yes |
| ADJU-102 | Intro to Criminal Justice | 1 | 19 | Sections: 0 Students: 0 | Sections: 1 Students: 19 | Sections: 0 Students: 0 | FT: 1 PT: 0 | Yes |
| ADJU-114 | Constitutional Law | 1 | 8 | Sections 1 Students 8 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 1 PT:0 | Yes |

| ADJU 100 | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| | 0 | 0 | 0 | 4 | 4 |

| ADJU 102 | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| | 0 | 0 | 4 | 15 | 19 |

| ADJU 114 Total | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| | 0 | 0 | 1 | 7 | 8 |

## Assessment Result

**Program Outcome #1:** Differentiate Constitutional Amendments

The following table compares the scores of ADJU-100/102 students to ADJU-114 students for SLO #1:

| Timeframe | ADJU-102 Average Score | ADJU-100 Average Score | ADJU-114 Average Score | Percentage of Change |
|---|---|---|---|---|
| **2019-2020** | 85.0% | 97.9% | 90.7% | 7.3% / -3.1% |
| **2018-2019** | N/A | 81.7% | 91.4% | 11.7% |
| **2017-2018** | N/A | 81.7% | 79.4% | - 2.9% |
| **2016-2017** | N/A | 84.6% | 90.4% | 6.5% |
| **2015-2016** | N/A | 79.3% | 93.2% | 15.0% |

*NOTE: ADJU-102 is a new course implement in the 2019-20 academic year.

Program Outcome # 1 assesses the student's ability to differentiate Constitutional amendments.

With the exception of an anomaly during the 2017-18 reporting year and with ADJU-100 during the

2019-20 reporting year, the average score of students for program outcome #1 increased after

completion of ADJU-114.

## Analysis

Program Outcome # 1 assesses the student's ability to differentiate Constitutional amendments.

From the data shown above, there was a slight decrease (-2.9%) during the 2017-2018 reporting

year for ADJU-114 scores compared to ADJU-100 scores.  This was an anomaly and did not reflect

previous nor subsequent years.

The scores for ADJU-100/102 were higher than previous reporting years for Program Outcome #1.

Following the findings in the findings in the 2017-18 report, I began focusing more attention toward

Constitutional amendments in all courses, including ADJU-100.  ADJU-102 was offered for the first

time during the fall 2019 semester which was designed with the increased focus on this learning

outcome. This is evidence that the actions taken as a result of previous years' findings had a positive

impact on student learning.

## Use of Results for Improvement

The increased focus on Constitutional amendments in all courses will continue based on the

improvements reflected during this reporting year.

# 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.

| I | II | III | IV |
|---|---|---|---|
| 0 – 3 items correct | 4 – 6 items correct | 7 – 9 items correct | 10 – 12 items correct |

**ADJU 114 Scoring Rubric**

| I | II | III | IV |
|---|---|---|---|
| 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 | 1 | 4 | Sections 0 Students 0 | Sections 1 Students 4 | Sections 0 Students 0 | FT: 1 PT: 0 | Yes |
| ADJU-102 | Introduction to Criminal Justice | 1 | 19 | Sections 0 Students 0 | Sections 1 Students 19 | Sections 0 Students 0 | FT: 1 PT: 0 | Yes |
| ADJU-114 | Constitutional Law | 1 | 8 | Sections 1 Students 8 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 1 PT:0 | Yes |

| ADJU 100 Total | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| | 0 | 1 | 2 | 1 | 4 |

| ADJU 102 Total | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| | 0 | 0 | 4 | 15 | 19 |

| ADJU 114 Total | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| | 0 | 0 | 2 | 6 | 8 |

## Assessment Result

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

The following table compares the scores of ADJU-100/102 students to ADJU-114 students for Program

Outcome #2:

| Timeframe | ADJU-102 Average Score | ADJU-100 Average Score | ADJU-114 Average Score | Percentage of Change |
|---|---|---|---|---|
| 2019-2020 | 89.9% | 66.6% | 90.1% | 0.3% / 26.1% |
| 2018-2019 | N/A | 71.4% | 94.3% | 24.3% |
| 2017-2018 | N/A | 76.6% | 86.3% | 11.3% |
| 2016-2017 | N/A | 73.2% | 85.2% | 14.1% |
| 2015-2016 | N/A | 81.2% | 92.5% | 12.3% |

*NOTE: ADJU-102 is a new course implement in the 2019-20 academic year.

Program Outcome #2 assesses the student's ability to recognize the impact that significant

Supreme Court rulings have on law enforcement.  As the table above shows, there has consistently

been a positive change from the ADJU-100/102 entry level scores compared to the higher level

ADJU-114 scores.  The 2018-1019 reporting year saw an impressive 24.3% increase from ADJU-100

to ADJU-114.  This was increased to 26.1% for the current reporting year.

Based on the table for program outcome #2 the overall average scores from ADJU-100/102 were

lower than the overall average scores from ADJU-114 as shown in the table below.

## Analysis

This is evidence that student learning increases upon completion of ADJU-114 when compared to

the entry level knowledge students demonstrate in ADJU-100/102.

During the past two years, I have focused more on learning outcomes during lectures. The increased emphasis on significant Supreme Court rulings in all courses has resulted in an increase for this learning outcome for students in the ADJU-100/012 courses. ADJU-102 was offered for the first time during the fall 2019 semester and was designed with an increased focus on student learning outcomes. Actions taken as a result of previous data has proven to have a positive impact on student learning as reflected in the ADJU-100/102 scores for this reporting year. There has consistently been a positive change from the ADJU-100/102 entry level scores compared to the higher level ADJU-114 scores. The 2018-1019 reporting year saw an impressive 24.3% increase from ADJU-100 to ADJU-114.

During the past two years, I have focused more on learning outcomes during lectures. The increased emphasis on significant Supreme Court rulings in all courses has resulted in an increase for this learning outcome for students in the ADJU-100/102 courses. ADJU-102 was offered for the first time during the fall 2019 semester and was designed with an increased focus on learning outcomes. More time is spent during the course focusing on court cases. Actions taken as a result of previous data has proven to have a positive impact on student learning as reflected in the ADJU-100/102 scores for this reporting year (more time on content)

## Use of Results for Improvement

The increased focus and time reviewing on Supreme Court rulings in all courses will continue based on the improvements reflected during this reporting year.

# Program Outcome #3

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

**ADJU-100/102 Scoring Rubric**

Each of the five outcomes of this assessment are scored separately.

| I | II | III | IV |
|---|---|---|---|
| 0 – 3 items correct | 4 – 6 items correct | 7 – 9 items correct | 10 – 12 items correct |

**ADJU-113 and ADJU-233 Scoring Rubric**

| I | II | III | IV |
|---|---|---|---|
| 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 | 1 | 4 | Sections 0 Students 0 | Sections 1 Students 4 | Sections 0 Students 0 | FT: 1 PT: 0 | Yes |
| ADJU-102 | Introduction to Criminal Justice | 1 | 19 | Sections 0 Students 0 | Sections 1 Students 19 | Sections 0 Students 0 | FT: 1 PT: 0 | Yes |
| ADJU-113 | Criminal Law | 2 | 20 | Sections 1 Students 0 | Sections 1 Students | Sections Students | FT: 1 PT: 0 | Yes |

| ADJU 100 Total | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| | 0 | 1 | 1 | 2 | 4 |

| ADJU 102 Total | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| | 0 | 0 | 1 | 18 | 19 |

| ADJU 113 Total | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| | 0 | 1 | 8 | 11 | 20 |

## Assessment Result

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

The following table compares scores of ADJU-100/102 students to ADJU-113 and ADJU-233 students for SLO #3:

| Timeframe | ADJU-102 Average Score | ADJU-100 Average Score | ADJU-113 Average Score | Percentage of Increase | ADJU-233 Average Score | Percentage of Change |
|---|---|---|---|---|---|---|
| **2019-2020** | 53.5% | 64.5% | 72.9% | 26.7% / 11.6% | N/A | N/A |
| **2018-2019** | N/A | 50.4% | 73.8% | 31.8% | 85.3% | 41.0% |
| **2017-2018** | N/A | 51.7% | 87.0% | 40.6% | 88.5% | 43.6% |
| **2016-2017** | N/A | 50.4% | 74.27% | 32.2% | 77.7% | 35.2% |
| **2015-2016** | N/A | 44.1% | 80.3% | 45.0% | 78.5% | 43.9% |

*NOTE: ADJU-102 is a new course implement in the 2019-20 academic year.

PO# 3 assesses the student's ability to identify a violation of Missouri law based on a description of an action. It is expected that students will have very little knowledge of specific criminal statutes and elements of crimes upon entering the program. It is the most difficult student learning outcome. and the goal is to increase this knowledge through multiple courses within the program.

## Analysis

SLO# 3 assesses the student's ability to identify a violation of Missouri law based on a description of an action. During the previous five reporting years, this learning outcome has consistently seen a dramatic improvement by students who have completed higher level course. It is expected that students will have very little knowledge of specific criminal statutes and elements of crimes upon entering the program. It is the most difficult learning outcome. The goal is to significantly increase this knowledge through multiple courses. During the previous four reporting years, this learning outcome has consistently seen a dramatic increase by students who have completed higher level courses.

# 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.

| I | II | III | IV |
|---|---|---|---|
| 0 – 3 items correct | 4 – 6 items correct | 7 – 9 items correct | 10 – 12 items correct |

**ADJU-213 and ADJU-104 Scoring Rubric**

| I | II | III | IV |
|---|---|---|---|
| 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 | 1 | 4 | Sections 0 Students 0 | Sections 1 Students 4 | Sections 0 Students 0 | FT: 1 PT: 0 | Yes |
| ADJU-102 | Introduction to Criminal Justice | 1 | 19 | Sections 0 Students 0 | Sections 1 Students 19 | Sections 0 Students 0 | FT: 1 PT: 0 | Yes |

| ADJU 100 Total | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| | 0 | 1 | 1 | 2 | 4 |

| ADJU 102 Total | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| | 2 | 8 | 8 | 1 | 19 |

## Assessment Result

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

The following table compares the scores of ADJU-100/102 students to ADJU-213/ADJU-104

students for SLO #4:

| Timeframe | ADJU-102 Average Score | ADJU-100 Average Score | ADJU-213 / ADJU-104* Average Score | Percentage of Change |
|---|---|---|---|---|
| **2019-2020** | 93.4% | 85.3% | N/A | N/A |
| **2018-2019** | N/A | 72.8% | 95.8%* | 24.1% |

*NOTE: ADJU 213 was replaced with ADJU 104 during the 18-19 academic year.

**NOTE: ADJU-102 is a new course implement in the 2019-20 academic year.

## Analysis

Students enter the program with a moderate amount of knowledge in this area depending on

their particular background.  There was a significant increase in the ADJU-100/102 scores for this

reporting year compared to previous years. I would consider this increase to be an anomaly due

to the makeup of the students in that particular course.  Unfortunately, due to the unique

circumstances during this reporting year, data for ADJU-104 is not available due to the

modifications made to the course during the spring 2020 semester.

## Use of Results for Improvement

The increased focus on learning outcomes which were designed into ADJU-102 will continue based

on the positive results at the entry level.  There was no additional data for ADJU-104 during this

reporting year to make any determination of future changes to the course.

# Program Outcome #5

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

**ADJU-100/102 Scoring Rubric**
Each of the five outcomes of this assessment are scored separately.

| I | II | III | IV |
|---|---|---|---|
| 0 – 3 items correct | 4 – 6 items correct | 7 – 9 items correct | 10 – 12 items correct |

**ADJU-223 and ADJU-243 Scoring Rubric**

| I | II | III | IV |
|---|---|---|---|
| 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 | 1 | 4 | Sections 0 Students 0 | Sections 1 Students 4 | Sections 0 Students 0 | FT: 1 PT: 0 | Yes |
| ADJU-102 | Introduction to Criminal Justice | 1 | 19 | Sections 0 Students 0 | Sections 0 Students 19 | Sections 0 Students 0 | FT: 1 PT: 0 | Yes |
| ADJU-223 | Community Policing and Homeland Security | 1 | 8 | Sections 1 Students 8 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 1 PT: 0 | Yes |

| | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| **ADJU 100 Total** | 0 | 0 | 2 | 2 | 4 |

| | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| **ADJU 102 Total** | 0 | 0 | 11 | 8 | 19 |

| | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| **ADJU 223 Total** | 0 | 0 | 2 | 6 | 8 |

## Assessment Result

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

The following table compares the scores of ADJU-100/102 students to ADJU-223 students for SLO #5:

| Timeframe | ADJU-102 Average Score | ADJU-100 Average Score | ADJU-223 Average Score | Percentage of Increase | ADJU-243 Average Score | Percentage of Change |
|-----------|------------------------|------------------------|------------------------|------------------------|------------------------|----------------------|
| **2019-2020** | 73.2% | 72.8% | 87.0% | 16.0% | N/A | N/A |
| **2018-2019** | N/A | 59.9% | 95.8% | 37.5% | 78.9% | 24.1% |

*NOTE: ADJU-102 is a new course implement in the 2019-20 academic year.

## Analysis

SLO# 5 assesses the student's ability to distinguish philosophical eras, sociological theories, and significant historic events impacting law enforcement. The learning outcome has been very consistent over the past five 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 or ADJU-102 course.

The results show that a student completing ADJU-223 has a significant increase in knowledge when compared to the entry-level ADJU-100 or ADJU-102 course. Unfortunately, due to the unique circumstances during the spring 2020 semester, ADJU-243 data is not available due to the modifications necessary to the course which did not include the learning outcome assessment.

## Use of Results for Improvement

An increased focus by spending more time reviewing these learning outcomes will continue on this learning outcome in future semesters.

**Additional Summary Notes**

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

The overall increase in student learning during this reporting year for the entry-level ADJU-100 and ADJU-102 courses demonstrate that the increased focus on learning outcomes for introduction-level courses is having a positive impact on student learning.

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

As with previous years, there is a consistent pattern of improved students learning when exposed to the courses which focus more on the particular learning outcomes.

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

I am in the final stages of revising ADJU-233 Criminal Investigations which aligns to program outcome #3.  The revisions to the course include a focus on Missouri law with the intention of improving this learning outcome.  A new, updated textbook was part of this revision.

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

The revision of ADJU-233 will be completed by Fall 2020 when the course will be offered again.

# Student Learning Outcomes (SLO)

# Report Addendum

**Program Name:** Criminal Justice

(1) **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.)**

ADJU-102 Introduction to Criminal Justice was added as an additional introductory level course in addition to ADJU-100 Introduction to Law Enforcement in Fall 2019. The increased scores at the introduction level during this reporting year reflect that students are being exposed to a greater amount of information related to learning outcomes at an earlier stage of their program.

(2) **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 increase of student learning has been consistent, and all data reflects continual improvement.

# Early Childhood Development AAS

## Program Level SLO Report

## Heather Cornman – Program Manager

## 2019-20

# 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 also 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 2019-20 academic year.

# Early Childhood Development: Program Outcomes Mapping

| Course | Course Learning Outcome (CLO) |
|---|---|
| **Program Outcome 1:** <br> **Promoting Child Development and Learning** ||
| 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 conductive 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 conductive 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 | Recognize benefits of early intervention and intervention strategies (CLO 1). |
| | 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). |

| 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). |

| 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). |

| 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 conductive 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 conductive 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). |

| Program Outcome 4 (continued) | |
|---|---|
| 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). |

| 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. There are 6 core standards that describe the concepts and standards early childhood professionals are to implement to provide quality early education. The 7th standard describes the NAEYC's requirements for early childhood field experiences. 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 clarify the most important features of the standard. They highlight what candidates should know, understand, and implement in the classroom.

During the spring 2020 semester, the college experienced a cyber-attack which was followed by a pandemic due to COVID-19. As a result, spring 2020 courses were suspended for several weeks. All courses were then modified to an online format and assignments and assessments were altered. Due to this disruption, Program Learning Outcomes for spring 2020 courses were not assessed, therefore the data within this reporting year will be limited compared to previous years.

# Program Outcome #1 Rubric
Promoting Child Development and Learning

|  | I | II | III | IV |
|---|---|---|---|---|
| **1a: 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. |
| **1b: 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. |
| **1c: 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. |

| 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 | 12 | Sections 0 Students 0 | Sections 1 Students 12 | Sections 0 Students 0 | FT: 1 PT: 0 | Yes *Fall only course |

| Program Outcome #1 | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| 1a: Recognize young children's characteristics and needs. | 0 | 1 | 4 | 7 | 12 |
| 1b: Illustrate multiple influences on young children's development and learning. | 2 | 0 | 3 | 7 | 12 |
| 1c: Create healthy, respectful, supportive, and challenging learning environments. | 0 | 3 | 3 | 6 | 12 |

## Assessment Results

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

**Means of Assessment:** Lesson Plan- Students are required to develop a lesson plan that includes learning objectives, learning areas along with materials and activities, multicultural/diverse inclusion activities or materials, and family engagement. They are required to reflect on teaching responsibilities and interactions with children, how they will check for understanding, and how they will assess children's progress.

**Program Outcome #1-Promoting Child Development and Learning-1a, 1b**

This outcome was assessed with ECD 247-Early Childhood Curriculum. Students are required to develop a lesson plan that includes learning objectives, learning areas along

with materials and activities, multicultural/diverse inclusion activities or materials, and family engagement.

Ninety-two percent (n=11) of student's plans scored in Level III or above in PO #1a, demonstrating that they recognize young children's characteristics and needs. They exhibited this understanding by planning learning activities and experiences that challenge children in the classroom. In PO #1c, creating healthy, respectful, supportive learning environments, there was a 30% increase from Level III to Level II compared to PO #1a.

## Analysis

Ninety-two percent (n=11) of students scored at Level II in PO #1. This was reflected in the learning activities that were developed by the students. The activities were developmentally appropriate with regards to play, guided play, and direct instruction. The student is responsible for ensuring that the lesson plan is appropriate and engaging for all domains of development and learning.

Eighty-three percent (n=10) of students scored at Level II for PO #1b. This outcome requires students to illustrate multiple influences on young children's development and learning. The key piece of the lesson plan was examined to see how the students planned for diversity which included culture, gender, and ability. These students demonstrated the importance of including families, cultures, diverse ways of learnings, and anti-bias curriculum planning.

Seventy-five percent (n=9) of students scored in Level III or above on PO #1c, creating challenging learning environments, based on the information they provided in the lesson plan regarding eliciting responses and checking for understanding of the concepts they were presenting. The Level II students needed to provide more in-depth explanations of eliciting responses from the children and how they plan to assess students through observation of children's play and questioning of children.

## Use of Results for Improvement

Students will continue to be required to develop a lesson plan that demonstrates their knowledge of child development and how children learn.  Students develop the plan in ECD 247 which is offered in the Fall semester.  A requirement was added to the practicum courses of ECD 295 and ECD 296 for implementation of the lesson plan students created in ECD 247 which allows for further reflection and assessment of learning objectives with children.

# Program Outcome #2 Rubric
Building Family and Community Relationships

| | I | II | III | IV |
|---|---|---|---|---|
| **2a: 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. |
| **2b: 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. |
| **2c: 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. |

| 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 | 12 | Sections 0 Students 0 | Sections 1 Students 12 | Sections 0 Students 0 | FT: 1 PT: 0 | Yes *Fall only course |

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| Key Elements | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| 2a: Identify diverse family and community characteristics. | 2 | 0 | 5 | 5 | 12 |
| 2b: Demonstrate how to support and engage families and communities through respectful, reciprocal relationships. | 2 | 0 | 5 | 5 | 12 |
| 2c: Discover how to engage and involve families and communities in their children's development and learning. | 2 | 0 | 3 | 7 | 12 |

## Assessment Result

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

**Means of Assessment:** Lesson Plan- Students are required to develop a lesson plan that includes learning objectives, learning areas along with materials and activities, multicultural/diverse inclusion activities or materials, and family engagement. They are

required to reflect on teaching responsibilities and interactions with children, how they will check for understanding, and how they will assess children's progress.

Eighty-three percent (n=10) of students scored in Level II or above in PO #2a, identifying diverse family and community characteristics.  Scoring was assessed by the extent of planning in the lesson for family activities either in the home or as part of the curriculum to encourage family involvement.

Eighty-three percent (n=10) of students scored in Level II or above in PO #2b, supporting family relationships and engaging families. Scoring was based on the suggestions and/or activities the students initiated for families and the depth of involvement for parents and child.

Eighty-three percent (n=10) of students also placed in the in Level II or above range for PO #2c, engaging families in their children's development and learning.  Placement was based on the developmentally appropriateness of suggestions or activities the students provided parents to actively involve them in learning at home.

## Analysis

Ten of the twelve students were successful in providing learning objectives, activities, and opportunities to families for PO #2. The level of engagement the opportunities provided to the families and child were examined. The two students in Level II included family

involvement but the activities planned did not promote participation in their child's learning.

The students who did not meet this outcome did not provide activities or information to parents. This outcome showed that students planned and implemented learning activities for the children to complete with their parents. Continued illustration and examples of family involvement in the course will be beneficial for upcoming students.

## Use of Results for Improvement

Students will be encouraged to provide resources to parents that enhance their involvement with their child's development and learning. Students continue to show positive results in the program for this outcome, no changes will be made to the assessment plan or learning strategies at this time.

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

|  | I | II | III | IV |
|---|---|---|---|---|
| **3a: 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. |
| **3b: 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. |
| **3c: 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. |
| **3d: 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. |

| 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 296 | Early Childhood Practicum II | NA | | Sections 0 Students 0 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 0 PT: 0 | Yes *Spring only course |

## Assessment Result

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

**Means of Assessment:** Child Case Study-Students conduct an in-depth case study on one child between the ages of 0-5 years over the course of the semester. The purpose of this observation is to integrate course content with a hands-on experience to deepen student's understanding of child development theory and the multiple influences on a child's development. Students are required to complete a developmental checklist and utilize information collected in the case study. They are also required to include family, community, and cultural information.

Students were not able to complete the Child Case Study as a result of the pandemic and school closures.

## Analysis

## Use of Results for Improvement

# Program Outcome #4 Rubric
Using developmentally effective approaches

|  | I | II | III | IV |
|---|---|---|---|---|
| **4a: 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. |
| **4b: 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. |
| **4c: 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. |
| **4d: 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. |

| 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 296 | Early Childhood Practicum II | NA | 0 | Sections 0 Students 0 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 0 PT: 0 | Yes *Spring only course |

## Assessment Result

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

**Means of Assessment:** Child Case Study-Students conduct an in-depth case study on one child between the ages of 0-5 years over the course of the semester. The purpose of this observation is to integrate course content with a hands-on experience to deepen student's knowledge of child development theory and the multiple influences on a child's development. Students are required to complete a developmental checklist and utilize information collected in the case study. The student assesses and summarizes the child's development and composes learning strategies that could improve development.

Students were not able to complete the Child Case Study as a result of the pandemic and school closures.

## Analysis

## Use of Results for Improvement

It was concluded from the 18-19 SLO Report that students needed more experience using developmentally effective approaches.  Documentation from students, instructor and site supervisors is needed to demonstrate the practice of strategies used to implement effective teaching.  An added component to ECD 247-Early Childhood Curriculum will be that students will use their final lesson plan in the classroom where they complete the practicum hours for ECD 295 or ECD 296. 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.  An evaluation form for site supervisors to complete along with the instructor is being developed. The form(s) will document observations of interactions with children, appropriate learning environments and learning activities created by student, and experience with assessing a child's development.

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

|  | I | II | III | IV |
|---|---|---|---|---|
| **5a: Apply content knowledge and resources in academic disciplines: language and literacy; the arts (music, creative movement, dance, drama, visual arts), mathematics, science, physical activity, physical education, health and safety, and social studies.** | Student does not apply content knowledge and resources in academic disciplines in developing integrated developmentally appropriate curriculum. | Student minimally applies content knowledge and resources in academic disciplines in developing integrated developmentally appropriate curriculum. | Student appropriately applies content knowledge and resources in academic disciplines in developing integrated developmentally appropriate curriculum. | Student exceptionally applies content knowledge and resources in academic disciplines in developing integrated developmentally appropriate curriculum. |
| **5b: Identify the use of central concepts, inquiry tools, and structures of content areas or academic disciplines.** | Student does not identify the use of central concepts, inquiry tools, and structures of content areas or academic disciplines. | Student minimally identifies the use of central concepts, inquiry tools, and structures of content areas or academic disciplines. | Student appropriately identifies the use of central concepts, inquiry tools, and structures of content areas or academic disciplines. | Student exceptionally identifies the use of central concepts, inquiry tools, and structures of content areas or academic disciplines. |
| **5c: Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.** | Student does design, implement, and evaluate developmentally meaningful and challenging curriculum for each child. | Student minimally designs, implements, and evaluates developmentally meaningful and challenging curriculum for each child. | Student appropriately designs, implements, and evaluates developmentally meaningful and challenging curriculum for each child. | Student exceptionally designs, implements, and evaluates developmentally meaningful and challenging curriculum 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 | 12 | Sections 0 Students 0 | Sections 1 Students 12 | Sections 0 Students 0 | FT: 1 PT: 0 | Yes *Fall only course |

| Key Elements | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| 5a: Apply content knowledge and resources in academic disciplines: language and literacy; the arts (music, creative movement, dance, drama, visual arts), mathematics, science, physical activity, physical education, health and safety, and social studies. | 0 | 2 | 2 | 8 | 12 |
| 5b: Identify the use of central concepts, inquiry tools, and structures of content areas or academic disciplines | 0 | 1 | 3 | 8 | 12 |
| 5c: Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child. | 0 | 1 | 3 | 8 | 12 |

## Assessment Results

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

**Means of Assessment:** Lesson Plan- Students are required to develop a lesson plan that includes learning objectives, learning areas along with materials and activities, multicultural/diverse inclusion activities or materials, and family engagement. They are required to reflect on teaching responsibilities and interactions with children, how they will check for understanding, and how they will assess children's progress.

This outcome was assessed with ECD 247-Early Childhood Curriculum. Students are required to develop a lesson plan that includes learning objectives, learning areas along with materials and activities, multicultural/diverse inclusion activities or materials, and family engagement.

Eighty-three percent (n=10) of students scored in Level III or above for PO #5a; applying knowledge and resources in the various areas of learning. This was assessed by reviewing the learning experiences created to provide meaningful learning instead of an activity to entertain.

Ninety-two (n=11) percent of students were in Level III or higher in PO #5b, using concepts, inquiry tools, and structure of content areas for learning. This competency was assessed by incorporating and building upon prior learning experiences based on children's ages for which the lesson plan was designed.

Again, ninety-two percent (n=11) of the student's plans scored in Level III or above for PO # 5c; designing and evaluating meaningful experiences that are intellectually and creatively stimulating, invite exploration and investigation, and engage children's active, sustained involvement.

## Analysis

The results for PO #5 indicate students understand the importance of a well-planned curriculum that broadly meets children's development yet, at the same time, incorporates

tailored learning skills for each child. Ninety-two percent (n=11) of students planned a developmentally appropriate lesson plan that met the goals of a meaningful curriculum outlined in the key elements of PO #5, therefore, exhibiting the understanding and application of curriculum planning by scoring in Level III or IV.

## Use of Results for Improvement

Additional information about how to complete the lesson and the requirements have been added to the assignment. Students are given detailed information of what is expected in each section of the lesson plan and how it reflects on the grading rubric. The grading rubric was also updated with additional details about what is expected with assessment and final reflections for the lesson plan.

# Program Outcome #6

Becoming a professional

|  | I | II | III | IV |
|---|---|---|---|---|
| **6a: 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. |
| **6b: 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. |
| **6c: 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. |

# Program Outcome #6 Rubric Continued

| Criteria | I | II | III | IV |
|---|---|---|---|---|
| **6d: 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. |
| **6e: 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. |

| 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 | 12 | Sections 0 Students 0 | Sections 1 Students 12 | Sections 0 Students 0 | FT: 1 PT: 0 | Yes *Fall only course |

| Key Elements | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| 6a: Recognize the importance of identifying and involving oneself with the early childhood field. | 0 | 2 | 7 | 3 | 12 |
| 6b: Demonstrate ethical standards and other early childhood professional guidelines. | 0 | 2 | 7 | 3 | 12 |
| 6c: Participate in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource. | 0 | 4 | 5 | 3 | 12 |
| 6d: Show evidence of integrating knowledgeable, reflective, and critical perspective on early education. | 0 | 2 | 7 | 3 | 12 |
| 6e: Illustrate informed advocacy for children and profession. | 0 | 4 | 5 | 3 | 12 |

## Assessment Result

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

**Means of Assessment:** ECD 237 Program Evaluation-Students complete a program evaluation on their observation site that covers environment, staff, parent relationships, cultural awareness, organization and administration, overall program.

Program Outcome 6 was assessed using ECD 237- Early Childhood Development Lab Program Evaluation. Students complete a program evaluation on their observation site

that involves environment, staff, parent relationships, cultural awareness, organization and administration, and overall program. Eighty-three percent (n=10) of students scored at Level III or IV for PO #6a; identifying and involving oneself with the early childhood field. This was based on comments and recommendations provided by the students on the program evaluation. Eighty-three percent (n=10) scored at Level III or IV for PO #6b; demonstrating ethical standards.

The recommendations students suggested for improvement on the program evaluation form were reviewed for appropriateness. Example, were comments provided by students about the program critical or constructive? Only 67% (n=8) of students scored in the at Level III or IV range for PO #6c; informed practice. Students were evaluated on the thoroughness and appropriateness of completing the program evaluation. Thirty-three percent (n=4) of students scored in the Level II range due to lack of informed, detailed observations and/or suggestions for the program. Eighty-three percent (n=10) of students scored at Level III or above for PO #6d; critical perspective of evidence, with 17% (n=2) at or below Level II. This was based on the level and/or amount of feedback and recommendations provided. Sixty-seven percent (n=8) of students scored in Level III or above  for PO #6e, illustrating advocacy. This was measured by evaluating the thoroughness and appropriateness of completing the program evaluation. With regards to the NAEYC Code of Conduct and the standard of valuing advocacy for children, students should exhibit a concern or interest in making sure children are part of a quality, learning environment.

## Analysis

Early childhood educators need to be invested in the profession in order to effectively assist children in development and learning. PO # 6 results assessment show students recognized the importance of identifying as an early childhood professional, demonstrating ethical standards, showing evidence of integrating knowledge of early education, and illustrating advocacy by thoroughly completing the program evaluation. They further demonstrated professionalism by including suggestions and recommendations for those things observed that were not appropriate or needed improvement.

## Use of Results for Improvement

The results of this outcome show that students need more explanation of what is expected for completing the environmental checklist. More detailed guidance has been added regarding the level of professionalism expected in recommendations and comments. These results will be able to be seen in the next academic year.

# Program Outcome #7
Field Experiences

|  | I | II | III | IV |
|---|---|---|---|---|
| **7a: Opportunities to observe and practice in at least two of the three early childhood age groups (birth–age 3, 3-5, 5-8)** | Candidate participates in opportunities to observe and practice but does not complete required number of field experience hours and/or settings. | Candidates participates in opportunities to observe and practice in one early childhood age groups | Candidates participates in opportunities to observe and practice in two early childhood age groups | Candidates participates in opportunities to observe and practice in more than two early childhood age groups. |
| **7b: Opportunities to observe and practice in at least two of the main types of early education settings (early school grades, childcare centers and homes, Head Start programs)** | Candidate participates in opportunities to observe and practice but does not complete required number of field experience hours and/or settings. | Candidates participates in opportunities to observe and practice in only one of the main types of early education settings (early school grades, childcare centers and homes, Head Start programs). | Candidates participates in opportunities to observe and practice in two of the main types of early education settings (early school grades, childcare centers and homes, Head Start programs). | Candidates participates in opportunities to observe and practice in more than two of the main types of early education settings (early school grades, childcare centers and homes, Head Start programs). |

| Course Number | Course Name | Total Sections Utilized | Total Students Scored | Face to Face (F2F) Sections and Students | Online Sections and Students | Dual Credit Sections and Students | Number of FT and PT faculty Involved | Were all sections of this course involved? |
|---|---|---|---|---|---|---|---|---|
| ECD 237 | Early Childhood Development Lab | 1 | 14 | Sections 0 Students 0 | Sections 1 Students 14 | Sections 0 Students 0 | FT: 1 PT: 0 | Yes *Fall only course |

| Key Elements | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| 7a: Opportunities to observe and practice in at least two of the three early childhood age groups (birth–age 3, 3-5, 5-8) | 0 | 0 | 0 | 0 | 0 |
| 7b: Opportunities to observe and practice in at least two of the main types of early education settings (early school grades, childcare centers and homes, Head Start programs) | 0 | 14 | 0 | 0 | 14 |

## Assessment Result
**Program Outcome #7:** Early childhood field experiences

**Means of Assessment:** ECD 295/296-Students are required to complete 90 hours of field experience with children from the ages of 0-8.  ECD 237- Students are required to complete 30 hours of observation with children from the ages of 0-8.

PO #7a was not assessed as a result of the pandemic and school closures.

This outcome is assessed with on-site observations of student working in an early childhood classroom through ECD 295/296-Infant/Toddler and Preschool Practicums.

Students are required to complete 90 hours of field experience with children from the ages of 0-8.

PO #7b had 100% (n=12) of students score at Level II due to not completing practicums in at least two of the main types of early education settings. This was assessed with ECD 237-Early Childhood Development Lab observation hours.

## Analysis

Students were able to complete the required number of practicum hours. Yet, the results reflect the difficulty they have with completing their hours with different age groups and settings (public preschool, Head Start, elementary classroom). Over 50% (n=6) of ECD students are employed in an early childcare facility which, due to staffing and ratios prohibits them from leaving their classroom to visit another age group or setting. Students are still required to complete activities and assignments with both age groups.

## Use of Results for Improvement

Students are expected to complete practicums with two age groups and two different settings. Students who work in the Head Start centers have commented they are not able to complete the requirement due to staffing constraints. While sharing the 2018-2019 Student Learning Outcomes assessment report with the ECD Advisory Board, the directors, and managers with Head Start stated that staff can observe in other centers and with different age groups. The Advisory Board members also stated they prefer their staff to visit other centers to gain experience and learn from other teaching staff. In the

future, the number of hours at a setting and age group will be outlined with more specificity. A rubric will be created for grading the number of hours spent in different settings and ages while obtaining the required number of observation hours. In the past, students received full credit for completing hours, but the rubric grade will reflect the true observation hours regarding the setting and age groups.

## Additional Summary Notes

### Were changes needed to improve student learning?

Yes. See the Use of Results section below where specific improvements will be addressed.

### Patterns in the data observed:

The ECD 295 and 296 Practicum requirements are outlined to students. The practicums require participation in two 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.  Students are allowed to count their work hours as practicum hours however, 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 2018-2019 Student Learning Outcomes assessment report .

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 need for more improvement.

### Identified Action Items to Improve Student Learning

- Integrate more child assessment assignments into practicums so students can do hands-on field experience with assessments. -PO #3

- Require ECD 237 students to observe in at least 2 different settings with 2 different age groups. -PO #7

- Visit students and supervisors at least twice during practicums and increase communication with site supervisors.  PO #4, #6, #7

- Create site supervisor evaluation for practicum students. -PO #7

# 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 2019-20 SLO report. (Use as many pages as necessary to describe.)**

## Change 1: Outcome 1 Assessment Artifact Improvement

Additional guidance for students was added to the lesson plan assessment assignment about the importance of including the section pertaining to eliciting responses from children to assess the child's learning.

## Change 2: Assessment Artifact Changes For Outcomes 3 and 4

The assessment artifacts for Outcome 3 and 4 were changed in the 18-19 SLO report from a written child observation to a child case study. These outcomes were not assessed due to ECD 295 being a Spring only course. These new assignments will be used moving forward in the next assessment cycle.

## Change 3: Course Practicum Hours Change

The practicum observation/experience hours for ECD 237, 265 and were reduced in 18-19. ECD observation hours were reduced to 30 from 45. ECD 295-296 were each reduced from 70 hours to 45 hours.

**Change 4: Course Practicum Modality Change**

The practicum courses of ECD 237, 265 and 296 were changed to online from face-to-face in 18-19. Students are now required to have an orientation the first full of class via Zoom. The practicum location and other requirements are discussed. By adding the modality change, assignments which require the student to depict their teaching abilitiy and assessment were added. The student is required to record or take a picture of the lesson they are conducting and discuss the outcome and the assessment that occurred with the children. This occurs throughout the semester allowing the instructor to examine the student's planning and engagement with the children instead of only observing the student one time. The in-person, instructor observation still take place at the end of the semester. These changes were not able to be assessed in the Spring 20 courses.

**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.*)**

**Change 1: Outcome 1 Assessment Artifact Improvement**

There was an 25% increase from Level II to Level III for this outcome in comparison to the 18-19 SLO report.

**Change 2: Assessment Artifact Changes For Outcomes 3 and 4**

The expectation is to see a more accurate assessment of student learning outcomes.

### Change 3: Course Practicum Hours Change

The expectation is to see a more accurate assessment of student learning outcomes

### Change 4: Course Practicum Modality Change

The expectation is to see a more accurate assessment of student learning outcomes

# THREE RIVERS COLLEGE

**Teacher Education**

**AA**

**AAT**

**AAS**

**Program SLO Report**

**Dr. Alice Sanders – Program Manager**

**2019-2020**

# 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 aspiring teacher candidate.  The Teacher Education Preparation Program of study is fully accredited through the Department of Elementary and Secondary Education (DESE) and is transferable to most Missouri College or Universities.  The program is designed to provide the necessary background for further professional studies and allow the student to validate education as a career choice.

➢ To offer general studies and education courses to meet the requirements for the AAT degree approved statewide by the Department of Higher Education.

➢ To offer students a wide variety of courses and experiences that will give them a broad base of knowledge.

➢ To provide students with firsthand knowledge of educational practices.

➢ To provide students with experiences and knowledge to meet the mid-preparation benchmark of the Missouri Standards for Teacher Education.

➢ To form partnerships with local elementary, middle and secondary schools.

➢ To prepare students for a smooth transition to the professional education program of any Missouri college or university.

➢ To work with four- year colleges to ensure two plus two programs for Three Rivers College students.

# Program Outcomes

1. **Content Knowledge Aligned with Appropriate Instruction**-The aspiring teacher candidate 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 aspiring teacher candidate 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 aspiring teacher candidate 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 aspiring teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

5. **Positive Classroom Environment**-The aspiring teacher candidate 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 aspiring teacher candidate 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 aspiring teacher candidate 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 aspiring teacher candidate 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 aspiring teacher candidate 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 2019-2020 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

The nine program outcomes reflect the expected competencies of aspiring teacher candidates within the first two years of teacher education coursework. These same program outcomes continue throughout an aspiring teacher education candidate's third and fourth year of instruction at the four-year institution as well as throughout their teaching career to contribute to the Missouri teaching continuum as designed by DESE.

During the spring 2020 semester, the college experienced a cyber-attack which was followed by nationwide pandemic due to COVID-19. As a result, spring 2020 courses were suspended for several weeks. All courses were then modified to an online format and assignments and assessments were altered. Due to this disruption, Program Learning Outcomes for spring 2020 courses were not assessed, therefore the data within this reporting year will be limited compared to previous years.

# Program Learning Outcome #1 Rubric

**Content Knowledge Aligned with Appropriate Instruction**: *The aspiring teacher candidate 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.*

| | I | II | III | IV |
|---|---|---|---|---|
| #1 The aspiring teacher candidate demonstrates basic general education content knowledge, as well as awareness of academic language of disciplines. | The aspiring teacher candidate demonstrates little or no evidence of basic general education content knowledge, as well as awareness of academic language of disciplines. | The aspiring teacher candidate demonstrates some evidence of basic general education content knowledge, as well as awareness of academic language of disciplines. | The aspiring teacher candidate demonstrates recognition of basic general education content knowledge, as well as awareness of academic language of disciplines. | No weakness found. The aspiring teacher candidate demonstrates basic content knowledge as well as awareness of academic language of disciplines. |
| #2 The aspiring teacher candidate demonstrates an understanding of cultural diversity and the potential for bias in teaching. | The aspiring candidate demonstrates little/no evidence of an understanding of cultural diversity and the potential for bias in teaching. | The aspiring candidate demonstrates some basic understanding of cultural diversity and the potential for bias in teaching. | The aspiring candidate demonstrates basic understanding of cultural diversity and the potential for bias in teaching. | No weakness found. The aspiring candidate demonstrates an understanding of cultural diversity and the potential for bias in teaching. |

| 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 | Teaching Profession w/Field Experience | 4 | 60 | Sections 3 Students 33 | Sections 1 Students 27 | Sections 0 Students 0 | FT: 1 PT: 3 | Yes |

| | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| #1 The aspiring teacher candidate demonstrates basic general education content knowledge, as well as awareness of academic language of disciplines. | 0 | 3 | 51 | 6 | 60 |
| #2 The aspiring teacher candidate demonstrates an understanding of cultural diversity and the potential for bias in teaching. | 0 | 3 | 50 | 7 | 60 |

## Assessment Result

**Program Outcome #1: Content Knowledge Aligned with Appropriate Instruction**:

The aspiring teacher candidate 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.

Students are required to complete a total of 30 hours of classroom engagement throughout the sixteen-week course and to then reflect through narrative writing. Writing prompts require students to demonstrate a knowledge of academic language appropriate

to the discipline as well as an understanding of cultural diversity and the potential for bias in teaching.

Of the 60 students enrolled in sections of EDUC 201 Teaching Profession with Field Experience, 6 students achieved performance level IV, 51 students achieved performance level III, and 3 students achieved performance level II.

Of the 60 students enrolled in sections of EDUC 201 Teaching Profession with Field Experience, 7 students achieved performance level IV, 50 students achieved performance level III, and 3 students achieved performance level II.

**Competency #1** (60 Students)

10 % Level IV

85 % Level III

5 % Level II


**Competency #2**

12 % Level IV

83 % Level III

5  % Level II


## Analysis

During the 2019-2020 academic year 85% of aspiring teacher candidates have scored performance level III in their demonstration of basic general education content knowledge as well as an awareness of the academic language of the teacher education discipline. Aspiring teacher education candidates are instructed to address five writing prompts in their Reflections of Blocks I & II classroom observation/engagement.  Students having scored performance level III have demonstrated of basic general education knowledge

and academic language in their written reflections. Students scoring performance level II have shown an indication of basic general education knowledge and academic language in their written reflections but are unable to complete the reflection assignment consistently.

Eighty-three percent of aspiring teacher education candidates achieved performance level III demonstrating an understanding of cultural diversity and the potential for bias in teaching.  Candidates are instructed to address five writing prompts in their Reflections of Blocks I & II observation and engagement hours.  Candidates achieved performance level II demonstrating a basic understanding of cultural diversity and the potential for bias in teaching.

## Use of Results for Improvement

Results of Student Learning Outcome assessment reveals students need additional practice writing reflective papers.   Additional reflective writing prompts will be added to the course curriculum prior to the assessing reflection assignments that are used for Student Learning Outcome assessment.  A model teaching video from The Department of Elementary and Secondary Education will be added to the course to allow students to practice identifying specific criteria and then reflecting on that criteria.

# Program Learning Outcome #2 Rubric

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

| | I | II | III | IV |
|---|---|---|---|---|
| *#1* The aspiring teacher candidate demonstrates a basic knowledge of theories of learning | The aspiring teacher candidate demonstrates little/no evidence of a basic knowledge of theories of learning. No theories of learning identified. | The aspiring teacher candidate demonstrates some basic knowledge of theories of learning. One theory of learning identified. | The aspiring teacher candidate demonstrates rudimentary basic knowledge of theories of learning. One – two theories of learning identified. | No weakness found. The aspiring teacher candidate demonstrates basic knowledge of theories of learning. Two plus theories of learning identified. |
| #2 The aspiring teacher candidate recognizes the need to set short- and long-term goals, organize, implement, and self-reflect. | The aspiring teacher candidate recognizes little/no need to set short and long-term goals, organize, implement and self-reflect. No goals or organization identified. | The aspiring teacher candidate recognizes some basic need to set short and long-term goals, organize, implement and self-reflect. One goal or example of organizational skill identified. | The aspiring teacher candidate recognizes a basic need to set short and long-term goals, organize, implement and self-reflect. One- two goals or examples of organizational skills identified. | No weakness found. The aspiring teacher candidate recognizes the need to set short and long-term goals, organize, implement and self-reflect. Two plus goals or examples of organizational skills identified. |

| 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 ? |
|---|---|---|---|---|---|---|---|---|
| | | | | Sections Students | Sections 0 Students 0 | Sections 0 Students 0 | FT: PT: | |

Program Learning Outcome #2 was scheduled to be assessed in the Spring 2020 semester in EDUC 210 Educational Psychology.   During the Spring 2020 semester, Three Rivers College experienced both a cyber-attack and a nationwide pandemic. Student Learning Outcome assessment was suspended for this PLO due to these conditions.

# Program Learning Outcome #3 Rubric

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

| | I | II | III | IV |
|---|---|---|---|---|
| #1 The aspiring teacher candidate demonstrates an understanding of curriculum, instructional alignments, and national/state standards. | The aspiring teacher candidate demonstrates little/no understanding of curriculum, instructional alignment, and national and state standards. No Missouri Learning Standard used. | The aspiring teacher candidate demonstrates some understanding of curriculum, instructional alignment, and national and state standards. One Missouri Learning Standard used. | The aspiring teacher candidate demonstrates a basic understanding of curriculum, instructional alignment, and national and state standards. One-two Missouri Learning Standards used. | No weakness found. The aspiring teacher candidate demonstrates an understanding of curriculum, instructional alignment, and national and state standards. Two plus Missouri Learning Standards used. |
| #2 The aspiring teacher candidate demonstrates an understanding of the importance of using appropriate strategies to meet individual student needs. | The aspiring teacher candidate demonstrates little/no evidence of and understanding of the importance of using appropriate strategies to meet individual student needs. No specific instructional strategy identified. | The aspiring teacher candidate demonstrates some understanding of the importance of using appropriate strategies to meet individual student needs. One instructional strategy identified. | The aspiring teacher candidate demonstrates a basic understanding of the importance of using appropriate strategies to meet individual student needs. One- two instructional strategies identified. | No weakness found. The aspiring teacher candidate demonstrates an understanding of the importance of using appropriate strategies to meet individual student needs. Two plus instructional strategies identified. |
| #3 The aspiring teacher candidate demonstrates a basic understanding of the importance of differentiated instruction and short/long-term instructional goal planning to meet student needs. | The aspiring teacher candidate demonstrates little/no evidence of a basic understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs. No UDL Principles identified. | The aspiring teacher candidate demonstrates some basic understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs. One UDL Principle identified. | The aspiring teacher candidate demonstrates rudimentary basic understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs. One-two UDL Principles identified. | No weakness found. The aspiring teacher candidate demonstrates a basic understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs. Two plus UDL Principles identified. |

| 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? |
|---|---|---|---|---|---|---|---|---|
| | | | | Sections 0 Students 0 | Sections Students | 0 | FT 1 PT 0 | |

Program Learning Outcome #3 was scheduled to be assessed in the Spring 2020 semester. During the Spring 2020 semester, Three Rivers College experienced both a cyber-attack and a nationwide pandemic. Student Learning Outcome assessment was suspended for this PLO due to these conditions.

# Program Learning Outcome #4 Rubric

**Critical Thinking**. *The aspiring teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.*

|  | I | II | III | IV |
|---|---|---|---|---|
| #1 The aspiring teacher candidate identifies instructional strategies that promote critical thinking and problem solving. | The aspiring teacher candidate shows little/no evidence of identification of instructional strategies that promote critical thinking and problem solving. No instructional strategies identified. | The aspiring teacher candidate shows some evidence of identification of instructional strategies that promote critical thinking and problem solving. One instructional strategy identified. | The aspiring teacher candidate shows basic evidence of identification of instructional strategies that promote critical thinking and problem solving. One-two instructional strategies identified. | No weakness found. The aspiring teacher candidate shows evidence of identification of instructional strategies that promote critical thinking and problem solving. Two + instructional strategies identified. |
| #2 The aspiring teacher candidate demonstrates the importance of using instructional resources to enhance student learning. | The aspiring teacher candidate demonstrates little/no evidence of the importance of using instructional resources to enhance student learning. No indicator of resources. | The aspiring teacher candidate demonstrates some evidence of the importance of using instructional resources to enhance student learning. One resource indicated. | The aspiring teacher candidate demonstrates basic evidence of the importance of using instructional resources to enhance student learning. One to two resources indicated. | No weakness found. The aspiring candidate demonstrates the importance of using instructional resources to enhance student learning. Two plus resources indicated. |
| #3 The aspiring teacher candidate demonstrates a basic understanding of multiple strategies for effective student engagement. | The aspiring teacher candidate demonstrates little/no understanding of multiple strategies for effective student engagement. No strategies demonstrated for student engagement. | The aspiring teacher candidate demonstrates some basic understanding of multiple strategies for effective student engagement. One instructional strategy demonstrated that promote effective student engagement. | The aspiring teacher candidate demonstrates rudimentary basic understanding of multiple strategies for effective student engagement. One to two instructional strategies demonstrated that promote effective student engagement. | No weakness found. The aspiring teacher candidate demonstrates an understanding of multiple strategies for effective student engagement. Two + instructional strategies demonstrated that promote 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? |
|---|---|---|---|---|---|---|---|---|
| | | | | Sections 0 Students 0 | Sections Students | Sections 0 Students 0 | FT: PT: | |

Program Learning Outcome #4 was scheduled to be assessed in the Spring 2020 semester. During the Spring 2020 semester, Three Rivers College experienced both a cyber-attack and a nationwide pandemic. Student Learning Outcomes assessment was suspended for this PLO due to these conditions.

# Program Learning Outcome #5 Rubric

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

| | I | II | III | IV |
|---|---|---|---|---|
| #1 The aspiring teacher candidate recognizes principles of classroom management, motivations, and engagement. | The aspiring teacher candidate shows little/no recognition of the principles of classroom management, motivations, and engagement. No principles recognized. | The aspiring teacher candidate shows some recognition of the principles of classroom management, motivations, and engagement. One principle recognized. | The aspiring teacher candidate shows basic recognition of the principles of classroom management, motivations, and engagement. One-two principles recognized. | No weakness found. The aspiring teacher candidate recognizes the principles of classroom management, motivations, and engagement. Two + principles recognized. |
| #2 The aspiring teacher candidate identifies the implications of effective management of time, space, transitions, and activities. | The aspiring teacher candidate shows little/no evidence of the identification of implications of effective management of time, space, transitions, and activities. No implications identified. | The aspiring teacher candidate shows some evidence of the identification of implications of effective management of time, space, transitions, and activities. One implication identified. | The aspiring teacher candidate shows basic evidence of the identification of implications of effective management of time, space, transitions, and activities. One - two implications identified. | No weakness found. The aspiring candidate identifies the implications of effective management of time, space, transitions, and activities. Two + implications identified. |
| #3 The aspiring teacher candidate recognizes the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning. | The aspiring teacher candidate shows little/no recognition of the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning. | The aspiring teacher candidate shows some recognition of the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning. One example identified. | The aspiring teacher candidate shows basic recognition of the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning. One - two examples identified. | No weakness found. The aspiring teacher candidate recognizes the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning. Two + examples identified. |

| 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? |
|---|---|---|---|---|---|---|---|---|
| | | | | Sections 0 Students 0 | Sections Students | Sections 0 Students 0 | FT PT: | |

Program Learning Outcome #5 was scheduled to be assessed in the Spring 2020 semester.  During the Spring 2020 semester, Three Rivers College experienced both a cyber-attack and a nationwide pandemic.  Student Learning Outcome assessment was suspended for this PLO due to these conditions.

# Program Learning Outcome #6 Rubric

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

|  | I | II | III | IV |
|---|---|---|---|---|
| #1 The aspiring teacher candidate demonstrates effective verbal and nonverbal communication techniques | The aspiring teacher candidate demonstrates little/no evidence of effective verbal and nonverbal communication techniques. | The aspiring teacher candidate demonstrates some evidence of effective verbal and nonverbal communication techniques. | The aspiring teacher candidate demonstrates basic evidence of effective verbal and nonverbal communication techniques. | No weakness found. The aspiring teacher candidate demonstrates effective verbal and nonverbal communication techniques. |
| #3 The aspiring teacher candidate develops skills in using a variety of media communication tools. | The aspiring teacher candidate shows little/no development of skills in using a variety of media communication tools. | The aspiring teacher candidate shows some development of skills in using a variety of media communication tools. | The aspiring teacher candidate shows basic development of skills in using a variety of media communication tools. | No weakness found. The aspiring teacher candidate 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 | 1 | 11 | Sections 0 Students 0 | Sections 1 Students 11 | 0 | FT 1 PT 0 | Yes |

| | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| #1 The aspiring teacher candidate demonstrates effective verbal and nonverbal communication techniques | 0 | 0 | 7 | 4 | 11 |
| #3 The aspiring teacher candidate develops skills in using a variety of media communication tools. | 0 | 0 | 0 | 11 | 11 |

## Assessment Result

**Program Outcome #6: Effective Communication.** The aspiring teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster inquiry.

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 develop skills in a variety of communication tools.

Seven students achieved performance level III for Student Learning Outcome #1. Four students achieved performance level IV for Student Learning Outcome #1. Students achieving performance level III were able to develop skills in various digital communication tools but were unable to consistently demonstrate those skills effectively through verbal/nonverbal techniques. Students achieving performance level IV developed skills in various digital communication tools and were able to effectively demonstrate those skills in both verbal/nonverbal techniques.

Eleven students achieved performance level IV in Student Learning Outcome #2. These students effectively developed skills in a variety of digital communication tools.

**Competency #1 (11 students)**

36% Level IV

64% Level III

**Competency #3**

100 % Level IV

## Analysis

36% Level IV in Competency 1 and 100% Level IV in Competency 3.

Four candidates achieved performance level IV in Student Learning Outcome #1 demonstrating both verbal and nonverbal techniques. Verbal techniques assessed were speaking clearly, being concise, use of academic language, and modeling expected student behavior. Nonverbal techniques assessed were tone, pitch, volume, and kinesics.

Eleven candidates achieved performance level IV in Student Learning Outcome #2 developing skills in multi-media applications. Multi-media applications used in EDUC 270; Google Sites, Google Slides, Google Sheets, Google Docs, Animoto, Weebly, Lucid Press, PowToon, Symbaloo, Quizlet, YouTube, Screen Cast O Matic, Vizia, Sophia, Google Forms, and Twitter.

## Use of Results for Improvement

Student Learning Outcome #1 requires students to demonstrate effective verbal and nonverbal communication techniques. Students in EDUC 270 need additional practice to include feedback, in verbal and nonverbal communication techniques. EDUC 270 does not require the prerequisite of SCOM 110 and therefore students may not be familiar with the principles of verbal and nonverbal communication techniques. In addition, many candidates are uncomfortable speaking into a recording device in the absence of an audience. To improve this student learning outcome, additional instruction will be added to include verbal/nonverbal communication techniques specific to technology. Video creation will be introduced earlier in the semester to allow for more modeling and independent practice of the techniques of verbal and nonverbal communication techniques.

Students will be asked to demonstrate their multi-media assignments and presentations to classmates during the semester as facilitators of learning. Providing opportunities for students to explain their design and media choice may allow students to develop effective verbal communication techniques.

# Program Learning Outcome #7 Rubric

**Student Assessment and Data Analysis-***The aspiring teacher candidate 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 aspiring teacher candidate monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.*

|  | I | II | III | IV |
|---|---|---|---|---|
| #1 The aspiring teacher candidate recognizes the role of assessment data in showing the effectiveness of instruction on individual/class learning. | The aspiring teacher candidate shows little/no evidence of recognition of the role of assessment data in showing the effectiveness of instruction on individual/class learning. | The aspiring teacher candidate shows some evidence of recognition of the role of assessment data in showing the effectiveness of instruction on individual/class learning. | The aspiring teacher candidate shows basic evidence of recognition of the role of assessment data in showing the effectiveness of instruction on individual/class learning. | No weakness found. The aspiring teacher candidate recognizes the role of assessment data in showing the effectiveness of instruction on individual/class learning. |
| #2 The aspiring teacher candidate recognizes the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators. | The aspiring teacher candidate 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. | The aspiring teacher candidate shows some evidence of recognition of the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators. | The aspiring teacher candidate shows basic evidence of recognition of the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators. | The aspiring teacher candidate 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 | 1 | 11 | Sections 1 Students 11 | Sections Students | 0 | FT 1 PT 0 | Yes |

| | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| #1 The aspiring teacher candidate recognizes the role of assessment data in showing the effectiveness of instruction on individual/class learning. | 0 | 0 | 8 | 3 | 11 |
| #2 The aspiring teacher candidate recognizes the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators. | 0 | 0 | 2 | 9 | 11 |

## Assessment Result

**Program Outcome #7: Student Assessment and Data Analysis-**The aspiring teacher candidate 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 aspiring teacher candidate monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

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 requires candidates to recognize the role of assessment data, the importance of maintaining student record confidentiality and the importance of communicating student progress. Eight candidates achieved performance level III in Student Learning Outcome #1 and 3 students achieved performance level IV. Two candidates achieved performance level III in Student Learning Outcome #2 and 9 students achieved performance level IV.

**Competency #1 (23 students)**

27% Level IV

73 % Level III


**Competency #2**

82 % Level IV

18 % Level III


## Analysis

### Competency Area #1

Candidates achieving performance level III understand classroom assessment but are not able to effectively identify its role effective classroom instruction. Candidates achieving level IV in SLO #1 recognize the basic role of assessment and are able demonstrate the importance of assessment data in driving classroom instruction. Currently the data assessment portion of the SLO assessment occurs toward the end of the semester. An additional data assessment activity will be added earlier in the

semester to provide enough time for all students to complete the assignment and received feedback from the instructor.

**Competency Area #2**

Candidates who achieved performance level III recognize the importance of student data confidentiality but were unable to demonstrate the importance of student progress communication to stakeholders. Candidates who achieved performance level IV recognize the importance of student data confidentiality and were able to demonstrate the importance of communication of the students' progress to stakeholders.

## Use of Results for Improvement

Competency #1 requires the student to recognize the role of assessment data to guide classroom instruction. EDUC 270 Educational Technology does not require a prerequisite EDUC course, therefore students may not possess the prior knowledge of the role of assessment in classroom instruction as evidenced by the data. To increase student learning outcomes in this outcome, a data analysis activity will be added to current instruction prior to the artifact final, reinforcing the importance of gathering assessment data to inform instruction. Adding this additional assignment will provide candidates with the opportunity to complete the activity prior to the final video series and reinforce the importance of the data analysis component of the final.

# Program Learning Outcome #8 Rubric

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

|  | I | II | III | IV |
|---|---|---|---|---|
| #1 The aspiring teacher candidate recognizes ethical practices and the influence of district policies and school procedures on professional practice. | The aspiring teacher candidate shows little/no evidence of recognition of ethical practices and the influence of district policies and school procedures on professional practice. | The aspiring teacher candidate shows some evidence of recognition of ethical practices and the influence of district policies and school procedures on professional practice. | The aspiring teacher candidate shows basic evidence of recognition of ethical practices and the influence of district policies and school procedures on professional practice. | No weakness found. The aspiring teacher candidate recognizes ethical practices and the influence of district policies and school procedures on professional practice. |

| 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? |
|---|---|---|---|---|---|---|---|---|
|  |  |  |  | Sections 0 Students 0 | Sections Students | 0 | FT PT 0 |  |

Program Learning Outcome #8 was scheduled to be assessed in the Spring 2020 semester. During the Spring 2020 semester, Three Rivers College experienced both a cyber-attack and a nationwide pandemic. Student Learning Outcome assessment was suspended for this PLO due to these conditions

# Program Learning Outcome #9 Rubric

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

| | I | II | III | IV |
|---|---|---|---|---|
| # 1 The aspiring teacher candidate demonstrates the use of technology to enhance personal and professional productivity. | The aspiring teacher candidate demonstrates little/no evidence use of technology to enhance personal and professional productivity. | The aspiring teacher candidate demonstrates some evidence of the use of technology to enhance personal and professional productivity. | The aspiring teacher candidate demonstrates basic evidence of the use of technology to enhance personal and professional productivity. | No weakness found. The aspiring teacher candidate demonstrates use of technology to enhance personal and professional productivity. |

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

| | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| #1 The aspiring teacher candidate demonstrates the use of technology to enhance personal and professional productivity. | 0 | 0 | 0 | 11 | 11 |

## Assessment Result

**Program Learning Outcome #9: Professional Collaboration**. The aspiring teacher candidate demonstrates the use of technology to enhance personal and professional productivity.

Eleven candidates achieved level IV in Student Learning Outcome #9 Competency Area #1.

**Competency Area #1** (23 students)

100 % Level IV

## Analysis

During the 2019-2020 academic year eleven aspiring teacher candidates have achieved performance level IV in competency area #1. Candidates demonstrated the effective use of various digital applications/tools to enhance both their personal and professional digital productivity skills.

## Use of Results for Improvement

To increase student learning in the area of Program Learning Outcome #9, additional instruction will be added to EDUC 270 Educational Technology to include examples of Professional Learning Communities from area public school districts. Students will interview a practicing educator to discuss the model and design used by the school district at which the teacher is employed.

# Additional Summary Notes

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

None identified.

## Were changes needed to improve student learning?

**Program Outcome #1**

EDUC 201 -Additional activities will be added to EDUC 201 Teaching Profession w/Field Experience to allow students the opportunity to reflect on a model activity as an observer. This additional activity will provide students with the opportunity to receive instructor feedback prior to the assessment of PLO #1.

**Program Outcome #6**

EDUC 270- Additional instruction and activities will be added allowing students practice in demonstrating their verbal and nonverbal communication techniques.

**Program Outcome #7**

EDUC 270-Additional data analysis instruction and activities will be added earlier in the semester to allow students practice and instructor feedback.

## Patterns in the data observed:

Program Outcomes #1 and #2 are assessed in EDUC 201 Teaching Profession with Field Experience, the introductory course to the Teacher Education Program. This course is designed to assist students in determining if a career in teaching is an appropriate goal. Curriculum is designed to identify the prerequisite disposition necessary for success in the teacher education field. Through advisement, many students may determine a career

in teaching is not an appropriate goal for their career selection.  Students failing to score in the performance levels III or IV in these outcomes may reflect and choose to no longer continue in the teacher education program.

## Identified Action Items to Improve Student Learning

- Collaboration with adjunct teacher education faculty for the design of reflective writing activities, to include model teaching videos.
- Collaboration with institutional speech instructor to determine principles of verbal/nonverbal communication.
- Creation of an additional data analysis activity.

# Student Learning Outcomes (SLO)

# Report Addendum

**Program Name:** Teacher 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 2018-19 SLO report.  (Use as many pages as necessary to describe.)**

Curriculum changes were made to EDUC 201 Teaching Profession with Field Experience by adding more reflective writing opportunities.

**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 addition of reflective writing instruction led to increased student learning outcomes through mastery of skills.

# IT Specialist AAS

# Program Level SLO Report

# Heather Carlton – Program Manager

# 2019-2020

# 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 in a professional manner.
2.  Apply skills learned to troubleshoot computer and network issues in a timely fashion.
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 outcome to correspond with the Student Learning Outcomes provided within this report for the 19-20 academic year.

# Information Technology Specialist: Program Outcomes Mapping

| Program Outcome 1: Demonstrate the ability to verbally and nonverbally communicate in a professional manner. | |
|---|---|
| **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 in a timely fashion. | |
|---|---|
| **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) |
| 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) |

| Program Outcome 3 (continued) | |
|---|---|
| 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) |
| 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) |
| 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) |

| Program Outcome 4 (continued) | |
|---|---|
| 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 annual assessment of program level student learning outcomes for the AAS in Information Technology Specialist program. The data and information have been collected and analyzed from the Fall 2019 and Spring 2020 semesters. Artifacts used to measure the outcomes 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. Student data collected from student assessments using hands-on activities or chapter quizzes and instructors' observations of students skills demonstrated during labs.

Cisco certification exams are offered in MST 128 Networking: Routing and Switching and MST 226 Connecting Networks. Cisco is the industry-standard in computer technology and networking and provide curriculum and study materials for MST 118, MST 128, MST 225, and MST 226. Holding a Cisco certification can earn an entry-level business employee more in annual salary than uncertified peers. Students received full objective-by-objective review and detailed procedures to help build the skills measured by the exam.   The review materials divide exam coverage into chapters representing groups of core, related skill sets that correspond to Cisco exam objectives.

Special Note: Spring 2020 courses were not assessed. At mid-semester, the college was a victim of a ransomware attack and lost access to information systems for three weeks. Immediately following this cyberattack, the College transitioned to remote instruction due to COVID-19.

# Program Outcome #1 Rubric

Demonstrate how to verbally and nonverbally communicate in a professional manner

| | I | II | III | IV |
|---|---|---|---|---|
| **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. |

# Program Outcome #1 Rubric (continued)

| | I | II | III | IV |
|---|---|---|---|---|
| **Access information** | Does not access information to accomplish the purpose of the assignment. | Accesses information that fails to contribute to the purpose of the assignment. | Accesses information to accomplish the purpose of the assignment. | Accesses additional information to enhance the purpose of the assignment. |
| **Use information appropriately to accomplish a specific purpose** | Does not use the required sources to accomplish the purpose of the assignment. | Uses the required sources appropriately, but fails to accomplish the purpose of the assignment. | Uses the required sources appropriately to accomplish the purpose of the assignment. | Uses the required sources appropriately to accomplish the purpose of the assignment and makes further inferences/ implications. |
| **Evaluate information and sources critically** | Does not evaluate information and fails to assess the accuracy, authority, and timeliness. | Evaluates 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 | 13 | Sections 1 Students 13 | Sections 0 Students 0 | Sections 0 Students 0 | FT 1 PT 0 | Yes |
| MST 235 | IT Practicum & Survey | 1 | 7 | Sections 1 Students 7 | Sections 0 Students 0 | Sections 0 Students 0 | FT 0 PT 1 | Yes |

## Assessment Result

**Program Outcome #1:** Demonstrate how to verbally and nonverbally communicate in a professional manner.

**Assessment Artifact for MST 135:** Students are assessed on assignments in which they write a reflection or research paper, create presentation slides and verbally present their project to the class. Some of these assignments are completed individually and other assignments are completed as a group.

During Academic Year 2019-2020, 13 students were enrolled in MST 135 IT Customer Service and Support. 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. This course was not assessed in Spring 2020 due to cyberattack and COVID-19.

**Assessment Artifact for MST 235:** 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. Student present both written papers and give a verbal presentation of their assignment.

Seven students were enrolled in MST 235 IT Practicum and Survey. This course is designed to incorporate all content knowledge from all previous MST courses and aligns with PLO 1, 2, and 4. This course is taken in Year 2, Semester 2. This course was not assessed in Spring 2020 due to cyberattack and COVID-19.

## Action Plan for Next Year

Since these courses were not assessed, there is not data to report. At this time, MST 135 and MST 235 will continue to offer the current curriculum and assessment artifacts then report findings in next year's student learning outcome report.

# Program Outcome #2

Apply skills learned to troubleshoot computer and network issues in a timely fashion.

| | I | II | III | IV |
|---|---|---|---|---|
| **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. |

# Program Outcome #2 (continued)

|  | I | II | III | IV |
|---|---|---|---|---|
| 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 | 2 | 11 | Sections 2 Students 11 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 0 PT: 1 | Yes |
| MST 118 | Introduction to Networking | 2 | 20 | Sections 2 Students 20 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 0 PT: 1 | Yes |
| MST 235 | IT Practicum & Survey | 1 | 7 | Sections 1 Students 7 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 0 PT: 1 | Yes |

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

| | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| Configuration | 0 | 1 | 4 | 4 | 9 |
| Problem Analysis | 0 | 1 | 4 | 4 | 9 |
| Troubleshoot Issues using the CISCO theory | 0 | 1 | 4 | 4 | 9 |
| Proper Application of the OSI Model | 0 | 1 | 4 | 4 | 9 |
| Analyze Evidence | 0 | 1 | 4 | 4 | 9 |
| Analyze Assumptions | 0 | 1 | 4 | 4 | 9 |
| Formulate Judgments & Solutions | 0 | 1 | 4 | 4 | 9 |
| * There were 11 students enrolled in this course but 9 student completed the artifact used in assessing on this outcome. | | | | | |

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

| | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| Configuration | 6 | 2 | 5 | 3 | 10 |
| Problem Analysis | 7 | 0 | 0 | 9 | 9 |
| Troubleshoot Issues using the CISCO theory | 8 | 0 | 0 | 7 | 7 |
| Proper Application of the OSI Model | 6 | 2 | 5 | 3 | 10 |
| Analyze Evidence | 7 | 0 | 0 | 9 | 9 |
| Analyze Assumptions | 7 | 0 | 0 | 9 | 9 |
| Formulate Judgments & Solutions | 8 | 0 | 0 | 7 | 7 |
| * There were 20 students enrolled in this course but not all 20 students completed the artifacts used in assessing on this outcome. | | | | | |

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

This course was not assessed due to cyberattack and COVID-19 in Spring 2020.

## Assessment Result

**Program Outcome #2 –** Apply skills learned to troubleshoot computer and network issues in a timely fashion.

Program Learning Outcome 2 focuses on the application of skills learned for troubleshooting both computer and network hardware and software issues.

**Assessment Artifact for MST 135:**

During Academic Year 2019-20, 11 students participated in MST 115 IT Essentials. In Fall 2019, 9 students participated in the course and all were assessed. This course is a fundamental component to the program. It provides an introduction into troubleshooting theory. Students are assessed based on critical thinking and problem-solving skills utilized when assembling/disassembling a desktop computer and installing the proper operating system in their hands-on lab assignments. This assessment artifact aligns with PLO 2 and 3.

A total of 20 students participated in MST 118 Introduction to Networking. There were 10 students assessed in the Fall 2019 class and 4 students in the Spring 2020 class. This course is a fundamental component to the program. It provides an introduction into the troubleshooting theory. Students are assessed based critical thinking and problem-solving skills utilized in hands-on labs building a simple Ethernet network. This assessment artifact aligns with PLO 2 and 4. The Spring 2020 course was not assessed due to cyberattack and COVID-19.

In Spring 2020, 7 students participated in MST 235 IT Practicum and Survey. Students are assessed based on troubleshooting the design, implementation, and maintenance of a network system. The instructor presents students with a series of computer networking and IT case studies. Students work collaboratively and independently to develop a solution then presents the solution in formal presentation. These projects encompass all content learned in previous MST core courses. These assessment artifacts align with PLO 1, PLO 2, PLO 3, and PLO 4. This course is taken in Year 2, Semester 2. This course was not assessed in Spring 2020 due to cyberattack and COVID-19.

**Assessment Artifact for MST 235:** 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. Student present both written papers and give a verbal presentation of their assignment.

Seven students were enrolled in MST 235 IT Practicum and Survey. This course is designed to incorporate all content knowledge from all previous MST courses and aligns with PLO 1, 2, and 4. This course is taken in Year 2, Semester 2. This course was not assessed in Spring 2020 due to cyberattack and COVID-19.

## Action Plan for Next Year

Since these courses were not assessed, there is not data to report. At this time, MST 135 and MST 235 will continue to offer the current curriculum and assessment artifacts then report findings in next year's student learning outcome report.

## Analysis

The table below shows comparison between Year 1 and Year 2 students, as well as follow student learning by cohort for Program Learning Outcome 2.

| | 2016-17 Results | 2017-18 Results | 2018-19 Results | 2019-20 Results |
|---|---|---|---|---|
| MST 115 IT Essentials | 69% scored Competent or higher in Configuration and Analysis (Cohort 2 – YR1 S1) | 57% scored Competent or higher in Configuration and Analysis (Cohort 3 – YR1 S1) | 72% scored Competent or higher in Configuration and Analysis (Cohort 4 – YR1 S1) | 89% scored Competent or higher in Configuration and Analysis (Cohort 5 – YR1 S1) |
| | 85% scored Competent or higher in Troubleshooting (Cohort 2 – YR1 S1) | 57% scored Competent or higher in Troubleshooting (Cohort 3 – YR1 S1) | 86% scored Competent or higher in Troubleshooting (Cohort 4 – YR1 S1) | 89% scored Competent or higher in Troubleshooting (Cohort 5 – YR1 S1) |
| MST 118 Introduction to Networking | Not Assessed (Cohort 2 – YR1 S1) | Not Assessed (Cohort 3 – YR1 S1) | 100% scored Competent or higher in Configuration (Cohort 4 – YR1 S1) | 80% scored Competent or higher in Configuration (Cohort 5 – YR1 S1) |
| | | | 100% scored Competent or higher in Analysis (Cohort 4 – YR1 S1) | 100% scored Mastery in Analysis (Cohort 5 – YR1 S1) |
| | | | 100% scored Competent or higher in Troubleshooting (Cohort 4 – YR1 S1) | 100% scored Mastery in Troubleshooting (Cohort 5 – YR1 S1) |
| MST 235 IT Practicum & Survey | 100% scored Competent or higher in Configuration (Cohort 1 – YR2 S4) | 100% scored Competent or higher in Configuration (Cohort 2 – YR2 S4) | 100% scored Competent in Configuration (Cohort 3 – YR2 S4) | Not Assessed due to cyber attack and COVID-19 (Cohort 5 – YR2 S4) |
| | 100% scored Competent or higher in Analysis (Cohort 1 – YR2 S4) | 100% scored Novice in Analysis (Cohort 2 – YR2 S4) | 100% scored Competent in Analysis (Cohort 3 – YR2 S4) | Not Assessed due to cyber attack and COVID-19 (Cohort 5 – YR2 S4) |
| | 100% scored Competent or higher in Troubleshooting (Cohort 1 – YR2 S4) | 100% scored Novice in Troubleshooting (Cohort 2 – YR2 S4) | 100% scored Competent in Troubleshooting (Cohort 3 – YR2 S4) | Not Assessed due to cyber attack and COVID-19 (Cohort 5 – YR2 S4) |

In 2019-20, 89% of Year 1 MST 115 students scored Competent or higher in configuration and analysis and 89% in troubleshooting desktop computers and associated software compared to only 72% in configuration, analysis and 86% troubleshooting the previous academic year. Since the procurement of new computer equipment in Summer 2018, students have performed at Component or higher in hands-on learning lab. (The purchase of this equipment was reported in the 2018-19 ITS Student Learning Outcome Report.)

This was the second year Year 1 MST 118 program learning outcomes were assessed. In configuration of networks, 80% of students assessed scored Competent or higher. In analyzing networks, 100% of students assessed scored Mastery and 100% scored Mastery in troubleshooting networks. Of the 16 students in the Fall 2019 class, 38% were not assessed because they did not complete configuration exercises, 44% did not complete assessment exercises in analyzation skills, and 53% did not complete exercises to assess troubleshooting skills. It is important to note especially in analyzation and troubleshooting skills, students either scored mastery or did not complete the assignment.

## Use of Results for Improvement

Based on the student data above, it is concluded the addition of new equipment in Fall 2018 for all computer networking courses may have positively influenced student learning; thus increasing the percentage of students scoring Competent or higher when applying their troubleshooting skills to computer and network issues. Computer and networking equipment is evaluated annually and is replaced every three years with grant funds. If there is equipment failure prior to three-year replacement cycle, new equipment will be purchased as quickly as possible.

Following the conclusion of Fall 2019 classes, the ITS Program Coordinator and adjunct instructors met to discuss student participation and submission of homework in all MST core courses. Students attend classes regularly and participate in class discussions and hands-on labs. However, students do not submit their work for grades so they are not being assessed for student learning outcomes. In the Fall 2019 in the MST 118 class, over 50% of students did not? complete or submit their hands-on labs for troubleshooting.. However, the students that did submit their work 100% scored mastery in troubleshooting. This data show students are learning troubleshooting skills in this course, but the goal is to have all students assessed rather than a percentage of the class.

The Program Coordinator and adjunct instructors piloted a homework policy for Spring 2020. Students were verbally advised that they may be administratively withdrawn at mid-term if 50% of the coursework was not submitted. In all? MST 135 and MST 235 syllabi, the following statement was added: "Administrative Withdraw: At mid-term, students with less than 50% of coursework completed may be administratively withdrawn from this course." This policy was supposed to be evaluated in Spring 2020 to see if it impacted student success. If it did, this homework policy would be permanently added all MST core course syllabi. However, due to the College's cyberattack and COVID-19, MST springs courses were not assessed. In Fall 2020, the homework policy will be added to all assessment course syllabi and data will be collected regarding assessment artifact submissions.

Each fall, a new cohort of students begin the ITS program with MST 115 and MST 118. These students will be tracked to see if there is a correlation between students submitting homework and program retention.

# Program Outcome #3

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

| | I | II | III | IV |
|---|---|---|---|---|
| **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 configuration 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 | 2 | 11 | Sections: 3 Students: 32 | Sections: 0 Students: 0 | Sections: 0 Students: 0 | FT: 0 PT: 1 | Yes |

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

| | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| Knowledge of computer hardware | 2 | 1 | 2 | 4 | 9 |
| Assembly and Disassembly | 2 | 1 | 2 | 4 | 9 |
| Knowledge of computer software | 2 | 1 | 2 | 4 | 9 |
| Troubleshooting | 2 | 1 | 2 | 4 | 9 |
| * There were 11 students enrolled in this course but 9 student completed the artifact used in assessing on this outcome. | | | | | |

## Assessment Result

**Program Outcome #3 –** Demonstrate a foundational knowledge of computer systems both hardware and software.

**Assessment Artifact for MST 135:** Students were assessed using end-of-chapter exams covering computer systems, computer components, basic networks, and computer operating systems

Program Learning Outcome 3 focuses on developing students' basic knowledge of computer systems, their components and software. During 2019-20, 11 students participated in MST 115 IT Essentials. In Fall 2019, 9 students participated in the course

and all were assessed. In Spring 2020, 2 students participated in the course, but none were assessed due to cyberattack and COVID-19...

## Analysis

The table below shows comparison between Year 1 student performance by academic year.

| | 2016-17 Results | 2017-18 Results | 2018-19 Results | 2019-20 Results |
|---|---|---|---|---|
| MST 115 IT Essentials | 67% scored Competent or higher in Knowledge of Computer Hardware and Assembly/Disassembly (Cohort 2 – YR1 S1) | 71% scored Mastery in Knowledge of Computer Hardware and Assembly/ Disassembly (Cohort 3 – YR1 S1) | 69% scored Competent in Knowledge of Computer Hardware and Assembly/ Disassembly (Cohort 4 – YR1 S1) | 86% scored Competent in Knowledge of Computer Hardware and Assembly/ Disassembly (Cohort 5 – YR1 S1) |
| | 67% scored Competent or higher in Knowledge of Computer Software (Cohort 2 – YR1 S1) | 71% scored Mastery in Knowledge of Computer Software (Cohort 3 – YR1 S1) | 69% scored Competent in Knowledge of Computer Software (Cohort 4 – YR1 S1) | 86% scored Competent in Knowledge of Computer Software (Cohort 5 – YR1 S1) |
| | 67% scored Competent or higher in Troubleshooting (Cohort 2 – YR1 S1) | 71% scored Mastery in Troubleshooting (Cohort 3 – YR1 S1) | 69% scored Competent in Troubleshooting (Cohort 4 – YR1 S1) | 86% scored Competent in Troubleshooting (Cohort 5 – YR1 S1) |

## Use of Results for Improvement

From the table above, Year 1 students from 2019-20 scored 86% Mastery in knowledge of computer hardware, assembly/disassembly of computers, knowledge of computer software, and troubleshooting theory which is  an improvement from Year 1 students in previous academic years.

In last year's Student Learning Outcome report, it was noted a new version of course textbook and content was adopted between 2017-18 and 2018-19. Cisco has updated course content again and it will be adopted in Fall 2020. The instructor participated in Cisco instructor training in Spring 2020 for the updated curriculum. At this point, Student performance will be closely monitored during the upcoming academic year. If student performance decreases again, the program coordinator and instructor(s) will evaluate learning materials including textbook and associated supplemental material such as PowerPoints and NetAcad. NetAcad is the Cisco website in which content and chapter exams are administered to students. Once the evaluation is complete, the appropriate changes will be made to the course content.

# Program Outcome #4

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

| | I | II | III | IV |
|---|---|---|---|---|
| **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 configuration 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 | 2 | 18 | Sections: 2 Students: 18 | Sections: 0 Students: 0 | Sections: 0 Students: 0 | FT: 0 PT: 1 | Yes |
| MST 225 | Scaling Networks | 1 | 12 | Sections: 1 Students: 12 | Sections: 0 Students: 0 | Sections: 0 Students: 0 | FT: 0 PT: 1 | Yes |
| MST 235 | IT Practicum & Survey | 1 | 7 | Sections: 1 Students: 4 | Sections: 0 Students: 0 | Sections: 0 Students: 0 | FT: 0 PT: 1 | Yes |

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

|  | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| Knowledge of network hardware | 4 | 0 | 4 | 6 | 14 |
| Assembly and Disassembly | 4 | 0 | 4 | 6 | 14 |
| Knowledge of network software | 4 | 0 | 4 | 6 | 14 |
| Troubleshooting | 4 | 0 | 4 | 6 | 14 |
| * There were 11 students enrolled in this course but 9 student completed the artifact used in assessing on this outcome. |  |  |  |  |  |

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

|  | I | II | III | IV | # of Students |
|---|---|---|---|---|---|
| Knowledge of network hardware | 1 | 1 | 7 | 3 | 12 |
| Assembly and Disassembly | 1 | 1 | 3 | 7 | 12 |
| Knowledge of network software | 1 | 1 | 7 | 3 | 12 |
| Troubleshooting | 1 | 2 | 3 | 6 | 12 |
| * There were 11 students enrolled in this course but 9 student completed the artifact used in assessing on this outcome. |  |  |  |  |  |

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

\* There were 11 students enrolled in this course, but 9 students completed the artifact used in assessing on this outcome.

## Assessment Result

**Program Outcome #4 -** Demonstrate a foundational knowledge of network systems both hardware and software.

**Assessment Artifact for MST 135:** Students were assessed on their knowledge of networking systems, network components, network configuration and protocols, and network operating systems using chapter exams.

Program Learning Outcome 4 focuses on developing students' basic knowledge of network systems, their components and software. In 2019-20, 18 students participated in MST 118 Introduction to Networking. There were 10 students assessed and 4 students not assessed in Fall 2019 for a total of 14 students. There were 4 students in the Spring 2020 course not assessed due to cyberattack and COVID-19.

Twelve students participated in MST 225 Scaling Networks which covers more complex network configurations and troubleshooting operations. Students are assessed on their knowledge by chapter exams while the assembly/disassembly and troubleshooting skills are assessed by hands-on exercises. Out of these 12 students, 1 student was not assessed because he did not complete assessment assignments.

In Spring 2020, 7 students participated in MST 235 IT Practicum and Survey. Students are assessed on their knowledge and installation/uninstallation of network hardware, in their knowledge of network software options, and in troubleshooting network hardware and software issues. This course was not assessed due to cyberattack and COVID-19.

**Assessment Artifact for MST 235:** 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. Student present both written papers and give a verbal presentation of their assignment.

Seven students were enrolled in MST 235 IT Practicum and Survey. This course is designed to incorporate all content knowledge from all previous MST courses and aligns with PLO 1, 2, and 4. This course is taken in Year 2, Semester 2. This course was not assessed in Spring 2020 due to cyberattack and COVID-19.

## Action Plan for Next Year

Since these courses were not assessed, there is not data to report. At this time, MST 135 and MST 235 will continue to offer the current curriculum and assessment artifacts then report findings in next year's student learning outcome report.

## Analysis

The table below shows comparison between Year 1 and Year 2 students, as well as follow student learning by cohort for Program Learning Outcome 4.

| | 2016-17 Results | 2017-18 Results | 2018-19 Results | 2019-20 Results |
|---|---|---|---|---|
| MST 118 Introduction to Networking | 53% scored Competent or higher in Knowledge of Network Hardware (Cohort 2 – YR1 S1) | 88% Novice in Knowledge of Network Hardware (Cohort 3 – YR1 S1) | 95% scored Competent or higher in Knowledge of Network Hardware (Cohort 4 – YR1 S1) | 100% scored Competent or higher in Knowledge of Network Hardware (Cohort 5 – YR1 S1) |
| | 53% scored Competent or higher Assembly/Disassembly (Cohort 2 – YR1 S1) | 88% Novice Assembly/Disassembly (Cohort 3 – YR1 S1) | 95% scored Competent or higher Assembly/Disassembly (Cohort 4 – YR1 S1) | 100% scored Competent or higher Assembly/Disassembly (Cohort 5 – YR1 S1) |
| | 53% scored Competent or higher in Knowledge of Network Software (Cohort 2 – YR1 S1) | 88% Novice Knowledge of Network Software (Cohort 3 – YR1 S1) | 95% scored Competent or higher in Knowledge of Network Software (Cohort 4 – YR1 S1) | 100% scored Competent or higher in Knowledge of Network Software (Cohort 5 – YR1 S1) |
| | 53% scored Competent or higher in Troubleshooting (Cohort 2 – YR1 S1) | 88% Novice Troubleshooting (Cohort 3 – YR1 S1) | 95% scored Competent or higher in Troubleshooting (Cohort 4 – YR1 S1) | 100% scored Competent or higher in Troubleshooting (Cohort 5 – YR1 S1) |
| MST 225 Scaling Networks | 75% scored Competent or higher in Knowledge of Network Hardware (Cohort 1 – YR2 S3) | Not Assessed (Cohort 2 – YR2 S3) | 100% scored Competent in Knowledge of Network Hardware (Cohort 3 – YR2 S3) | 91% scored Competent or higher in Knowledge of Network Hardware (Cohort 4 – YR2 S3) |
| | 75% scored Competent or higher Assembly/Disassembly (Cohort 1 – YR2 S3) | Not Assessed (Cohort 2 – YR2 S3) | 100% scored Competent in Assembly/Disassembly (Cohort 3 – YR2 S3) | 91% scored Competent or higher in Assembly/Disassembly (Cohort 4 – YR2 S3) |
| | 75% scored Competent or higher in Knowledge of Network Software (Cohort 1 – YR2 S3) | Not Assessed (Cohort 2 – YR2 S3) | 100% scored Competent in Knowledge of Network Software (Cohort 3 – YR2 S3) | 91% scored Competent or higher in Knowledge of Network Software (Cohort 4 – YR2 S3) |

| | | | |
|---|---|---|---|
| | 75% scored Competent or higher in Troubleshooting (Cohort 1 – YR2 S3) | Not Assessed (Cohort 2 – YR2 S3) | 100% scored Competent in Troubleshooting (Cohort 3 – YR2 S3) | 82% scored Competent or higher in Troubleshooting (Cohort 4 – YR2 S3) |
| MST 235 IT Practicum & Survey | 100% scored Competent in Knowledge Network Hardware (Cohort 1 – YR2 S4) | 100% scored Mastery in Knowledge Network Hardware (Cohort 2 – YR2 S4) | 100% scored Mastery in Knowledge Network Hardware (Cohort 3 – YR2 S4) | Not Assessed due to cyber attack and COVID-19 (Cohort 4 – YR2 S4) |
| | 100% scored Competent in Assembly/Disassembly (Cohort 1 – YR2 S4) | 100% scored Mastery in Assembly/Disassembly (Cohort 2 – YR2 S4) | 100% scored Mastery in Assembly/Disassembly (Cohort 3 – YR2 S4) | Not Assessed due to cyber attack and COVID-19 (Cohort 4 – YR2 S4) |
| | 100% scored Competent in Knowledge of Network Software (Cohort 1 – YR2 S4) | 100% scored Competent in Knowledge of Network Software (Cohort 2 – YR2 S4) | 100% scored Mastery in Knowledge of Network Software (Cohort 3 – YR2 S4 | Not Assessed due to cyber attack and COVID-19 (Cohort 4 – YR2 S4) |
| | 100% scored Competent in Troubleshooting (Cohort 1 – YR2 S4) | 100% scored Novice in Troubleshooting (Cohort 2 – YR2 S4) | 100% scored Mastery in Troubleshooting (Cohort 3 – YR2 S4) | Not Assessed due to cyber attack and COVID-19 (Cohort 4 – YR2 S4) |

In Fall 2019, MST 118 student performance scores improved from by 5% from the previous fall semester. There were a total of 14 students in this course and 29% of these students were not assessed because they did not submit assignments. The issue of students not submitted homework has already addressed in PLO #1. There will be more on this in later sections of this report.

From a cohort perspective, 95% of Cohort 4, Year 1 students scored Competent or higher in all four components of PLO 4; however, in Year 2 the students that persisted in the program, scored 91% Competent or Mastery in knowledge of network hardware and

assembly/disassembly and in knowledge of network software. In the hands-on assembly/disassembly and troubleshooting skills students scored 91% Competent or higher and 82% competent or higher, respectively.

## Use of Results for Improvement

At first glance it seems Fall 2019 MST 225 student performance decreased in all four areas. However, there were students that scored in Master which is an increase from Fall 2018. Here is the breakdown of student performance:

| | |
|---|---|
| Knowledge of Network Hardware | 27% Mastery 64% Competent |
| Assembly/Disassembly | 64% Mastery 27% Competent |
| Knowledge of Network Software | 27% Mastery 64% Competent |
| Troubleshooting | 55% Mastery 27% Competent |

The new equipment purchased and implemented in the previous academic year continues to postively affect student learning. As previously mentioned this course is taught in Year 2, Semester 3 and 92% of students enrolled in the Fall 2019 course were assessed.

As mentioned in the previous section, Cohort 4 students did not perform as well in Year 2 as they did in Year 1. Results of their scores will be compared to Cohort 4 to determine what adjustments should be made within this course. There are currently four networking courses in the ITS program: MST 118, MST 128, MST 225, and MST 226. These are sequential courses with each building knowledge and skills learned from the previous course. Each

course introduces more complex content – this could be the reason for the slight decrease in performance.

## Additional Summary Notes

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

There were two anomalies observed:

|  | MST 118 (Year 1, Semester 1) 14 total students | MST 226 (Year 2, Semester 3) 11 total students |
|---|---|---|
| Exams | 13 total Exams | 13 total Exams |
| Completed all or missed one assignment | 64% | 91% |
| Missed two or more assignments | 36% | 9% |
| Exams | 19 total Exams | 21 total Exams |
| Completed all or missed one assignment | 36% | 55% |
| Missed two or more assignments | 64% | 45% |

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

There will be several curriculum changes in 2020-21.

- MST 115 adopted Cisco IT Essentials Version 7 beginning Fall 2019.

- The network courses will adopt new Cisco curriculum and decrease to three

  courses:

  - Introduction to Networking

  - Routing and Switching

  - Enterprising Networks (name not yet determined)

- The server classes will adopt new versions of Microsoft Server curriculum and increase to three courses:
  - Server Administration I
  - Advanced Server Administration
  - Third class to be named
- In Spring 2020, Cisco restructured their industry certification exams. The new curriculum for the networking classes will coordinate with the new exam. Students did not take a certification exam in Spring 2020 because there was not one available for their skill set; however, student in Spring 2021 will sit for Cisco certification exam. The exam has not be formally adopted but it will be a version of the Cisco Certified Technician (CCT) exam.

**Patterns in the data observed:**

The data supports student learning is positively affected by having operable computer and networking equipment in the classroom. Students not completing coursework may directly impact their persistence in the ITS program. Students are more likely to complete chapter exams than hands-on exercises.

# 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 2019-20 SLO report. (Use as many pages as necessary to describe.)**

- A new version of MST 115 textbook and online content was adopted between 2017-18 and 2018-19. This same curriculum was used throughout 2019-20.

- New equipment was implemented in Summer 2018 continues to improve student learning in the following courses:

    - MST 115 IT Essentials (Assessment Course)

    - MST 118 Introduction to Networks (Assessment Course)

    - MST 128 Networking Routing & Switches

    - MST 218 Server Administration

    - MST 219 Advanced Server Administration

    - MST 225 Scaling Networks (Assessment Course)

    - MST 226 Connecting Networks

    - MST 235 IT Practicum & Survey (Assessment 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.)***

- Equipment issues did affect students' ability to troubleshoot. The data presented in the 2019-20 SLO Report supports students' learning experience and ability to troubleshoot is directly related to their access to functional equipment and hands-on exercises.

- One of the ITS Advisory Committee's requests is for students to have the ability to physically install/uninstall and troubleshoot equipment on Day 1 of employment. Equipment is being purchased every three years (or sooner if necessary) so students have the latest technology to complete hands-on exercises. Instructors are working with students in class and outside of class to ensure students have the opportunity to use classroom equipment. However, the data reported during 2019-20 shows students are not completing and/or submitting hands-on assignments for grading and assessment purposes. Why are students completing chapter exams but not hands-on exercises?
  - o Instructors will talk to students regarding assignment submissions and record why students are not submitting them. This data will be analyzed to determine what barriers need to be removed.

- If the "pilot" homework policy helps to increase student homework submissions, it will be implemented in all MST core courses. It will be listed in the course syllabus, discussed in class, displayed in the classroom, and stated in the Blackboard course page.

# Medical Billing & Coding

## Program Level SLO Report

## Julie Becker – Program Manager

## 2019-20

# 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 2019-20 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) |
| | 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) |
| 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) |
| 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) |
| 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) |

| Program Outcome 4 (continued) | |
|---|---|
| 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 Program. The data and information have been collected and analyzed from the Fall 2019 semester. Normally, data would have also been collected and analyzed from the Spring 2020 semester; however, this year we were not able to collect data. The College was the victim of a ransomware cyberattack in February. Classes were disrupted for three weeks while our IT Department and a national third-party computer firm that specializes in assisting victims of ransomware cyberattack investigated the situation. It was reported that no data was stolen or misused.

On Monday, March 23, 2020, in preparation for a potential increase in the number of COVID-19 cases in Southeast Missouri, the College moved to virtual instruction. Given the circumstances, the assessment of student learning did not occur.

Artifacts collected came from the following courses: BUED 203 Business Communications; IST 225 Medical and Billing and Coding I; and IST 268 Spreadsheet Applications. Data has been assessed, observed, and researched 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.

The Microsoft Office Specialist (MOS) certification is comprised of an exam whereby successful completion demonstrates a person has the skills needed to get the most out of Office 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. Students received full objective-by-objective review and detailed procedures to help build the skills measured by the exam. The review materials divide exam coverage into chapters representing groups of core related skill sets that correspond to MOS exam objectives. The industry recognizes these credentials serve two purposes; program assessment and student recognition for knowledge gained from specific coursework. However, due to the circumstances of the Spring 2020 semester, students did not complete the MOS Certification exam.

# Program Outcome #1 Rubric
## Communicate in a Business Environment.

| Criteria | I | II | III | IV |
|---|---|---|---|---|
| **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 | 1 | 7 | Sections 1 Students 7 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 1 PT: 0 | Yes |

**Course being reported:** BUED 203 Business Communication

| | I | II | III | IV | Total # of Students |
|---|---|---|---|---|---|
| **Report Format and Organization** | 0 | 1 | 5 | 1 | 7 |
| **Executive Summary** | 1 | 0 | 5 | 1 | 7 |
| **Introduction** | 0 | 2 | 4 | 1 | 7 |
| **Methodology** | 0 | 2 | 3 | 2 | 7 |
| **Data Analysis and Results** | 0 | 1 | 5 | 1 | 7 |
| **Conclusions and Recommendations** | 0 | 2 | 5 | 0 | 7 |
| **Research and Documentation** | 0 | 3 | 3 | 1 | 7 |
| **Grammar, Mechanics, and Sentences** | 0 | 3 | 4 | 0 | 7 |

## Assessment Result

**Program Outcome #1 – Communicate in a business environment.**

A business report assignment is used to assess this outcome in BUED 203.  Students were given the rubric and specific instructions to create a business report.  Students are understanding the assignment and understanding how important writing skills are.

For report format and organization, 70 percent of the students scored in Category III; 14 percent scored in Category IV; and 14 percent scored in Category II.  For the executive summary, 14 percent of the students were in Category I; 86 percent were in Category III

and IV. For introduction 29 percent of students were in Category II, 57 percent of students were in Category III, and 14 percent of students were in Category IV. For methodology, 29 percent of students were in Category II and Category IV; 43 percent of students were in Category III. For data analysis and results 14 percent of students were in Category II and Category IV; 70 percent of students were in Category III. For conclusions and recommendations, 29 percent of students were in Category II and 70 percent were in Category III. For research and documentation, 43 percent of students were in Category II and Category III; 14 percent of students were in Category IV. For grammar, mechanics, and sentences; 43 percent of students were in Category II and 57 percent of students were in Category III.

## Analysis

This year students scored in Category II, Category III, and Category IV in all but one objective. This is different from last year; 2 percent scored in Category I in FY19. Students are learning written communication skills

## Use of Results for Improvement

Emphasis will be put on demonstrating skill in composing and formatting professional e-mail messages, memos, letters, and informal reports that deliver positive, negative, persuasive, and marketing messages effectively and demonstrating skill in composing and writing well-researched proposals and formal reports that illustrate effective use of online information sources and appropriate documentation formats. Students are having trouble in certain areas such as methodology, research and documentation, and grammar

and mechanics. Instruction will focus in these areas to show improvement in methodology, research and documentation, and grammar and mechanics.

# 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.

| Utilizes operating system software and data management skills | I | II | III | IV | | |
|---|---|---|---|---|---|---|
| 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 | I | II | III | IV | | |
|---|---|---|---|---|---|---|
| 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) | I | II | III | IV | | |
|---|---|---|---|---|---|---|
| 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.<br><br>For example, the page formatting includes correct use of page breaks, paragraphs indented, page numbers included.  Extra pages and spacing are removed.<br><br>Tables are appropriately spaced, and columns are accurately titled.<br><br>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 268 | Spreadsheet Applications | 1 | 17 | Sections 0 Students 0 | Sections 1 Students 17 | Sections 0 Students 0 | FT: 1 PT: 0 | Yes |

| IST 268 | I | II | III | IV | Total # of Students |
|---|---|---|---|---|---|
| Utilizes operating system software and data management skills. | 1 | 1 | 5 | 10 | 17 |
| Demonstrate an understanding of the ethical use of technological tools. | 1 | 1 | 5 | 10 | 17 |
| Utilizes software (word processing, presentation, and/or application specific to guideline) | 1 | 1 | 4 | 11 | 17 |

## Assessment Result

**Program Outcome #2 -** Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool.

IST269 Database Applications is only offered in spring semesters; IST126 Word Processing Applications and IST268 Spreadsheet Applications are offered in fall and spring semesters.  IST126 Word Processing Applications, IST268, and IST269 Database Applications are used as points of assessment for Program Outcome #2 and collected in the spring semester each academic year.  Due to the circumstances of this semester, assessment was not collected from these classes in Spring 2020.

In Fall 2019, the IST 126 Word Processing course was not assessed. IST 126-FA19 had two students enrolled at the beginning of the semester. One student was administratively withdrawn after the first two weeks for lack of attendance, and the other was administratively dropped during the semester for not completing assignments.

In IST 268 Spreadsheet Applications, 58 percent of the students, which is 10 out of 17 students, scored in Category IV in utilizes operating system software option and demonstrates an understanding of the ethical use of technological tools option; 64 percent of the students, which is 11 out of 17 students, scored in Category IV in utilizes software option.  In utilizes operating systems software option and demonstrates an understanding of the ethical use of technological tools option, 29 percent of students, which is 5 out of 17 students, scored in Category III. In utilizes software option, 24 percent

of students, which is 4 out of 17 students, scored in Category III.  In all three options only one student, 6 percent of students, scored in each of Category I and Category II.

## Analysis

The majority of students in IST 268 Spreadsheet Applications scored in the Category III and Category IV range of the rubric.  Also, the scores for this class are higher than last year's scores. This year's scores are in the Category III and Category IV and is a higher percentage than last year. This tells us that our students are obtaining technological skills that they will be able to use in the workplace. Students are doing well.

The majority of the results are in Category III and Category IV.  The basic learning objectives are comprehended; therefore, students are more successful in mastering the outcomes for the program.

## Use of Results for Improvement

We are also researching new platforms to help with improving student learning.  Also, new rubrics are being created for each of the application classes.  It has been advised by the committee that the outcome rubric is not measurable.  This rubric will be changed for the next SLO report.

IST100 Computer Applications just changed platforms.  We changed from the publisher Pearson and MyLabsPlus to the publisher Cengage and MindTap. It appears that MindTap gives students and instructors more interactivity. MindTap engages students more in the online learning platform.  IST100 Computer Applications is a prerequisite for

IST126 Word Processing Applications, IST268, Spreadsheet Applications, and IST269

Database Applications.  These three classes will be changing to Cengage MindTap in

Spring 2021.

# 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 | 0 | 0 | Sections 0 Students 0 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 0 PT: 0 | |
| IST 269 | Word Processing Applications | 0 | 0 | Sections 0 Students 0 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 0 PT: 0 | |

## Assessment Result

Two advanced computer classes are generally used for this this outcome – IST126 Word Processing and IST269 Database Applications.  Manage files is the outcome.

In Fall 2019 IST 126 course was not assessed. IST 126-FA19 had two students enrolled at the beginning of the semester. One student was dropped after the first two weeks for not showing up, and the other was administratively dropped during the semester for not completing assignments.  Low enrollment was an anomaly for the semester given the change in modality

## Analysis

It is important to understand and have the knowledge to manage files in order to successfully organize and find the files students work on their computers.  This outcome will no longer be in the program beginning Fall 2020 because the program outcomes will

change.  The program outcomes will change to be more measurable.  Another reason

the program outcomes will change is many classes have changed over the last several

years.  The rubric will also be adjusted.


## Use of Results for Improvement

Program Outcomes will change in Fall 2020.  IST126 low enrollment should not increase

because of change in modality.


## 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.  Currriculum paperwork has been submitted to deactivate the class.

Program grid was updated through curriculum.  New program outcomes were created.

New assessments will be utiliized.

# Program Outcome #5 Rubric
*Confidential Employer Evaluation Form*

Student_____ Date_____
Employer_____
**Instructions for Completion:** Please rate the student on each of the items listed by checking the appropriate box.
We ask each employer to complete this form as part of the student's training evaluation process.

| Program Outcome #3 | I | II | III | IV |
|---|---|---|---|---|
| **SKILLS/ KNOWLEDGE** | Work was done in a careless manner and was of erratic quality; work assignments were usually late and required review; made numerous errors | With a few minor exceptions, adequately performed most work requirements; most work assignments submitted in a timely manner; made occasional errors | Accurately performed all work requirements; submitted all work assignments on time; made very few errors | Thoroughly and accurately performed all work requirements; submitted all work assignments on time; made no errors |
| **SELF-MANAGEMENT** | Asked few if any questions and rarely sought out additional information from appropriate sources; was unable or slow to understand new concepts, ideas, and work assignments; was unable or unwilling to recognize mistakes and was not receptive to making needed changes and improvements. | Asked some relevant questions and sought out additional information from appropriate sources but not every time needed; exhibited understanding of new concepts, ideas, and work assignments; was at times willing to take responsibility for mistakes and to make needed changes and improvements | In most cases, asked relevant questions and sought out additional information from appropriate sources; exhibited acceptable understanding of new concepts, ideas, and work assignments; was usually willing to take responsibility for mistakes and to make needed changes and improvements | Consistently asked relevant questions and sought out additional information from appropriate sources; very quickly understood new concepts, ideas, and work assignments; was always willing to take responsibility for mistakes and to make needed changes and improvements. |
| **DEPENDABILITY** | Was generally unreliable in completing work assignments; did not follow instructions and procedures promptly or accurately; was careless, and work needed constant follow-up; required close supervision. | Was generally reliable in completing tasks; at times followed instructions and procedures; was at times attentive to detail, but work had to be reviewed occasionally; functioned with only moderate supervision | Was reliable in completing tasks; normally followed instructions and procedures; was usually attentive to detail, but work had to be reviewed occasionally; functioned with only moderate supervision | Was consistently reliable in completing work assignments; always followed instructions and procedures well; was careful and extremely attentive to detail; required no supervision |
| **ATTITUDE** | Regularly exhibited a negative attitude; was dishonest and/or showed a lack of integrity on several occasions; was unable to recognize and/or was insensitive to ethical and diversity issues; displayed significant lapses in ethical and professional behavior. | Demonstrated negative and positive attitudes; mainly exhibited honesty and integrity in the workplace; at times was aware of and sensitive to ethical and diversity issues on the job; at times behaved in an ethical and professional manner. | Demonstrated a positive attitude; regularly exhibited honesty and integrity in the workplace; was usually aware of and sensitive to ethical and diversity issues on the job; normally behaved in an ethical and professional manner. | Demonstrated an exceptionally positive attitude; consistently exhibited honesty and integrity in the workplace; was keenly aware of and deeply sensitive to ethical and diversity issues on the job; always behaved in an ethical and professional manner |
| **COMMUNICATION** | Fails to communicate with others in a diverse environment. | Communicates with others in a diverse environments, but fails to communicate effectively with others. | Communicates effectively with others in diverse environments. | Communicates effectively with others in diverse environments using both verbal and nonverbal communication. |

# Program Outcome #5

| 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 | 0 | 0 | Sections:0 Students:0 | Sections: 0 Students: 0 | Sections: 0 Students: 0 | FT: 0 PT: 0 | |

## Assessment Result

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

## Analysis

IST 297 IST Internship Project will no longer be offered.  The Curriculum Committee has approved this change.  No students were enrolled in IST297.

## Use of Results for Improvement

The IST297 IST Internship Project class will no longer be offered.  Students will take ACCT 211 Principles of Accounting I or ACCT 216 Business Accounting in its place. Advisory Committee recommended this class removed from the program since there is no consistency for the students, and curriculum change was approved.  No students enrolled in the Fall 2019 or Spring 2020 semesters.

# Program Outcome #6 Rubric

Use CPT and ICD – CM coding systems.

| Criteria | I | II | III | IV |
|---|---|---|---|---|
| **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 | 1 | 9 | Sections 1 Students 9 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 0 PT: 1 | Yes |

**Course being reported:** IST 225 Medical Billing & Coding I

| Program Outcome #6 | I | II | III | IV | Total # of Students |
|---|---|---|---|---|---|
| ICD-9-CM: knowledge of section, locate code. | 0 | 0 | 0 | 9 | 9 |
| CPT: knowledge of section locate code. | 0 | 0 | 0 | 9 | 9 |
| Medical Terminology: knowledge of terminology. | 0 | 0 | 0 | 9 | 9 |

## Assessment Result

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

IST225 Medical Billing & Coding I is used to collect assessment data for this outcome during the 2019-2020 year. One section in the Fall 2019 was reported. In the ICD-9-CM: knowledge of section, locate code competency, all students scored in Category IV. In the CPT: knowledge of section locate code competency, all students scored in Category IV.This outcome shows that 100 percent of students scored in Category IV. In the Medical Terminology: knowledge of terminology competency, all students scored in Category IV.

## Analysis

Students are learning medical coding and terminology skills. After completing this course, students have learned and have good knowledge on how to locate medical codes and apply the codes to the proper place. One difference from last year's report is all objectives in the rubric assessing coding knowledge students' scores were higher this year., which includes ICD-9-CM knowledge of section and locate codes, CPT knowledge of section and locate codes, and medical terminology knowledge.

## Use of Results for Improvement

The textbook was updated to the newest edition for this class. Codes and coding rules change every year, and students require knowledge of these changes. The rubric will also be changed. Also, along with the new textbook, MindTap will be utilized. "MindTap is a comprehensive study tool that gives you everything you need to succeed—e-textbooks, quizzes, assignments, flashcards, a dictionary if you get stuck on a word—it's all there! MindTap is the whole package." (https://www.cengage.com/mindtap/)

# Program Outcome #7 Rubric

## Complete health insurance claim forms.

| Criteria | I | II | III | IV |
|---|---|---|---|---|
| **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. |

**Assessment Result**

**Program Outcome #7 –** Complete health insurance claim forms.

IST275 Advanced Medical Billing and Coding class is used for this outcome. However, due to the ransomware cyberattack and then the shut down due to COVID-19, we did not complete the assessment for this class.

**Analysis**

**Use of Results for Improvement:**

A new textbook for IST275 is being implemented in Spring 2021. With the new textbook, MindTap will be utilized. The rubric for this course will also change because of the new textbook.

## Additional Summary Notes

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

Program Outcome changes will be made to begin Fall 2020. The new textbook for IST225 along with the rubrics and adding MindTap will be changed beginning Fall 2020. The new textbook for IST275 along with the rubrics and adding MindTap will be changed beginning Spring 2021.

**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?**

The course IST225 Medical Billing & Coding I is changing from a textbook to MindTap. This will provide more opportunity to engage students in course. "MindTap is the online learning platform that gives instructors complete course control. It boosts performance and delivers access to eTextbooks, study tools, and more." (www.cengage.com/mindtap/)

The course IST275 Advanced Medical Billing & Coding is changing from a textbook to MindTap. This will provide more opportunity to engage students in course.

BUED203 Business Communications change to Spring only course because of the number of students taking the course. We only need to offer this course once a year.

IST100 Computer Applications and ENGL111 College Writing are prerequisites for BUED203. Students may take IST100 and ENGL111 in the Fall semester, and then complete BUED203 in the Spring semester.

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

No new patterns were observed.

# 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 2019-20 SLO report.  (Use as many pages as necessary to describe.)**

Since we did not assess all of the classes for this report because of classes disrupted for three weeks with the ransomware cyberattack as well as moving to virtual instruction after this because of COVID-19, there is no data to report.

**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.)*

# Three Rivers College

# Nursing AAS

## Program Level SLO Report

## Dr. Staci Foster – Program Manager

## 2019-20

## 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: Outcome #5 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 2019-20 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 Level III 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 219: 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:<br>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 Level III 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 4 (Continued) | |
| --- | --- |
| NURS 239: Clinical Preceptor | Demonstrate Level III, 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) |

| Program Outcome 5:<br>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 #1

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

| Course Number | Course Name | Total Sections Utilized | Total Students Scored | Face to Face (F2F) Sections and Students | Online Sections and Students | Dual Credit Sections and Students | Number of FT and PT faculty Involved | Were all sections of this course involved? |
|---|---|---|---|---|---|---|---|---|
| NURS 108 | LPN-RN Bridge | 2 | 28 | Sections 2 Students 28 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 2 PT: 0 | Y |
| NURS 129 | Medical – Surgical Nursing I | 1 | 30 | Sections 1 Students 30 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 2 PT: 0 | Y |
| NURS 245 | Transition into Professional Nursing | 3 | 63 | Sections 3 Students 63 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 2 PT: 0 | Y |
| NURS 238 | Medical – Surgical III | 3 | 68 | Sections 3 Students 68 | Sections 0 Students 0 | Sections: 0 Students: 0 | FT: 6 PT: 0 | Y |
| NURS 218 | Maternal Child Health Nursing | 3 | 71 | Sections 3 Students 71 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 3 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 129: Fundamentals Exam
        - Only 1 Cohort in data, spring 2020 cohort did not test related to COVID-19 remote learning
    - NURS 245: Exit Exam
        - Spring 2020 Cohorts only took Version 1, so data does not include any potential improvement with Version 2
    - NURS 238: Medical Surgical Exam
    - NURS 218: Maternity Exam
- NCLEX-RN Data (from Mountain Measurement) (not available until May 2021)

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| Management of Care | | | | |
|---|---|---|---|---|
| Course | Level I<br>000-799 | Level II<br>800-849 | Level III<br>850-1000 | Level IV<br>>1000 |
| NURS 108 | 8 (30%) | 1 (3%) | 6 (21%) | 12 (41%) |
| NURS 129 | 3 (10%) | 3 (10%) | 4 (13%) | 20 (67%) |
| NURS 218 | 28 (40%) | 0 | 12 (17%) | 30 (43%) |
| NURS 238 | 5 (8%) | 1 (2%) | 17 (26%) | 43 (65%) |
| NURS 245 | 19 (30%) | 6 (10%) | 22 (35%) | 16 (25%) |

| NCLEX-RN Categories | | | | |
|---|---|---|---|---|
| Course | Level I<br>0-30% | Level II<br>31-49% | Level III<br>50-65% | Level IV<br>>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

**Program Outcome #1:** Demonstrate knowledge of clinical decision making by providing safe, culturally Level III caring nursing interventions to individuals, families, and communities.

Students' performed at Level III or higher 71.1% of the time in 2019-20 this was a decline from last year's result of 78.7%. Lowest average student performance was found to be in NURS 108: LPN-RN Bridge course, NURS 218: Maternal Child Health Nursing, and NURS 245: Transition into Professional Nursing courses.

**Analysis**

The assessment data is not complete as the program did not complete a Fundamentals HESI examination for NURS 129: Medical Surgical Nursing I, did not complete a Fundamentals HESI examinationfor NURS 108: LPN-RN Bridge program in Sikeston and Poplar Bluff, and only administered Version 1 of the Exit examinations for NURS 245: Transition into Professional Nursing course for Sikeston and Poplar Bluff May 2020 graduates related to COVID-19 pandemic. Data may be negatively reflected related to the lack of Version 2 test results as students are ranked by their best score per category per Version (1 or 2). For exmaple, with the Version 1 only it shows that roughly 50% of students scored Level I/II and 50% scored Level III/IV. With the Version 1 and 2 completed for the fall 2019 semester, it shows the percent as 27% Level I/II and 73% Level III/IV. The remediation that takes place in between the versions works to increase students' performance in weaker categories. The lack of Version 2, specifically in the Exit Examinations, makes the data less meaningful.

Students performance in NURS 129: Medical Surgical Nursing I and NURS 108: LPN-RN Bridge courses remained consistent with 2018-19 results. Students' performance in the Exit Examinations, NURS 245: Transition into Professional Practice remained consistent with 70% of students scoring Level III/IV compared to 74% in 2018-19. Students' performance in NURS 218: Maternal Child Nursing decreased from 79% in Level IV to 60% in Level III/IV.

Seventy-four percent of students scored Level III/IV in 2019-2020 which was a decrease from 91% in 2018-2019 in NURS 238: Medical Surgical Nursing III. Students did complete the Medical Surgical Hesi Examination in spring 2020; however, related to the ransomware attack, students

tested at the local high schools (Poplar Bluff and Sikeston) with multiple technology issues which caused stress and frustration for the students. The technology issues may have impacted students' performance on the examination as many waited up to an hour to test and then tested quickly to leave on time for other commitments (i.e. work, family).

**Use of Results for Improvement**

Based on the data collected, ransomware impact, and COVID-19 impact to the spring 2020 semester, the nursing program will not be making programmatic changes at this time. The faculty have decided to complete one more year of data collection to determine if changes made based on the 2018-19 data were effective. The first-time NCLEX-RN pass rate for 2020 was 90.625% which is an almost 10% increase. The NCLEX-RN results indicate some change from 2018-19 data collection was effective.

# Program Outcome #2

Choose effective communication strategies while collaborating with patients, significant support person,

and interdisciplinary members of the healthcare team.

| Course Number | Course Name | Total Sections Utilized | Total Students Scored | Face to Face (F2F) Sections and Students | Online Sections and Students | Dual Credit Sections and Students | Number of FT and PT faculty Involved | Were all sections of this course involved? |
|---|---|---|---|---|---|---|---|---|
| NURS 108 | LPN-RN Bridge | 2 | 28 | Sections 2 Students 28 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 2 PT: 0 | Y |
| NURS 129 | Medical – Surgical Nursing I | 1 | 30 | Sections 1 Students 30 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 2 PT: 0 | Y |
| NURS 245 | Transition into Professional Nursing | 3 | 63 | Sections 3 Students 63 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 2 PT: 0 | Y |
| NURS 238 | Medical – Surgical III | 3 | 68 | Sections 3 Students 68 | Sections 0 Students 0 | Sections: 0 Students: 0 | FT: 6 PT: 0 | Y |
| NURS 218 | Maternal Child Health Nursing | 3 | 71 | Sections 3 Students 71 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 3 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 129: Fundamentals Exam
        - Only 1 Cohort in data, spring 2020 cohort did not test related to COVID-19 remote learning
    - NURS 245: Exit Exam
        - Spring 2020 Cohorts only took Version 1, so data does not include any potential improvement with Version 2
    - NURS 238: Medical Surgical Exam
    - NURS 218: Maternity Exam
- NCLEX-RN Data (from Mountain Measurement) (not available until May 2021)

## Health Promotion and Maintenance

| Course | Level I 000-799 | Level II 800-849 | Level III 850-1000 | Level IV >1000 |
|---|---|---|---|---|
| NURS 108 | 1 (5%) | 0 | 0 | 21 (95%) |
| NURS 129 | 10 (33%) | 0 | 0 | 20 (67%) |
| NURS 218 | 9 (13%) | 8 (11%) | 16 (23%) | 38 (54%) |
| NURS 238 | 9 (14%) | 3 (5%) | 6 (10%) | 48 (73%) |
| NURS 245 | 18 (28%) | 3 (5%) | 15 (23%) | 28 (44%) |

## Psychosocial Integrity

| Course | Level I 000-799 | Level II 800-849 | Level III 850-1000 | Level IV >1000 |
|---|---|---|---|---|
| NURS 108 | 9 (32%) | 0 | 2 (7%) | 17 (61%) |
| NURS 218 | 16 (23%) | 0 | 5 (7%) | 48 (70%) |
| NURS 245 | 27 (42%) | 2 (3%) | 14 (22%) | 21 (33%) |

## NCLEX-RN Categories

| Course | Level I 0-30% | Level II 31-49% | Level III 50-65% | Level IV >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**

**Program Outcome #2:**

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

Students performed at Level III or higher 68.5% of the time in the category of Psychosocial Integrity and 75.8% of the time in the category of Health Promotion and Maintenance. The students' performed lower overall in the Health Promotion and Maintenance cateogry in the NURS 129: Medical Surgical Nursing I course. Students performed lower overall in the Psychosocial Integrity category in the NURS 245: Transition into Professional Practice course.

## Analysis

2019-2020 data shows the students' performance improved over 2018-19 data in the category of Health Promotion and Maintenance for students taking the Fundamentals HESI examination in NURS 108: LPN-RN Bridge course but decreased for the NURS 129: Medical Surgical Nursing I students. Students' performance in Health Promotion and Maintenance improved in 2019-20 over 2018-19 for NURS 218: Maternal Child Nursing and NURS 238: Medical Surgical Nursing III. The students' performance remained consistent with 2018-19 results for students in NURS 245: Transition into Professional Nursing Practice.

Students' performance in the category of Psychsocial Integrity improved over the 2018-19 results in both the NURS 108: LPN-RN Bridge course and the NURS 218: Maternal Child Nursing course. The students' performance in the Psychosocial Integrity category decreased for the NURS 245: Transition into Professional practice students compared to the 2018-19 results.

The assessment data is not complete as the program did not complete a Fundamentals HESI examination for NURS 129: Medical Surgical Nursing I, did not complete a Fundamentals HESI examinationfor NURS 108: LPN-RN Bridge program in Sikeston and Poplar Bluff, and only administered Version 1 of the Exit examinations for NURS 245: Transition into Professional Nursing course for Sikeston and Poplar Bluff May 2020 graduates related to COVID-19 pandemic.

## Use of Results for Improvement

Based on the data collected, ransomware impact, and COVID-19 impact to the spring 2020 semester, the nursing program will not be making programmatic changes at this time.  The faculty have decided to complete one more year of data collection to determine if changes made based on the 2018-19 data were effective.  The first-time NCLEX-RN pass rate for 2020 was 90.625% which is an almost 10% increase.  The NCLEX-RN results indicate some change from 2018-19 data collection was effective.

# Program Outcome #3

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

| Course Number | Course Name | Total Sections Utilized | Total Students Scored | Face to Face (F2F) Sections and Students | Online Sections and Students | Dual Credit Sections and Students | Number of FT and PT faculty Involved | Were all sections of this course involved? |
|---|---|---|---|---|---|---|---|---|
| NURS 108 | LPN-RN Bridge | 2 | 28 | Sections 2 Students 28 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 2 PT: 0 | Y |
| NURS 129 | Medical – Surgical Nursing I | 1 | 30 | Sections 1 Students 30 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 2 PT: 0 | Y |
| NURS 245 | Transition into Professional Nursing | 3 | 63 | Sections 3 Students 63 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 2 PT: 0 | Y |
| NURS 238 | Medical – Surgical III | 3 | 68 | Sections 3 Students 68 | Sections 0 Students 0 | Sections: 0 Students: 0 | FT: 6 PT: 0 | Y |
| NURS 218 | Maternal Child Health Nursing | 3 | 71 | Sections 3 Students 71 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 3 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 129: Fundamentals Exam
        - Only 1 Cohort in data, spring 2020 cohort did not test related to COVID-19 remote learning
    - NURS 245: Exit Exam
        - Spring 2020 Cohorts only took Version 1, so data does not include any potential improvement with Version 2
    - NURS 238: Medical Surgical Exam
    - NURS 218: Maternity Exam
- NCLEX-RN Data (from Mountain Measurement) (not available until May 2021)

| Safety and Infection Control | | | | |
|---|---|---|---|---|
| Course | Level I 000-799 | Level II 800-849 | Level III 850-1000 | Level IV >1000 |
| NURS 108 | 10 (36%) | 2 (7%) | 5 (18%) | 11 (39%) |
| NURS 129 | 7 (24%) | 3 (10%) | 4 (14%) | 15 (52%) |
| NURS 218 | 8 (12%) | 0 | 2 (3%) | 59 (86%) |
| NURS 245 | 11 (17%) | 6 (9%) | 21 (33%) | 26 (41%) |

| Psychosocial Integrity | | | | |
|---|---|---|---|---|
| Course | Level I 000-799 | Level II 800-849 | Level III 850-1000 | Level IV >1000 |
| NURS 108 | 9 (32%) | 0 | 2 (7%) | 17 (61%) |
| NURS 129 | 5 (17%) | 1 (3%) | 2 (7%) | 22 (73%) |
| NURS 218 | 16 (23%) | 0 | 5 (7%) | 48 (70%) |
| NURS 245 | 27 (42%) | 2 (3%) | 14 (22%) | 21 (33%) |

| Basic Care and Comfort | | | | |
|---|---|---|---|---|
| Course | Level I 000-799 | Level II 800-849 | Level III 850-1000 | Level IV >1000 |
| NURS 108 | 1 (4%) | 3 (11%) | 2 (7%) | 22 (79%) |
| NURS 129 | 3 (11%) | 2 (7%) | 8 (29%) | 15 (54%) |
| NURS 218 | 10 (14%) | 1 (1%) | 2 (3%) | 60 (82%) |
| NURS 238 | 5 (7%) | 0 | 26 (38%) | 37 (54%) |
| NURS 245 | 18 (31%) | 6 (10%) | 11 (19%) | 23 (40%) |

| Pharmacological and Parenteral Therapies | | | | |
|---|---|---|---|---|
| Course | Level I | Level II | Level III | Level IV |
| NURS 108 | 16 (57%) | 2 (7%) | 4 (14%) | 6 (21%) |
| NURS 129 | 9 (30%) | 3 (10%) | 1 (3%) | 17 (57%) |
| NURS 218 | 25 (36%) | 4 (6%) | 8 (11%) | 33 (47%) |
| NURS 238 | 13 (31%) | 1 (2%) | 15 (25%) | 25 (42%) |
| NURS 245 | 7 (11%) | 7 (11%) | 26 (40%) | 25 (38%) |

## Physiological Adaptation

| Course | Level I | Level II | Level III | Level IV |
|---|---|---|---|---|
| NURS 108 | 6 (25%) | 0 | 0 | 18 (75%) |
| NURS 129 | 9 (30%) | 3 (10%) | 1 (3%) | 17 (57%) |
| NURS 218 | 14 (20%) | 4 (6%) | 21 (30%) | 32 (45%) |
| NURS 238 | 6 (9%) | 3 (4%) | 14 (21%) | 45 (66%) |
| NURS 245 | 15 (24%) | 6 (10%) | 22 (35%) | 20 (32%) |

## Reduction of Risk Potential

| Course | Level I | Level II | Level III | Level IV |
|---|---|---|---|---|
| NURS 108 | 4 (14%) | 0 | 7 (25%) | 17 (61%) |
| NURS 129 | 5 (17%) | 1 (3%) | 5 (17%) | 19 (63%) |
| NURS 218 | 19 (27%) | 9 (13%) | 21 (30%) | 22 (31%) |
| NURS 238 | 9 (14%) | 6 (9%) | 31 (47%) | 20 (30%) |
| NURS 245 | 13 (21%) | 2 (32%) | 23 (37%) | 25 (40%) |

## NCLEX-RN Categories

| Course | Level I 0-30% | Level II 31-49% | Level III 50-65% | Level IV >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**

**Program Outcome #3:**

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

Student's pefromed at Level III or higher 68.5% of the time in the category of Psychosocial Integirity, 63.4% of time in the category of Pharmacological and Parenteral Therapies, 74.2% of the time in the category of Physiological Adaptation, 73.6% of the time in the category of Reduction of Risk Potential, 75.2% of the time in the category of Safety and Infection Control, and 80.7% of the time in the category of Basic Care and Comfort.

## Analysis

Data for 2019-20 was compared to data from 2018-19 student learning outcomes report. In 2019-20 students performance in the category of Safety and Infection Control decreased in NURS 108: LPN-RN Bridge and NURS 129: Medical Surgical Nursing I courses where the Fundamentals HESI examination is taken. Students' performance in NURS 218: Maternal Child Nursing improved. Students' performance stayed consistent with 2018-19 results in NURS 245: Transition into Professional Nursing Practice course with the Exit Examination.

Students' performance in the category of Psychsocial Integrity improved over the 2018-19 results in both the NURS 108: LPN-RN Bridge course and the NURS 218: Maternal Child Nursing course. The students' performance in the Psychosocial Integrity category decreased for the NURS 245: Transition into Professional practice students compared to the 2018-19 results.

Students' performance in 2019-20 in the Category of Basic Care and Comfort remained consistent with students' performance in 2018-19. Students' performance did improve in NURS 238: Medical Surgical Nursing III with 92% of students scoring in Level III/IV in 2019-20 compared with 47% in 2018-19.

Students' performance in the Category of Pharmaoclogical and Parenteral Therapies decreased in 2019-20 compared to 2018-19 in NURS 108: LPN-RN Brdige and NURS 129: Medical Surgical Nursing I on the Fundamentals HESI examination and on the Maternal HESI examiantion in NURS 218: Maternal Child Health Nursing. Students' performance remainded consistent in NURS 238: Medical Surgical Nursing III and NURS 245: Transition into Professional Nursing Practice in 2019-20 compared to 2018-19 results.

Students' performance in the category of Physicological Adaptation remained consistent in 2019-20 compared to 2018-19 results in all courses with the exception of NURS 108: LPN-RN Bridge course. Students' performed lower in the NURS 108 course on the Fundamentals HESI compared to the previous year. The Maternal HESI examination tested the Physiological Adaptation category in 2019-20 but did not in 2018-19 for comparison data. In 2019-20, 75% of students scored Level III/IV on the Maternal Health Examination in the cateogry of Physiological Adaptation.

The students' performance in 2019-20 in the Reduction of Risk Potential category was consistent with students' performance in 2018-19.

The assessment data is not complete as the program did not complete a Fundamentals HESI examination for NURS 129: Medical Surgical Nursing I, did not complete a Fundamentals HESI examinationfor NURS 108: LPN-RN Bridge program in Sikeston and Poplar Bluff, and only administered Version 1 of the Exit examinations for NURS 245: Transition into Professional Nursing course for Sikeston and Poplar Bluff May 2020 graduates related to COVID-19 pandemic.

## Use of Results for Improvement

Based on the data collected, ransomware impact, and COVID-19 impact to the spring 2020 semester, the nursing program will not be making programmatic changes at this time. The faculty have decided to complete one more year of data collection to determine if changes made based on the 2018-19 data were effective. The first-time NCLEX-RN pass rate for 2020 was 90.625% which is an almost 10% increase. The NCLEX-RN results indicate some change from 2018-19 data collection was effective.

# Program Outcome #4

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

| Course Number | Course Name | Total Sections Utilized | Total Students Scored | Face to Face (F2F) Sections and Students | Online Sections and Students | Dual Credit Sections and Students | Number of FT and PT faculty Involved | Were all sections of this course involved? |
|---|---|---|---|---|---|---|---|---|
| NURS 108 | LPN-RN Bridge | 2 | 28 | Sections 2 Students 28 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 2 PT: 0 | Y |
| NURS 129 | Medical – Surgical Nursing I | 1 | 30 | Sections 1 Students 30 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 2 PT: 0 | Y |
| NURS 245 | Transition into Professional Nursing | 3 | 63 | Sections 3 Students 63 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 2 PT: 0 | Y |
| NURS 238 | Medical – Surgical III | 3 | 68 | Sections 3 Students 68 | Sections 0 Students 0 | Sections: 0 Students: 0 | FT: 6 PT: 0 | Y |
| NURS 218 | Maternal Child Health Nursing | 3 | 71 | Sections 3 Students 71 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 3 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 129: Fundamentals Exam
        - Only 1 Cohort in data, spring 2020 cohort did not test related to COVID-19 remote learning
    - NURS 245: Exit Exam
        - Spring 2020 Cohorts only took Version 1, so data does not include any potential improvement with Version 2
    - NURS 238: Medical Surgical Exam
    - NURS 218: Maternity Exam
- NCLEX-RN Data (from Mountain Measurement) (not available until May 2021)

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| Management of Care | | | | |
|---|---|---|---|---|
| Course | Level I 000-799 | Level II 800-849 | Level III 850-1000 | Level IV >1000 |
| NURS 108 | 8 (30%) | 1 (3%) | 6 (21%) | 12 (41%) |
| NURS 129 | 3 (10%) | 3 (10%) | 4 (13%) | 20 (67%) |
| NURS 218 | 28 (40%) | 0 | 12 (17%) | 30 (43%) |
| NURS 238 | 5 (8%) | 1 (2%) | 17 (26%) | 43 (65%) |
| NURS 245 | 19 (30%) | 6 (10%) | 22 (35%) | 16 (25%) |

| NCLEX-RN Categories | | | | |
|---|---|---|---|---|
| Course | Level I 0-30% | Level II 31-49% | Level III 50-65% | Level IV >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

**Program Outcome #4:**

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

Students' performed at Level III or higher 71.1% of the time in 2019-20 this was a decline from last year's result of 78.7%. Lowest average student performance was found to be in NURS 108: LPN-RN Bridge course, NURS 218: Maternal Child Health Nursing, and NURS 245: Transition into Professional Nursing courses.

**Analysis**

The assessment data is not complete as the program did not complete a Fundamentals HESI examination for NURS 129: Medical Surgical Nursing I, did not complete a Fundamentals HESI examination for NURS 108: LPN-RN Bridge program in Sikeston and Poplar Bluff, and only administered Version 1 of the Exit examinations for NURS 245: Transition into Professional Nursing course for Sikeston and Poplar Bluff May 2020 graduates related to COVID-19 pandemic. Data may be negatively reflected related to the lack of Version 2 test results as students are ranked by their best score per category per Version (1 or 2).  For exmaple, with the Version 1 only it shows that roughly 50% of students scored Level I/II and 50% scored Level III/IV.  With the Version 1 and 2 completed for the fall 2019 semester, it shows the percent as 27% Level I/II and 73% Level III/IV. The remediation that takes place in between the versions works to increase students' performance in weaker categories. The lack of Version 2, specifically in the Exit Examinations, makes the data less meaningful.

Students performance in NURS 129: Medical Surgical Nursing I and NURS 108: LPN-RN Bridge courses remained consistent with 2018-19 results.  Students' performance in the Exit Examinations, NURS 245: Transition into Professional Practice remained consistent with 70% of students scoring Level III/IV compared to 74% in 2018-19.  Students' performance in NURS 218: Maternal Child Nursing decreased from 79% in Level IV to 60% in Level III/IV.

Seventy-four percent of students scored Level III/IV in 2019-2020 which was a decrease from 91% in 2018-2019 in NURS 238: Medical Surgical Nursing III.  Students did complete the Medical Surgical Hesi Examination in spring 2020; however, related to the ransomware attack, students tested at

the local high schools (Poplar Bluff and Sikeston) with multiple technology issues which caused stress and frustration for the students. The technology issues may have impacted students' performance on the examination as many waited up to an hour to test and then tested quickly to leave on time for other commitments (i.e. work, family).

## Use of Results for Improvement

Based on the data collected, ransomware impact, and COVID-19 impact to the spring 2020 semester, the nursing program will not be making programmatic changes at this time. The faculty have decided to complete one more year of data collection to determine if changes made based on the 2018-19 data were effective. The first-time NCLEX-RN pass rate for 2020 was 90.625% which is an almost 10% increase. The NCLEX-RN results indicate some change from 2018-19 data collection was effective.

## Summary of Results

| NCLEX-RN Test Category | % of Students Benchmarking 2017-2018 | % of Students Benchmarking 2018-2019 | % of Students Benchmarking 2019-20 | NCLEX-RN Data |
|---|---|---|---|---|
| Management of Care (Program Outcome 1 and 4) | 65% | 78.7% | 71.1% | |
| Health Promotion and Maintenance (Program Outcome 2) | 60% | 68.2% | 75.8% | |
| Psychosocial Integrity (Program Outcome 2 and 3) | 51% | 68.5% | 68.5% | |
| Pharmacological and Parenteral Therapies (Program Outcome 3) | 62% | 75.4% | 63.4% | |
| Physiological Adaptation (Program Outcome 3) | 56% | 73.9% | 74.2% | |
| Reduction of Risk Potential (Program Outcome 3) | 60% | 78.2% | 73.6% | |
| Safety and Infection Control (Program Outcome 3) | 60% | 72.5% | 75.2% | |
| Basic Care and Comfort (Program Outcome 3) | 57% | 71.6% | 80.7% | |

For 2019-20, the program recognized an improvement in students' performance in the categories of Basic Care and Comfort, Safety and Infection Control, and Health Promotion and Maintenance. For 2019-20, the program recognized a decline in students' performance in the categories of Management of Care, Pharmacological and Parenteral Therapies, and Reduction of Risk Potential. For 2019-20, the categories of Psychosocial Integrity and Physiological Adaptation remained consistent with 2018-19 results.

The assessment data is not complete as the program did not complete a Fundamentals HESI examination for NURS 129: Medical Surgical Nursing I, did not complete a Fundamentals HESI examinationfor NURS 108: LPN-RN Bridge program in Sikeston and Poplar Bluff, and only administered Version 1 of the Exit examinations for NURS 245: Transition into Professional Nursing course for Sikeston and Poplar Bluff May 2020 graduates related to COVID-19 pandemic.

## Summary of Analysis

Based on the data collected, ransomware impact, and COVID-19 impact to the spring 2020 semester, the nursing program will not be making programmatic changes at this time. The faculty have decided to complete one more year of data collection to determine if changes made based on the 2018-19 data were effective. The first-time NCLEX-RN pass rate for 2020 was 90.625% which is an almost 10% increase. The NCLEX-RN results indicate some change from 2018-19 data collection was effective.

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

There were no anomalies in the results noticed for 2019-20. However, the data collection was not complete as it was impacted by the ransomware attack and move to remote instruction in spring 2020 related to the COVID-19 pandemic.

**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?**

No, the data did not provide enough data for the program to feel confident in making changes for 2020-21. The data collection was not complete as it was impacted by the ransomware attack and move to remote instruction in spring 2020 related to the COVID-19 pandemic.

The faculty believe that completing implementation of the 2018-19 interventions and another year of data collection is needed prior to making any further changes.

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

No patterns observed in the data at this time. Will watch for correlation between NURS 108 and NURS 129 students' performance on the Fundamentals HESI in upcoming data collection cycles.

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

Program will work to implement 2018-19 interventions in 2020-21. Data collection will occur throughout 2020-21 to determine if the interventions were effective. Based on the spring 2020 semester being impacted by the ransomware attack and COVID-19 pandemic, not all interventions from 2018-19 were implemented or not fully-implemented. The faculty will work to ensure those interventions are implemented in 2020-21.

- 2018-19 Use of Results for Improvement (to be fully implemented in 2020-21):
    - Review of the NCLEX-RN test plan categories on the program's lesson plans for accuracy.
        - The review was completed. The changes have been made on the lesson plans for the 2020-21 academic year.
    - Incorporate the NCLEX-RN activity statements into the clinical environment.
        - The faculty did complete this for fall 2019; however, it was not able to be implemented fully in spring 2020 related to the COVID-19 pandemic and virtual clinical experiences.
    - The faculty will place an emphasis on the NCLEX-RN test plan in both the clinical and classroom environments.
        - This was accomplished in fall 2019. In spring 2020, this was not fully accomplished related to the move to virtual instruction, especially in the clinical experiences.
    - The faculty will begin incorporating NCLEX-RN style questions into the classroom environment.
        - Faculty did begin implementation of this in fall 2019. Faculty were not able to fully-implement in spring 2020 related to the move to remote instruction.
    - Faculty will create a realistic testing environment similar to the NCLEX-RN for all proctored HESI examinations.

- This was put into place in fall 2019; however, it was not able to be done for spring 2020 related to the move to remote instruction.

o Mandate all students take the HESI Version 1 and 2 on all examinations.

- This was put into place in fall 2019; however, it was not able to be done for spring 2020 related to the move to remote instruction.

o Require a rationale review for all HESI proctored examinations for any student that scores less than 850.

- This was put into place in fall 2019; however, it was not able to be done for spring 2020 related to the move to remote instruction.

o A HESI Review assignment will be placed into NURS 219: Medical Surgical Nursing II that places an emphasis on the first HESI Examination in the curriculum.

- This was completed for the spring 2020 cohort but was not able to be completed in fall 2020 related to not testing in spring 2020 based on the move to remote instruction.

o HESI Workshop will be created to cover why HESI is important.

- Workshop was completed in fall 2019 not able to be completed in spring 2020 related to the ransomware attack and move to remote instruction with the COVID-19 pandemic.

o Developed a HESI remediation form to be used by students in the Student Retention and Progression Plan.

- Remediation form was completed in fall 2019 not able to be completed in spring 2020 related to the ransomware attack and move to remote instruction with the COVID-19 pandemic.

o Faculty will review their cohort's scores on the HESI examination prior to staring the next course.

- Unable to fully-implement as students were not able to complete all testing in spring 2020.

o Add a component to the Test Taking Workshop that discusses how to break down a program lesson plan including the NCLEX-RN Test Categories section.

- This intervention was completed in 2019-20.

o Collect data that focuses on students that score less than 650 on HESI proctored examinations while in the program. Consider placing them in the Student Retention and Progression Program after one HESI score less than 850 instead of the required two.

- Data collection showed this would place an additional 1-2 students a semester in the Student Retention and Progression Program. This did not appear to have an impact, so no change was recommended for 2020-21.

# Information Systems Technology - Office Administration

## Program Level SLO Report

### Julie Becker – Program Manager

## 2019-20

# 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 2019-20 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) |
| 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) |
| | 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) |

| Program Outcome 1 (continued) | |
|---|---|
| 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) |
| 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) |
| 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) |

| Program Outcome 2 (continued) | |
|---|---|
| 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:
## 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 have been collected and analyzed from the Fall 2019 semester. Normally, data would have also been collected and analyzed from the Spring 2020 semester; however, this year we were not able to collect data. The College was the victim of a ransomware cyberattack in February. Classes were disrupted for three weeks while our IT Department and a national third-party computer firm that specializes in assisting victims of ransomware cyberattack investigated the situation. It was reported that no data was stolen or misused.

On Monday, March 23, 2020, in preparation for a potential increase in the number of COVID-19 cases in Southeast Missouri, the College moved to virtual instruction. Given the circumstances, the assessment of student learning did not occur.

Artifacts collected came from the following courses: BUED 203 Business Communications; and IST 268 Spreadsheet Applications. Data has been assessed, observed, and researched 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.

The Microsoft Office Specialist (MOS) certification is comprised of an exam whereby successful completion demonstrates a person has the skills needed to get the most out of Office 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. Students received full objective-by-objective review and detailed procedures to help build the skills measured by the exam.   The review materials divide exam coverage into chapters representing groups of core, related skill sets that correspond to MOS exam objectives. The industry recognizes these credentials serve two purposes; program assessment and student recognition for knowledge gained from specific coursework.  However, due to the circumstances of the Spring 2020 semester, students did not complete the MOS Certification exam.  Also, the MOS certification exam is not used for assessment and is not tied to the program outcomes.  The students are required to take the MOS Certification exam as the final exam for IST 126 Word Processing, IST 268 Spreadsheet Applications, and IST 269 Database Applications. These exams are required for the students to take before they can receive the diploma for Office Administration.  These are the exit exams for this program.

# Outcome #1 Rubric
## Communicate in a Business Environment.

| Criteria | I | II | III | IV |
|---|---|---|---|---|
| **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 | 1 | 7 | Sections 1 Students 7 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 1 PT: 0 | Yes |

## Course being reported: BUED 203 Business Communication

| PROGRAM OUTCOME #1 | I | II | III | IV | Total # of Students |
|---|---|---|---|---|---|
| Report Format and Organization | 0 | 1 | 5 | 1 | 7 |
| Executive Summary | 1 | 0 | 5 | 1 | 7 |
| Introduction | 0 | 2 | 4 | 1 | 7 |
| Methodology | 0 | 2 | 3 | 2 | 7 |
| Data Analysis and Results | 0 | 1 | 5 | 1 | 7 |
| Conclusions and Recommendations | 0 | 2 | 5 | 0 | 7 |
| Research and Documentation | 0 | 3 | 3 | 1 | 7 |
| Grammar, Mechanics, and Sentences | 0 | 3 | 4 | 0 | 7 |

## Assessment Result

**Program Outcome #1 – Communicate in a business environment.**

A business report assignment is used to assess this outcome in BUED 203.  Students were given the rubric and specific instructions to create a business report.  Students are understanding the assignment and understanding how important writing skills are.

For report format and organization, 70 percent of the students scored in Category III; 14 percent scored in Category IV; and 14 percent scored in Category II.  For the executive

summary, 14 percent of the students were in Category I; 86 percent were in Category III and IV.  For introduction 29 percent of students were in Category II, 57 percent of students were in Category III, and 14 percent of students were in Category IV.  For methodology, 29 percent of students were in Category II and Category IV; 43 percent of students were in Category III.  For data analysis and results 14 percent of students were in Category II and Category IV; 70 percent of students were in Category III.  For conclusions and recommendations, 29 percent of students were in Category II and 70 percent were in Category III. For research and documentation, 43 percent of students were in Category II and Category III; 14 percent of students were in Category IV.  For grammar, mechanics, and sentences; 43 percent of students were in Category II and 57 percent of students were in Category III.

## Analysis

This year students scored in Category II, Category III, and Category IV in all but one objective.  This is different from last year; 2 percent scored in Category I in FY19.  Students are learning written communication skills

## Use of Results for Improvement

Emphasis will be put on demonstrating skill in composing and formatting professional e-mail messages, memos, letters, and informal reports that deliver positive, negative, persuasive, and marketing messages effectively and demonstrating skill in composing and writing well-researched proposals and formal reports that illustrate effective use of online information sources and appropriate documentation formats because research

shows that employers look for employees with very good written communication skills. Students are having trouble in certain areas such as methodology, research and documentation, and grammar and mechanics. Instruction will focus in these areas to show improvement in methodology, research and documentation, and grammar and mechanics.

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# 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.

| Utilizes operating system software and data management skills | I | II | III | IV | | |
|---|---|---|---|---|---|---|
| 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 | I | II | III | IV | | |
|---|---|---|---|---|---|---|
| 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) | I | II | III | IV | | |
|---|---|---|---|---|---|---|
| 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 268 | Spreadsheet Applications | 1 | 17 | Sections 0 Students 0 | Sections 1 Students 17 | Sections 0 Students 0 | FT: 1 PT: 0 | Yes |

| IST 268 | I | II | III | IV | Total # of Students |
|---|---|---|---|---|---|
| Utilizes operating system software and data management skills. | 1 | 1 | 5 | 10 | 17 |
| Demonstrate an understanding of the ethical use of technological tools. | 1 | 1 | 5 | 10 | 17 |
| Utilizes software (word processing, presentation, and/or application specific to guideline) | 1 | 1 | 4 | 11 | 17 |

## Assessment Result

**Program Outcome #2 -** Demonstrate technological skills including operating systems, word processing, spreadsheets, database management, presentation software, email and the Internet as a research tool.

IST269 Database Applications is only offered in spring semesters; IST126 Word Processing Applications and IST268 Spreadsheet Applications are offered in fall and spring semesters. IST126 Word Processing Applications, IST268, and IST269 Database Applications are used as points of assessment for Program Outcome #2 and collected in the spring semester each academic year. Due to the circumstances of this semester, assessment was not collected from these classes in Spring 2020.

In Fall 2019, the IST 126 Word Processing course was not assessed. IST 126-FA19 had two students enrolled at the beginning of the semester. One student was administratively withdrawn after the first two weeks for lack of attendance, and the other was administratively dropped during the semester for not completing assignments.

In IST 268 Spreadsheet Applications, 58 percent of the students, which is 10 out of 17 students, scored in Category IV in utilizes operating system software option and demonstrates an understanding of the ethical use of technological tools option; 64 percent of the students, which is 11 out of 17 students, scored in Category IV in utilizes software option. In utilizes operating systems software option and demonstrates an understanding of the ethical use of technological tools option, 29 percent of students, which is 5 out of 17 students, scored in Category III. In utilizes software option, 24 percent

of students, which is 4 out of 17 students, scored in Category III.  In all three options only one student, 6 percent of students, scored in each of Category I and Category II.

## Analysis

The 15 out of 17 students in IST 268 Spreadsheet Applications scored in the Category III and Category IV range of the rubric.  Also, the scores for this class are higher than last year's scores. This year's scores are in the Category III and Category IV and is a higher percentage than last year. This tells us that our students are obtaining technological skills that they will be able to use in the once they graduate. Students are doing well.

The 15 out of 17 the results are in Category III and Category IV.  The basic learning objectives are comprehended; therefore, students are more successful in mastering the outcomes for the course.

## Use of Results for Improvement

We are also researching new platforms to help with improving student learning.  Also, new rubrics are being created for each of the application classes because the program outcomes are changing.  It has been advised by the committee that the outcome rubric is not measurable.  This rubric will be changed for the next SLO report.

IST100 Computer Applications just changed platforms.  We changed from the publisher Pearson and MyLabsPlus to the publisher Cengage and MindTap. It appears that

MindTap gives students and instructors more interactivity. MindTap engages students more in the online learning platform. IST100 Computer Applications is a prerequisite for IST126 Word Processing Applications, IST268, Spreadsheet Applications, and IST269 Database Applications. These three classes will be changing to Cengage MindTap in Spring 2021.

# 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 | 0 | 0 | Sections 0 Students 0 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 0 <br> PT: 0 | |
| IST 269 | Word Processing Applications | 0 | 0 | Sections 0 Students 0 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 0 <br> PT: 0 | |

## Assessment Result

Two advanced computer classes are generally used for this this outcome – IST126 Word Processing and IST269 Database Applications.  Manage files is the outcome.

In Fall 2019 IST 126 course was not assessed. IST 126-FA19 had two students enrolled at the beginning of the semester. One student was dropped after the first two weeks for not showing up, and the other was administratively dropped during the semester for not completing assignments.

In Spring 2020 IST 126 and IST 269 courses were not assessed. IST 126  had 14 students and IST 269 had 16 students.

## Analysis

It is important to understand and have the knowledge to manage files in order to successfully organize and find the files students work on their computers.  This outcome will no longer be in the program beginning Fall 2020 because the program outcomes will change.  The program outcomes will change to be more measurable.  Another reason the program outcomes will change is many classes have changed over the last several years. The rubric will also be adjusted.  The Office Administration Advisory Committee discussed and voted on this at the January 7, 2020 meeting.

## Use of Results for Improvement

Outcome will change in Fall 2020. IST126 low enrollment should not increase because of change in modality.

## 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.   Currriculum paperwork has been submitted to deactivate the class. Program grid was updated through curriculum.  New program outcomes were created. New assessments will be utiliized.

# 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.

| | I | II | III | IV |
|---|---|---|---|---|
| **SKILLS/ KNOWLEDGE** | Work was done in a careless manner and was of erratic quality; work assignments were usually late and required review; made numerous errors | With a few minor exceptions, adequately performed most work requirements; most work assignments submitted in a timely manner; made occasional errors | Accurately performed all work requirements; submitted all work assignments on time; made very few errors | Thoroughly and accurately performed all work requirements; submitted all work assignments on time; made no errors |
| **SELF-MANAGEMENT** | Asked few if any questions and rarely sought out additional information from appropriate sources; was unable or slow to understand new concepts, ideas, and work assignments; was unable or unwilling to recognize mistakes and was not receptive to making needed changes and improvements. | Asked some relevant questions and sought out additional information from appropriate sources but not every time needed; exhibited understanding of new concepts, ideas, and work assignments; was at times willing to take responsibility for mistakes and to make needed changes and improvements | In most cases, asked relevant questions and sought out additional information from appropriate sources; exhibited acceptable understanding of new concepts, ideas, and work assignments; was usually willing to take responsibility for mistakes and to make needed changes and improvements | Consistently asked relevant questions and sought out additional information from appropriate sources; very quickly understood new concepts, ideas, and work assignments; was always willing to take responsibility for mistakes and to make needed changes and improvements. |
| **DEPENDABILITY** | Was generally unreliable in completing work assignments; did not follow instructions and procedures promptly or accurately; was careless, and work needed constant follow-up; required close supervision. | Was generally reliable in completing tasks; at times followed instructions and procedures; was at times attentive to detail, but work had to be reviewed occasionally; functioned with only moderate supervision | Was reliable in completing tasks; normally followed instructions and procedures; was usually attentive to detail, but work had to be reviewed occasionally; functioned with only moderate supervision | Was consistently reliable in completing work assignments; always followed instructions and procedures well; was careful and extremely attentive to detail; required no supervision |
| **ATTITUDE** | Regularly exhibited a negative attitude; was dishonest and/or showed a lack of integrity on several occasions; was unable to recognize and/or was insensitive to ethical and diversity issues; displayed significant lapses in ethical and professional behavior. | Demonstrated negative and positive attitudes; mainly exhibited honesty and integrity in the workplace; at times was aware of and sensitive to ethical and diversity issues on the job; at times behaved in an ethical and professional manner. | Demonstrated a positive attitude; regularly exhibited honesty and integrity in the workplace; was usually aware of and sensitive to ethical and diversity issues on the job; normally behaved in an ethical and professional manner. | Demonstrated an exceptionally positive attitude; consistently exhibited honesty and integrity in the workplace; was keenly aware of and deeply sensitive to ethical and diversity issues on the job; always behaved in an ethical and professional manner |
| **COMMUNICATION** | Fails to communicate with others in a diverse environment. | Communicates with others in a diverse environment, but fails to communicate effectively with others. | Communicates effectively with others in diverse environments. | Communicates effectively with others in diverse environments using both verbal and nonverbal communication. |

## Program Outcome #5

| 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 | 0 | 0 | Sections:0 Students:0 | Sections: 0 Students: 0 | Sections: 0 Students: 0 | FT: 0 PT: 0 | |

### Assessment Result

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

### Analysis

IST 297 IST Internship Project will not longer be offered. Curriculum has approved this change. No students were enrolled in IST297.

### Use of Results for Improvement

The IST297 IST Internship Project class will no longer be offered. Advisory Committee recommended this class removed from the program since there is no consistency for the students. Some students were getting very good instructions, experiences, and on-the-job training. Other students were making copies, running errands, or just observing with no hands-on training. No students enrolled in the Fall 2019 or Spring 2020 semesters. Curriculum has approved this change. IST297 IST Internship Project is being replaced with BLAW221 Legal and Ethical Environment of Business. Reasoning for this is internship placement is difficult. Internship experience is not assisting students in meeting outcomes. Requiring BLAW221 allows Office Administration students to obtain more skills to become employable having the variety of classes.

# Program Outcome #6 Rubric

Produce transcripts and correspondence using computer technology.

| Criteria | I | II | III | IV |
|---|---|---|---|---|
| **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

Produce transcripts and correspondence using computer technology.

| Course Number | Course Name | Total Sections Utilized | Total Students Scored | Face to Face (F2F) Sections and Students | Online Sections and Students | Dual Credit Sections and Students | Number of FT and PT faculty Involved | Were all sections of this course involved? |
|---|---|---|---|---|---|---|---|---|
| IST 256 | Administrative Transcription | 0 | 0 | Sections: 0<br>Students: 0 | Sections: 0<br>Students: 0 | Sections: 0<br>Students: 0 | FT: 0<br><br>PT: 0 | |

## Assessment Result

**Program Outcome #6:** Produce transcripts and correspondence using computer technology.

The IST 256 Administrative Transcription class is used as a point of collection for this outcome. IST 256 Administrative Transcription is typically taught in the fall semester; however, it was not taught in Fall 2019 due to low enrollment.

Curriculum changes have been approved to deactivate IST 256 Administrative Transcription. In the Office Administration program grid, students are given a list of business elective courses: ACCT219 Accounting Management Software, BUAD221 Fundamentals of Management (Spring only), BMGT105 Career Management (Fall only), BMGT215 Supervisory Development (Spring only), ACCT212 Principles of Accounting II.

Program Manager met with Advisory Committee Members on January 7, 2020, and they stated they do not have any administrative assistants transcribe.

IST256 Administrative Transcription is no longer offered also because of problems with software. The software we used was not compatible with the updates made in Three Rivers technology. After much research, no transcription programs were found that we could use.

## Analysis

The program outcomes will change to be more measurable. Another reason the program outcomes will change is many classes have changed over the last several years. The rubric will also be adjusted.

## Use of Results for Improvement

Program Outcomes will be changed for Fall 2020.

# Additional Summary Notes

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

Program Outcome changes will be made to begin Fall 2020.  There will be different assessments as well as rubrics.

**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?**

Program Purpose Statement changes to the following effective Fall 2020:

The OFFICE ADMINISTRATION program is designed for individuals who are currently employed in an office environment or for students 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 and hands-on skill development.

Purpose statement is being changed to reflect current curriculum changes.

Office Administration Program Outcomes changed to the following:

New Program Outcomes will change Fall 2020:

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 in word processing, spreadsheets, and database management applications.

3.     Demonstrate appropriate office procedures as related to a business environment.

4.     Perform office accounting and recordkeeping functions as related to office administration.

Outcomes are being changed to be more measurable.

IST297 IST Internship project is being removed and students may now take ACCT211 Principles of Accounting I or ACCT216 Business Accounting in its place.

Reasoning for this is internship placement is difficult.  Internship experience is not assisting students in meeting outcomes.

BUED203 Business Communications change to Spring only course.  This course only needs to be offered once a year.  IST100 Computer Applications and ENGL111 College Writing are prerequisites for BUED203.  Students take IST100 and ENGL111 in the Fall semester, and then complete BUED203 in the Spring semester.

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

No new patterns were observed.

# Student Learning Outcomes (SLO)
# Report Addendum

**<u>Office Administration Program</u>**

**(1) 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 2019-20 SLO report. (Use as many pages as necessary to describe.)**

Since we did not assess all of the classes for this report because of classes disrupted for three weeks with the ransomware cyberattack as well as moving to virtual instruction after this because of COVID-19, there is no data to report.

Also, the MOS certification exam is not used for assessment and is not tied to the program outcomes. The students are required to take the MOS Certification exam as the final exam for IST 126 Word Processing, IST 268 Spreadsheet Applications, and IST 269 Database Applications. These exams are required for the students to take before they can receive the diploma for Medical Billing and Coding. These are the exit exams for this program. Students are showing progress because of the change in utilizing Cengage MindTap. "MindTap is a comprehensive study tool that gives you everything you need to succeed—e-textbooks, quizzes, assignments, flashcards, a dictionary if you get stuck on a word—it's all there! MindTap is the whole package." (https://www.cengage.com/mindtap/)

**(2) 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.)**

# THREE RIVERS COLLEGE

**Paramedic AAS**

**Program Level SLO Report**

**Tami Cunningham – Program Manager**

**2019-20**

**Program Purpose Statement**

AAS-Paramedic Purpose: Career and Technical Education. This program prepares EMTs to achieve

an AAS-Paramedic Purpose: Career and Technical Education. This program aims to prepare

competent entry-level Emergency Medical Technician-Paramedics in the cognitive (knowledge),

psychomotor (skills), and affective (behavior) learning domains 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 Education Programs for the Emergency Medical Services Professions (CoAEMSP).

www.caahep.org

**Paramedic Program Learning 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 manner with all members of the health care team.
5. Utilize knowledge of normal/abnormal anatomy and physiology and pharmacology in pre-hospital emergency care.

# 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 2019-20 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 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) |

| 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) |

5

# Program Outcome #1 Rubric

Provide a safe, supportive and effective environment.

| | Level I | Level II | Level III | Level IV |
|---|---|---|---|---|
| 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 sins, 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. |

| 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 | 10 | Sections 1 Students 10 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 1 PT: 2 | No |
| EMDS 208 | EMDS Internship III | 1 | 9 | Sections 1 Students 9 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 1 PT: 2 | No |

## Course being reported:  EMDS 202 EMS Internship I

|  | Level I | Level II | Level III | Level IV | # of Students |
|---|---|---|---|---|---|
| EMS Operations | 0 | 0 | 10 | 0 | 10 |
| Patient Assessment | 0 | 0 | 10 | 0 | 10 |
| Preparatory | 0 | 0 | 10 | 0 | 10 |

## Course being reported:  EMDS 208 EMS Internship III

|  | Level I | Level II | Level III | Level IV | # of Students |
|---|---|---|---|---|---|
| EMS Operations | 0 | 0 | 6 | 3 | 9 |
| Patient Assessment | 0 | 0 | 5 | 4 | 9 |
| Preparatory | 0 | 0 | 5 | 4 | 9 |

## Assessment Result

**Program Outcome #1:** Provide a safe, supportive, and effective environment for each pre-hospital encounter.

Program outcome 1 data is collected in EMDS 202: EMS Internship I (1st semester) and again in

EMDS 208: EMS Internship III (3rd semester) using the same rubric.  In EMDS 202: EMS Internship

I (1st semester), all the students were at level III.  In EMDS 208 (3rd semester), three of the students reached Level IV in EMS operations and four reached Level IV in patient assessment and preparatory with the remaining student remaining at level III.

## Analysis

Based on data from the 2018-19 assessment cycle and enrollment challenges, changes made include:

- Moving the program to hybrid format.
- Placing rigorous simulation scenarios early within each semester to improve student learning.

Results show students are Level III in EMS operations, patient assessment, and preparatory. This pattern follows data from 2018-19 report indicating the move to hybrid format has not decreased students' performance.

The 2019-20 results from above indicated students are improving and becoming more efficient as they progress through the program. The Committee on Accreditation for the EMS Professions (CoAEMSP) developed a tool to use during psychomotor practice that the program adopted to reinforce the students learning. The tool introduces the skill as an individual task, then introduces the same skill into an individual scenario, and then the same skill in the clinical field. The program is using this level of learning to build on knowledge to improve the critical thinking skills within the learning outcomes.

Changes made in 2019-20 based on 2018-19 results.

- The student develops the assessment, skill, and leadership in the scenario lab
- The student is placed into rigorous scenarios early within each semester

- The students gain experience in the prehospital setting by using their knowledge they acquired in the classroom.

## Use of Results for Improvement

Based on the results, in the SLO report 2018-19 only 1 student reached Level IV by the end of the program. Whereas, in 2019-20 there were 3-4 students reaching Level IV in EMDS 208. The faculty feel simulations builds critical thinking within the program. Simulations will continue to be used to improve student learning and will continue to improve the simulations scenarios during the program. The program will keep building the pool of scenarios to increase the critical thinking levels of the student, while developing leadership skills. The program tool used for psychomotor practice that was adopted in 2019-20 will continue to be used going forward.

# Program Outcome #2 Rubric

Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.

| | Level I | Level II | Level III | Level IV |
|---|---|---|---|---|
| **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. |

| 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 | 10 | Sections 1 Students 10 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 1 PT: 1 | No |
| EMDS 208 | EMS Internship II | 1 | 9 | Sections 1 Students 9 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 1 PT: 1 | No |

## Course being reported:  EMDS 202 EMS Internship I

| | Level I | Level II | Level III | Level IV | # of Students |
|---|---|---|---|---|---|
| **Airway management** | 0 | 0 | 8 | 2 | 10 |
| **ECG Recognition** | 0 | 0 | 8 | 2 | 10 |
| **Judgement** | 0 | 0 | 9 | 1 | 10 |
| **Medical** | 0 | 0 | 9 | 1 | 10 |
| **Skills** | 0 | 0 | 7 | 3 | 10 |

## Course being reported:  EMDS 208 EMS Internship III

| | Level I | Level II | Level III | Level IV | # of Students |
|---|---|---|---|---|---|
| **Airway Management** | 0 | 0 | 6 | 3 | 9 |
| **ECG Recognition** | 0 | 0 | 6 | 3 | 9 |
| **Judgement** | 0 | 0 | 4 | 5 | 9 |
| **Pediatric Assessment** | 0 | 0 | 9 | 0 | 9 |
| **Skills** | 0 | 0 | 4 | 5 | 9 |
| **Special Patients** | 0 | 0 | 9 | 0 | 9 |
| **Trauma** | 0 | 0 | 4 | 5 | 9 |

## Assessment Results

**Program Outcome #2:** Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.

Program Outcome Two data is similar to Program Outcome One. Outcome Two is assessed in EMDS 202 and EMDS 208. In EMDS 202, all students scored Level III or higher. The data shows in EMDS 202 EMS Internship I, 80% of the students scored in Level III and 20 % scored in Level IV in Airway management and ECG Recognition categories. In Judgment and Medical categories 90% of the students were at Level III and 10% were at Level IV. Skill assessment 70% of the students scored in Level III and 30% of the students scored in Level IV. Comparing EMDS 202 (first semester) to EMDS 208: EMS Internship III (final semester or 3rd semester) there was marked improvement. EMDS 208 EMDS Internship III in Airway management and ECG Recognition the students improved to 33% in Level IV leaving 66% in Level III. Judgement and skills assessment improved to 50% of students scored in Level IV compared to 10% in EMDS 202 (first semester).

**Analysis**

The data reflects students improving their learning as they progress through the program. Based on changes to EMDS 105 made in 2017-18, the students are now a solid Level III when they enter the first semester Paramedic course (EMDS 202). Reviewing the data from 2017-18 EMDS 105 course, in the criteria "patient care" 12 students reached mastery level which is Level IV in this document. In 2018-19 SLO, 13 students reached the mastery level compared, and increase of 1 student. The SLO report from 2018-19 shows 100% of students scored Level II within first semester of the Paramedic course EMDS 202: compared to 2019-20 where 100% of students scored Level III or higher.

The 2019-20 cohort is the first cohort to complete the program with the hybrid modality. EMS Testing is the new testing software that is currently used. This testing software allows the students

and faculty to view exam questions after the exam is finished.  The previous testing software, Fisdap, did not allow students or faculty to review exams.  This allows students and faculty to identify areas of weakness.  Preceptor evaluations show an increase in critical thinking and leadership skills compared to the previous year's evaluations. Even in speaking to the preceptors within the Emergency Room and Ambulance Services they are telling us how the students have a good concept of patient care, treatments, and management of the critical patients. The preceptors are stating how they feel the student is an asset to the EMS field.

## Use of Results for Improvement

All information gathered from EMDS 105, EMDS 202 and EMDS 208 will be used to improve our simulations during the program. The program will keep building the pool of rigorous scenarios to increase the critical thinking levels and leadership skills of the student. Continuing to improve simulations and building the scenario pool will place the student into the realism of critical patient care and treatment using airway management, ECG recognition, judgment of the medical adult, pediatric and special population. The student will be using their knowledge and skills that were learned throughout the program.  Continue to use the required CoAEMSP tool that progresses the skill from individual skill, scenario, then field internship. This tool allows the student to learn in three steps, step one learns the individual skill, step two applies the skill in a scenario, and step three applies the skill in the clinical setting on a live patient. By doing this it should increase our students' learning in EMDS 105, EMDS 202 and EMDS 208 EMS, and bring our students from Level III to Level IV by the conclusion of the program.

# Program Outcome #3 Rubric

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.

| Criteria | Level I | Level II | Level II | Level IV |
|---|---|---|---|---|
| **Patient Care**<br><br>**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**<br><br>**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/ |

| 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 | 3 | 19 | Sections 3 Students 19 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 1 PT: 1 | No |
| EMDS 202 | EMDS Internship II | 1 | 10 | Sections 1 Students 10 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 1 PT: 0 | No |
| EMDS 208 | EMS Internship III | 1 | 9 | Sections 1 Students 9 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 1 PT: 0 | No |

### Course being reported:  EMDS 105 EMS I

| | Level I | Level II | Level III | Level IV | # of Students |
|---|---|---|---|---|---|
| **Patient Care** | 0 | 0 | 10 | 9 | 19 |

### Course being reported:  EMDS 202 EMDS Internship I

| | Level I | Level II | Level III | Level IV | # of Students |
|---|---|---|---|---|---|
| **Patient Care** | 0 | 0 | 10 | 0 | 10 |

### Course being reported:  EMDS 208 EMS Internship III

| | Level I | Level II | Level III | Level IV | # of Students |
|---|---|---|---|---|---|
| **Patient Care** | 0 | 0 | 5 | 4 | 9 |
| **Run Management** | 0 | 0 | 5 | 4 | 9 |

## Assessment Result

**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.

Program Outcome Three data comes from EMDS 105: EMS I, EMDS 202: EMS Internship I and EMDS 208: EMS Internship III. During EMDS 202 and EMDS 208 EMS all students scored Level III or higher.

EMDS 105: EMS I assess the area of patient care. In 2019-20, 53% of students scored at Level III and 47% at Level IV. In EMDS 202, (first semester) the data shows 100% of students scored in Level III. In EMDS 208 (final semester) 55% of students scored in Level III and 45% in Level IV.

| Program Outcome #3, EMDS 105 Course | | | | | | |
|---|---|---|---|---|---|---|
| **Year** | **Level I** | **Level II** | **Level II** | **Level IV** | **Total** | **% Level IV** |
| 2017-2018 | 0 | 0 | 13 | 12 | 25 | 48% |
| 2018-2019 | 1 | 0 | 21 | 13 | 34 | 37% |
| 2019-2020 | 0 | 0 | 10 | 9 | 19 | 47% |

## Analysis

EMS students in the first course (EMDS 105, EMS I) come into the program with no prior EMS knowledge. The students are beginning their training on how to be a part of the EMS system. The EMDS 105 student must be able to take responsibility for their actions and start learning leadership skills. The 2019-20 data shows the students have increased Level IV performance by 10% over 2018-19 assessment data results, even with the unexpected demands and delays of COVID-19. By

increasing the level of learning in EMDS 105 EMS I, it has brought a solid paramedic student into

EMDS 202.  The students can start at Level III in the paramedic program then builds on the

knowledge to progress to Level IV by the final semester in the program (EMDS 208). Starting at a

Level III in the paramedic program expected. The chart above is used to show the data of how the

EMDS 105 course (the basic level) has increased the students' level of improvement after

implementing the three-step learning tool that was discussed earlier.

Program improvement in EMDS 105 based on 2018-19 data include:

- The student is now assigned to groups to complete peer checkoffs.

- The student may not proceed to the next skill until they are complete within that lesson.

- The instructors do spot checks on the peer review skills if the student fails a spot check both

  the student and reviewer fail. (Both students must retest with an instructor)

## Use of Results for Improvement

The students are well within Level III, for Program Outcome. Data from 2018-19 final semester, EMDS

208 EMS Internship III none of the students that made the improvement to Level IV. In 2019-20 data, 4

out of 9 made it to Level IV. The improvements implemented in fall 2019 (from the 2018-19 SLO

assessment result for EMDS 105 EMS I) are improving student level of learning. The program faculty will

continue to collect data and monitor moving forward.

The students are scoring in Level III consistently, for Program Outcome Three.  The Faculty will continue

to monitor data to ensure students completing EMDS 105 are at Level III or higher entering the

Paramedic Program.

# Program Outcome #4 Rubric

Communicate in a professional, considerate, and cooperative manner with all members of the healthcare team.

| Criteria | Level I | Level II | Level III | Level IV |
|---|---|---|---|---|
| **Attitude**<br>**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**<br>**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**<br>**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. |

| 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 | 10 | Sections 1 Students 10 | Sections 0 Students 10 | Sections 0 Students 0 | FT: 1 PT: 0 | No |
| EMDS 202 | EMS Internship I | 1 | 10 | Sections 1 Students 10 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 1 PT: 0 | No |
| EMDS 208 | EMDS Internship III | 1 | 9 | Sections 1 Students 9 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 1 PT: 0 | No |

## Course being reported:  EMDS 201 EMDS II

|  | Level I | Level II | Level III | Level IV | # of Students |
|---|---|---|---|---|---|
| Communication (Attitude) | 0 | 2 | 6 | 2 | 10 |
| EMS Disaster | 0 | 0 | 9 | 1 | 10 |

## Course being reported:  EMDS 202 EMS Internship I

|  | Level I | Level II | Level III | Level IV | # of Students |
|---|---|---|---|---|---|
| Communication (Attitude) | 0 | 2 | 6 | 2 | 10 |
| Communication (Dispatch) | 0 | 0 | 9 | 1 | 10 |

## Course being reported:  EMDS 208 EMS Internship III

|  | Level I | Level II | Level III | Level IV | # of Students |
|---|---|---|---|---|---|
| EMS Disaster | 0 | 0 | 7 | 2 | 9 |

## Assessment Result

**Program Outcome #4:** Communicate in a professional manner with all members of the health care team.

Program Outcome Four is assessed in EMDS 201: EMS Internship I, EMDS 204: EMS II and EMDS 208: EMS Internship III. EMDS 201 is the first didactic course within the paramedic program. The student is starting to increase their level of learning, as well as their interaction/communication with the staff at the facilities, during clinical experiencing and their community. Simulation scenarios is the first line learning tool for students to learn professional communication.

During EMDS 201, student complete simulation scenarios that allow students' personal attitudes and demeanors to be assessed and corrected. Additionally, the scenarios allow students to use professional communication in practice. Based on the number of simulation experiences in the program, it is expected for most students to only reach as high as Level III in Communication. Typically, the students' move to Level IV after they have gained additional experience (working on an ambulance as a Paramedic).

In the first semester of the program (EMDS 201), the data indicates 20% of students scored Level II, 60% scored Level III and 20% scored Level IV (Communications attitude). EMDS 201 is a classroom setting and EMDS 202 and EMDS 208 are internship or clinical settings. The preceptor data analyzed in the clinical setting for EMDS 202 shows data that conflicts with EMDS 201 data from the same semester. The preceptor data shows 90% of students scored in Level III and 10% of

students scored in Level IV in Communications (Attitude).  In EMDS 208 students are assessed on EMS disasters. In the EMS Disasters category, categories which includes Communication and Scene management.  78% of the students scored Level III and 22% scored Level IV.

## Analysis

The data in EMDS 201 and EMDS 202 indicate the students communicated and had a better attitude in the internship course than they did in the classroom simulation experience.  The program will assess the validity of the data (the assessment artifact and the person using the artifact).  EMDS 208 shows all the students scored Level III in EMS disasters. This assessment point goes well with communicating and attitude of the student.

## Use of Results for Improvement

Continue to assess the communication and professional manner with all members of the health care team throughout the program, especially in simulated scenarios.

Improvements to start for Cohort 2020-21:

- Implement use of the Crew Recourse Management Rubric provided by Platinum Planner (tracking software used to meet the accreditation standards). This rubric focuses on:
    - Leadership
    - Role management
    - Communication
    - Team Dynamic/body language

        ○   Checklist use

- The student participates in a debriefing after their scenario for immediate feedback.

- Each member of the team can give feedback to their peers.

# Program Outcome #5 Rubric

Utilize knowledge of principles in asepsis, normal/abnormal anatomy and physiology, microbiology, and pharmacology.

| Criteria | Level I | Level II | Level III | Level IV |
|---|---|---|---|---|
| **Knowledge**<br><br>**Cognitive** | Demonstrates no knowledge of medical/trauma principles, pathophysiology, pharmacology, and use of medications. | Demonstrates some knowledge of medical/trauma principles, pathophysiology, pharmacology, and use of medications. | Demonstrates knowledge of medical/trauma principles, pathophysiology, pharmacology, and use of medications. | Demonstrates a high-level of medical/trauma principles, pathophysiology, pharmacology, and use of medications. |
| **Medication Administration**<br><br>**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. |

| 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 | 10 | Sections1 Students 10 | Sections 0 Students 10 | Sections 0 Students 0 | FT: 1 PT: 0 | No |
| EMDS 205 | EMDS Internship II | 1 | 9 | Sections1 Students 9 | Sections 0 Students 0 | Sections 0 Students 0 | FT: 1 PT: 0 | No |

## Course being reported:  EMDS 201 EMS II

| | Level I | Level II | Level III | Level IV | # of Students |
|---|---|---|---|---|---|
| Medication Administration | 0 | 0 | 10 | 0 | 10 |

## Course being reported:  EMDS 205 EMS Internship II

| | Level I | Level II | Level III | Level IV | # of Students |
|---|---|---|---|---|---|
| Knowledge | 0 | 0 | 5 | 4 | 9 |

## Assessment Results

**Program Outcome #5:** Utilize knowledge of normal/abnormal anatomy and physiology and

pharmacology in pre-hospital emergency care.

The data for Program Outcome Five is gathered from EMDS 201: EMS I and EMDS 205: EMS

Internship I. EMDS 201 (first semester) looks at the skill of medication administration and all

students scored Level III. In EMDS 205 (second semester) the program assesses the knowledge

beyond the medication administration and four students progressed to Level IV, with five remaining at Level III.

## Analysis

In assessing the competency area of medication administration, the results are expected and are at an acceptable level. In EMDS 201, the student is just starting to learn the medication and the proper uses without the solid knowledge of the pathophysiology of the disease processes. Advancing through the program, into EMDS 205, the students have the full knowledge of the disease or condition that is requiring a medication, as well as full knowledge of medication administration. It is expected that not all students will progress to Level IV due the vast number of medications that is used prehospital. The way the program is set up the student needs to have the basic knowledge of the medication to advance to the full understanding of the mechanisms of action, interactions and metabolism of the prehospital medications used by the provider. National Registry of EMT is recommending the student rely on their pocket guide, in certification testing rather than their memory. The new standards of care guidelines, American Heart Association (AHA) recommends that the student not be required to remember the medication dosages, but rather rely on the pocket guides to provide the correct medication dose. Some of the students are taking this recommendation literally and not progressing on to Level IV.

**Use of Results for Improvement**

Learning improvement for 2020-21 Cohort:

- The student will learn the medication that are used for that disease process as they proceed

  through the course.

- The student will experience more practice in the use of medication in simulations.

- The student will use their pocket guide on rarely used medications only.

## Additional Summary Notes

The increased simulations in the 2019-20 cohort correlate to better prepared students in the clinical and field internship areas as indicated by preceptor evaluation. The paramedic program has started using Platinum Planner for data tracking. Platinum Planner has a data base of EMS scenarios for simulation use, rubric for performance and debriefing tools following the student scenarios that were used in the 2019-20 cohort.

The improvements made in the last three years, discussed in the previous annual SLO reports, have increased student learning from Level I and Level II to Level III and Level IV in the paramedic program. In looking at the 2018-19 data, the faculty decided to review the mapping outcomes and artifacts used in program assessment. The concern is the data is not reliable from the current artifact as it relies on multiple different preceptors using the same rubric. Preceptors have been oriented on how to complete the form; however, the preceptors may be completing it with different standards resulting in data that is not reliable. A new assessment artifact, preceptor training, mapping, and restructure of the Student Learning Outcomes (SLOs) was approved for implementation in the 2019-20 Cohort. The use of the new mapping and artifact for the internship classes (EMDS 202, EMDS 205 and EMDS 208) is showing a more consistent assessment. Analyzing the data from the next few cohorts will increase the validity and allow more confidence in many program changes.

The shift to a hybrid program has shown a positive outcome. The program started the hybrid modality for the 2019-20 cohort with 11 students and ended with 9 students. In implementing a

hybrid program, the scenario and lab assessment needed to be rigorous. The students learn early, when being evaluated in the scenario, they must be prepared. It does show in the analysis that the singular student who was prepared was constantly improving to the Level IV in the learning rubrics. The faculty have begun advising the EMDS 105 student to register for BIOL 231: Anatomy & Physiology I in the same semester as EMDS 105. Taking these classes at the same time will enhance the students' understanding of how the body responds to injury or disease based on anatomy and physiology knowledge. This knowledge should improve their critical thinking skills, patient care, and treatment plans. The students that have taken or are taking BIOL 231 Anatomy and Physiology perform better academically, than the student that has never been exposed to anatomy and physiology prior to EMDS 105. The students' ability to function at Level III/IV in EMDS 105 is important as these students successfully continue to the Paramedic program courses.

The program increased the required passing score on examinations in each course within the paramedic core courses from 70% to 78% and added a passing score of 75% minimum score on the capstone exam.

**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 hybrid modality data for the first cohort has supported the improvements of the SLOs along with increased the pool of applicants. Data is pending on licensure results to determine the improvement of pass rates. Data was hindered due to COVID-19, the testing sits were closed for psychomotor testing and just started opening recently. The students have started testing and as of now, there are 5 registered paramedics and 4 are still testing.

**Patterns in the data observed:**

EMDS 105 has consistently improved to Level IV over the last several years. The data indicates the students are starting to form a better patient assessment and leadership skills in this early course. Patterns in the data for the EMDS 200 level courses are the students that complete at Level IV have no issues with the written National Registry of EMT exam. However, if the student completes at Level III in EMDS 200, they have issues with passing the written test.

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

Improvements for EMDS 105, the EMT student must learn how to take responsibility for one's actions, be able to critically think, and be a leader. When the students understand the skill, they can teach the next person how to perform. See one, do one, teach one. The student will take

pride in their abilities. This was implemented in 2019-20 and worked well. We will continue to use this new process.

- The student is now assigned to groups and must do peer checkoffs.

- The student may not proceed to the next skill until they are complete within that lesson.

- The instructors do spot checks on the peer review skills if the student fails a spot check both the student and reviewer fail. (Both students must retest with an instructor)

Improvements to the Paramedic Program starting for Cohort 2020-21, the paramedic student needs to have a good understanding of how to manage his or her crew, manage resources, and provide patient care to the critically ill or injured patient. When the students understand the skill, they can teach the next person how to perform. See one, do one, teach one. The student will take pride in their abilities.

- The student is graded on the Crew Recourse Management Rubric

    o Leadership

    o Role management

    o Communication

    o Team Dynamic/body language

    o Checklist use

- The student participates in a debriefing after their scenario.

- Each member of the team can give feedback.

# Practical Nursing

## Program Level SLO Report

## Larissa Brown – Program Manager

## 2019-20

# Program Purpose Statement

The purpose of the Practical Nursing program at Three Rivers College is to prepare students to achieve a one-year certificate in Practical Nursing and be successful in obtaining licensure as a Licensed Practical Nurse. The Practical Nursing program instills knowledge, skills, and professional values to prepare individuals to enter the workforce and provide safe, effective nursing care for clients in a variety of healthcare settings.

# Program Outcomes

1. Utilize the nursing process to provide safe client care within a healthcare team. (Application)

2. Interpret clients' diverse backgrounds across the lifespan to provide individualized nursing care. (Application)

3. Use effective communication as a member of the healthcare team. (Application)

4. Demonstrate safe, effective nursing care within the scope of practice for the practical nurse while maintaining legal/ethical standards. (Application)

5. Discover strategies to promote personal success. (Application)

6. Apply basic knowledge of mathematics; anatomy and physiology; and human growth and development to the practical nurse role. (Application)

# 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 2020 calendar year.

# Practical Nursing: Program Outcomes Mapping

| Course | Course Learning Outcome (CLO) |
|---|---|
| **Program Outcome 1:** <br> **Utilize the nursing process to provide safe client care within a healthcare team. (Application)** | |
| PNRS 105: Personal and Vocational Concepts | Describe the role of the licensed practical nurse as an effective member of the healthcare team. (CLO 3) |
| | Identify the practical nurse's role in utilizing the nursing process. (CLO 4) |
| PNRS 115: Fundamentals of Nursing | Demonstrate safe nursing care to meet the basic physiological needs of the client. (CLO 1) |
| | Identify the teaching-learning process to address individualized client needs. (CLO 3) |
| | Understand basic nutrition to promote optimal health in clients. (CLO 5) |
| PNRS 116: Pediatrics | Demonstrate safe nursing care for the pediatric client. (CLO 2) |
| PNRS 117: IV Therapy | Summarize knowledge of parental solutions. (CLO 2) |
| | Recognize potential intravenous therapy-related local and systemic complications. (CLO 4) |
| | Identify various types of equipment used for intravenous therapy. (CLO 5) |
| PNRS 118: Medical Surgical Nursing I | Demonstrate safe, individualized nursing care to clients with select medical-surgical disorders. (CLO 1) |
| | Relate health promotion and maintenance strategies to the medical-surgical client. (CLO 4) |
| PNRS 119: Medical Surgical Nursing II | Demonstrate safe, individualized nursing care to clients with select medical-surgical disorders. (CLO 1) |
| | Relate health promotion and maintenance strategies to the medical-surgical client. (CLO 4) |
| PNRS 125: Maternal-Newborn Nursing | Discuss normal reproduction and expected physiological changes in pregnancy. (CLO 1) |
| | Discuss health promotion strategies specific to sexually transmitted infections. (CLO 2) |
| | Summarize various methods of contraception. (CLO 3) |
| | Demonstrate safe nursing care with the postpartum client. (CLO 5) |
| | Apply nursing knowledge to the care of the newborn. (CLO 6) |
| PNRS 126: Pharmacology | Summarize basic principles of pharmacology. (CLO 1) |
| | Identify medications based on pharmacological classifications and representative medications. (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 various types of common mental health illnesses. (CLO 3) |

| Program Outcome 2: Interpret clients' diverse backgrounds across the lifespan to provide individualized nursing care. (Application) | |
|---|---|
| **Course** | **Course Learning Outcome (CLO)** |
| PNRS 105: Personal and Vocational Concepts | Discuss cultural diversity and spirituality. (CLO 8) |
| PNRS 115: Fundamentals of Nursing | Recognize adaptations in nursing care associated with the geriatric client. (CLO 4) |
| PNRS 116: Pediatrics | Explain adaptations of care for the pediatric client. (CLO 3) |

| Program Outcome 3: Use effective communication as a member of the healthcare team. (Application) | |
|---|---|
| **Course** | **Course Learning Outcome** |
| PNRS 115: Fundamentals of Nursing | Use effective communication skills in the clinical setting. (CLO 2) |
| PNRS 118: Medical Surgical Nursing I | Apply therapeutic communication when caring for a medical-surgical client. (CLO 2) |
| PNRS 119: Medical Surgical Nursing II | Apply therapeutic communication when caring for a medical-surgical client. (CLO 2) |
| PNRS 127: Mental Health | Discuss therapeutic communication strategies used in the mental health setting. (CLO 2) |

| Program Outcome 4: Demonstrate safe, effective nursing care within the scope of practice for the practical nurse while maintain legal/ethical standards. (Application) | |
|---|---|
| **Course** | **Course Learning Outcome (CLO)** |
| PNRS 105: Personal and Vocational Concepts | Discuss the legal and ethical frameworks related to nursing practice. (CLO 6) |
| | Explain quality improvement processes. (CLO 7) |
| PNRS 117: IV Therapy | Recognize the scope of practice for the licensed practical nurse in performing intravenous therapy. (CLO 1) |
| | Demonstrate safe peripheral venous access, maintenance, and discontinuation. (CLO 3) |
| PNRS 118: Medical Surgical Nursing I | Demonstrate the role of the practical nurse in the medical-surgical setting. (CLO 3) |
| PNRS 119: Medical Surgical Nursing II | Demonstrate the role of the practical nurse in the medical-surgical setting. (CLO 3) |
| PNRS 125: Maternal-Newborn Nursing | Describe the role of the Licensed Practical Nurse in assisting with the labor and delivery process. (CLO 4) |
| PNRS 126: Pharmacology | Apply nursing implications related to pharmacological therapy. (CLO 2) |
| PNRS 128: Leadership | Recognize leadership roles of the Licensed Practical Nurse. (CLO 1) |
| | Employ strategies for the transition into the role of the graduate practical nurse. (CLO 2) |

| Program Outcome 5: Discover strategies to promote personal success. (Application) | |
|---|---|
| **Course** | **Course Learning Outcome (CLO)** |
| PNRS 105: Personal and Vocational Concepts | Identify strategies that will help ensure success in the practical nurse program. (CLO 1) |
| | Discuss nursing history and trends. (CLO 2) |
| PNRS 128: Leadership | Explore the NCLEX-PN test plan in preparation for the NCLEX-PN. (CLO 3) |

| Program Outcome 6: Apply basic knowledge of mathematics; anatomy and physiology; and human growth and development to the practical nurse role. (Application) | |
|---|---|
| **Course** | **Course Learning Outcome (CLO)** |
| PNRS 107: Body Structure and Function | Describe basic gross anatomy and basic microscopic anatomy of the human body. (CLO 1) |
| | Explain the basic principle of physiology associated with each body system. (CLO 2) |
| | Recall a basic knowledge of vocabulary associated with anatomy and physiology. (CLO 3) |
| PNRS 115: Fundamentals of Nursing | Solve mathematical calculations related to medication administration. (CLO 6) |
| PNRS 116: Pediatrics | Recognize normal growth and development milestones. (CLO 1) |
| PNRS 117: IV Therapy | Demonstrate knowledge of basic intravenous therapy calculations. (CLO 6) |

# Program Outcome #1

Utilize the nursing process to provide safe client care within a 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 | 2 | 33 | Sections: 2 Students: 33 | Sections: 0 Students: 0 | Sections: 0 Students: 0 | FT: 5 PT: 0 | Y |

## Artifact: HESI Exit Exam

| NCLEX-PN Categories | | | | |
|---|---|---|---|---|
| Course | Level I 000-799 | Level II 800-849 | Level III 850-1000 | Level IV >1000 |
| Safety and Infection Control-PB | 6 | 0 | 10 | 2 |
| Safety and Infection Control-SIK | 7 | 1 | 3 | 4 |
| Health Promotion and Maintenance-PB | 6 | 1 | 3 | 8 |
| Health Promotion and Maintenance-SIK | 1 | 2 | 3 | 8 |
| Psychosocial Integrity-PB | 10 | 1 | 5 | 2 |
| Psychosocial Integrity-SIK | 7 | 0 | 2 | 6 |
| Basic Care and Comfort-PB | 3 | 2 | 3 | 10 |
| Basic Care and Comfort-SIK | 5 | 2 | 4 | 4 |
| Physiological Adaptation-PB | 6 | 0 | 1 | 11 |
| Physiological Adaptation-SIK | 3 | 2 | 3 | 7 |
| Reduction of Risk Potential-PB | 6 | 4 | 3 | 5 |
| Reduction of Risk Potential-SIK | 3 | 3 | 3 | 6 |

**Artifact: NCLEX-PN Examination Results**

| NCLEX-PN Categories | | | | |
|---|---|---|---|---|
| Course | I<br>0-30 | II<br>31-49 | III<br>50-65 | IV<br>>65% |
| Safety and Infection Control | | | | |
| Health Promotion and Maintenance | | | | |
| Psychosocial Integrity | | | | |
| Basic Care and Comfort | | | | |
| 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-PN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-PN category.

**Program Outcome #1:** Utilize the nursing process to provide safe client care within a healthcare team.

## Assessment Result

The above program outcome data was divided into Sikeston and Poplar Bluff program locations to assess for potential location specific patterns.

The following results were seen from the above data:

- Safety and Infection Control:
    - 67% of students achieved Level III or higher in Poplar Bluff
    - 47% of students achieved Level III or higher in Sikeston
- Health Promotion and Maintenance:
    - 61% of students achieved Level III or higher in Poplar Bluff
    - 73% of students achieved Level III or higher in Sikeston
- Psychosocial Integrity:
    - 39% of students achieved Level III or higher in Poplar Bluff
    - 53% of students achieved Level III or higher in Sikeston
- Basic Care and Comfort:
    - 72% of students achieved Level III or higher in Poplar Bluff
    - 53% of students achieved Level III or higher in Sikeston
- Physiological Adaptation:
    - 67% of students achieved Level III or higher in Poplar Bluff
    - 67% of students achieved Level III or higher in Sikeston

- Reduction of Risk Potential:
  - 44% of students achieved Level III or higher in Poplar Bluff
  - 60% of students achieved Level III or higher in Sikeston

## Analysis:

In 2020, the program moved away from the ATI Comprehensive Predictor Examination to the HESI Comprehensive Examination to allow for more detailed data. For comparative purposes, the program looked at the percentage of students achieving Level III or higher in each program outcome.

In the 2019 cohort, 100% of the students achieved Level III or higher in the Safety and Infection Control category compared to the 2020 cohorts where 67% of Poplar Bluff and 47% of Sikeston students achieved Level III or higher.

In the 2019 cohort, 94.7% of the students achieved Level III or higher in the Health Promotion and Maintenance category compared to the 2020 cohorts where 61% of Poplar Bluff and 73% of Sikeston students achieved Level III or higher.

In the 2019 cohort, 100% of the students achieved Level IV in Psychosocial Integrity category compared to the 2020 cohorts where 39% of Poplar Bluff and 53% of Sikeston students achieved Level III or higher. The faculty specifically attribute this performance to the entire course being online including clinical experiences. Students were never given in-person clinical time related to the COVID-19 pandemic to apply the principles of therapeutic communication and observe the disease processes. This lack of in-person clinical was a significant factor for the students' learning.

In the 2019 cohort, 84% of students achieved Level III or higher in the Basic Care and Comfort category compared to the 2020 cohorts where 72% of Poplar Bluff and 53% of Sikeston students achieved Level III or higher.

In the 2019 cohort, 63% of students achieved Level III or higher in the Physiological Adaptation category compared to the 2020 cohorts where 67% of students in both Poplar Bluff and Sikeston achieved a Level III or higher. The faculty identified that this category focuses on information related to the last two-thirds of the program where students were taught face-to-face and clinical experiences were started.

In the 2019 cohort, 47% of students achieved Level III or higher in the Reduction of Risk Potential category compared to the 2020 cohorts where 44% of Poplar Bluff and 60% of Sikeston students achieved Level III or higher. The faculty believe that this category was negatively impacted by the clinical experiences available to students. Students were not allowed access to the post-surgical floor where a majority of the category's content/focus is found. The students were not able to receive this type of clinical experience related to facility limitations from COVID-19.

The faculty believe there were several contributing factors for the decrease in student achievement in 2020 including: the ransomware in February 2020, the COVID-19 pandemic in 2020 that caused virtual learning for several months, and clinical placement issues related to COVID-19. Additionally, the Sikeston cohort had three new faculty with no previous teaching experience.

During the ransomware attack, the Practical Nursing program continued to meet for class even when the remainder of the College stopped. While this was the best approach for

face-to-face instruction, the students struggled with not having their online resources including power point presentations, textbook resources (during school hours), and Blackboard.

During the months of virtual learning related to the pandemic, the students in the Practical Nursing program did not respond well to virtual learning. The faculty attribute this to the students not taking the learning environment seriously, not being able to mandate zoom class sessions, not giving traditional NCLEX-PN style lesson/final examinations in the courses.

The pandemic caused a large disruption in the clinical experiences for the 2020 LPN cohorts. Specifically, the cohorts did not have any nursing home/long-term care facility clinical experiences.  This is the main clinical experience for the students to learn basic nursing care such as communication, infection control, mobility, assessment, etc.  Students also missed Mental Health clinicals where therapeutic communication is practiced.  In their medical-surgical courses, students were not able to have a clinical experience on a post-surgical floor for higher-level skills.

## Use of Results for Improvement:

Based on the experiences with the 2020 LPN cohorts, the program has decided not to make any curriculum or programmatic changes. The program identified the following priorities for the 2021 cohorts: remaining in a face-to-face learning modality, implementing the use of HonorLock should the College go back to a virtual environment to continue to expose and evaluate students on NCLEX-PN style questions, make classroom lecture time mandatory via Zoom if the College goes back to a virtual environment, using projects that

were developed in 2020 for virtual learning in the classroom to increase students' critical thinking abilities, and faculty will implement strategies for improving learning learned from the virtual Organization for Associate Degree Nursing programs conference attended in December 2020.

# Program Outcome #2

Interpret clients' diverse backgrounds across the lifespan to provide individualized nursing 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? |
|---|---|---|---|---|---|---|---|---|
| PNRS 128 | Leadership | 2 | 33 | Sections: 2 Students: 33 | Sections: 0 Students: 0 | Sections: 0 Students: 0 | FT: 5 PT: 0 | Y |

**Artifacts: HESI Exit Exam**

| NCLEX-PN Categories | | | | |
|---|---|---|---|---|
| Course | Level I 000-799 | Level II 800-849 | Level III 850-1000 | Level IV >1000 |
| Psychosocial Integrity-PB | 10 | 1 | 5 | 2 |
| Psychosocial Integrity-SIK | 7 | 0 | 2 | 6 |

**Artifact: NCLEX-PN Examination Results**

| NCLEX-PN Categories | | | | |
|---|---|---|---|---|
| Course | I 0-30 | II 31-49 | III 50-65 | IV >65% |
| 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-PN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-PN category.

**Program Outcome #2:** Interpret clients' diverse backgrounds across the lifespan to provide individualized nursing care.

## Assessment Result

- Psychosocial Integrity:
  - 39% of students achieved Level III or higher in Poplar Bluff
  - 53% of students achieved Level III or higher in Sikeston

**Analysis:**

In 2020, the program moved away from the ATI Comprehensive Predictor Examination to the HESI Comprehensive Examination. For comparative purposes, the program looked at the percentage of students achieving Level III or higher in each program outcome.

In the 2019 cohort, 100% of the students achieved Level IV in Psychosocial Integrity category compared to the 2020 cohorts where 39% of Poplar Bluff and 53% of Sikeston students achieved Level III or higher. The faculty specifically attribute this performance to the entire course being online including clinical experiences. Students were never given in-person clinical time to apply the principles of therapeutic communication and observe the disease processes. This lack of in-person clinical was a significant factor for the students' learning.

The faculty believe there were several contributing factors for the decrease in student achievement in 2020 including: the ransomware in February 2020, the COVID-19 pandemic in 2020 that caused virtual learning for several months, and clinical placement issues related to COVID-19. Additionally, the Sikeston cohort had three new faculty with no previous teaching experience.

During the ransomware attack, the Practical Nursing program continued to meet for class even when the remainder of the College stopped. While this was the best approach for face-to-face instruction, the students struggled with not having their online resources including power point presentations, textbook resources (during school hours), and Blackboard.

During the months of virtual learning related to the pandemic, the students in the Practical Nursing program did not respond well to virtual learning. The faculty attribute this to the students not taking the learning environment seriously, not being able to mandate zoom class sessions, not giving traditional NCLEX-PN style lesson/final examinations in the courses.

The pandemic caused a large disruption in the clinical experiences for the 2020 LPN cohorts. Specifically, the cohorts did not have any nursing home/long-term care facility clinical experiences.  This is the main clinical experience for the students to learn basic nursing care such as communication, infection control, mobility, assessment, etc.  Students also missed Mental Health clinicals where therapeutic communication is practiced.  In their medical-surgical courses, students were not able to have a clinical experience on a post-surgical floor for higher-level skills.

## Use of Results for Improvement:

Based on the experiences with the 2020 LPN cohorts, the program has decided not to make any curriculum or programmatic changes. The program identified the following priorities for the 2021 cohorts: remaining in a face-to-face learning modality, implementing the use of HonorLock should the College go back to a virtual environment to continue to expose and evaluate students on NCLEX-PN style questions, make classroom lecture time mandatory via Zoom if the College goes back to a virtual environment, using projects that were developed in 2020 for virtual learning in the classroom to increase students' critical thinking abilities, and faculty will implement strategies for improving learning learned from the virtual Organization for Associate Degree Nursing programs conference attended in December 2020.

# Program Outcome #3

Use 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 | 2 | 33 | Sections: 2 Students: 33 | Sections: 0 Students: 0 | Sections: 0 Students: 0 | FT: 5 PT: 0 | Y |

## Artifacts: HESI Exit Examination

| NCLEX-PN Categories | | | | |
|---|---|---|---|---|
| Course | Level I 000-799 | Level II 800-849 | Level III 850-1000 | Level IV >1000 |
| Psychosocial Integrity-PB | 10 | 1 | 5 | 2 |
| Psychosocial Integrity-SIK | 7 | 0 | 2 | 6 |

## Artifact: NCLEX-PN Examination Results

| NCLEX-PN Categories | | | | |
|---|---|---|---|---|
| Course | I 0-30 | II 31-49 | III 50-65 | IV >65% |
| 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-PN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-PN category.

**Program Outcome #3:** Use effective communication as a member of the healthcare team.

## Assessment Result

- Psychosocial Integrity:
  - 39% of students achieved Level III or higher in Poplar Bluff
  - 53% of students achieved Level III or higher in Sikeston

**Analysis:**

In 2020, the program moved away from the ATI Comprehensive Predictor Examination to the HESI Comprehensive Examination. For comparative purposes, the program looked at the percentage of students achieving Level III or higher in each program outcome.

In the 2019 cohort, 100% of the students achieved Level IV in Psychosocial Integrity category compared to the 2020 cohorts where 39% of Poplar Bluff and 53% of Sikeston students achieved Level III or higher. The faculty specifically attribute this performance to the entire course being online including clinical experiences. Students were never given in-person clinical time to apply the principles of therapeutic communication and observe the disease processes. This lack of in-person clinical was a significant factor for the students' learning.

The faculty believe there were several contributing factors for the decrease in student achievement including: Ransomware in February 2020, pandemic in 2020 that caused virtual learning for several months, and clinical placement issues related to COVID-19. Additionally, the Sikeston cohort had three new faculty with no previous teaching experience.

During the ransomware attack, the Practical Nursing program continued to meet for class even when the remainder of the College stopped. While this was the best approach for face-to-face instruction, the students struggled with not having their online resources including power point presentations, textbook resources (during school hours), and Blackboard.

During the months of virtual learning related to the pandemic, the students did not respond well to virtual learning. The faculty attribute this to the students not taking the learning

environment seriously, not being able to mandate zoom class sessions, not giving traditional NCLEX-PN style lesson/final examinations in the courses.

The pandemic caused a large disruption in the clinical experiences for the 2020 LPN cohorts. Specifically, the cohorts did not have any nursing home/long-term care facility clinical experiences.  This is the main clinical experience for the students to learn basic nursing care such as communication, infection control, mobility, assessment, etc.  Students also missed Mental Health clinicals where therapeutic communication is practiced.

## Use of Results for Improvement:

Based on the experiences with the 2020 LPN cohorts, the program has decided not to make any curriculum or programmatic changes. The program identified the following priorities for the 2021 cohorts: remaining in a face-to-face learning modality, implementing the use of HonorLock should the College go back to a virtual environment to continue to expose and evaluate students on NCLEX-PN style questions, make classroom lecture time mandatory via Zoom if the College goes back to a virtual environment, using projects that were developed in 2020 for virtual learning in the classroom to increase students' critical thinking abilities, and faculty will implement strategies for improving learning learned from the virtual Organization for Associate Degree Nursing programs conference attended in December 2020.

# Program Outcome #4

Demonstrate safe, effective nursing care within the scope of practice for the practical nurse while maintaining legal/ethical 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? |
|---|---|---|---|---|---|---|---|---|
| PNRS 128 | Leadership | 2 | 33 | Sections: 2 Students: 33 | Sections: 0 Students: 0 | Sections: 0 Students: 0 | FT: 5 PT: 0 | Y |
| PNRS 117 | IV Therapy | 2 | 51 | Sections: 2 Students: 51 | Sections: 0 Students: 0 | Sections: 0 Students: 0 | FT: 3 PT: 0 | Y |
| PNRS 126 | Pharmacology | 2 | 33 | Sections: 2 Students: 33 | Sections: 0 Students: 0 | Sections: 0 Students: 0 | FT: 1 PT: 0 | Y |

## Artifacts: HESI Exit Examination

| NCLEX-PN Categories | | | | |
|---|---|---|---|---|
| Course | Level I 000-799 | Level II 800-849 | Level III 850-1000 | Level IV >1000 |
| Coordinated Care-PB | 4 | 0 | 9 | 5 |
| Coordinate Care-SIK | 6 | 0 | 6 | 3 |
| Pharmacological Therapies-PB | 3 | 0 | 8 | 7 |
| Pharmacological Therapies-SIK | 8 | 0 | 4 | 3 |

## Artifact: NCLEX-PN Examination Results

| NCLEX-PN Categories | | | | |
|---|---|---|---|---|
| Course | I 0-30 | II 31-49 | III 50-65 | IV >65% |
| Coordinated Care | | | | |
| Pharmacological Therapies | | | | |

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.

**Artifact: IV Therapy Final Exam**

80% is minimum score in order to proceed in the program with a maximum of 3 attempts allowed. Achieving Performance Level IV would mean scoring the 80% minimum on the 1st attempt.

| IV Therapy Final Exam | | | | |
|---|---|---|---|---|
| Course | I<br>Did not achieve<br>80% minimum | II<br>3rd Attempt<br>>80% | III<br>2nd Attempt<br>>80% | IV<br>1st Attempt<br>>80% |
| IV Therapy | 0 | 7 | 6 | 38 |

**Artifact: Pharmacology Class Retention**

| Course | Unsuccessful* | Successful |
|---|---|---|
| Pharmacology | 16 | 34 |

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.

**Program Outcome #4:** Demonstrate safe, effective nursing care within the scope of

practice for the practical nurse while maintaining legal/ethical standards.

## Assessment Result

- Coordinated Care:
  - 77% of students achieved Level III or higher in Poplar Bluff
  - 60% of student achieved Level III or higher in Sikeston
- Pharmacological Therapies:
  - 83% of students achieved Level III or higher in Poplar Bluff
  - 47% of students achieved Level III or higher in Sikeston
- IV Therapy Final Examination
  - 74.5% of students passed the IV Therapy Examination on the first attempt
  - 11.7% of students passed the IV Therapy Examination on the second attempt
  - 13.7% of students passed the IV Therapy Examination on the third attempt
- Pharmacology Class Retention:
  - 34/51=68% of students successfully passed the Pharmacology course.

**Analysis:**

In the 2019 cohort, 100% of the students achieved Level IV in the Coordinated Care category compared to the 2020 cohorts where 77% of Poplar Bluff and 60% of Sikeston students achieved Level III or higher.

In the 2019 cohort, 89% of student achieved Level III or higher in the Pharmacological Therapies category compare to the 2020 cohorts where 83% of Poplar Bluff and 60% of Sikeston students achieved Level III or higher.

In the 2019 cohort, 95% of students passed the IV Therapy Examination on the first attempt compared to the 2020 cohorts where 74.5% of students passed on the first attempt.

In the 2019 cohort, 95% of students successfully pass the Pharmacology course compared to 68% of students passing in the 2020 cohort.

Faculty attribute the decreased results from the 2019 cohort to the virtual learning environment, students not being prepared for advanced level of NCLEX-PN style questions when returning from the virtual learning period, and increased rigor in the face-to-face environment over the virtual environment.

**Use of Results for Improvement:**

Based on the experiences with the 2020 LPN cohorts, the program has decided not to make any curriculum or programmatic changes. The program identified the following priorities for the 2021 cohorts: remaining in a face-to-face learning modality, implementing the use of HonorLock should the College go back to a virtual environment to continue to

expose and evaluate students on NCLEX-PN style questions, make classroom lecture time mandatory via Zoom if the College goes back to a virtual environment, using projects that were developed in 2020 for virtual learning in the classroom to increase students' critical thinking abilities, and faculty will implement strategies for improving learning learned from the virtual Organization for Associate Degree Nursing programs conference attended in December 2020.

Additionally, the program will incorporate NCLEX style questions into each lesson lecture, incorporate drug cards and information throughout the program to increase pharmacology knowledge, and improve the program's use of computer adaptive quizzing. The faculty will be looking for ways to incorporate the computer adaptive quizzing as a classroom activity using laptops and computer labs when possible.

# Program Outcome #5

Discover strategies to promote personal success.

| 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 | 2 | 33 | Sections: 2<br>Students: 33 | Sections: 0<br>Students: 0 | Sections: 0<br>Students: 0 | FT: 5<br><br>PT: 0 | Y |

## Artifacts: HESI Exit Examination

| Overall Performance | | | | |
|---|---|---|---|---|
| Course | Level I<br>000-799 | Level II<br>800-849 | Level III<br>850-1000 | Level IV<br>>1000 |
| Total Score-PB | 1 | 2 | 11 | 4 |
| Total Score-SIK | 4 | 2 | 6 | 3 |

## Artifact: NCLEX-PN Examination Results

| Course | Unsuccessful | Successful* |
|---|---|---|
| Total Score | | |

*First time pass rate

**Program Outcome #5:** Discover strategies to promote personal success.

## Assessment Result

- HESI Exit Examination Overall Score

    o 83% of students achieved Level III or higher in the Poplar Bluff cohort

    o 60% of students achieved Level III or higher in the Sikeston cohort

- NCLEX-PN Examination results are pending

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## Analysis:

The program moved from the ATI Predictor Examination to the HESI Exit Examination. More detailed data is available to the program. The program also changed from the Nursing Education Consultants NCLEX-PN live review course to the HESI NCLEX-PN live review course. The program changed the timing of the HESI Exit Examination to be immediately after the students completed the NCLEX-PN live review course. In previous years, the predictor examination was given before the NCLEX-PN live review course based on timing issues. All of the above changes are pending NCLEX-PN results and data for comparison.

As stated previously, students struggled in the virtual environment. Students missed valuable clinical experiences in long-term care, mental health, and post-surgical care areas. The clinical experience impact did not allow students an opportunity to apply their cognitive knowledge in a clinical setting.

Additionally, the Sikeston program started its first cohort in 2020 with three new faculty members with no previous teaching experience. While the instructors were dedicated to the program, the learning curve as a first year instructor was more acutely felt with all three faculty members being new.

## Use of Results for Improvement:

Based on the experiences with the 2020 LPN cohorts, the program has decided not to make any curriculum or programmatic changes. The program identified the following priorities for the 2021 cohorts: remaining in a face-to-face learning modality, implementing the use of HonorLock should the College go back to a virtual environment to continue to expose and evaluate students on NCLEX-PN style questions, make classroom lecture time

mandatory via Zoom if the College goes back to a virtual environment, using projects that were developed in 2020 for virtual learning in the classroom to increase students' critical thinking abilities, and faculty will implement strategies for improving learning learned from the virtual Organization for Associate Degree Nursing programs conference attended in December 2020.

Additionally, the program will incorporate NCLEX style questions into each lesson lecture, incorporate drug cards and information throughout the program to increase pharmacology knowledge, and improve the program's use of computer adaptive quizzing. The faculty will be looking for ways to incorporate the computer adaptive quizzing as a classroom activity using laptops and computer labs when possible.

# Program Outcome #6

Apply basic knowledge of mathematics; anatomy and physiology; and human growth and development to the practical nurse role.

| 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 | 2 | 33 | Sections: 2 Students: 33 | Sections: 0 Students: 0 | Sections: 0 Students: 0 | **FT:** 5 **PT:** 0 | Y |
| PNRS 115 | Fundamentals | 2 | 51 | Sections: 2 Students: 51 | Sections: 0 Students: 0 | Sections: 0 Students: 0 | **FT:** 5 **PT:** 0 | Y |

**Artifacts: HESI Exit Examination**

| NCLEX-PN Categories | | | | |
|---|---|---|---|---|
| Course | Level I 000-799 | Level II 800-849 | Level III 850-1000 | Level IV >1000 |
| Pharmacological Therapies -PB | 3 | 0 | 8 | 7 |
| Pharmacological Therapies-SIK | 8 | 0 | 4 | 3 |
| Physiological Adaptation-PB | 6 | 0 | 1 | 11 |
| Physiological Adaptation-SIK | 3 | 2 | 3 | 7 |
| Health Promotion and Maintenance-PB | 6 | 1 | 3 | 8 |
| Health Promotion and Maintenance-SIK | 1 | 2 | 3 | 8 |

**Artifact: NCLEX-PN Examination Results**

| NCLEX-PN Categories | | | | |
|---|---|---|---|---|
| Course | I 0-30 | II 31-49 | III 50-65 | IV >65% |
| Pharmacological Therapies | | | | |
| Physiological Adaptation | | | | |
| Health Promotion and Maintenance | | | | |

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.

**Artifact: Fundamentals Dosage Calculation Exam**

80% is minimum score in order to proceed in the program with a maximum of three attempts allowed. Achieving Performance Level IV would mean scoring the 80% minimum on the first attempt.

| Dosage Calculation Examination | | | | |
|---|---|---|---|---|
| Course | I<br>Did not achieve<br>80% minimum | II<br>3rd Attempt<br>>80% | III<br>2nd Attempt<br>>80% | IV<br>1st Attempt<br>>80% |
| Fundamentals | 0 | 2 | 6 | 43 |

**Program Outcome #6:** Apply basic knowledge of mathematics; anatomy and physiology;

and human growth and development to the practical nurse role.

## Assessment Result

- Pharmacological Therapies:
  - 83% of students achieved Level III or higher in Poplar Bluff
  - 47% of students achieved Level III or higher in Sikeston
- Physiological Adaptation:
  - 67% of students achieved Level III or higher in Poplar Bluff
  - 67% of students achieved Level III or higher in Sikeston
- Health Promotion and Maintenance:
  - 61% of students achieved Level III or higher in Poplar Bluff
  - 73% of students achieved Level III or higher in Sikeston

## Analysis:

In the 2019 cohort, 89% of students achieved Level III or higher in the Pharmacological

Therapies category compared to the 2020 cohorts where 83% of Poplar Bluff and 60% of

Sikeston students achieved Level III or higher.

In the 2019 cohort, 63% of students achieved Level III or higher in the Physiological

Adaptation category compared to the 2020 cohorts where 67% of both Sikeston and Poplar

Bluff students achieved a Level III or higher. The majority of this category covers content

covered in the upper-level courses where clinical experiences were present in 2020. This allowed students to directly apply knowledge learned in clinical experiences.

In the 2019 cohort, 94.7% of the students achieved Level III or higher in the Health Promotion and Maintenance category compared to the 2020 cohorts where 61% of Poplar Bluff and 73% of Sikeston students achieved Level III or higher.

In the 2019 cohort, 95% of students passed the Dosage Calculation examination on the first attempt while 84% of the 2020 students passed on the first attempt. The faculty attribute this to the fact that the dosage calculations (mathematical calculations) were taught in a virtual environment.

Faculty also identified that the Body Structure and Function course and the Human Growth and Development courses were taught in a virtual environment. The faculty believe that the Body Structure and Function course being taught in a virtual environment had a negative impact on students' learning. The BSF course provides students with an anatomy and physiology foundation to assist in being successful in the program.

## Use of Results for Improvement:

Based on the experiences with the 2020 LPN cohorts, the program has decided not to make any curriculum or programmatic changes. The program identified the following priorities for the 2021 cohorts: remaining in a face-to-face learning modality, implementing the use of HonorLock should the College go back to a virtual environment to continue to expose and evaluate students on NCLEX-PN style questions, make classroom lecture time mandatory via Zoom if the College goes back to a virtual environment, using projects that were developed in 2020 for virtual learning in the classroom to increase students' critical

thinking abilities, and faculty will implement strategies for improving learning learned from the virtual Organization for Associate Degree Nursing programs conference attended in December 2020.

Additionally, the program will incorporate NCLEX style questions into each lesson lecture, incorporate drug cards and information throughout the program to increase pharmacology knowledge, and improve the program's use of computer adaptive quizzing. The faculty will be looking for ways to incorporate the computer adaptive quizzing as a classroom activity using laptops and computer labs when possible.

# Summary of Results

Previously, the program used the ATI Predictor Examination to determine students' knowledge and potential success on the NCLEX-PN. With the 2020 cohort, the program moved to the HESI Exit Examination.  The HESI exam provided the program with more detailed data with different benchmarking points to be established.  The program is pending review of the NCLEX-PN examination data that will be available in May 2021 to determine if the HESI data is comparable to students' NCLEX-PN performance.

HESI Exit Examination Performance:

- Safety and Infection Control:
    - 67% of students achieved Level III or higher in Poplar Bluff
    - 47% of students achieved Level III or higher in Sikeston
- Health Promotion and Maintenance:
    - 61% of students achieved Level III or higher in Poplar Bluff
    - 73% of students achieved Level III or higher in Sikeston
- Psychosocial Integrity:
    - 39% of students achieved Level III or higher in Poplar Bluff
    - 53% of students achieved Level III or higher in Sikeston
- Basic Care and Comfort:
    - 72% of students achieved Level III or higher in Poplar Bluff
    - 53% of students achieved Level III or higher in Sikeston
- Physiological Adaptation:
    - 67% of students achieved Level III or higher in Poplar Bluff
    - 67% of students achieved Level III or higher in Sikeston
- Reduction of Risk Potential:
    - 44% of students achieved Level III or higher in Poplar Bluff
    - 60% of students achieved Level III or higher in Sikeston
- Coordinated Care:
    - 77% of students achieved Level III or higher in Poplar Bluff
    - 60% of student achieved Level III or higher in Sikeston
- Pharmacological Therapies:
    - 83% of students achieved Level III or higher in Poplar Bluff
    - 47% of students achieved Level III or higher in Sikeston
- Physiological Adaptation:
    - 67% of students achieved Level III or higher in Poplar Bluff
    - 67% of students achieved Level III or higher in Sikeston

- HESI Exit Examination Overall Score
  - 83% of students achieved Level III or higher in the Poplar Bluff cohort
  - 60% of students achieved Level III or higher in the Sikeston cohort

Additional Data Points:

- IV Therapy Final Examination
  - 74.5% of students passed the IV Therapy Examination on the first attempt
  - 11.7% of students passed the IV Therapy Examination on the second attempt
  - 13.7% of students passed the IV Therapy Examination on the third attempt
- Pharmacology Class Retention:
  - 34/51=68% of students successfully passed the Pharmacology course

# Summary of Analysis

The program identified several variables that could have contributed to the difference in 2020 student learning data compared to previous year's. Variables include the ransomware attack, virtual learning environment for two months related to the COVID-19 pandemic, clinical placement issues related to the pandemic, new NCLEX-PN live review course, new predictive examination (ATI to HESI), three new faculty  members in a new program location.

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

The program identified that the results overall were not consistent with 2019 student learning outcomes data. The 2020 results were consistently lower than 2019 performance. The program is not certain which of the variables, i.e. new predictive examination, virtual learning, clinical placement issues, may have contributed to this result.  The program will review the data in comparison to the NCLEX-PN data (available May 2021) for this cohort to determine its reliability. The faculty have deferred any program or curricular changes for the 2021 cohort based on the significant variables identified in 2020.

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

The program does not feel that with all of the variables present for the 2020 cohort, that curriculum or program changes should be made.  The program will wait for additional data including the 2020 cohort's NCLEX-PN results and 2021 cohort's SLO data before any further changes will be made.

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

The faculty observed that a large number of students scored in Level I and II in the 2020 data. This is not consistent with previous years' performance with students mainly scoring in Level III or higher.

# Use of Results for Improvement

The program faculty previously have identified a large number of variables that could have impacted the 2020 student learning.  Based on the uncertainty provided by the 2020 data, the faculty are deferring any curriculum or programmatic changes for the 2021 cohort. The faculty has identified instructional method changes that will be implemented for the 2021 cohort.

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

Based on the experiences with the 2020 LPN cohorts, the program has decided not to make any curriculum or programmatic changes. The program identified the following priorities for the 2021 cohorts: remaining in a face-to-face learning modality, implementing the use of HonorLock should the College go back to a virtual environment to continue to expose and evaluate students on NCLEX-PN style questions, make classroom lecture time mandatory via Zoom if the College goes back to a virtual environment, using projects that were developed in 2020 for virtual learning in the classroom to increase students' critical thinking abilities, and implement strategies for improving learning learned from the virtual Organization for Associate Degree Nursing programs conference attended in December 2020.

Additionally, the program will incorporate NCLEX style questions into each lesson lecture, incorporate drug cards and information throughout the program to increase pharmacology knowledge, and improve the program's use of computer adaptive quizzing.

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

All changes mentioned above will be implemented with the spring 2021 cohorts.

# THREE RIVERS COLLEGE

1) 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 2018-19 SLO report.  (Use as many pages as necessary to describe.)
   - Added two new simulation experiences into the program, one in Medical Surgical Nursing I and one in Leadership and Management.
     - Positive impact as the students had a reduced clinical experience related to the COVID-19 pandemic effecting clinical placement.
   - Changed Maternal Child Nursing lesson plans to focus on NCLEX-PN content
     - Positive impact as it teaches the students the necessary material, not an abundance of non-required material.
     - Pending NCLEX-PN data in May 2021 to determine effect.
   - Improve clinical experience/opportunities to match the NCLEX-PN Test Plan.
     - Was no implemented related to the COVID-19 pandemic.  Students were not able to take care of any surgical clients which was seen as a negative for the program/students.
   - Change from the ATI Predictor Examination to the HESI Exit Examination.
     - Undetermined if positive or negative. Data is more detailed for program review.  Consistent with the RN program data and testing, so positive for the Department.  Will wait to see if data aligns with NCLEX-PN results.
   - Change from the Nursing Education Consultants NCLEX-PN review to the Hurst NCLEX-PN review.
     - Undetermined.  Will wait to see NCLEX-PN results. Student feedback was positive.


2) 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.)*
   - Attrition rate increased in the program with the 2020 cohort.  Sikeston cohort 50% attrition, Poplar Bluff cohort 35% attrition in 2020.
   - Employment rate remains consistently high.
   - NCLEX-PN pass rates are pending students taking examination.

# Welding Engineering Technology

## Program Level SLO Report

## Derek Joplin – Program Manager

## 2019 - 2020

# Program Purpose Statement

The Welding Engineering Technology program focuses on knowledge and skills necessary to succeed within the manufacturing and maintenance profession. This option prepares students for entry-level employment and provides a foundation for advancement in the industrial and manufacturing sectors.

# Program Outcomes

1. Recognize appropriate safety measures to apply in the welding environment.

2. Operate and prepare in cutting and preparation of metal.

3. Interpret as well as illustrate the terminology in welding prints and codes.

4. Create and weld in various welding positions.

5. Examine and identify discontinuities and defects in the weld as well as identification of metal.

6. Operate machines and recognize when proper maintenance should be done.

# Welding Technology: Program Outcomes Mapping

| Program Outcome 1: Recognize appropriate safety measures to apply in the welding environment. | |
|---|---|
| **Course** | **Course Learning Outcome (CLO)** |
| WELD 156: Introduction to SMAW | Demonstrate the safety requirements for Shielded Metal Arc Welding (SMAW). (CLO 1) |
| | Demonstrate the ability to weld in all positions using electrodes and select rod appropriate for materials. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| WELD 157: Introduction to GTAW | Demonstrate the safety requirements for Tungsten Inert Gas (TIG) electric welding equipment. (CLO 1) |
| | Demonstrate the ability to weld in various weld positions.(CLO 2) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| WELD 158: Introduction to GMAW | Develop the safety practices for the use of Gas Metal Arc Welding (GMAW) equipment. (CLO 1) |
| | Demonstrate fundamental procedures of Gas Metal Arc Welding (GMAW) and the ability to weld in various welding positions. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| WELD 167: Thermal Cutting | Demonstrate manual oxyfuel gas cutting and gouging operations, making straight, bevel and shape cuts, and base and weld metal removal in limited positions within a limited thickness on carbon steel. (CLO 1) |
| | Demonstrate Mechanized oxyfuel gas cutting (e.g., track burner) operations, making straight and bevel cuts in limited positions within a limited thickness range on carbon steel. (CLO 2) |
| | Demonstrate Manual plasma arc cutting operations, making straight, bevel, and shape cuts, and base and weld metal removal in limited positions within a limited thickness range on carbon steel, stainless steel, and aluminum. (CLO 3) |
| | Demonstrate Manual air carbon arc cutting and gouging operations, making straight, bevel and shape cuts, and base and weld metal removal in limited positions within a limited thickness range on carbon steel. (CLO 4) |
| | Demonstrate the safety requirements for Thermal cutting and the equipment.(CLO 5) |
| WELD 165: Welding Blueprint Reading | Demonstrate safety requirements in a welding environment. (CLO 1) |
| WELD 169: Pipe Fitting | Describe the safety requirements for Pipe Fitting and the equipment. (CLO 1) |
| | Demonstrate the ability to fit-up in various positions. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match Fit-up drawings. (CLO 4) |

| Program Outcome 1 (continued) | |
|---|---|
| WELD 255: Advanced GMAW | Develop safety practices and set up requirements for Metal Inert Gas electric welding equipment. (CLO 1) |
| WELD 176: Inspections and Testing Principles | Demonstrate the ability to weld in all welding positions on multiple materials. (CLO 2) |
| WELD 255: Advanced GMAW WELD 256: Advanced SMAW | Apply welding symbols, terminology, weld joint nomenclature, and welding joint geometry. (CLO 3) |
| | Demonstrate cutting and fabrication techniques to match complex weld assembly drawings. (CLO 4) |
| | Demonstrate the safe usage of Shielded Metal Arc Welding (SMAW) electric welding AC and DC power sources. (CLO 1) |
| | Demonstrate the ability to weld in all welding positions on multiple materials with multiple electrodes.  (CLO 2) |
| WELD 256: Advanced SMAW WELD 257: Advanced GTAW | Demonstrate cutting and fabrication techniques to match complex weld assembly drawings. (CLO 4) |
| | Describe the safety requirements for Gas Tungsten Arc Welding electric welding equipment. (CLO 1) |
| | Demonstrate the ability to weld in various weld positions. (CLO 2) |
| WELD 257: Advanced GTAW WELD 259: Advanced FCAW | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| | Demonstrate the safety requirements for Flux Core Arc Welding (FCAW) electric welding equipment. (CLO 1) |
| | Demonstrate the ability to weld in various weld positions.(CLO 2) |
| WELD 259: Advanced FCAW | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |


| Program Outcome 2: Operate and prepare in cutting and preparation of metal | |
|---|---|
| **Course** | **Course Learning Outcome (CLO)** |
| WELD 156: Introduction to SMAW | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| WELD 157: Introduction to GTAW | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| WELD 158: Introduction to GMAW | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |

| Program Outcome 2 (continued) | |
|---|---|
| WELD 159: Introduction to FCAW | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| WELD 167: Thermal Cutting | Demonstrate manual oxyfuel gas cutting and gouging operations, making straight, bevel and shape cuts, and base and weld metal removal in limited positions within a limited thickness on carbon steel. (CLO 1) |
| | Demonstrate Mechanized oxyfuel gas cutting (e.g., track burner) operations, making straight and bevel cuts in limited positions within a limited thickness range on carbon steel. (CLO 2) |
| | Demonstrate Manual plasma arc cutting operations, making straight, bevel, and shape cuts, and base and weld metal removal in limited positions within a limited thickness range on carbon steel, stainless steel, and aluminum. (CLO 3) |
| | Demonstrate Manual air carbon arc cutting and gouging operations, making straight, bevel and shape cuts, and base and weld metal removal in limited positions within a limited thickness range on carbon steel. (CLO 4) |
| | Demonstrate the safety requirements for Thermal cutting and the equipment. (CLO 5) |
| WELD 169: Pipe Fitting | Demonstrate the ability to fit-up in various positions. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match Fit-up drawings. (CLO 4) |
| WELD 255: Advanced GMAW | Demonstrate cutting and fabrication techniques to match complex weld assembly drawings. (CLO 4) |
| WELD 256: Advanced SMAW | Demonstrate cutting and fabrication techniques to match complex weld assembly drawings. (CLO 4) |
| WELD 257: Advanced GTAW | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| WELD 259: Advanced FCAW | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |

| Program Outcome 3: Interpret as well as illustrate the terminology in welding prints and codes. | |
|---|---|
| **Course** | **Course Learning Outcome (CLO)** |
| WELD 156: Introduction to SMAW | Recognize welding symbols, terminology, weld joint nomenclature, and welding joint geometry. (CLO 3) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| | Collaborate by using appropriate terminology with individuals, team members, and other welding professionals. (CLO 5) |

| Program Outcome 3 (continued) | |
|---|---|
| WELD 157: Introduction to GTAW | Recognize welding symbols, terminology, weld joint nomenclature, and welding joint geometry. (CLO 3) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| | Collaborate by using appropriate terminology with other individuals and team members. (CLO 5) |
| WELD 158: Introduction to GMAW | Recognize welding symbols, terminology, weld joint nomenclature, and welding joint geometry. (CLO 3) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| | Collaborate with individuals and team members using appropriate terminology. (CLO 5) |
| WELD 159: Introduction to FCAW | Recognize welding symbols, terminology, weld joint nomenclature, and welding joint geometry. (CLO 3) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| | Collaborate with other individuals and team members using appropriate terminology. (CLO 5) |
| WELD 165: Welding Blueprint Reading | Demonstrate competency in interpreting weld blueprint part and assembly drawings. (CLO 2) |
| | Translate weld symbols and blueprint information. (CLO 3) |
| | Distinguish views, materials, measurements, and tolerances. (CLO 4) |
| | Construct orthographic three view weld drawings. (CLO 5) |
| | Use appropriate terminology and function in a professional manner in a team environment. (CLO 6) |
| WELD 167: Thermal Cutting | Demonstrate manual oxyfuel gas cutting and gouging operations, making straight, bevel and shape cuts, and base and weld metal removal in limited positions within a limited thickness on carbon steel. (CLO 1) |
| | Demonstrate Mechanized oxyfuel gas cutting (e.g., track burner) operations, making straight and bevel cuts in limited positions within a limited thickness range on carbon steel. (CLO 2) |
| | Demonstrate Manual plasma arc cutting operations, making straight, bevel, and shape cuts, and base and weld metal removal in limited positions within a limited thickness range on carbon steel, stainless steel, and aluminum. (CLO 3) |
| | Demonstrate Manual air carbon arc cutting and gouging operations, making straight, bevel and shape cuts, and base and weld metal removal in limited positions within a limited thickness range on carbon steel. (CLO 4) |
| WELD 169: Pipe Fitting | Demonstrate the ability to fit-up in various positions. (CLO 2) |
| | Recognize welding and fit-up symbols. (CLO 3) |
| | Use appropriate terminology and function in a professional manner in a team atmosphere. (CLO 5) |
| WELD 255: Advanced GMAW | Apply welding symbols, terminology, weld joint nomenclature, and welding joint geometry. (CLO 3) |
| | Demonstrate cutting and fabrication techniques to match complex weld assembly drawings. (CLO 4) |
| | Collaborate with individuals and team members using appropriate terminology. (CLO 5) |

| Program Outcome 3 (continued) | |
|---|---|
| WELD 256: Advanced SMAW | Apply welding symbols, weld joint nomenclature, and welding joint geometry. (CLO 3) |
| | Demonstrate cutting and fabrication techniques to match complex weld assembly drawings. (CLO 4) |
| | Collaborate with individuals and team members using appropriate terminology. (CLO 6) |
| WELD 257: Advanced GTAW | Recognize welding symbols, weld joint nomenclature, and welding joint geometry. (CLO 3) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| | Use appropriate terminology and function in a professional manner in a team environment. (CLO 5) |
| WELD 259: Advanced FCAW | Recognize welding symbols, terminology, weld joint nomenclature, and welding joint geometry. (CLO 3) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| | Collaborate by using appropriate terminology with other individuals and team members. (CLO 5) |

| Program Outcome 4: Create and weld in various welding positions | |
|---|---|
| **Course** | **Course Learning Outcome (CLO)** |
| WELD 156: Introduction to SMAW | Demonstrate the ability to weld in all positions using electrodes and select rod appropriate for materials. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| WELD 157: Introduction to GTAW | Demonstrate the ability to weld in various weld positions. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| WELD 158: Introduction to GMAW | Demonstrate fundamental procedures of Gas Metal Arc Welding (GMAW) and the ability to weld in various welding positions. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| WELD 159: Introduction to FCAW | Demonstrate the ability to weld in various weld positions. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |

| Program Outcome 4 (continued) | |
|---|---|
| WELD 167: Thermal Cutting | Demonstrate manual oxyfuel gas cutting and gouging operations, making straight, bevel and shape cuts, and base and weld metal removal in limited positions within a limited thickness on carbon steel. (CLO 1) |
| | Demonstrate Mechanized oxyfuel gas cutting (e.g., track burner) operations, making straight and bevel cuts in limited positions within a limited thickness range on carbon steel. (CLO 2) |
| | Demonstrate Manual plasma arc cutting operations, making straight, bevel, and shape cuts, and base and weld metal removal in limited positions within a limited thickness range on carbon steel, stainless steel, and aluminum. (CLO 3) |
| | Demonstrate Manual air carbon arc cutting and gouging operations, making straight, bevel and shape cuts, and base and weld metal removal in limited positions within a limited thickness range on carbon steel. (CLO 4) |
| WELD 255: Advanced GMAW | Demonstrate the ability to weld in all welding positions on multiple materials. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match complex weld assembly drawings. (CLO 4) |
| WELD 256: Advanced SMAW | Demonstrate the ability to weld in all welding positions on multiple materials with multiple electrodes.  (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match complex weld assembly drawings. (CLO 4) |
| WELD 257: Advanced GTAW | Demonstrate the ability to weld in various weld positions. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| WELD 259: Advanced FCAW | Demonstrate the ability to weld in various weld positions. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |

| Program Outcome 5: Examine and identify discontinuities and defects in the weld as well as identification of metal | |
|---|---|
| **Course** | **Course Learning Outcome (CLO)** |
| WELD 156: Introduction to SMAW | Demonstrate the ability to weld in all positions using electrodes and select rod appropriate for materials. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| WELD 157: Introduction to GTAW | Demonstrate the ability to weld in various weld positions. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| WELD 158: Introduction to GMAW | Demonstrate fundamental procedures of Gas Metal Arc Welding (GMAW) and the ability to weld in various welding positions. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |

| Program Outcome 5 (continued) | |
|---|---|
| WELD 159: Introduction to FCAW | Demonstrate the ability to weld in various weld positions. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| WELD 165: Welding Blueprint Reading | Distinguish views, materials, measurements, and tolerances. (CLO 4) |
| WELD 167: Thermal Cutting | Demonstrate manual oxyfuel gas cutting and gouging operations, making straight, bevel and shape cuts, and base and weld metal removal in limited positions within a limited thickness on carbon steel. (CLO 1) |
| | Demonstrate Mechanized oxyfuel gas cutting (e.g., track burner) operations, making straight and bevel cuts in limited positions within a limited thickness range on carbon steel. (CLO 2) |
| | Demonstrate Manual plasma arc cutting operations, making straight, bevel, and shape cuts, and base and weld metal removal in limited positions within a limited thickness range on carbon steel, stainless steel, and aluminum. (CLO 3) |
| | Demonstrate Manual air carbon arc cutting and gouging operations, making straight, bevel and shape cuts, and base and weld metal removal in limited positions within a limited thickness range on carbon steel. (CLO 4) |
| WELD 255: Advanced GMAW | Demonstrate the ability to weld in all welding positions on multiple materials. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match complex weld assembly drawings. (CLO 4) |
| WELD 256: Advanced SMAW | Demonstrate the ability to weld in all welding positions on multiple materials with multiple electrodes. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match complex weld assembly drawings. (CLO 4) |
| WELD 257: Advanced GTAW | Demonstrate the ability to weld in various weld positions. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| WELD 259: Advanced FCAW | Demonstrate the ability to weld in various weld positions. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |

| Program Outcome 6: Operate machines and recognize when proper maintenance should be done. | |
|---|---|
| **Course** | **Course Learning Outcome (CLO)** |
| WELD 156: Introduction to SMAW | Demonstrate the safety requirements for Shielded Metal Arc Welding (SMAW). (CLO 1) |
| | Demonstrate the ability to weld in all positions using electrodes and select rod appropriate for materials. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| WELD 157: Introduction to GTAW | Demonstrate the safety requirements for Tungsten Inert Gas (TIG) electric welding equipment. (CLO 1) |
| | Demonstrate the ability to weld in various weld positions. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| WELD 158: Introduction to GMAW | Develop the safety practices for the use of Gas Metal Arc Welding (GMAW) equipment. (CLO 1) |
| | Demonstrate fundamental procedures of Gas Metal Arc Welding (GMAW) and the ability to weld in various welding positions. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| WELD 159: Introduction to FCAW | Demonstrate the safety requirement for Flux Core Arc Welding equipment. (CLO 1) |
| | Demonstrate the ability to weld in various weld positions. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |
| WELD 165: Welding Blueprint Reading | Demonstrate safety requirements in a welding environment. (CLO 1) |
| WELD 167: Thermal Cutting | Demonstrate manual oxyfuel gas cutting and gouging operations, making straight, bevel and shape cuts, and base and weld metal removal in limited positions within a limited thickness on carbon steel. (CLO 1) |
| | Demonstrate Mechanized oxyfuel gas cutting (e.g., track burner) operations, making straight and bevel cuts in limited positions within a limited thickness range on carbon steel. (CLO 2) |
| | Demonstrate Manual plasma arc cutting operations, making straight, bevel, and shape cuts, and base and weld metal removal in limited positions within a limited thickness range on carbon steel, stainless steel, and aluminum. (CLO 3) |
| | Demonstrate Manual air carbon arc cutting and gouging operations, making straight, bevel and shape cuts, and base and weld metal removal in limited positions within a limited thickness range on carbon steel. (CLO 4) |
| WELD 169: Pipe Fitting | Describe the safety requirements for Pipe Fitting and the equipment. (CLO 1) |
| | Demonstrate cutting and fabrication techniques to match Fit-up drawings. (CLO 4) |

| Program Outcome 6 (continued) | |
|---|---|
| WELD 255: Advanced GMAW | Develop safety practices and set up requirements for Metal Inert Gas electric welding equipment. (CLO 1) |
| | Demonstrate the ability to weld in all welding positions on multiple materials. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match complex weld assembly drawings. (CLO 4) |
| WELD 256: Advanced SMAW | Demonstrate the safe usage of Shielded Metal Arc Welding (SMAW) electric welding AC and DC power sources. (CLO 1) |
| | Demonstrate the ability to weld in all welding positions on multiple materials with multiple electrodes. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match complex weld assembly drawings. (CLO 4) |
| WELD 257: Advanced GTAW | Describe the safety requirements for Gas Tungsten Arc Welding electric welding equipment. (CLO 1) |
| | Demonstrate the ability to weld in various weld positions. (CLO 2) |
| WELD 259: Advanced FCAW | Demonstrate the safety requirements for Flux Core Arc Welding (FCAW) electric welding equipment. (CLO 1) |
| | Demonstrate the ability to weld in various weld positions. (CLO 2) |
| | Demonstrate cutting and fabrication techniques to match weld drawings. (CLO 4) |

# Introduction

This is the first year of program outcomes assessment data collection. Unfortunately, the only data available is from the Fall 2019 semester due to the College being victim to a ransomware attack in February of 2020 followed by the global pandemic of Covid-19 in which all assessment of student learning was suspended for the spring 2020 semester.

# Welding Engineering Technology
## Program Outcomes Rubric

| Competency Areas | I | II | III | IV |
|---|---|---|---|---|
| **Recognize appropriate safety measures to apply in the welding environment.** | • Fails to properly demonstrate the ability to use PPE safety equipment and/ or fails to identify hazards when cutting or welding.<br>• Does not recognize hazards in the workplace | • Demonstrates use of PPE equipment and recognizes the appropriate safety equipment to use in a given scenario with some errors and/or assistance is required.<br>• Identifies all hazards In the workplace, when cutting and when welding with errors and assistance required. | • Demonstrates proper use of PPE equipment and recognizes the appropriate safety equipment to use in a given scenario.<br>• Identifies all hazards In the workplace, when cutting and when welding.<br><br>**(Minor errors and/or little assistance required)** | • Demonstrates proper use of PPE equipment and recognizes the appropriate safety equipment to use in a given scenario.<br>• Identifies all hazards in the workplace, when cutting and when welding.<br>**(Zero errors and no assistance required)** |
| **Demonstrate Operation and Preparation** | • Fails to operate machines correctly.<br>• Fails to Recognize proper preparation methods.<br>• Fails to locate parts for machine operation.<br>• Fails to evaluate work piece prior to use. | • Operates machines correctly.<br>• Recognizes proper preparation methods.<br>• Locates parts for machine operation.<br>• Evaluates work pieces prior to use.<br>**(Errors and assistance is required.)** | • Operates machines correctly.<br>• Recognizes proper preparation methods.<br>• Locates parts for machine operation.<br>• Evaluates work pieces prior to use.<br>**(Minor errors and/or little assistance required)** | • Operates all machines correctly with no guidance.<br>• Recognizes all proper preparation methods.<br>• Locates all parts for machine operation.<br>• Evaluates all work pieces prior to use. |
| **Interpret as well as illustrate the terminology in welding prints and codes.** | • Fails to classify which codes are best for what practice.<br>• Fails to describe the meaning of welding symbols.<br>• Fails to memorize the terminology of welding.<br>• Fails to illustrate welding symbols. | • Classifies codes that are best for what practice.<br>• Describes meanings of the welding symbols.<br>• Memorizes the terminology of welding.<br>• Illustrates welding symbols.<br>**(Errors and assistance is required.)** | • Classifies codes that are best for what practice.<br>• Describes meanings of the welding symbols.<br>• Memorizes the terminology of welding.<br>• Illustrates welding symbols.<br>**(Minor errors and/or little assistance required)** | • Classifies codes that are best for what practice.<br>• Describes meanings of the welding symbols.<br>• Memorizes the terminology of welding.<br>• Illustrates welding symbols.<br>**(Zero errors and no assistance required)** |

# Welding Engineering Technology
## Program Outcomes Rubric (continued)

| | | | | |
|---|---|---|---|---|
| **Create and welding in various welding positions.** | • Fails to distinguish the difference between welding positions.<br>• Fails to create weld beads.<br>• Fails to combine welds for stacking.<br>• Fails to identify consumables.<br>• Fails to explain how to fix defects. | • Distinguishes differences between welding positions.<br>• Creates weld beads.<br>• Combines welds for stacking.<br>• Identifies consumables.<br>• Explains ways to fix defects.<br>**(Some errors and assistance is required)** | • Distinguishes differences between welding positions.<br>• Creates weld beads.<br>• Combines welds for stacking.<br>• Identifies consumables.<br>• Explains ways to fix defects.<br>**(Minor errors and/or assistive prompts required)** | • Distinguishes differences between welding positions.<br>• Creates weld beads without flaw.<br>• Combines welds for stacking.<br>• Identifies consumables.<br>• Explains ways to fix defects.<br>**(Zero errors and no assistance required)** |
| **Identify discontinuities and defects in a weld as well as identification of metal.** | • Fails to identify discontinuities.<br>• Fails to identify defects.<br>• Fails to explain how to fix discontinuities. | • Identifies discontinuities,<br>• Identifies e defects.<br>• Explains ways to fix discontinuities.<br>**(Some errors and assistance is required)** | • Identifies discontinuities.<br>• Identifies defects.<br>• Explains ways to fix discontinuities.<br>**(Minor errors and/or assistive prompts required)** | • Identifies discontinuities.<br>• Identifies defects.<br>• Explains ways to fix discontinuities.<br>**(Zero errors and no assistance required)** |
| **Operate machines and recognize when proper maintenance should be done.** | • Fails to operate all machines properly.<br>• Fails to distinguish when proper maintenance should be done.<br>• Fails to recognize what to repair.<br>• Fails to identify parts to repair with as well as tools. | • Operates machines.<br>• Distinguishes maintenance should be done.<br>• Recognizes items that need repaired.<br>• Identifies parts to repair with as well as tools.<br>**(Some errors and assistance is required)** | • Operates machines properly.<br>• Distinguishes proper maintenance should be done.<br>• Recognizes items that need repaired.<br>• Identifies parts to repair with as well as tools.<br>**(Minor errors and/or assistive prompts required)** | • Operates all machines properly.<br>• Distinguishes all proper maintenance should be done.<br>• Recognizes all items that need repaired.<br>• Identifies all parts to repair with as well as tools.<br>**(Zero errors and no assistance required)** |

# Program Outcome #1

Recognize appropriate safety measures to apply in the welding environment.

| Course Number | Course Name | Total Sections Utilized | Total Students Scored | Face to Face (F2F) Sections and Students | Number of FT and PT faculty Involved | Were all sections of this course involved? |
|---|---|---|---|---|---|---|
| WELD 158 | Introduction to GMAW | 1 | 7 | Sections<br>Students | FT: 1<br>PT: 0 | Yes |
| WELD 258 | Advanced GMAW | 1 | 7 | Sections<br>Students | FT: 1<br>PT: 0 | Yes |
| WELD 156 | Introduction to SMAW | 1 | 7 | Sections<br>Students 1 | FT: 1<br>PT: 0 | Yes |

| Competency Areas | I | II | III | IV |
|---|---|---|---|---|
| **Recognize appropriate safety measures to apply in the welding environment.** | • Fails to properly demonstrate the ability to use PPE safety equipment and/ or fails to identify hazards when cutting or welding.<br>• Does not recognize hazards in the workplace | • Demonstrates use of PPE equipment and recognizes the appropriate safety equipment to use in a given scenario with some errors and/or assistance is required.<br>• Identifies all hazards In the workplace, when cutting and when welding with errors and assistance required. | • Demonstrates proper use of PPE equipment and recognizes the appropriate safety equipment to use in a given scenario.<br>• Identifies all hazards In the workplace, when cutting and when welding.<br><br>**(Minor errors and/or little assistance required)** | • Demonstrates proper use of PPE equipment and recognizes the appropriate safety equipment to use in a given scenario.<br>• Identifies all hazards In the workplace, when cutting and when welding.<br>**(Zero errors and no assistance required)** |

| | I | II | III | IV | Total # of Students |
|---|---|---|---|---|---|
| **WELD 158** | 0 | 1 | 4 | 2 | 7 |
| | 0% | 14.3% | 57.1% | 28.6% | 100% |
| **WELD 258** | 0 | 0 | 2 | 5 | 7 |
| | 0% | 0% | 28.6% | 71.4% | 100% |
| **WELD 156** | 0 | 2 | 4 | 1 | 7 |
| | 0% | 28.6% | 57.1% | 14.3% | 100% |

# Program Outcome #2

Operate and prepare in cutting and preparation of metal.

| Course Number | Course Name | Total Sections Utilized | Total Students Scored | Face to Face (F2F) Sections and Students | Number of FT and PT faculty Involved | Were all sections of this course involved? |
|---|---|---|---|---|---|---|
| WELD 158 | Introduction to GMAW | 1 | 7 | Sections Students | FT: 1 PT: 0 | Yes |
| WELD 258 | Advanced GMAW | 1 | 7 | Sections Students | FT: 1 PT: 0 | Yes |
| WELD 156 | Introduction to SMAW | 1 | 7 | Sections Students | FT: 1 PT: 0 | Yes |

| Competency Areas | I | II | III | IV |
|---|---|---|---|---|
| Demonstrate Operation and Preparation | • Fails to operate machines correctly. • Fails to Recognize proper preparation methods. • Fails to locate parts for machine operation. Fails to evaluate work piece prior to use. | • Operates machines correctly. • Recognizes proper preparation methods. • Locates parts for machine operation. • Evaluates work pieces prior to use. **(Errors and assistance is required.)** | • Operates machines correctly. • Recognizes proper preparation methods. • Locates parts for machine operation. • Evaluates work pieces prior to use. **(Minor errors and/or little assistance required)** | • Operates all machines correctly with no guidance. • Recognizes all proper preparation methods. • Locates all parts for machine operation. • Evaluates all work pieces prior to use. |

| | I | II | III | IV | Total # of Students |
|---|---|---|---|---|---|
| WELD 158 | | | | | |
| | 14.3% | 14.3% | 57.1% | 14.3% | 100% |
| WELD 258 | | | | | |
| | 0% | 14.3% | 28.6% | 57.1% | 100% |
| WELD 156 | | | | | |
| | 14.3% | 28.6% | 42.9% | 14.3% | 100% |

# Program Outcome #3

Interpret as well as illustrate the terminology in welding prints and codes.

| Course Number | Course Name | Total Sections Utilized | Total Students Scored | Face to Face (F2F) Sections and Students | Number of FT and PT faculty Involved | Were all sections of this course involved? |
|---|---|---|---|---|---|---|
| WELD 158 | Introduction to GMAW | | 7 | Sections Students | FT: 1 PT: 0 | Yes |
| WELD 258 | Advanced GMAW | | 7 | Sections Students | FT: 1 PT: 0 | Yes |
| WELD 156 | Introduction to SMAW | | 7 | Sections Students | FT: 1 PT: 0 | Yes |

| Competency Areas | I | II | III | IV |
|---|---|---|---|---|
| **Interpret as well as illustrate the terminology in welding prints and codes.** | • Fails to classify which codes are best for what practice. <br> • Fails to describe the meaning of welding symbols. <br> • Fails to memorize the terminology of welding. <br> Fails to illustrate welding symbols. | • Classifies codes that are best for what practice. <br> • Describes meanings of the welding symbols. <br> • Memorizes the terminology of welding. <br> • Illustrates welding symbols. <br> **(Errors and assistance is required.)** | • Classifies codes that are best for what practice. <br> • Describes meanings of the welding symbols. <br> • Memorizes the terminology of welding. <br> • Illustrates welding symbols. <br> **(Minor errors and/or little assistance required)** | • Classifies codes that are best for what practice. <br> • Describes meanings of the welding symbols. <br> • Memorizes the terminology of welding. <br> • Illustrates welding symbols. <br> **(Zero errors and no assistance required)** |

| | I | II | III | IV | Total # of Students |
|---|---|---|---|---|---|
| **WELD 158** | | | | | |
| | 28.6% | 42.9% | 14.3% | 14.3% | 100% |
| **WELD 258** | | | | | |
| | 0% | 14.3% | 71.4% | 14.3% | 100% |
| **WELD 156** | | | | | |
| | 0% | 42.9% | 42.3% | 14.3% | 100% |

# Program Outcome #4

Create and weld in various welding positions.

| Course Number | Course Name | Total Sections Utilized | Total Students Scored | Face to Face (F2F) Sections and Students | Number of FT and PT faculty Involved | Were all sections of this course involved? |
|---|---|---|---|---|---|---|
| WELD 158 | Introduction to GMAW | | 7 | Sections Students | FT: 1 PT: 0 | Yes |
| WELD 258 | Advanced GMAW | | 7 | Sections Students | FT: 1 PT: 0 | Yes |
| WELD 156 | Introduction to SMAW | | 7 | Sections Students | FT: 1 PT: 0 | Yes |

| Competency Areas | I | II | III | IV |
|---|---|---|---|---|
| **Create and welding in various welding positions.** | • Fails to distinguish the difference between welding positions.<br>• Fails to create weld beads.<br>• Fails to combine welds for stacking.<br>• Fails to identify consumables.<br>Fails to explain how to fix defects. | • Distinguishes differences between welding positions.<br>• Creates weld beads.<br>• Combines welds for stacking.<br>• Identifies consumables.<br>• Explains ways to fix defects.<br>**(Some errors and assistance is required)** | • Distinguishes differences between welding positions.<br>• Creates weld beads.<br>• Combines welds for stacking.<br>• Identifies consumables.<br>• Explains ways to fix defects.<br>**(Minor errors and/or assistive prompts required)** | • Distinguishes differences between welding positions.<br>• Creates weld beads without flaw.<br>• Combines welds for stacking.<br>• Identifies consumables.<br>• Explains ways to fix defects.<br>**(Zero errors and no assistance required)** |

| | I | II | III | IV | Total # of Students |
|---|---|---|---|---|---|
| **WELD 158** | 14.3% | 57.1% | 14.3% | 14.3% | 100% |
| **WELD 258** | 0% | 14.3% | 71.4% | 14.3% | 100% |
| **WELD 156** | 14.3% | 42.9% | 28.6% | 14.3% | 100% |

# Program Outcome #5

Examine and identify discontinuities and defects in the weld as well as identification of metal.

| Course Number | Course Name | Total Sections Utilized | Total Students Scored | Face to Face (F2F) Sections and Students | Number of FT and PT faculty Involved | Were all sections of this course involved? |
|---|---|---|---|---|---|---|
| WELD 158 | Introduction to GMAW | | 7 | Sections Students | FT: 1 PT: 0 | Yes |
| WELD 258 | Advanced GMAW | | 7 | Sections Students | FT: 1 PT: 0 | Yes |
| WELD 156 | Introduction to SMAW | | 7 | Sections Students | FT: 1 PT: 0 | Yes |

| Competency Areas | I | II | III | IV |
|---|---|---|---|---|
| **Identify discontinuities and defects in a weld as well as identification of metal.** | • Fails to identify discontinuities. <br> • Fails to identify defects. <br> Fails to explain how to fix discontinuities. | • Identifies discontinuities, <br> • Identifies e defects. <br> • Explains ways to fix discontinuities. <br> **(Some errors and assistance is required)** | • Identifies discontinuities. <br> • Identifies defects. <br> • Explains ways to fix discontinuities. <br> **(Minor errors and/or assistive prompts required)** | • Identifies discontinuities. <br> • Identifies defects. <br> • Explains ways to fix discontinuities. <br> **(Zero errors and no assistance required)** |

| | I | II | III | IV | Total # of Students |
|---|---|---|---|---|---|
| **WELD 158** | | | | | |
| | 0% | 14.3% | 71.4% | 14.3% | 100% |
| **WELD 258** | | | | | |
| | 0% | 0% | 71.4% | 28.6% | 100% |
| **WELD 156** | | | | | |
| | 0% | 14.3% | 71.4% | 14.3% | 100% |

# Program Outcome #6

Operate machines and recognize when proper maintenance should be done.

| Course Number | Course Name | Total Sections Utilized | Total Students Scored | Face to Face (F2F) Sections and Students | Number of FT and PT faculty Involved | Were all sections of this course involved? |
|---|---|---|---|---|---|---|
| WELD 158 | Introduction to GMAW | | 7 | Sections<br>Students | FT: 1<br>PT: 0 | Yes |
| WELD 258 | Advance GMAW | | 7 | Sections<br>Students | FT: 1<br>PT: 0 | Yes |
| WELD 156 | Introduction to SMAW | | 7 | Sections<br>Students | FT: 1<br>PT: 0 | Yes |

| Competency Areas | I | II | III | IV |
|---|---|---|---|---|
| **Operate machines and recognize when proper maintenance should be done.** | • Fails to operate all machines properly.<br>• Fails to distinguish when proper maintenance should be done.<br>• Fails to recognize what to repair.<br>Fails to identify parts to repair with as well as tools. | • Operates machines.<br>• Distinguishes maintenance should be done.<br>• Recognizes items that need repaired.<br>• Identifies parts to repair with as well as tools.<br>**(Some errors and assistance is required)** | • Operates machines properly.<br>• Distinguishes proper maintenance should be done.<br>• Recognizes items that need repaired.<br>• Identifies parts to repair with as well as tools.<br>**(Minor errors and/or assistive prompts required)** | • Operates all machines properly.<br>• Distinguishes all proper maintenance should be done.<br>• Recognizes all items that need repaired.<br>• Identifies all parts to repair with as well as tools.<br>**(Zero errors and no assistance required)** |

| | I | II | III | IV | Total # of Students |
|---|---|---|---|---|---|
| **WELD 158** | | | | | |
| | 0% | 14.3% | 71.4% | 14.3% | 100% |
| **WELD 258** | | | | | |
| | 0% | 0% | 71.4% | 28.6% | 100% |
| **WELD 156** | | | | | |
| | 0% | 14.3% | 71.4% | 14.3% | 100% |

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

None

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

A noticed pattern in the data is that the 100-level courses were consistent in scoring level amongst the students.  All seven students were being assessed in each course during the same semester.  This may not lend itself to enough time for students to have the opportunity to progressively learn.  While the scaffolding and alignment of curriculum is appropriate, it may be necessary to re-evaluate the specific points in time to which students are assessed to allow more time between the 100 and 200-level courses and allow for appropriate time for students to learn the knowledge and skills being assessed on the programmatic level.

## Assessment Results

*Program Outcome 1*

Seven students who participated in WELD 156: Introduction to SMAW were assessed for program outcome 1 during the Fall 2019 semester. 28.6% (2) students scored in the level II performance level, 57.1% (4) students scored in level III, and 14.3% (1) student scored in level IV of this area of the program outcomes rubric.

Also, students were also assessed in WELD 158 for program outcome 1.  Of the seven students, 14.3% (1) student scored in the level II performance level, 58.1% (4) students scored in the level III performance level, and 28.6% (2) students fell into the IV performance level.

In WELD 258: Advanced GMAW – the same seven students were assessed for the outcome again. During this course, 28.6% (2) students scored in the level III performance area of the rubric and 71.4% (5) students scored in the highest performance level; level IV.

Based on the data presented above, Students who were in WELD 156 and 158 were varied in their skill level based on their scores.  However, by the time these same students were participating in the WELD 256 course, students were better able to recognize appropriate safety measures and apply them in the welding environment correctly.

Students who did not perform as well as others on this outcome tended to miss safety features on equipment, their surroundings, or pay attention to potential safety hazards.  This became less so as they were more familiar with the environment.

## Use of Results for Improvement

Due to the importance of safety in the welding environment, faculty will be placing more emphasis and practice opportunities in the introductory courses to allow students more time to recognize the safety measures and surroundings that should be appropriate in the welding environment.

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

To begin the next program year and shall continue as part of the Welding Program curriculum.

## Assessment Results

*Program Outcome 2*

   Seven students who participated in WELD 156: Introduction to SMAW were assessed for program outcome 2 during the Fall 2019 semester. 14.3% (1) student scored in the level I performance level, 28.6% (2) students scored in the level II performance level, 42.9% (3) students scored in level III, and 14.3% (1) student scored in level IV of this area of the program outcomes rubric.

Also, students were also assessed in WELD 158 for program outcome 2.  Of the seven students, 14.3% (1) student scored in the level I performance level, 14.3% (1) student scored in the level II performance level, 57.1% (4) students scored in the level III performance level, and 14.3% (1) students fell into the IV performance level.

In WELD 258: Advanced GMAW – the same seven students were assessed for the outcome again.  During this course, 14.3% (1) student scored in the level I performance level, 28.6% (2) students scored in the level III performance area of the rubric and 57.1% (4) students scored in the highest performance level; level IV.

Based on the data presented above, Students who were in WELD 156 and 158 were varied in their skill level based on their scores.  However, by the time these same students were participating in the WELD 256 course, students were better able to operate and prepare in cutting and preparation of metal.

## Use of Results for Improvement

Results concluded that students that struggle in this area needed extra time and practice in operating and cutting preparation of metal.

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

To begin the next program year and shall continue as part of the Welding Program curriculum.

**Assessment Results**

Program Outcome 3

Seven students who participated in WELD 156: Introduction to SMAW were assessed for program outcome 3 during the Fall 2019 semester. 42.9% (3) students scored in the level II performance level, 42.9% (3) students scored in level III, and 14.3% (1) student scored in level IV of this area of the program outcomes rubric.

Also, students were also assessed in WELD 158 for program outcome 3.  Of the seven students, 28.6% (2) students scored in the level I performance level, 42.9% (3) student scored in the level II performance level, 14.3% (1) student scored in the level III performance level, and 14.3% (1) students fell into the IV performance level.

In WELD 258: Advanced GMAW – the same seven students were assessed for the outcome again.  During this course, 14.3% (1) students scored in the level II performance area of the rubric, 71.4% (5) students scored in the level III performance area of the rubric, and 14.3% (1) students scored in the highest performance level; level IV.

Based on the data presented above, Students who were in WELD 156 and 158 were varied in their skill level based on their scores.  However, by the time these same students were participating in the WELD 256 course, students were better able to interpret as well as illustrate the terminology in welding prints and codes.

**Use of Results for Improvement**

Results concluded that students that had trouble in this area needed extra time and practice interpreting as well as illustrate the terminology in welding prints and codes.

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

To begin the next program year and shall continue as part of the Welding Program curriculum.

**Assessment Results**

*Program Outcome 4*

Seven students who participated in WELD 156: Introduction to SMAW were assessed for program outcome 4 during the Fall 2019 semester. 14.3% (1) student scored in the level I performance level I, 42.9% (3) students scored in the level II performance level, 28.6% (2) students scored in level III, and 14.3% (1) student scored in level IV of this area of the program outcomes rubric.

Also, students were also assessed in WELD 158 for program outcome 4.  Of the seven students, 14.3% (1) student scored in the level I performance level I, 57.1% (4) students scored in the level II performance level, 14.3% (1) student scored in the level III performance level, and 14.3% (1) student fell into the IV performance level.

In WELD 258: Advanced GMAW – the same seven students were assessed for the outcome again.  During this course, 14.3% (1) students scored in the level II performance area of the rubric, 71.4% (5) students scored in the level III performance area of the rubric, and 14.3% (1) students scored in the highest performance level; level IV.
Based on the data presented above, Students who were in WELD 156 and 158 were varied in their skill level based on their scores.  However, by the time these same students were participating in the WELD 256 course, students were better able to create and weld in various welding positions.

**Use of Results for Improvement**
Results concluded that students that had trouble in this area needed extra time and practice creating and weld in various welding positions.

## What is the proposed timeline for the changes outlined above?
To begin the next program year and shall continue as part of the Welding Program curriculum.

**Assessment Results**

*Program Outcome 5*

Seven students who participated in WELD 156: Introduction to SMAW were assessed for program outcome 5 during the Fall 2019 semester. 14.3% (1) student scored in the level II performance level I, 71.4% (5) students scored in the level III performance level, and 14.3% (1) student scored in level IV of this area of the program outcomes rubric.

Also, students were also assessed in WELD 158 for program outcome 5. Of the seven students, 14.3% (1) student scored in the performance level II, 71.4% (5) students scored in the level III performance level, and 14.3% (1) student fell into the IV performance level.

In WELD 258: Advanced GMAW – the same seven students were assessed for the outcome again. During this course, 71.4% (5) students scored in the level III performance area of the rubric, and 14.3% (1) students scored in the highest performance level; level IV.
Based on the data presented above, Students who were in WELD 156 and 158 were varied in their skill level based on their scores. However, by the time these same students were participating in the WELD 256 course, students were better able examining and identifying discontinuities and defects in the well as well as identification of metal.

**Use of Results for Improvement**
Results concluded that students that had trouble in this area needed extra time and practice examining and identifying discontinuities and defects in the well as well as identification of metal.

**What is the proposed timeline for the changes outlined above?**
To begin the next program year and shall continue as part of the Welding Program curriculum.

**Assessment Results**

*Program Outcome 6*

Seven students who participated in WELD 156: Introduction to SMAW were assessed for program outcome 6 during the Fall 2019 semester. 14.3% (1) student scored in the level II performance level I, 71.4% (5) students scored in the level III performance level, and 14.3% (1) student scored in level IV of this area of the program outcomes rubric.

Also, students were also assessed in WELD 158 for program outcome 6.  Of the seven students, 14.3% (1) student scored in the performance level II, 71.4% (5) students scored in the level III performance level, and 14.3% (1) student fell into the IV performance level.

In WELD 258: Advanced GMAW – the same seven students were assessed for the outcome again.  During this course, 71.4% (5) students scored in the level III performance area of the rubric, and 14.3% (1) students scored in the highest performance level; level IV.
Based on the data presented above, Students who were in WELD 156 and 158 were varied in their skill level based on their scores.  However, by the time these same students were participating in the WELD 256 course, students were better able operating machines and recognize when proper maintenance should be done.

**Use of Results for Improvement**
Results concluded that students that had trouble in this area needed extra time and practice operating machines and recognize when proper maintenance should be done.

**What is the proposed timeline for the changes outlined above?**
To begin the next program year and shall continue as part of the Welding Program curriculum.

# Student Learning Outcomes (SLO)
# Report Addendum

**Program Name:** Welding Technology

New changes to the program include new updated books such as Modern Welding 12$^{th}$ edition, as well as Welding Print Reading, 7th Edition. Both books have been converted to hybrid for blackboard.

(1) A lot of the data points are misaligned due to COVID, all courses have different data from this.