

THREE RIVERS COLLEGE

Office of Institutional Effectiveness



Student Learning Outcomes

Assessment Reports

2021-2022

Student Learning Outcomes Assessment Reports

Three Rivers College Program Managers prepare annual Student Learning Outcomes assessment reports that evaluate student learning and progress of students within their respective programs. These assessment reports are created to document and communicate program-specific learning results within a framework of outcomes and measures determined by the faculty. Program faculty, Department Chairs, the Chief Academic Officer, the Office of Institutional Effectiveness, and the Student Learning Improvement Committee (SLIC) participate in the review of these reports. Following each review, SLIC and academic leadership provide feedback to the Program Manager to support continuous improvement.

The following programs submitted formal reports for the 2021-2022 academic year:

- [Accounting Technology AAS](#)
- [Criminal Justice AAS](#)
- [Early Childhood Development AAS](#)
- [Education AA, AAT, AAS](#)
- [Paramedic AAS](#)
- [Practical Nursing AAS](#)



THREE RIVERS COLLEGE

Accounting Technology AAS

Program Level SLO Report

Jennifer Inman– Program Manager

2021-2022

Program Purpose Statement

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

Program Outcomes

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

Accounting Technology: Program Outcomes Mapping

Program Outcome 1:

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

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

ACCT 258: Cost Accounting	Evaluate the costs of materials, labor and overhead.
	Apply the costs of production to the process cost system.
	Prepare a master and flexible budget.
	Analyze the costs of the business for managerial decisions.
BLAW 221: Legal and Ethical Environment of Business	Identify the sources of law and the legal system within the United States.
	Discuss the elements of a contract and the rights and obligations within.
	Distinguish when the law of contract and the law of sales are to be applied.
	Explain torts and the type of remedies available for breach of agreements.
	Explain the elements of intellectual property and maintaining ownership interests.
IST 268: Spreadsheet Applications	Analyze business regulations for their moral and ethical value and determine how they impact the business environment.
	Interpret financial data.
	Design formulas that solve math problems.
	Show data in a meaningful way using charts, graphs, macros, and pivot tables.
IST 268: Spreadsheet Applications	Integrate Excel spreadsheets with other software applications and the Internet.
Program Outcome 2:	
Communicate business information effectively within a business environment.	
Course	Course Learning Outcome (CLO)
ACCT 211: Principles of Accounting I	Identify the role of the accounting profession in ethical business decision-making.
ACCT 212: Principles of Accounting II	Construct a statement of cash flows using information from the accrual balance sheet and income statement.
	Demonstrate job order and process costing procedures and budget preparation.
	Relate the use of accounting information to pricing and capital investment decision making.
ACCT 218: Payroll Accounting	Describe and discuss employment and payroll laws.
	Compute gross earnings.
	Compute the amount of federal income tax withholding.
	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes.
	Record employees' wages in payroll register by payroll period.
	Prepare employees' earnings record.
	Prepare payroll tax reports.
	Explain payroll deposit requirements.
ACCT 219: Accounting Management Software	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities
	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses.
	Complete exercises involving accounts receivable, accounts payable, inventory and payroll.
	Prepare financial statements and complete financial statement analysis.
	Complete the accounting cycle using QuickBooks and Microsoft Office software.
	Integrate QuickBooks with Microsoft Office applications.
ACCT 219: Accounting Management Software	Develop an understanding of service and merchandising computer accounting.

ACCT 225: Intermediate Accounting I	Identify underlying concepts and basic procedures of a financial accounting information system and financial statement analysis.
	Communicate orally and in writing financial accounting information.
	Demonstrate the recording and processing of more complex transactions and events.
	Manage information accumulation, processing, recording, and reporting steps.
	Identify, measure, and report an entity's assets and determine related impact upon income determination.
ACCT 227: Financial Analysis & Budgeting	Develop an understanding of the budgeting process and complete a master budget for a manufacturer and a merchandiser
	Prepare financial statements for various types of companies
	Calculate and interpret measures of liquidity, solvency and profitability
ACCT 258: Cost Accounting	Apply the costs of production to the process cost system.
	Prepare a master and flexible budget.
	Analyze the costs of the business for managerial decisions.
BLAW 221: Legal and Ethical Environment of Business	Identify the sources of law and the legal system within the United States.
	Discuss the elements of a contract and the rights and obligations within.
	Distinguish when the law of contract and the law of sales are to be applied.
	Explain torts and the type of remedies available for breach of agreements.
	Explain the elements of intellectual property and maintaining ownership interests.
BUED 203: Business Communication	Analyze business regulations for their moral and ethical value and determine how they impact the business environment.
	Demonstrate their abilities to use clear, concise, and grammatically correct language.
	Practice the ability to select, organize, and effectively deliver information in a businesslike manner.
IST 100: Computer Application	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies.
	Demonstrate proficiency in using word processing software
	Demonstrate proficiency in using spreadsheet software
	Demonstrate proficiency in using database software
IST 268: Spreadsheet Applications	Demonstrate proficiency in using presentation software
	Design formulas that solve math problems.
	Show data in a meaningful way using charts, graphs, macros, and pivot tables.
	Integrate Excel spreadsheets with other software applications and the Internet.

Program Outcome 3:

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

Course	Course Learning Outcome (CLO)
ACCT 211: Principles of Accounting I	Apply GAAP for corporate financial reporting.
	Analyze the elements of internal control.
	Demonstrate accounting procedures for corporate bonds.
	Calculate financial ratios and use them to evaluate business performance.

ACCT 212: Principles of Accounting II	Analyze corporate financial statements.
	Demonstrate job order and process costing procedures and budget preparation.
ACCT 218: Payroll Accounting	Describe and discuss employment and payroll laws.
	Compute gross earnings.
	Compute the amount of federal income tax withholding.
	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes.
	Record employees' wages in payroll register by payroll period.
	Prepare employees' earnings record.
	Prepare payroll tax reports.
	Explain payroll deposit requirements.
ACCT 219: Accounting Management Software	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities
	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses.
	Complete exercises involving accounts receivable, accounts payable, inventory and payroll.
	Prepare financial statements and complete financial statement analysis.
	Complete the accounting cycle using QuickBooks and Microsoft Office software.
	Integrate QuickBooks with Microsoft Office applications.
ACCT 225: Intermediate Accounting I	Develop an understanding of service and merchandising computer accounting.
	Identify underlying concepts and basic procedures of a financial accounting information system and financial statement analysis.
	Communicate orally and in writing financial accounting information.
	Demonstrate the recording and processing of more complex transactions and events.
	Manage information accumulation, processing, recording, and reporting steps.
ACCT 227: Financial Analysis & Budgeting	Identify, measure, and report an entity's assets and determine related impact upon income determination.
	Develop an understanding of the budgeting process and complete a master budget for a manufacturer and a merchandiser
	Prepare financial statements for various types of companies
ACCT 237: Income Tax Accounting	Calculate and interpret measures of liquidity, solvency and profitability
	Describe the history and theory of federal income taxes in the United States.
	Calculate an individual's tax payment or refund using Form 1040, 1040A
ACCT 258: Cost Accounting	Propose a plan for individual's taxes in future years.
	Evaluate the costs of materials, labor and overhead.
	Apply the costs of production to the process cost system.
	Prepare a master and flexible budget.
BLAW 221: Legal and Ethical Environment of Business	Analyze the costs of the business for managerial decisions.
	Discuss the elements of a contract and the rights and obligations within.
	Distinguish when the law of contract and the law of sales are to be applied.
	Explain torts and the type of remedies available for breach of agreements.
	Explain the elements of intellectual property and maintaining ownership interests.

Program Outcome 4:

Utilize current income tax resources to prepare personal tax returns.

Course	Course Learning Outcome (CLO)
ACCT 237: Income Tax Accounting	Describe the history and theory of federal income taxes in the United States.
	Calculate an individual's tax payment or refund using Form 1040, 1040A
	Propose a plan for individual's taxes in future years.

Program Outcome 5:

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

Course	Course Learning Outcome (CLO)
ACCT 211: Principles of Accounting I	Calculate financial ratios and use them to evaluate business performance.
ACCT 212: Principles of Accounting II	Analyze corporate financial statements.
ACCT 218: Payroll Accounting	Compute gross earnings.
	Compute the amount of federal income tax withholding.
	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes.
	Record employees' wages in payroll register by payroll period.
	Prepare employees' earnings record.
	Prepare payroll tax reports.
	Explain payroll deposit requirements.
	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities
	Demonstrate proficiency in using a 10-key calculator
ACCT 219: Accounting Management Software	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses.
	Complete exercises involving accounts receivable, accounts payable, inventory and payroll.
	Prepare financial statements and complete financial statement analysis.
	Complete the accounting cycle using QuickBooks and Microsoft Office software.
	Integrate QuickBooks with Microsoft Office applications.
ACCT 225: Intermediate Accounting I	Develop an understanding of service and merchandising computer accounting.
	Identify underlying concepts and basic procedures of a financial accounting information system and financial statement analysis.
	Communicate orally and in writing financial accounting information.
	Demonstrate the recording and processing of more complex transactions and events.
	Manage information accumulation, processing, recording, and reporting steps.
	Identify, measure, and report an entity's assets and determine related impact upon income determination.

ACCT 227: Financial Analysis & Budgeting	Develop an understanding of the budgeting process and complete a master budget for a manufacturer and a merchandiser
	Prepare financial statements for various types of companies
	Calculate and interpret measures of liquidity, solvency and profitability
ACCT 237: Income Tax Accounting	Calculate an individual's tax payment or refund using Form 1040, 1040A
	Propose a plan for individual's taxes in future years.
ACCT 258: Cost Accounting	Prepare a master and flexible budget.
	Analyze the costs of the business for managerial decisions.
BLAW 221: Legal and Ethical Environment of Business	Identify the sources of law and the legal system within the United States.
	Discuss the elements of a contract and the rights and obligations within.
	Distinguish when the law of contract and the law of sales are to be applied.
	Explain torts and the type of remedies available for breach of agreements.
	Explain the elements of intellectual property and maintaining ownership interests.
	Analyze business regulations for their moral and ethical value and determine how they impact the business environment.
BUED 203: Business Communication	Practice the ability to select, organize, and effectively deliver information in a businesslike manner.
	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies.
IST 100: Computer Application	Demonstrate proficiency in using college systems to conduct online learning and research.
	Demonstrate understanding of security options for technology platforms
	Demonstrate proficiency in operating a personal computer
	Demonstrate proficiency in using word processing software
	Demonstrate proficiency in using spreadsheet software
	Demonstrate proficiency in using database software
	Demonstrate proficiency in using presentation software
	Interpret financial data.
IST 268: Spreadsheet Applications	Design formulas that solve math problems.
	Show data in a meaningful way using charts, graphs, macros, and pivot tables.
	Integrate Excel spreadsheets with other software applications and the Internet.

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

Course	Course Learning Outcome (CLO)
ACCT 218: Payroll Accounting	Describe and discuss employment and payroll laws.
	Compute gross earnings.
	Compute the amount of federal income tax withholding.
	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes.
	Record employees' wages in payroll register by payroll period.
	Prepare employees' earnings record.
	Prepare payroll tax reports.
	Explain payroll deposit requirements.
	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities

Introduction

The program outcomes for the AAS in Accounting Technology reflect what an accounting professional entering the workforce should know and tasks they should be able to complete. The data analyzed came from student work collected during the 2021-2022 academic year. Artifacts used to measure the outcomes came from the following courses: ACCT 211, Principles of Accounting I, ACCT 219 Accounting Management Software, ACCT 227 Financial Analysis and Budgeting, ACCT 218 Payroll Accounting, and ACCT 237 Income Tax Accounting. Various assessment artifacts were used throughout the program such as exams, written projects, and scenario-based projects. The information presented in this report will be used to make improvements to the Accounting Technology program to improve the quality of student learning.

Program Outcomes Rubric

Competency Areas	I	II	III	IV
Perform financial accounting and management functions using report format and procedures.	Fails to perform financial accounting and management functions using report format and procedures.	Performs either financial accounting or management functions, but not both, while attempting to use report format and procedures. Multiple errors are present.	Performs financial accounting and management functions using report format and procedures with minimal errors.	Performs financial accounting and management functions using report format and procedures.
Communicate business information effectively within a business environment.	Fails to communicate business information effectively within a business environment.	Attempts to communicate business information but fails to do so appropriately within the standards of the business environment.	Communicates business information within the business environment with minimal errors	Communicates business information effectively within a business environment.
Demonstrate knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.	Fails to demonstrate knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.	Demonstrates knowledge of accounting systems for either a service, merchandising or manufacturing company, but not all three, attempting to act as a sole proprietorship, partnership, or enterprise. Multiple errors are present.	Demonstrates knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises with minimal errors.	Demonstrates knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.
Utilize current income tax resources to prepare personal tax returns.	Fails to utilize current income tax resources to prepare personal tax returns.	Prepares personal tax returns but does not utilize current resources to prepare them. Multiple errors are present.	Uses current income tax resources to prepare returns but they are prepared with minimal errors.	Utilizes current income tax resources to prepare personal tax returns.
Use technology to solve complex business issues, report, and display these solutions in an appropriate manner.	Fails to use technology to solve complex business issues, report, and display these solutions in an appropriate manner.	Uses technology to solve complex business issues but does not report or display these solutions in an appropriate manner.	Uses technology to solve complex business issues and reports or displays these solutions in an appropriate manner with minimal errors.	Uses technology to solve complex business issues, report, and display these solutions in an appropriate manner.
Demonstrate knowledge of accounting as it relates to payroll.	Fails to demonstrate knowledge of accounting as it relates to payroll.	Demonstrates knowledge of accounting as it relates to payroll with multiple errors present.	Demonstrates knowledge of accounting as it relates to payroll with minor errors which does not detract from this demonstration of knowledge.	Demonstrates knowledge of accounting as it relates to payroll.

Program Outcome #1

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 211	Principles of Accounting I	5	129	Sections: 2 Students: 43	Sections: 3 Students: 86	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: ACCT 211 Principles of Accounting I

	I	II	III	IV	Total # of Students Assessed
Perform financial accounting and management functions using report format and procedures.	Fails to perform financial accounting and management functions using report format and procedures.	Performs either financial accounting or management functions, but not both, while attempting to use report format and procedures. Multiple errors are present.	Performs financial accounting and management functions using report format and procedures with minimal errors.	Performs financial accounting and management functions using report format and procedures.	
Student Totals	6	9	33	81	129

Description of Assignment:

Unit 3 exam is used to assess program outcome number one. This exam requires students to use skills learned the entire semester to complete financial accounting questions and problems. Students are also asked to interpret the results from these problems to use in management functions of a business. All problems require formatting and proper procedures to complete the work.

Assessment Result:

Of the 129 students completing the assessment in ACCT 211, Principles of Accounting I, 81 students (sixty-three percent) scored in competency area IV while another 33 students (twenty-six percent) scored in competency area III. Nine students (seven percent) scored in category II and the final six students (four percent) scored in category I.

Analysis:

During the 2021-2022 academic year, 89% of Principles of Accounting I students have performed financial accounting and management function using report format and procedures with either no or minimal errors. Students are retaining the accounting knowledge taught throughout the semester and applying that knowledge to complete questions and problems on this exam. This is an improvement from the 2020-2021 academic year when 85% of students performed the same assessment with either no or minimal errors. The remaining 11% of students performed financial accounting with multiple errors or failed to perform procedures correctly. It is noted that the students that did poorly on this assignment did not spend an adequate amount of time on the exam.

Use of Results for Improvement:

Most students are successfully completing the required assignment displaying that they have retained knowledge presented during this course. Since students that performed poorly did not spend adequate time on the assignment, students will continue to be instructed to manage their time well and to allow two hours in their schedule to complete the assignment. Students that performed well spent significantly more time than those that didn't. A change is being made to the study guide for this

assessment in the 2022-2023 academic year. The study guide will no longer be a multiple-choice study guide but a fill in the blank that will require students to input the information. Requiring students to seek out and fill in information should assist students with retaining the information for future course, rather than memorizing information for exam purposes. Lecture videos organized by topic are also being added to this course to assist students in learning the material. This assessment will continue to be monitored going forward to determine the effect of the change in study guide and ways to continue to improve student learning throughout the course.

Program Outcome #2

Communicate business information effectively within a business environment.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 227	Financial Analysis and Budgeting	1	6	Sections: 0 Students: 0	Sections: 1 Students: 6	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: ACCT 227 Financial Analysis and Budgeting

	I	II	III	IV	Total # of Students Assessed
Communicate business information effectively within a business environment	Fails to communicate business information effectively within a business environment.	Attempts to communicate business information but fails to do so appropriately within the standards of the business environment.	Communicates business information within the business environment with minimal errors	Communicates business information effectively within a business environment.	
Student Totals	0	0	2	4	6

Description of Assignment:

A company analysis research paper is required in the course. In this research paper, the student picks a publicly traded company and completes analysis of the most current 10-k annual report. The student is required to summarize the company, discuss many facets of the corporation and perform financial analysis of the corporate financial data in the report using ratios to analyze the liquidity, solvency, and profitability of the company. The student presents their findings in a formal written report which is scored not only for accuracy but also the students' ability to communicate the information presented effectively. A rough draft of the

assignment is required to allow time for instructor feedback before a final submission of the assignment.

Assessment Result:

For program outcome number two, four students (sixty-six percent) scored in category IV while two students (forty-four percent) scored in category III.

Analysis:

This year 100% of the students scored in categories III and IV. Students are learning written communication skills and can effectively apply their knowledge.

The assessment measure from this outcome changed in this report. Previously, this outcome was measured by an assignment in BUED 203, Business Communications. Students being able to communicate not only business information but relate that to accounting topics is a more useful measure of the communication of business information in the field of accounting.

Use of Results for Improvement:

This year is the first-year students were given this assignment. However, students are required to submit written work the entire semester in this course that assists them in their knowledge of communicating effectively in a business environment. Feedback is given to students throughout the semester on ways to improve written work and communicate effectively. This approach, as well as, requiring a rough draft of the assignment allowed students to submit work that met the expectation of the outcome. This assignment will continue into future academic years and will continue to be used to assess this outcome.

Program Outcome #3

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 219	Accounting Management Software	1	12	Sections: 0 Students: 0	Sections: 1 Students: 12	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: ACCT 219 Accounting Management Software

	I	II	III	IV	Total # of Students Assessed
Demonstrate knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.	Fails to demonstrate knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.	Demonstrates knowledge of accounting systems for either a service, merchandising or manufacturing company, but not all three, attempting to act as a sole proprietorship, partnership, or enterprise. Multiple errors are present.	Demonstrates knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises with minimal errors.	Demonstrates knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.	
Student Totals	4	0	1	7	12

Description of Assignment:

Students are required to start a company in QuickBooks accounting software based on information provided in the text. After creating a new company, the student is required to complete business transactions in QuickBooks beginning with funding the new business

operation, processing customer and vendor transactions, and creating financial statements to report profit and loss and cash flows.

Assessment Result:

During the 2021-2022 academic year, the assignment results indicated that 58 percent of students scored in category IV while 8 percent scored in category III. 44 percent scored in category one.

Analysis:

Sixty-six percent of students scored in categories III and IV meaning that they completed the assignment with minimal errors showing they understand the functionality of accounting software and understand how to use the software to perform business transactions and produce reports for a business.

Use of Results for Improvement:

Two-thirds of students are successfully completing this assignment and demonstrating the knowledge of this outcome. This assignment will continue in the future academic years and will continue to be assessed. Forty-four percent of students scoring in categories I and did not spend adequate time on the assignment to complete it successfully. This is the first semester this course was taught online, previously this course was taught in a hybrid format. The instructor encouraged students to begin this assignment early and discussed time management with students, but many did not begin the assignment before the due date and thus ran out of time to complete the assignment. In the future, Zoom sessions will be offered to students to discuss the assignment, encourage time management skills, and work through concerns students face when completing the assignment.

Program Outcome #4

Utilize current income tax resources to prepare personal tax returns.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 237	Income Tax Accounting	1	8	Sections: 0 Students: 0	Sections: 1 Students: 8	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: ACCT 237 Income Tax Accounting

	I	II	III	IV	Total # of Students Assessed
Utilize current income tax resources to prepare personal tax returns.	Fails to utilize current income tax resources to prepare personal tax returns.	Prepares personal tax returns but does not utilize current resources to prepare them. Multiple errors are present.	Uses current income tax resources to prepare returns but they are prepared with minimal errors.	Utilizes current income tax resources to prepare personal tax returns.	
Student Totals	4	1	0	3	8

Description of Assignment:

Students are asked to complete a personal tax return with different family scenarios along with multiple schedules and worksheets. These problems give students practice in creating returns with only basic information that would be provided by a taxpayer. Students must apply knowledge from all materials presented in the semester to complete the returns with no or minimal errors.

Assessment Result:

In this assignment students are required to prepare personal tax returns with minimal errors to successfully complete this assignment. During the 2021-2022 academic year 50 percent of students scored in category I. Twelve percent scored in category II and the remaining thirty-eight percent scored in category IV which shows they were able to complete the assessment with minimal to no errors.

Analysis:

Fifty percent of the students failed to utilize current income tax resources to personal tax returns. While this is a low level of performance, it is an improvement from the 2020-2021 academic year in which seventy percent of students failed the assessment. Thirty-eight percent of the students were able to successfully complete the assessment.

Use of Results for Improvement:

The improved homework assignments did improve the quality of student work in the personal income tax return assessment. However, additional support to students is needed to improve understanding of tax returns and improve performance. This assessment will continue in future semester. The instructor will offer Zoom sessions to answer student questions while they work through this assignment. Also, time management will be discussed with students via course announcements and email to ensure students understand the time requirements to do well on the assessment.

Program Outcome #5

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 219	Accounting Management Software	1	12	Sections: 0 Students: 0	Sections: 1 Students: 12	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: ACCT 219 Accounting Management Software

	I	II	III	IV	Total # of Students Assessed
Use technology to solve complex business issues, report, and display these solutions in an appropriate manner.	Fails to use technology to solve complex business issues, report, and display these solutions in an appropriate manner.	Uses technology to solve complex business issues but does not report or display these solutions in an appropriate manner.	Uses technology to solve complex business issues and reports or displays these solutions in an appropriate manner with minimal errors.	Uses technology to solve complex business issues, report, and display these solutions in an appropriate manner.	
Student Totals	1	0	3	8	12

Description of Assignment:

Students are required to start a company in QuickBooks accounting software based on information provided in the text. After creating a new company, the student is required to complete business transactions in QuickBooks beginning with funding the new business operation, processing customer and vendor transactions, and creating financial statements to report profit and loss and cash flows. The student is then required to display the reports and answer questions regarding them.

Assessment Result:

During the 2021-2022 academic year, 60 percent of students scored in category IV while 25 percent scored in category III. While the remaining 9 percent scored in category one.

Analysis:

Eighty-five percent of students can successfully use technology to solve complex business issues, report and display these solutions in appropriate manner with either no or minimal errors. The remaining nine percent of students showed significant errors in their technological skill or appropriately displaying the report.

Use of Results for Improvement:

Eighty-five percent of students are successfully completing this assignment and demonstrating the knowledge of this outcome. This is improved from seventy percent of students successfully completing this assignment in the 2020-2021 academic year. This assignment will continue in the future academic years and will continue to be assessed.

Program Outcome #6

Demonstrate knowledge of accounting as it relates to payroll.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 218	Payroll Accounting	1	10	Sections: 0 Students: 0	Sections: 1 Students: 10	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: ACCT 218 Payroll Accounting

	I	II	III	IV	Total # of Students Assessed
Demonstrate knowledge of accounting as it relates to payroll	Fails to demonstrate knowledge of accounting as it relates to payroll.	Demonstrates knowledge of accounting as it relates to payroll with multiple errors present.	Demonstrates knowledge of accounting as it relates to payroll with minor errors which does not detract from this demonstration of knowledge.	Demonstrates knowledge of accounting as it relates to payroll.	
Student Totals	4	1	1	4	10

Description of Assignment:

Students are asked to complete a payroll project assignment. This assignment requires students to calculate wages, payroll taxes, garnishments and net pay. They are then required to post the payments to appropriate employee earnings records, accounting journal, and general ledger account. Students must also calculate employer payroll taxes and post to the journal and ledger. Students complete the transactions for a calendar quarter and then complete quarterly payroll reports that report all employer taxes withheld and paid during the quarter.

Assessment Result:

Forty percent of students scored in criteria IV which shows that they are demonstrating knowledge with little to no errors in the assignment. Ten percent of students scored in category III, which shows they are demonstrating knowledge with minimal errors. Ten percent scored in category II and forty percent scored in category I. Students that scored in category I failed to demonstrate knowledge of accounting as it relates to payroll.

Analysis:

During the 2021-2022 academic year fifty percent of students met the expectations of this assignment and completed it with very few errors. The assignment is a project that requires students to apply knowledge learned during the semester and students have successfully retained and applied the knowledge to complete this assignment. Fifty percent of students did not successfully complete this assessment. This is the first semester this course was taught in the online modality. Students who did not complete this assignment successfully, did not complete all of the work required to display their knowledge.

Use of Results for Improvement:

The number of students successfully completing this assignment decreased from 2020-2021 academic year to the 2021-2022 academic year when the course was moved to the online modality. Zoom sessions were available to students during the project period to allow students to join and ask questions. The amount of time required to complete the project could have also been a factor. During the 2022-2023 academic year, additional Zoom sessions at more flexible times will be available. The instructor will also send information to students regarding time management during the project.

Student Learning Outcomes (SLO)

Report Addendum

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) results in the above report.

Quality Matters redesign of the following courses occurred in 2021-22: ACCT 218, ACCT 219, ACCT 225, and ACCT 258.

The following courses were also redesigned using the third-party design firm (Symbiosis) to ensure course consistency.

- ACCT 211
- ACCT 212
- ACCT 218
- ACCT 219
- ACCT 225
- ACCT 227
- ACCT 237
- ACCT 258

Results: ACCT 211 and ACCT 212 were launched to students in Spring 2022. Initial feedback from students is the course is easier to navigate and offers a clear understanding of course expectations.

Curriculum Changes for FY 22

- ACCT 225: Intermediate Accounting I- Add online modality.
- ACCT 218- Payroll Accounting- Add online modality
- ACCT 219- Accounting Management Software- Add online modality. Update textbook to the current edition.
- ACCT 227- Financial Analysis and Budgeting. Add online modality. Textbook change from *Understanding Financial Statements, 11th ed* to *Financial Reporting, Financial Statement Analysis, and Valuation, 9th ed.*, Cengage Learning.

Results: With the addition of the online modality to these courses, the AAS Accounting Technology can now be completed 100% online. This change allows for the program to be completed by students that may not be able to attend classes during the day at the times they were offered.

- 2. Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed in above section. (Outputs 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.)**

During the 2021-2022 academic year, curriculum changes were made to add the online modality to ACCT 218 Payroll Accounting and ACCT 225 Intermediate Accounting. These changes completed the process to now offer the AAS Accounting Technology as a fully online program. Textbooks were also updated in ACCT 219 Accounting Management Software and ACCT 227 Financial Statement Analysis and Budgeting.

Courses were also redesigned to meet Quality Matters standards for online learning. All accounting courses were also submitted to the third-party design firm, Symbiosis to further improve the course design and ensure consistency among all courses. Initial feedback from students is the improved organization and ease of use of the course format.



THREE RIVERS COLLEGE

Criminal Justice AAS

Program Level SLO Report

Shawn Westbrooks – Program Manager

2021-2022

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 2021-22 academic year.

Criminal Justice: Program Outcomes Mapping

Program Outcome 1: Differentiate Constitutional Amendments.	
Course	Course Learning Outcome (CLO)
ADJU 100: Introduction to Law Enforcement	Describe the early history and development of law enforcement agencies (CLO 1)
	Identify the role and functions of various agencies (CLO 2)
	Recognize the basic tasks and styles of policing (CLO 3)
	Outline the basic legal restrictions on law enforcement (CLO 4)
	Describe the fundamental principles of social control (CLO 5)
ADJU-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 (CLO2)
	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 (CLO1)
	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)
ADJU 223: Community Policing and Homeland Security	Identify crime prevention techniques and theories (CLO 5)
	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 resulting 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 students' 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 the 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 2021-22 academic year.

It should be noted that this reporting year was unusual, and this should be considered when examining any results. During the 2021-2022 period, students were under significant stress due to the COVID-19 pandemic. Students frequently were faced with dealing with personal illness or illness within their household. Some had family members die. Students were required to wear masks, were restricted from various activities, including in-person religious services, and many lost their employment as businesses closed, scaled back, or fired employees who did not take a COVID shot. This resulted in a great deal of stress to students which impacted their ability to focus and learn.

Program Outcome #1

Differentiate Constitutional Amendments

Verified by the following student assignment 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	2	10	Sections 0 Students 0	Sections 2 Students 10	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-102	Intro to Criminal Justice	1	12	Sections 0 Students 0	Sections 1 Students 12	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-114	Constitutional Law	1	16	Sections 1 Students 16	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT:0	Yes

ADJU 100 Total	I	II	III	IV	# of Students
	0	0	5	5	10

ADJU-102 Total	I	II	III	IV	# of Students
	0	1	2	9	12

ADJU 114 Total	I	II	III	IV	# of Students
	1	0	10	5	16

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-100 Average Score	ADJU-102 Average Score	ADJU-114 Average Score	Percentage of Increase
2021-2022	72.9%	77.8%	70.8%	-2.9%/-9.0%
2020-2021	93.1%	83.7%	91.6%	-1.7% / 8.7%
2019-2020	97.9%	85.0%	90.7%	-7.3% / 3.1%
2018-2019	81.7%	N/A	91.4%	11.7%
2017-2018	81.7%	N/A	79.4%	- 2.9%
2016-2017	84.6%	N/A	90.4%	6.5%
2015-2016	79.3%	N/A	93.2%	15.0%

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

In previous years, students have demonstrated significant knowledge of Constitutional amendments. It appears students enter the program already familiar with these amendments.

While it is expected that scores from ADJU-114 would reflect a higher percentage than the entry level courses, the data did not reflect this. It should be noted that students during this reporting year were subjected to an unusual amount of stress due to COVID 19 which disrupted various aspects of their lives.

Analysis

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

External factors related to COVID 19 must be considered. Due to the unusual circumstances of the past two reporting years, I would question the validity of the data. Data reflected in previous reporting years would be more reliable than data during the pandemic.

Use of Results for Improvement

The increased focus on Constitutional amendments in ADJU-114 will continue. It is hoped that no unusual external factors interfere with data result in future reporting years.

In the future, I as the program manager and only instructor for the program will be the sole advisor for students in the program. This will provide the opportunity to help ensure that students are enrolled in courses within the recommended sequence. This will eliminate the issue of students completing ADJU-114 prior to ADJU-100 or ADJU-102 which may negatively affect the assessment results.

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	2	10	Sections 0 Students 0	Sections 2 Students 10	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-102	Introduction to Criminal Justice	1	12	Sections 0 Students 0	Sections 1 Students 12	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-114	Constitutional Law	1	16	Sections 1 Students 16	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	Yes

ADJU 100 Total	I	II	III	IV	# of Students
	0	3	1	6	10

ADJU-102 Total	I	II	III	IV	# of Students
	1	1	3	7	12

ADJU 114 Total	I	II	III	IV	# of Students
	0	4	9	3	16

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 SLO #2:

Timeframe	ADJU-100 Average Score	ADJU-102 Average Score	ADJU-114 Average Score	Percentage of Increase
2021-2022	69.4%	72.5%	60.6%	-12.7%/-16.5%
2020-2021	88.2%	73.7%	94.0%	6.2% / 21.6%
2019-2020	66.6%	89.9%	90.1%	26.1% / 0.3%
2018-2019	71.4%	N/A	94.3%	24.3%
2017-2018	76.6%	N/A	86.3%	11.3%
2016-2017	73.2%	N/A	85.2%	14.1%
2015-2016	81.2%	N/A	92.5%	12.3%

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, for six years there had been a positive change from the ADJU-100/102 entry level scores compared to the higher level ADJU-114 scores. However, the scores were lower during the current reporting year. It should be noted that students during this reporting year were subjected to an unusual amount of stress due to COVID 19 which disrupted various aspects of their lives.

Analysis

During the past three years, I have focused more on learning outcomes during lectures. The increased emphasis on significant Supreme Court rulings in all courses had resulted in an increase for this learning outcome for students in the ADJU-100/102 courses until this reporting year. External factors related to COVID 19 must be considered. Due to the unusual circumstances of the past two reporting years, I would question the validity of the data. Data reflected in previous reporting years would be more reliable than data during the pandemic.

Use of Results for Improvement

The increased focus and time reviewing on Supreme Court rulings in ADJU-114 will continue and it is hoped that no unusual external factors interfere with data result in future reporting years.

In the future, I as the program manager and only instructor for the program will be the sole advisor for students in the program. This will provide the opportunity to help ensure that students are enrolled in courses within the recommended sequence. This will eliminate the issue of students completing ADJU-114 prior to ADJU-100 or ADJU-102 which may negatively affect the assessment results.

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	2	10	Sections 0 Students 0	Sections 2 Students 10	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-102	Introduction to Criminal Justice	1	12	Sections 0 Students 0	Sections 1 Students 12	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-113	Criminal Law	2	13	Sections 1 Students 9	Sections 1 Students 4	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-233	Criminal Investigations	1	12	Sections 1 Students 12	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	Yes

ADJU 100 Total	I	II	III	IV	# of Students
	0	2	6	2	10

ADJU 102 Total	I	II	III	IV	# of Students
	1	2	7	2	12

ADJU 113 Total	I	II	III	IV	# of Students
	0	0	0	13	13

ADJU 233 Total	I	II	III	IV	# of Students
	0	2	7	3	12

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-100 Average Score	ADJU-102 Average Score	ADJU-113 Average Score	Percentage of Increase	ADJU-233 Average Score	Percentage of Increase
2021-2022	58.0%	56.0%	87.3%	50.5% / 55.8%	63.6%	9.6% / 13.5%
2020-2021	42.7%	55.0%	74.6%	42.8% / 26.3%	71.7%	40.5% / 23.3%
2019-2020	64.5%	53.5%	72.9%	11.6% / 26.7%	N/A	N/A
2018-2019	50.4%	N/A	73.8%	31.8%	85.3%	41.0%
2017-2018	51.7%	N/A	87.0%	40.6%	88.5%	43.6%
2016-2017	50.4%	N/A	74.27%	32.2%	77.7%	35.2%
2015-2016	44.1%	N/A	80.3%	45.0%	78.5%	43.9%

Learning Outcome # 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

Learning Outcome# 3 assesses the student's ability to identify a violation of Missouri law based on a description of an action. During the previous seven years, this learning outcome has consistently seen a dramatic improvement by students who have completed a 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. This reporting year did not see as dramatic of an increase. It should be noted that students were subjected to an unusual amount of stress during the reporting year due to factors related to the COVID 19 pandemic.

Use of Results for Improvement

The increased focus on learning outcomes which were designed into ADJU-100 and ADJU-102 will continue based on the positive results at the entry level.

In the future, I as the program manager and only instructor for the program will be the sole advisor for students in the program. This will provide the opportunity to help ensure that students are enrolled in courses within the recommended sequence. This will eliminate the issue of students completing ADJU-113 or ADJU-233 prior to ADJU-100 or ADJU-102 which may negatively affect the assessment results.

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	2	10	Sections 0 Students 0	Sections 2 Students 10	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-102	Introduction to Criminal Justice	1	12	Sections 0 Students 0	Sections 1 Students 12	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-104	Introduction to Criminal Courts	1	17	Sections 0 Students 0	Sections 1 Students 17	Sections 0 Students 0	FT: 0 PT: 0	N/A

ADJU 100 Total	I	II	III	IV	# of Students
	0	0	4	6	10

ADJU 102 Total	I	II	III	IV	# of Students
	0	0	2	10	12

ADJU 104 Total	I	II	III	IV	# of Students
	0	0	3	14	17

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-100 Average Score	ADJU-102 Average Score	ADJU-213 / ADJU- 104* Average Score	Percentage of Increase
2021-2022	80.7%	83.3%	93.8%	14.0% / 11.2%
2020-2021	81.3%	85.4%	88.0%	7.7% / 3.0%
2019-2020	85.3%	93.4	N/A	N/A
2018-2019	72.8%		95.8%*	24.1%
2017-2018	73.3%		89.2%	17.9%
2016-2017	72.7%		93.2%	22.0%
2015-2016	79.4%		97.5%	18.6%

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

Analysis

Students enter the program with a moderate amount of knowledge in this area depending on their particular background. There has consistently been an increased level of learning demonstrated by student who have taken a higher-level course.

Use of Results for Improvement

The increased focus on learning outcomes which were designed into ADJU-100 and ADJU-102 will continue based on the positive results at the entry level.

In the future, I as the program manager and only instructor for the program will be the sole advisor for students in the program. This will provide the opportunity to help ensure that students are enrolled in courses within the recommended sequence. This will eliminate the issue of students completing ADJU-104 prior to ADJU-100 or ADJU-102 which may negatively affect the assessment results.

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	2	10	Sections 0 Students 0	Sections 2 Students 10	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-102	Introduction to Criminal Justice	1	12	Sections 0 Students 0	Sections 1 Students 12	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-223	Community Policing and Homeland Security	1	11	Sections 1 Students 11	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-243	Police Administration	1	9	Sections 0 Students 0	Sections 1 Students 9	Sections 0 Students 0	FT: 1 PT: 0	N/A

ADJU 100 Total	I	II	III	IV	# of Students
	0	0	4	6	10

ADJU 102 Total	I	II	III	IV	# of Students
	0	2	6	4	12

ADJU 223 Total	I	II	III	IV	# of Students
	0	0	1	10	11

ADJU 243 Total	I	II	III	IV	# of Students
	1	0	3	5	9

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-100 Average Score	ADJU- 102 Average Score	ADJU-223 Average Score	Percentage of Increase	ADJU-243 Average Score	Percentage of Increase
2021-2022	71.1%	72.5%	87.6%	18.9% / 17.3%	75.0%	5.2% / 3.4%
2020-2021	65.1%	67.5%	86.6%	24.9% / 21.1%	73.6%	11.6% / 8.3%
2019-2020	72.8%	73.2%	87.0%	16.4% / 15.9%	N/A	N/A
2018-2019	59.9%	N/A	95.8%	37.5%	78.9%	24.1%
2017-2018	64.6%	N/A	83.5%	22.3%	N/A	N/A
2016-2017	63.2%	N/A	86.3%	24.8%	N/A	N/A
2015-2016	60.5%	N/A	84.6%	28.5%	N/A	N/A

Analysis

Learning Outcome # 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 seven reporting years. The results show that a student completing ADJU-223 and ADJU-243 have a significant increase in knowledge when compared to the entry-level ADJU-100 or ADJU-102 course. The increase was not as great as previous years, but as noted with other learning outcomes, the COVID 19 pandemic resulted in an unusual external stress factor which must be considered with any analysis for this reporting period.

Use of Results for Improvement

An increased focus will continue in ADJU-223 and ADJU-243 for this learning outcome in future semesters.

In the future, I as the program manager and only instructor for the program will be the sole advisor for students in the program. This will provide the opportunity to help ensure that students are enrolled in courses within the recommended sequence. This will eliminate the issue of students completing ADJU-223 or ADJU-243 prior to ADJU-100 or ADJU-102 which may negatively affect the assessment results.

Additional Summary Notes

Anomalies in the results that were noticed:

Increased during this reporting year were not as great as previous years. The results of SLO #1 were unusual in that the scores were lower for students completing the higher-level course (ADJU-114).

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. The lower score for SLO #1 is an anomaly and should not signal a need for significant changes to the program.

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?

The program will continue to focus on learning outcomes. As noted, this reporting year was unusual due to the external factors faced by students during the COVID 19 pandemic. Any changes to the program would be based on future information as life begins returning to normal.

What is the proposed timeline for the changes outlined above?

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

This reporting year experienced a change in modality. The program offered three courses via ITV each semester for many years. During this reporting year, that number was reduced to two ITV courses. The number of courses offered as WEB courses increased from two to three. This was due to increased student demand for the ability to complete the degree entirely online.

- (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

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

2021-22

Program Purpose Statement

The Early Childhood Development curriculum is designed to prepare students for employment and leadership roles in licensed childcare centers, private preschools, and Head Start.

Program Outcomes

- 1. Promoting Child Development and Learning-** Students use their understanding of young children's child characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.
- 2. Building Family and Community Relationships-** Students use their understanding of partnerships with children's families and communities to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.
- 3. Observing, documenting, and assessing to support young children and families-** Students understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment in partnership with families and other professionals, to positively influence the development of every child.

4. **Using developmentally effective approaches-** Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
5. **Using content knowledge to build meaningful curriculum-** Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.
6. **Becoming a professional-**Students identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are informed advocates for sound educational practices and policies.
7. **Early childhood field experiences-** Field experiences and clinical practice are planned and sequenced so that students develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood.

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 2021-22 academic year.

Early Childhood Development: Program Outcomes Mapping

Program Outcome 1: Promoting Child Development and Learning	
Course	Course Learning Outcome (CLO)
ECD 126: Health, Safety, and Nutrition	Relate awareness, effective practices, and sound health education in order to promote children's health (CLO 1)
	Demonstrate how to create and maintain safe learning environments. (CLO 2)
	Examine appropriate meal planning, food safety, and nutrition education in order to meet children's essential nutritional needs. (CLO 3)
ECD 202: Survey of Early Childhood Development	Recognize the history and importance of early childhood development (CLO 1)
	Demonstrate an understanding of child growth and development (CLO 2)
	Employ the components of high-quality early childhood education in curriculum development (CLO 3)
ECD 205: Preschool CDA	Illustrate how to establish and maintain a safe, healthy, learning environment. (CLO 1)
	Plan developmentally appropriate experiences to advance physical and intellectual competence. (CLO 2)
	Demonstrate how to support social and emotional development along with positive guidance. (CLO 3)
	Recognize importance of establishing positive and productive relationships with families. (CLO 4)
	Examine how to ensure a well-run, purposeful program that is responsive to participant needs (CLO 5)
	Practice maintaining a commitment to professionalism. (CLO 6)
ECD 208: Infant/Toddler CDA	Illustrate how to establish and maintain a safe, healthy, learning environment. (CLO 1)
	Plan developmentally appropriate experiences to advance physical and intellectual competence. (CLO 2)
	Demonstrate how to support social and emotional development along with positive guidance. (CLO 3)
	Recognize importance of establishing positive and productive relationships with families. (CLO 4)
	Examine how to ensure a well-run, purposeful program that is responsive to participant needs (CLO 5)
	Practice maintaining a commitment to professionalism. (CLO 6)

Program Outcome 1 (continued)	
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	Plan curriculum that is developmentally appropriate for children. (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	Recognize importance of establishing positive and productive relationships with families. (CLO 4)
ECD 208: Infant/Toddler CDA	Recognize importance of establishing positive and productive relationships with families. (CLO 4)
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	Develop strategies to inform and involve families in their children's learning and development. (CLO 3)
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 (CLO)
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	Examine how to ensure a well-run, purposeful program that is responsive to participant needs (CLO 5)
ECD 208: Infant/Toddler CDA	Examine how to ensure a well-run, purposeful program that is responsive to participant needs (CLO 5)
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	Use observations to assess development of children. (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	Illustrate how to establish and maintain a safe, healthy, learning environment. (CLO 1)
	Plan developmentally appropriate experiences to advance physical and intellectual competence. (CLO 2)
	Demonstrate how to support social and emotional development along with positive guidance. (CLO 3)
ECD 208: Infant/Toddler CDA	Illustrate how to establish and maintain a safe, healthy, learning environment. (CLO 1)
	Plan developmentally appropriate experiences to advance physical and intellectual competence. (CLO 2)
	Demonstrate how to support social and emotional development along with positive guidance. (CLO 3)
ECD 237: Early Childhood Development Lab	Plan curriculum that is developmentally appropriate for children. (CLO 1)
	Use observations to assess development of children. (CLO 2)
ECD 245: Early Childhood Administration	Demonstrate developmentally appropriate planning for various age groups in an early childhood setting (CLO 2)
ECD 247: Early Childhood Curriculum	Design curriculum that is child centered, child initiated and responsive to families. (CLO 1)
	Implement curriculum that supports play and learning using developmental, inclusive, and anti-bias principles. (CLO 2)
ECD 295: Early Childhood Practicum I	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)

Program Outcome 4 (continued)	
ECD 296: Early Childhood Practicum II	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children (CLO 3)

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	Illustrate how to establish and maintain a safe, healthy, learning environment. (CLO 1)
	Plan developmentally appropriate experiences to advance physical and intellectual competence. (CLO 2)
ECD 208: Infant/Toddler CDA	Illustrate how to establish and maintain a safe, healthy, learning environment. (CLO 1)
	Plan developmentally appropriate experiences to advance physical and intellectual competence. (CLO 2)
ECD 235: Special Children	Demonstrate how to plan an environment for inclusion of all children. (CLO 3)
ECD 237: Early Childhood Development Lab	Plan curriculum that is developmentally appropriate for children. (CLO 1)
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 4)
ECD 205: Preschool CDA	Practice maintaining a commitment to professionalism. (CLO 6)
ECD 208: Infant/Toddler CDA	Practice maintaining a commitment to professionalism. (CLO 6)
ECD 237 Early Childhood Development Lab	Assess curriculum, classroom environment, and teaching practices in lab experiences. (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	Use observations to assess development of children. (CLO 2)
	Assess curriculum, classroom environment, and teaching practices in lab experiences. (CLO 4)
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 have been developed 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.

Program Outcome #1 Rubric
Promoting Child Development and Learning

	I	II	III	IV
Recognize young children's characteristics and needs.	Does not recognize young children's characteristics and needs	Student minimally recognizes and understands young children's characteristics and needs.	Student appropriately recognizes and understands young children's characteristics and needs.	Student exceptionally recognizes and understands young children's characteristics and needs.
Illustrate multiple influences on young children's development and learning. (Cultural/diverse/anti-bias perspectives on development and learning)	Student does not illustrate multiple influences (cultural/diverse/anti-bias) on young children's development and learning.	Student minimally illustrates multiple influences (cultural/diverse/anti-bias) on young children's development and learning.	Student appropriately illustrates multiple influences (cultural/diverse/anti-bias) on young children's development and learning.	Student exceptionally illustrates multiple influences (cultural/diverse/anti-bias) on young children's development and learning.
Create healthy, respectful, supportive, and challenging learning environments	Student does not use developmental knowledge to create healthy, respectful, supportive and challenging learning environments-including curriculum, interactions, teaching practices, and learning materials.	Student minimally use developmental knowledge to create healthy, respectful, supportive and challenging learning environments-including curriculum, interactions, teaching practices, and learning materials.	Student appropriately uses developmental knowledge to create healthy, respectful, supportive and challenging learning environments-including curriculum, interactions, teaching practices, and learning materials.	Student exceptionally uses developmental knowledge to create healthy, respectful, supportive and challenging learning environments-including curriculum, interactions, teaching practices, and learning materials.

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

Program Outcome #1	I	II	III	IV	# of Students
a) Recognize young children's characteristics and needs.	0	2	2	6	10
b) Illustrate multiple influences on young children's development and learning.	0	3	1	6	10
c) Create healthy, respectful, supportive, and challenging learning environments.	1	2	1	6	10

Assessment Results

Program Outcome #1: Promoting Child Development and Learning

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, 1c

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.

Seventy percent (n=7) of the students scored in Level III or above in all three of the outcome's key elements. They exhibited this understanding by planning developmentally appropriate learning activities and experiences.

Analysis

Eighty percent (n=8) of students scored at Level III or above in PO #1. This was reflected in the learning activities that were developed by the students. The activities were developmentally appropriate with regard 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.

Seventy percent (n=7) of students scored at Level III or above 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 learning, and anti-bias curriculum planning.

The assessment scoring for students in Level II or below was based on how challenging the learning activities were for all developmental domains along with the information they

provided in checking for understanding of the concepts they were presenting. The activities were appropriate for learning, yet to reach a higher level of understanding, students needed to include activities that would challenge children at all levels of development. These 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. To assist in increasing student learning, a requirement will be added to practicum course ECD 296 beginning in Spring 2023 for implementation of the lesson plan students created in ECD 247. More guidance will be given to students about planning appropriate learning experiences to support emerging developmental domains. This will give them more hands-on experience with reflection and assessment of learning objectives in the classroom.

Program Outcome #2 Rubric
Building Family and Community Relationships

	I	II	III	IV
Identify diverse family and community characteristics.	Student does not identify diverse family and community characteristics.	Student minimally identifies diverse family and community characteristics.	Student appropriately identifies diverse family and community characteristics.	Student exceptionally identifies diverse family and community characteristics.
Demonstrate how to support and engage families and communities through respectful, reciprocal relationships.	Student does not demonstrate how to support and engage families and communities through respectful, reciprocal relationships.	Student minimally demonstrates how to support and engage families and communities through respectful, reciprocal relationships.	Student appropriately demonstrates how to support and engage families and communities through respectful, reciprocal relationships.	Student exceptionally demonstrates how to support and engage families and communities through respectful, reciprocal relationships.
Discover how to engage and involve families and communities in their children's development and learning.	Student does not discover how to engage and involve families and communities in their children's development and learning.	Student minimally discovers how to engage and involve families and communities in their children's development and learning.	Student appropriately discovers how to engage and involve families and communities in their children's development and learning.	Student exceptionally discovers how to engage and involve families and communities in their children's development and learning.

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

Key Elements	I	II	III	IV	# of Students
a) Identify diverse family and community characteristics.	1	2	1	6	10
b) Demonstrate how to support and engage families and communities through respectful, reciprocal relationships.	1	1	2	6	10
c) Discover how to engage and involve families and communities in their children's development and learning.	1	2	2	5	10

Assessment Result

Program Outcome #2: Building Family and Community Relationships

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.

Seventy percent (n=7) of students scored in Level III 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 percent (n=9) of students scored in Level III 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.

Seventy percent (n=7) of students placed in the Level III 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

Eight of the ten students were successful in providing appropriate learning experiences and opportunities to families for PO #2a and 7 students in PO #2b. The level of engagement the opportunities provided to the families and child were examined. To be successful in this outcome, students had to provide a learning activity that promoted

family involvement and engagement in their child's learning. This outcome showed that over half (70%) of students were able to plan and implement learning activities for the children to complete with their parents.

The two students scoring in Level II for 2c, engaging and involving families in their child's learning, included family involvement but the activities planned did not promote participation in their child's learning. One student talked about family involvement in a general sense by reporting newsletters and frequent communication would be shared with parents. While this is good practice, it does not support the aspect of the parent being actively involved in the child's development that was planned in the lesson.

The student who did not meet this outcome did not provide activities or information to parents. A sample, completed lesson plan is provided for students to review so they know what is required.

Use of Results for Improvement

There was a 56% increase in PO #2b from last year's report to this year. Increased guidance was given to students on appropriate ways to provide learning resources to parents that enhance their involvement with their child's development and learning. Continued illustrations and examples of family involvement in the course will be provided.

Program Outcome #3 Rubric

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

	I	II	III	IV
Identify the goals, benefits, and uses of assessment.	Student does not attempt to identify the goals, benefits, and uses of assessment.	Student minimally identifies the goals, benefits, and uses of assessment.	Student appropriately identifies the goals, benefits, and uses of assessment.	Student exceptionally identifies the goals, benefits, and uses of assessment.
Demonstrate skills in conducting observation, documentation, and other appropriate assessment tools and approaches.	Student does not demonstrate skills in conducting observation, documentation, and other appropriate assessment tools and approaches.	Student minimally demonstrates skills in conducting observation, documentation, and other appropriate assessment tools and approaches.	Student appropriately demonstrates skills in conducting observation, documentation, and other appropriate assessment tools and approaches.	Student exceptionally demonstrates skills in conducting observation, documentation, and other appropriate assessment tools and approaches.
Explain the responsibility of assessment to promote positive outcomes for each child.	Student does not explain the responsibility of assessment to promote positive outcomes for each child.	Student minimally explains the responsibility of assessment to promote positive outcomes for each child.	Student appropriately explains the responsibility of assessment to promote positive outcomes for each child.	Student exceptionally explains the responsibility of assessment to promote positive outcomes for each child.
Relate assessment partnerships with families and professional colleagues.	Student does not relate assessment partnerships with families and professional colleagues.	Student minimally relates assessment partnerships with families and professional colleagues.	Student appropriately relates assessment partnerships with families and professional colleagues.	Student exceptionally relates assessment partnerships with families and professional colleagues.

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	1	4	Sections 0 Students 0	Sections 1 Students 14	Sections 0 Students 0	FT: 1 PT: 0	Yes *Spring only course

Key Elements	I	II	III	IV	# of Students
a) Identify the goals, benefits, and uses of assessment.	0	0	0	4	4
b) Demonstrate skills in conducting observation, documentation, and other appropriate assessment tools and approaches.	0	0	1	3	4
c) Explain the responsibility of assessment to promote positive outcomes for each child.	0	0	2	2	4
d) Relate assessment partnerships with families and professional colleagues	0	0	0	4	4

Assessment Result

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

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.

All students (n=4) scored in Level III or above in PO #3a; identifying the goals, benefits, and uses of assessment. The student's reflection about the benefits of development was reviewed to clarify if student had an adequate understanding of the importance of assessment in tracking children's learning and development.

Again, all (n=4) students scored in Level III or above in PO #3b; conducting appropriate observations and assessment. The student's use of objective versus subjective observations in the case study was reviewed for this outcome.

All 4 of the students scored in Level III or above regarding PO #3c and PO #4; explaining the responsibility of assessment. Students were assessed on the extent they discussed the child's development and if development was used to create child outcomes. Two of the students clearly discussed outcomes for furthering the child's development while the other two discussed general outcomes or outcomes that could be provided by outside sources.

Analysis

The results of PO #3 indicate that students are illustrating how to observe and the importance of observing young children. ECD students demonstrated their understanding through a semester long child case study. They had to track the child's development using a developmental checklist and then further evaluate the child's developmental progress.

The results exhibited over all (n=4) students adequately tracked and assessed the child's development along with providing suggestions for learning improvement.

Use of Results for Improvement

The case study will continue to be used to track this outcome.

Program Outcome #4 Rubric
Using developmentally effective approaches

	I	II	III	IV
Relate the use of positive relationship and supportive interactions with the importance of children's success in learning.	Student does not relate the use of positive relationship and supportive interactions with the importance of children's success in learning.	Students minimally relates the use of positive relationship and supportive interactions with the importance of children's success in learning.	Student appropriately relates the use of positive relationship and supportive interactions with the importance of children's success in learning.	Student exceptionally relates the use of positive relationship and supportive interactions with the importance of children's success in learning.
Apply effective strategies and tools to influence development and learning of young children.	Student does not apply effective strategies and tools to influence development and learning of young children.	Student minimally applies effective strategies and tools to influence development and learning of young children.	Student appropriately applies effective strategies and tools to influence development and learning of young children.	Student exceptionally applies effective strategies and tools to influence development and learning of young children.
Use various learning formats of teaching/learning approaches to promote young children's development.	Student does not use various learning formats of teaching/learning approaches to promote young children's development.	Student minimally uses various learning formats of teaching/learning approaches to promote young children's development.	Student appropriately uses various learning formats of teaching/learning approaches to promote young children's development.	Student exceptionally uses various learning formats of teaching/learning approaches to promote young children's development.
Develop reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.	Student does not develop reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.	Student minimally develops reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.	Student appropriately develops reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.	Student exceptionally develops reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.

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	1	4	Sections 0 Students 0	Sections 1 Students 4	Sections 0 Students 0	FT: 1 PT: 0	Yes *Spring only course

Key Elements	I	II	III	IV	# of Students
a) Relate the use of positive relationship and supportive interactions with the importance of children's success in learning.	0	0	2	2	4
b) Apply effective strategies and tools to influence development and learning of young children.	0	1	0	3	4
c) Use various learning formats of teaching/learning approaches to promote young children's development.	0	0	1	3	4
d) Develop reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.	0	1	2	1	4

Assessment Result

Program Outcome #4: Using developmentally effective approaches

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.

All students scored in Level III or above in PO #4a; understanding and using positive relationships and supportive interactions as the foundation for their work with young children and families. This information was found by examining the child case study for record or mention of interactions with the child they were focusing on for study.

Two of the four student's extensively documented their interactions with the child while the other two students reported more observations than interactions.

Three out of four students scored in Level III or above for PO #4b; using effective strategies to influence development and learning. This percentage was based on how and if students used developmental checklists to track the child's development. The one student who scored in Level II did not adequately include developmental information gained from the required checklist in the case study narrative. The students are given copies of developmental checklist that are to be used. The assignment instructions also outlines how to use the checklists and how to incorporate them into the case study.

All (n=4) students scored in Level III or above in PO #4c; using various learning approaches to promote development. Students' observation skills were assessed for this outcome, particularly if the student included objective or subjective observations in the

case study. Students need to objectively observe the child's behavior to develop learning strategies to promote development.

Three of the four students scored in Level III or above in PO #4d; teaching practices to promote positive outcomes for each child. This outcome was based on the student's reflection of the child's development and creation of teaching strategies that student individualized for the child to enhance learning. The one student who placed in Level I discussed teaching strategies yet they were strategies that could be put into place by other professionals. The student needed to provide strategies for the child that could be enhanced in the classroom during learning experiences and play.

Analysis

PO #4 demonstrates the student's understanding of planning for positive relationships and supportive interactions, knowing and understanding effective strategies and tools and using developmentally appropriate teaching/learning approaches. Again, ECD students demonstrated their knowledge through the child case study. The student's interactions and depth of comprehension of identifying the child's whole development were examined. The child's family, health, and environment play a role in development and that aspect was looked at to see if students identified that importance and that it was included in the study.

Creating child outcomes to increase development in areas where the child needs additional strengthening needs to be addressed

Use of Results for Improvement

A possible solution to increasing student learning with regards to demonstrating the practice of effective teaching strategie is to change the course assessment. Using the lesson plan students created in ECD 247 then implemented in the practicum classroom may give a better example of how the student exhibits effective teaching strategies.

Program Outcome #5

Using content knowledge to build meaningful curriculum

	I	II	III	IV
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.
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.
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	10	Sections 0 Students 0	Sections 1 Students 10	Sections 0 Students 0	FT: 1 PT: 0	Yes *Fall only course

Key Elements	I	II	III	IV	# of Students
a) 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	3	5	10
b) Identify the use of central concepts, inquiry tools, and structures of content areas or academic disciplines	0	2	8	0	10
c) Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	0	2	1	7	10

Assessment Results

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

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 percent (n=8) 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. The three students who scored in Level II did not provide meaningful learning experiences. The learning experiences did not support the learning objectives, were not developmentally appropriate, or were random activities added to each learning domain.

Eighty percent (n=8) 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 based on assessment of learning objectives created for the lesson plan. The two students who scored in Level II did not include an assessment plan.

Again, eighty percent (n=8) 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. The two students who scored in Level II did not provide learning experiences designed to challenge students but they were experiences that would entertain children.

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. Eighty percent (n=8) 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.

The students who did not achieve this level of learning were students who did not complete adequate work throughout the semester and/or turned in enough work to satisfy completing the assignment but not striving for quality work.

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 on 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
Recognize the importance of identifying and involving oneself with the early childhood field.	Student does not recognize the importance of identifying and involving oneself with the early childhood field.	Student minimally recognizes the importance of identifying and involving oneself with the early childhood field.	Student appropriately recognizes the importance of identifying and involving oneself with the early childhood field.	Student exceptionally recognizes the importance of identifying and involving oneself with the early childhood field.
Demonstrate ethical standards and other early childhood professional guidelines.	Student does not demonstrate ethical standards and other early childhood professional guidelines.	Student minimally demonstrates ethical standards and other early childhood professional guidelines.	Student appropriately demonstrates ethical standards and other early childhood professional guidelines.	Student exceptionally demonstrates ethical standards and other early childhood professional guidelines.
Participate in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	Student does not participate in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	Student minimally participates in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	Student appropriately participates in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	Student exceptionally participates in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.

Program Outcome #6 Rubric Continued

Criteria	I	II	III	IV
Show evidence of integrating knowledgeable, reflective, and critical perspective on early education.	Student does not show evidence of integrating knowledgeable, effective, and critical perspective on early education.	Student minimally shows evidence of integrating knowledgeable, effective, and critical perspective on early education.	Student appropriately shows evidence of integrating knowledgeable, effective, and critical perspective on early education.	Student exceptionally shows evidence of integrating knowledgeable, effective, and critical perspective on early education.
Illustrate informed advocacy for children and profession.	Student does not illustrate informed advocacy for children and profession	Student minimally illustrates informed advocacy for children and profession	Student Appropriately illustrates informed advocacy for children and profession	Student exceptionally illustrates informed advocacy for children and profession.

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	3	Sections 0 Students 0	Sections 1 Students 3	Sections 0 Students 0	FT: 1 PT: 0	Yes *Fall only course

Key Elements	I	II	III	IV	# of Students
a) Recognize the importance of identifying and involving oneself with the early childhood field.	1	1	1	0	3
b) Demonstrate ethical standards and other early childhood professional guidelines.	1	1	0	1	3
c) Participate in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	1	1	1	0	3
d) Show evidence of integrating knowledgeable, reflective, and critical perspective on early education.	1	1	1	0	3
e) Illustrate informed advocacy for children and profession.	1	1	1	0	3

Assessment Result

Program Outcome #6: Becoming a professional

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.

Only one of three students who completed the program evaluation scored at Level III 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. One student completed the rating portion of the evaluation but did not provide comments.

One student scored at Level III for PO #6b; demonstrating ethical standards. The recommendations students suggested for improvement on the program evaluation form were reviewed for appropriateness. For example, were comments provided by students about the program critical or constructive?

One student scored at Level III for PO #6c and #6d. Students were evaluated on the thoroughness and appropriateness of completing the program evaluation along with the level and/or amount of feedback and recommendations provided.

Again, one student scored in 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 to effectively assist children in development and learning. PO #6 assessment results showed students minimally 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. One student adequately demonstrated professionalism by including suggestions and recommendations for those things observed that were not appropriate or needed improvement.

Use of Results for Improvement

A change in the assessment tool for PO #6 will also be examined. An evaluation form for practicum site supervisors to complete has been implemented. The form is confidential and is not shared with students. It is a general evaluation asking the site supervisors to rate the student's conduct, punctuality, interactions with children and teaching staff. This information gained from the evaluation is taken into consideration by the instructor when completing the face-to-face post conference with the student. Students also complete a self-evaluation that is discussed during the post conference. The evaluations may possibly provide a more accurate assessment of student professionalism.

Program Outcome #7
Field Experiences

	I	II	III	IV
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.
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 295 ECD 296	Infant/Toddler and Preschool Practicum	2	4	Sections 0 Students 0	Sections 2 Students 4	Sections 0 Students 0	FT: 1 PT: 0	Yes *Spring only courses

Key Elements	I	II	III	IV	# of Students
a) Opportunities to observe and practice in at least two of the three early childhood age groups (birth–age 3, 3-5, 5-8)	0	1	3	0	4
b) 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	4	0	0	4

Assessment Result

Program Outcome #7: Early childhood field experiences

ECD 295/296-Students are required to complete a total of 90 hours of field experience with children from the ages of 0-8. ECD 295 requires 45 hours with infants and toddlers. ECD 296 requires 45 hours with preschool aged children. Students are allowed to use work hours if employed at an early learning facility working in a classroom with children.

This outcome is assessed with on-site experience with students working in an early childhood classroom through ECD 295/296-Infant/Toddler and Preschool Practicums. If students are currently working in an early learning facility, they are required to get at least

10 hours with the age group they do not have in their classrooms. Students who are not employed at an early learning facility are required to get 45 hours with each age group.

Seventy-five percent (n=3) scored in Level IV regarding completing observation hours with more than one age group.

PO #7b had 100% (n=4) of students score at Level II due to not completing practicums in at least two of the main types of early education settings.

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). All (n=4) of ECD 295-296 students were 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. In addition, Covid-19 restrictions did not allow some students in facilities or were required to stay with their assigned age group. Students were still required to complete activities and assignments with both age groups.

Use of Results for Improvement

Students are expected to attempt to complete practicums with two age groups and two different settings. A rubric was 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 many 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 2020-2021 Student Learning Outcomes assessment report. Due to lingering Covid-19 protocols, restrictions were still in place that prohibited some students from being in different centers and classrooms. NAEYC has updated the standards followed by the Early Childhood Development program. With this update, they have taken out standard #7- Field Experiences. Students will still be assessed on their time in the field but the concentration on age groups and education settings will not be included.

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

- A requirement will be added to practicum course ECD 296 beginning in Spring 2023 for implementation of the lesson plan students created in ECD 247. More guidance will be given to students about planning appropriate learning experiences to support emerging developmental domains. A reflection form in ECD 296 will need to be created for implementation of ECD 247 lesson plan. -PO #2, #3, #4, #5
- Review lesson plan assignment requirements to see where clarification can be made to improve student understanding of what is expected for family involvement. -PO #2
- Examine assessment tool for professionalism. - PO #6
- Visit students and supervisors at least twice during practicums and increase communication with site supervisors. -PO #4, #6, #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 2021-22 SLO report. (Use as many pages as necessary to describe.)

Change 1: Outcome 3 Assessment

Last year less than 50% of students scored in Level III or above in assessing children's learning and writing measurable objectives. An assignment was added this year on how to write measurable objectives before they start planning for the lesson plan assignment. Additional guidance for students was also 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. This year 100% of the students assessed scored in Level III or above. In addition, they all scored at a Level III or above on how they would track a child's understanding or how they met the learning objective. This outcome demonstrates that the additional assignment and guidance improved student learning.

Change 2: Outcome 6 Becoming a professional

PO #6 assessment results showed students minimally recognized the importance of identifying as an early childhood professional. The program evaluation questions were changed to open-ended instead of yes/no answers so more comments and recommendations were required. Students provided professional comments and

recommendations but not to the extent that was required. Since students are not completing the evaluation to the extent needed, the tool will still be used along with a self-evaluation, an evaluation completed by practicum site personnel, and an in-person conference.

Change 3: Outcome 7 Field Experiences

NAEYC has updated the standards followed by the Early Childhood Development program. With this update, they have taken out standard #7- Field Experiences. Students will still be assessed on their time in the field but the concentration on age groups and education settings will not be included.

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 Outcome 3 Assessment

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

Change 2: Outcome 6 Becoming a professional

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

Change 3: Outcome 7 Field Experiences

This will change how the field experiences is assessed. It will now be part of the assessment with Outcome 6-Becoming a Professional.



THREE RIVERS COLLEGE

Teacher Education

AA

AAT

AAS

Program Level SLO Report

Dr. Faye Sanders – Program Manager

2021-2022

Program Purpose Statement

The Associate of Arts in Teaching Degree (AAT) provides the opportunity to complete a Bachelor of Arts or Bachelor Science in Education at a participating four-year transfer institution in the state of Missouri. Any Missouri community college student who has earned an AAT degree from any Missouri community college is guaranteed consistent treatment by the four-year institution in accordance with the Missouri Coordinating Board for Higher Education (CBHE) Credit Transfer Policy, Principles of Best Practices and related addenda and clarifying comments.

Program Outcomes

1. **Content Knowledge Aligned with Appropriate Instruction**-The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make aspects of subject matter meaningful and engaging for students.
2. **Student Learning, Growth and Development**-The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
3. **Curriculum Implementation**-The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district, and state standards data.
4. **Critical Thinking**-The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.
5. **Positive Classroom Environment**-The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.
6. **Effective Communication**-The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. **Student Assessment and Data- Analysis**-The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.
8. **Professionalism**-. The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally to improve learning for all students.
9. **Professional Collaboration**-The teacher has effective working relationships with students, parents, school colleagues, and community members.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2021-2022 academic year.

Teacher Education: Program Outcomes Mapping

Program Outcome 1: Content Knowledge Aligned with Appropriate Instruct	
Course	Course Learning Outcome (CLO)
EDUC 230: Foundations of Education in a Diverse Society	#1. Analyze the historical, philosophical, and sociological foundations of schooling in the United States to understand their effects on current educational practices and issues.
	#3. Illustrate educational governance, funding, and organization at the local, state, and federal levels

Program Outcome 2: Student Learning, Growth and Development	
Course	Course Learning Outcome (CLO)
EDUC 210: Educational Psychology	#1. Demonstrate teaching methodologies used to engage students in subject matter and use appropriate strategies to meet individual student needs.
EDUC 230: Foundations of Education in a Diverse Society	#4. Recognize classroom, school, and community culture influence on student relationships and the impact on the classroom environment and learning

Program Outcome 3: Curriculum Implementation	
Course	Course Learning Outcome
EDUC 270: Educational Technology	#1. Demonstrate competency in 21st century skills related to educational technology; specifically, social, ethical, legal, and human issues surrounding the use of technology to meet individual student needs.
	#2. Demonstrate methods, strategies, assistive and adaptive technology to maximize student learning among diverse learners, including English Language Learners.

Program Outcome 4: Critical Thinking	
Course	Course Learning Outcome (CLO)
EDUC 210: Educational Psychology	# 4. Demonstrate the use of formative and summative assessment strategies to guide informed educational decisions using collaborative data analysis processes.
EDUC 230 Foundations of Education in a Diverse Society	#2 Demonstrate differing philosophic views and their effect on approaches to learning.
	#5. Recognize legal and ethical practices and the influence of district policies and school procedures on professional practice.

**Program Outcome 5:
Positive Classroom Environment**

Course	Course Learning Outcome (CLO)
EDUC 210: Educational Psychology	#2 Demonstrate a basic knowledge of principles of human development and how those principles guide theories of learning.
	#3 Apply strategies to increase student motivation, multidimensional development, and academic achievement for all learners.

**Program Outcome 6:
Effective Communication**

Course	Course Learning Outcome (CLO)
EDUC 201: Teaching Profession w/Field Experience	#1 Demonstrate effective verbal and nonverbal communication techniques in an educational setting.
	#2. Analyze how effective teachers facilitate learner expression in speaking, writing, listening, and other media.

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

Course	Course Learning Outcome (CLO)
EDUC 270 Educational Technology	#3. Develop technology strategies to facilitate a variety of formative and summative assessment techniques

Program Outcome 8: Professionalism	
Course	Course Learning Outcome (CLO)
EDUC 201: Teaching Profession w/Field Experience	#4. Articulate the importance of reflective practice and continual professional growth.
EDUC 270: Educational Technology	#4 Demonstrate the use of technology to enhance personal and professional productivity

Course	Course Learning Outcome (CLO)
EDUC 201: Teaching Profession w/Field Experience	#4. Articulate the importance of reflective practice and continual professional growth.
EDUC 270: Educational Technology	#4 Demonstrate the use of technology to enhance personal and professional productivity

Program Outcome 9: Professional Collaboration	
Course	Course Learning Outcome (CLO)
EDUC 201: Teaching Profession w/Field Experience	#3 Examine the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators.
	#5. Demonstrate methods to develop relationships with students, families, and communities in support of student learning.

Course	Course Learning Outcome (CLO)
EDUC 201: Teaching Profession w/Field Experience	#3 Examine the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators.
	#5. Demonstrate methods to develop relationships with students, families, and communities in support of student learning.

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.

Program Learning Outcome #1 Rubric

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

Rubric Criteria	I	II	III	IV
Analyze the foundations of education and illustrate the effect on educational practices.	Fails to demonstrate the central concepts, structures, and tools of inquiry to create meaningful and engaging learning experiences	Demonstrates the central concepts, structures, or tools of inquiry but fails to create meaningful and engaging learning experiences.	Demonstrates the central concepts, structures, and tools of inquiry and creates meaningful and engaging learning experiences but requires prompts or assistance.	Demonstrates the central concepts, structures, and tools of inquiry and creates meaningful and engaging learning experiences.

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 230	Foundations of Education in a Diverse Society	3	Fall - 15 Spring - 25 Summer - 12 Total -52	Sections 0 Students 0	Sections 3 Students 52	Sections 0 Students 0	FT: 1 PT:	Yes

	I	II	III	IV	# of Students
Analyze the foundations of education and illustrate the effect on educational practice	1	6	16	29	52

Assessment Result

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

EDUC 230 Foundations of Education in a Diverse Society students complete a historical timeline, Info Graph, and participate in class discussion for the evaluation of Program Outcome #1. Eighty-seven percent of students (n=45) scored in Level III or above in Program Outcome #1. Students illustrated their understanding of PO #1 through analysis and discussion with classmates. Artifacts require students to discuss the significant historical, financial, and social changes that effect educational practices in the classroom.

Thirty percent of students (n=16) scored Level III for PO #1; these students were able to accurately analyze the changes effecting educational practices but were unable to communicate the effect (with their classmates) of these changes on the educational environment, without instructor prompting.

Twelve percent of students (n=6) scored Level II for PO #1; these students were able to accurately analyze the changes effecting educational practices but were unable to communicate the connection of changes with their classmates during discussion. Two percent of students (n=1) were unable to analyze the changes effecting educational practices and were unable to communicate the connection of changes with their classmates during discussion.

Analysis

Two percent of students (n=1) scored at Level I in PO #1. The student who scored Level I in PO #1 did not fully complete the assessment artifacts. Twelve percent of students (n=6) scored Level II in PO #1. This was reflected in the creation of artifacts that were developed by the students. These six students were able to demonstrate concepts and structures of the historical, financial, and social changes effecting educational practices but were unable to create communication within the discussion board to form connections between the changes and educational practices, even with instructor prompts. Four of the six students scoring Level II did not participate in the discussion board used for assessment of PO #1.

Thirty percent of students (n=16) were able to demonstrate concepts and structures of the historical, financial, and social changes effecting education practices but were unable to create communication within the discussion board to form connections between the changes and educational practices, without instructor prompts.

Fifty-six percent of students scored at Level IV in PO #1. This was reflected in the creation of artifacts developed by students. The artifacts demonstrated concepts and structures of the historical, financial, and social changes effecting educational practices to create engaging discussion within the discussion board.

Use of Results for Improvement

Students will continue to be required to construct the historical timeline and info graph to demonstrate the concepts and structures that effect educational practices. Additional instructor feedback was provided to students upon the completion of their historical

timeline and info graph during FY 22, because of data in the 2020-2021 SLO report. This additional feedback assisted students in making the connection between the historical, financial, and social changes that have affected educational practices. Additionally, the discussion board was revised to designated group discussions which provided more accountability to students when making the necessary connections.

Additional instructor feedback will be continued upon the completion of their historical timeline and info graph to enable students to make the connection between the historical, financial, and social changes that have affected educational practices. The designated group discussions added in FY 22 will be continued and for students who do not participate in the discussion board, students will be required to complete a conference with the instructor. During this conference feedback will be provided to assist students in making the connections and given examples of appropriate discussion posts to generate collaborative discussion.

Program Learning Outcome #2 Rubric

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

Rubric Criteria	I	II	III	IV
Demonstrate teaching methodologies and strategies to meet individual student's needs and recognize s cultural influence.	Fails to demonstrate appropriate teaching methodologies/s strategies to meet the individual needs of students and recognize cultural influence on learning.	Demonstrates appropriate teaching methodologies/s strategies to meet the individual needs of students but is unable to recognize cultural influence on learning.	Demonstrates appropriate teaching methodologies/s strategies to meet the individual needs of students and recognizes cultural influence on learning but requires prompts or assistance	Demonstrates appropriate teaching methodologies/s strategies to meet the individual needs of students and recognizes cultural influence on learning

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved ?
EDUC 210	Educational Psychology	3	Fall-16 Spring-37 Summer-7 Total - 60	Sections 0 Students 0	Sections 3 Students 60	Sections 0 Students 0	FT: PT: 1	Yes
EDUC 230	Foundations of Education	3	Fall - 15 Spring - 25 Summer - 12 Total -52	Sections 0 Students 0	Sections 3 Students 52	Sections 0 Students 0	FT: 1 PT: 0	Yes

	I	II	III	IV	# of Students
Demonstrate teaching methodologies and strategies to meet individual student's needs and recognize cultural influence.	5	21	36	50	112

Assessment Result

Program Outcome #2: Student Learning, Growth, and Development:

EDUC 210 Educational Psychology students construct a semester long project that contains a lesson plan, assessment plan, and classroom management plan, referred to as The Real Deal project. They are required to demonstrate methods and strategies within the lesson plan and assessment plan to accommodate diverse learners. Their classroom management plan must demonstrate an understanding of the cultural influence of diverse learners

Sixty-eight percent of students (n=41) scored in Level III or above for PO #2; demonstrating methods/strategies in lesson planning, assessment, and classroom management accommodating diverse learners.

Thirty-three percent of students (n=20) scored in Level III for PO #2; demonstrating methods/strategies in lesson planning, assessment, and classroom management accommodating diverse learners, but required prompts or assistance from the instructor.

Twenty-five percent of students (n=15) scored in Level II for PO #2; demonstrating appropriate teaching methodologies/strategies to meet the individual needs of students but were unable to recognize the cultural influence on learning.

Seven percent of students (n=4) scored in Level I for PO #2. These students were unable to demonstrate appropriate teaching methodologies/strategies to meet individual student needs and were unable to recognize the cultural influence on student learning.

EDUC 230 Foundations of Education students construct their personal philosophy of education. This philosophy is evaluated to determine if students demonstrate an understanding of teaching methodologies and strategies to meet the individualized needs of students and recognize the influence culture plays in the learning environment.

Eighty-seven percent of students (n=45) scored Level III or above in PO #2; demonstrating teaching methodologies and strategies to meet individual students need and recognize the influence of culture on the learning environment.

Fifty-six percent of students (n=29) scored Level IV demonstrating teaching methodologies and strategies to meet individual students need and recognize the influence of culture on the learning environment.

Thirty-one percent of students (n=16) scored Level III demonstrating teaching methodologies and strategies to meet individual students needs but required prompts or assistance to recognize the influence of culture on the learning environment.

Twelve percent of students (n=6) scored Level II demonstrating teaching methodologies and strategies to meet individual students needs but were unable to recognize the influence of culture on the learning environment.

Two percent (n=1) of students scored Level I and were unable to demonstrate teaching methodologies and strategies to meet individual students needs and were unable to recognize the influence of culture on the learning environment.

Analysis

EDUC 210

Sixty-eight percent (n=41) of students scored Level III or above in PO #2. These students created a lesson plan, assessment plan, and classroom management plan which contained appropriate teaching methodologies/strategies to meet the needs of individual students and were able to recognize the influence of culture on the learning environment.

Thirty-five percent (n=21) students were also able to recognize the cultural influence of the learning environment and reflect their recognition within the components of the assessment artifact.

Thirty-three percent (n=20) of the students were able to recognize the cultural influence of the learning environment and reflect their recognition within the components of the assessment artifact, but required instructor prompts to do so.

Twenty-five percent (n =15) of students created a lesson plan, assessment plan, and classroom management plan which contained appropriate teaching methodologies/strategies to meet the needs of individual students but were unable to recognize the cultural influence in the learning environment and were unable to demonstrate recognition within the components of the assessment artifact.

Seven percent (n=4) of students were unable to demonstrate appropriate teaching methodologies/strategies to meet individual student needs and were unable to recognize the significance of cultural influence on the learning environment. The four students who scored Level I in PO #2 did not create one or more of the components of the assessment artifact; a lesson plan, assessment plan, or classroom management plan that demonstrated methods or strategies of instruction.

EDUC 230

Eighty-seven percent of students (n=45) scored Level III or above in PO #2; demonstrating teaching methodologies and strategies to meet individual students need and recognize the influence of culture on the learning environment.

Fifty-six percent of students (n=29) scored Level IV demonstrating teaching methodologies and strategies to meet individual students need and recognize the influence of culture on the learning environment. Student philosophies of education demonstrated their understanding of the appropriate teaching methods/strategies to provide differentiated instruction, paying particular attention to the influence of culture on an individual's learning.

Thirty-one percent of students (n=16) scored Level III demonstrating teaching methodologies and strategies to meet individual students needs but required prompts or assistance to recognize the influence of culture on the learning environment. Student philosophies of education demonstrated their understanding of the appropriate teaching methods/strategies to provide differentiated instruction. Students identified cultural influence but needed instructor assistance to effectively organize their philosophy to reflect cultural influence in the learning environment.

Twelve percent of students (n=6) scored Level II demonstrating teaching methodologies and strategies to meet individual students needs but were unable to recognize the influence of culture on the learning environment. Students scoring Level II did not complete the necessary content within the semester to gain a full understanding of culture and its influence on the learning environment.

Two percent (n=1) of students scored Level I and were unable to demonstrate teaching methodologies and strategies to meet individual students needs and were unable to recognize the influence of culture on the learning environment. This student did not complete the necessary assignments leading up to the creation of their philosophy of education.

Use of Results for Improvement

Additional materials regarding cultural influence on the learning environment were added to EDUC 210 and EDUC 230 in FY 22 because of data from the SLO FY 21 report. Additional feedback was provided for each of the components of the Real Deal Project in EDUC 210 and the Philosophy of Education in EDUC 230.

Students were required to submit planning templates for each of the components, timely feedback was provided, and students were not allowed to complete the final component piece unless they had submitted planning templates for each of the components which reflected revisions based upon feedback.

In EDUC 210 seventy-five percent (n=39) of students are still finding it difficult to recognize and reflect on the cultural influence in the learning environment. The structure of the course will be revised to move the module which contains the greatest amount of content regarding cultural influence on the learning environment to be introduced earlier in the semester. This will allow for more detailed feedback and will allow the instructor to conference with students who are unable to recognize the influence of culture on the learning environment.

In EDUC 230 thirteen percent (n=7) are finding it difficult to recognize and reflect on the cultural influence in the learning environment. Content regarding culture and its influence is offered early in the semester but could be expanded and repeated through other modules. Returning to this component may help students to better understand the connections between culture and differentiated instruction.

Program Learning Outcome #3 Rubric

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

Rubric Criteria	I	II	III	IV
Demonstrate technology skills and strategies to meet the needs of diverse learners	Fails to demonstrate 21 st technology skills, methods/strategies to meet individual student needs, including ELL.	Demonstrates 21 st technology skills, or methods/strategies to meet individual student needs, but fails to include ELL.	Demonstrates 21 st technology skills, methods, strategies to meet individual student needs, including ELL, but requires prompts or assistance.	Demonstrates 21 st technology skills, methods, strategies to meet individual student needs, including ELL.

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	4	F – 41 W – 8 Spring – 31 Summer – 9 Total - 89	Sections 0 Students 0	Sections 4 Students	0	FT 1 PT 0	Yes

	I	II	III	IV	# of Students
Demonstrate technology skills to maximize student learning to meet the needs of diverse learners including ELL's.	8	11	25	45	89

Assessment Result

Program Outcome #3 – Curriculum Implementation

EDUC 270 Educational Technology students create a flipped-classroom series of videos. They are required to demonstrate technology skills that maximize student learning and meet the needs of diverse learners, including English language learners.

PO #3 was assessed in EDUC 270 Educational Technology, using the Final Flipped Series.

Seventy-nine percent of students (n=70) scored in Level III or above for PO #3; demonstrating technology skills to maximize student learning to meet the needs of diverse learners including ELL's. This was assessed by evaluating the flipped-classroom series for appropriate instructional strategies for the online modality as well as the demonstration of necessary accommodations for ELL's.

Fifty-one percent of students (n=45) scored in Level IV for PO #3. Students scoring Level IV demonstrated 21st Century technology skills, methods, and strategies to meet individual student needs, including ELL's.

Twenty-eight percent of students (n=25) scored in Level III for PLO #3. Students scoring Level III demonstrated 21st Century technology skills, methods, and strategies to meet individual student needs, including strategies for ELL's, but required instructor prompts or assistance.

Twelve percent of students (n=11) scored in Level II for PO #3. Students scoring Level II demonstrated 21st Century technology skills, methods, and strategies to meet individual student needs, but were unable to demonstrate strategies to meet the needs of ELL's.

Nine percent of students (n=8) scored in Level I for PLO #3. Students scoring Level I were unable to demonstrate 21st Century technological skills, methods, and strategies to meet individual needs, including strategies to meet the needs of ELL's.

Analysis

Educators must be able to provide instruction in the online modality. The ability to provide instruction in the online modality in the public-school setting has been a supplemental form of instruction, prior to 2020. This supplemental form of instruction has been offered to students who are home-bound or experience excessive absenteeism. In addition, the flipped-classroom model provides for instruction outside the normal classroom hours leaving classroom hours for application.

With the onset of the pandemic and the implementation of virtual schools, it has become even more important that educators are able adapt to remote instruction with little or no notice.

Twenty-eight percent (n=25) scored Level III in PO #3 and were able to demonstrate 21st century technological skills but required instructor prompts to include strategies to meet the needs of individual students, including those who are ELL's. The series of videos designed by these students provided appropriate initial instruction and modeled assessment; also created by the student. However, instructor assistance was needed for students to demonstrate differentiated instruction, particularly meeting the needs of ELL's.

Twelve percent (n=11) scored Level II in PO #3 and were able to demonstrate 21st century technological skills. Differentiated instruction requires students to recognize that not all students learn the same and the use of technology can create a learning environment

where every student can excel. These 11 students were unable to recognize methods/strategies to provide differentiated instruction, including the needs of ELL's. Nine percent (n=8) of students scored Level I in PO #3. These eight students failed to demonstrate 21st century technological skills, were unable to demonstrate instructional methods/strategies, and provided no components to meet the needs of ELL's. The eight students failed to complete one or more of the required 3 videos of the Flipped Series.

Use of Results for Improvement

The planning process for the flipped-classroom series was expanded in FY 22 to improve student learning by providing additional feedback to students to include ELL resources at the beginning of the planning process. Students scoring in Level III and above (n=70) demonstrated 21st century technological skills, methods/strategies meeting individualized student needs, including ELL learners. Twenty-one percent (n=19) of students scored Level II or below in PO #3. It is unclear if the students were unable to demonstrate methods/strategies due to lack of developed skills or if they chose not to complete this portion of the assessment. Students scoring in Level I (n=8) were unable to demonstrate methods/strategies for 21st Century technological instruction and provided no demonstration of strategies to meet individual student needs. Seven of the eight students who scored Level I in PLO #3 did not complete the assessment artifact.

Instruction in meeting the needs of individual learners, including ELL's will be introduced earlier in the semester. Adding this instruction earlier in the semester will allow students to gain more practice in applying methods/strategies and will provide a clearer picture of assessment of these technological skills. Requiring students to demonstrate these skills

both earlier and more frequently will allow assessment to determine if the skills have been developed or if students are choosing to not complete the assignment.

Program Learning Outcome #4 Rubric

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

Rubric Criteria	I	II	III	IV
Demonstrate technology and assessment strategies that guide educational decisions.	Fails to demonstrate assessment strategies and technology strategies to guide educational decisions	Demonstrates assessment strategies and/or technology strategies but is unable to use them to guide educational decisions	Demonstrates assessment strategies and technology strategies to guide educational decisions but requires prompts or assistance.	Demonstrates assessment strategies and technology strategies to guide educational decisions.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 210	Educational Psychology	3	Fall -16 Spring – 37 Summer – 7 Total - 60	Sections Students	Sections 3 Students 60	Sections 0 Students 0	FT: 0 PT: 1	Yes
EDUC 230	Foundations of Education in a Diverse Society	4	Fall - 15 Spring - 25 Summer- 12 Total -52	Sections 0 Students 0	Sections 3 Students 52	Sections 0 Students 0	FT: 1 PT: 0	Yes

Rubric Criteria	I	II	III	IV	# of Students
Demonstrate technology and assessment strategies that guide educational decisions.	(# of students per course) EDUC 210 4 EDUC 230 1	(# of students per course) EDUC 210 15 EDUC 230 6	(# of students per course) EDUC 210 20 EDUC 230 16	(# of students per course) EDUC 210 21 EDUC 230 29	(# of students per course) EDUC 210 60 EDUC 230 52

Assessment Result

EDUC 210

Assessment of PO #4 in EDUC 210 Educational Psychology requires students to analyze an assessment data set and design strategies to redirect instruction to address student needs identified in the data set.

Sixty-eight percent of students (n=41) in EDUC 210 Educational Psychology scored in Level III or above in PO #4: demonstrating technology and assessment strategies that guide educational decisions.

Thirty-three percent of students (n=20) scored Level III requiring instructor prompts or assistance to complete the task of demonstration of technology and assessment strategies that guide educational decisions.

The data set assignment was assessed for the identification of strategies both technological and assessment to be implemented to drive educational classroom decisions. Students were required to identify the outliers in the data set, analyze the assessment pieces for alignment to instruction, and form an educational plan to redirect learners to achieve mastery level.

Twenty-five percent (n=15) of students scoring Level II in PO #4 demonstrated both assessment strategies, technology strategies that guide educational decisions, and were able to identify the data pieces. However, they were unable to use the strategies to redirect the learning environment.

Seven percent (n=4) of students scoring Level I in PO #4 failed to demonstrate assessment strategies, technological strategies, and showed no evidence of redirecting instruction to guide the educational environment. These four students failed to complete one or more of the components of the artifact.

EDUC 230

Assessment of PO #4 in EDUC 230 Foundations of Education in a Diverse Society requires students to develop their philosophy of education to reflect emphasis on data driven instruction.

Eighty-seven percent of students (n=45) in EDUC 230 Foundations of Education in a Diverse Society scored in Level III or above in PO #4: demonstrating an understanding of the strategies needed to guide educational decisions in the classroom setting.

Thirty-one percent of students (n=16) scored Level III requiring instructor prompts or assistance to complete the task.

Twelve percent of students (n=6) scored Level II in PO#4 demonstrating strategies but were unable to apply those strategies to form educational decisions. Two percent of students (n=1) scored Level I in PO #4 failing to demonstrate strategies to guide educational decisions in the classroom setting.

Analysis

EDUC 210 – PO #4 students scoring Level II or below (n=19) evaluation indicates that students were able to demonstrate assessment and technological instructional strategies that may be used to guide educational classroom decisions but were unable to design educational opportunities to redirect instruction following the evaluation of the data set.

The four students who scored Level I in PO #4 failed to complete the data set assignment and as such were then unable to make the connection between evaluating student data to redirect instruction.

EDUC 230 – PO #4 evaluation indicates that students were able to demonstrate assessment and technological instructional strategies through statements within their philosophy of education that could be applied to drive future instruction in the classroom setting.

Twelve percent of students (n=6) scored Level II in PO#4 demonstrating strategies for the learning environment and were able to evaluate the data set provided. However, the students were unable to apply the evaluation of the data set to drive redirected instruction.

The student who scored Level I in PO #4 did not complete the evaluation of data and was therefore unable to emphasize the importance of data driven instruction in their philosophy of education.

Use of Results for Improvement

In FY 22, because of SLO evaluation in FY 21, the data assessment activity provided in EDUC 210 Educational Psychology was used as supplemental instruction in EDUC 230 Foundations of Education in a Diverse Society to reinforce the importance of data drive instruction in the educational setting.

Twenty-three percent (n=26) of students in EDUC 210/EDUC 230 are unable to evaluate a data set and use the evaluation to drive instruction. To improve student learning the data set will be revised and offered within multiple modules throughout the semester. Students may need more exposure to the content at an earlier time in the semester and need more accountability for the evaluation of the assignment.

Program Learning Outcome #5 Rubric

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

Rubric Criteria	I	II	III	IV
Demonstrate student motivation and student behavior modification strategies.	Fails to demonstrate strategies for student motivation or strategies for student behavior modification to promote an effective learning environment.	Demonstrates strategies for student motivation and/or strategies for student behavior modification but is unable to apply strategies to promote an effective learning environment.	Demonstrates strategies for student motivation or strategies for behavior modification to promote an effective learning environment but requires prompts or assistance.	Demonstrates strategies for student motivation and strategies for student behavior modification to promote an effective learning environment.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 210	Educational Psychology	3	F – 16 Spring – 37 Summer – 7 Total – 60	Sections Students 0	Sections 3 Students 0	Sections 0 Students 0	FT PT: 1	Yes

Rubric Criteria	I	II	III	IV	#Of students
Demonstrate student motivation and student behavior modification strategies.	2	10	19	29	60

Assessment Result

Program Outcome # 5 Positive Classroom Environment

During six modules, students learn theories of learning and behavior modification strategies for the creation of a classroom management plan for use in their future classroom. Students must select one learning theory and one behavioral modification strategy for the design of their management plan. The outcome was assessed in EDUC 210 Educational Psychology with the Real Deal Project.

Eighty percent of students (n=48) scored in Level III or above in PO #5; demonstrating strategies for student motivation and behavior modification to promote an effective learning environment.

Forty-eight percent (n=29) scored Level IV in PO #5, demonstrating student motivation strategies, strategies for behavior modification, and applying those strategies to the design of a classroom management plan.

Thirty-two percent (n=19) scored Level III in PO #5, demonstrating student motivation strategies, strategies for behavior modification, and with instructor assistance were able to apply those strategies to the design of a classroom management plan.

Seventeen percent (n=10) scored Level II in PO #5, demonstrating student motivation strategies and strategies for behavior modification but were unable to apply those strategies to the design of a classroom management plan.

Three percent (n=2) scored Level I in PO #5 and were unable to demonstrate strategies for student motivation, behavior modification, and therefore did not design an effective classroom management plan

Analysis

Eighty percent of students (n=48) scored in Level III or above in PO #5; demonstrating strategies for student motivation and behavior modification to promote an effective learning environment. These 48 students were able to demonstrate appropriate strategies for the design of a classroom management plan, with 19 students requiring instructor prompts.

Seventeen percent (n=10) scored Level II in PO #5, identifying appropriate student motivation strategies and strategies for behavior modification but were unable to construct a classroom management plan that demonstrated these strategies. These

10 students did not revise their classroom management plan based upon instructor feedback.

Three percent (n=2) scored Level I in PO #5 and were unable to demonstrate strategies for student motivation, behavior modification, and therefore did not design an effective classroom management plan. These two students did not submit a classroom management plan as a portion of the artifact.

Use of Results for Improvement

Additional feedback was provided by the instructor at an earlier point in the semester and students were required to complete all four planning templates before submitting their classroom management plan because of SLO reporting in FY 21. This revision improved the quality of the classroom management plan for students scoring in Level III and above. However, students scoring in Level II and below have not taken advantage of instructor provided feedback in the design of their classroom management plan. The classroom management plan will be presented earlier in the semester, allowing the students additional time to create their management plan. Adding this instruction earlier in the semester will allow the instructor additional time to conference with students who are struggling with the motivational/behavior theories.

Program Learning Outcome #6 Rubric

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

Rubric Criteria	I	II	III	IV
Demonstrate effective communication techniques in support of the learning environment	Fails to demonstrate effective communications techniques in support of the learning environment.	Demonstrates effective communication techniques but is unable to apply techniques in support of the learning environment.	Demonstrates effective communication techniques in support of the learning environment but requires prompts or assistance.	Demonstrates communication techniques in support of the learning environment

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 201	Teaching Profession w/Field Experience	2	F – 47 Spring – 38 Total 85	Sections 0 Students 0	Sections 2 Students 85	0	FT 1 PT	No

	I	II	III	IV	# of Students
Demonstrate effective communication techniques in support of the learning environment	5	9	17	54	85

Assessment Result

Program Outcome #6 Effective Communication was assessed in EDUC 201 Teaching Profession w/Field Experience. At the beginning of the semester students are assigned and grouped in one of six Case Study students to follow throughout the semester. Each week the student must read the Chapter textbook case study and answer guided questions. Twice during the semester, the students collaborate within their case study group to form a parent teacher conference plan. At the end of the semester students participate in a Parent Teacher conference via ZOOM with an individual who portrays the parent or guardian of the case study student.

Eighty-four percent of students (n=71) scored Level III or above in PO #6; demonstrating effective communication techniques in support of the learning environment. This was assessed by challenging students throughout the ZOOM Parent Teacher conference

based upon areas identified throughout the textbook reading that should be addressed by a classroom teacher.

Sixty-three percent (n=54) of students scored Level IV in PO #6, demonstrating effective communication techniques in support of the learning environment.

Twenty percent (n=17) of students scored Level III in PO #6, demonstrating effective communication techniques in support of the learning environment, but requiring prompts from the instructor.

Eleven percent (n=9) of students scored Level II in PO #6, demonstrating effective communication techniques in support of the learning environment but were unable to apply communication techniques within the PT conference.

Six percent (n=5) of students scored Level I in PO #6 and were unable to identify or demonstrate effective communication techniques.

Analysis

Sixty-three percent (n=54) of students scored Level IV in PO #6, demonstrating effective communication techniques in support of the learning environment. Throughout the PT conference students were able to identify positive learning environment characteristics of their case study student and to identify challenges to be addressed. Students effectively communicated with the parent/guardian to create a plan to address the student needs.

Twenty percent (n=17) of students scored Level III in PO #6, demonstrating effective communication techniques in support of the learning environment, but requiring prompts from the instructor. Throughout the PT conference students were able to identify positive learning environment characteristics of their case study student and to identify challenges

to be addressed but need instructor assistance to effectively communicate with the parent/guardian to create a plan to address the student needs.

Eleven percent (n=9) of students scored Level II in PO #6, demonstrating effective communication techniques in support of the learning environment but were unable to apply communication techniques within the PT conference. Throughout the PT conference students were able to restate the identified characteristics but did not offer a plan to address the student needs.

Six percent (n=5) of students scored Level I in PO #6 and were unable to identify or demonstrate effective communication techniques. The five students scoring Level I attended the PT ZOOM conference but had no insight to offer the parent/guardian.

Use of Results for Improvement

The Parent/Teacher Conference will be continued in EDUC 201 Teaching Profession w/Field Experience. Developing an effective relationship with a student's parent/guardian is essential in meeting the needs of the learning environment.

A pre-conference ZOOM opportunity was provided during the semester based upon SLO data from FY 21. This pre-conference improved the quality of the PT conference for students scoring Level III and above. Students were able to portray the teacher, present a "sandwich" of characteristics and offer a plan to address the student needs.

While not all students scoring Level II and below took advantage of the pre-conference opportunity, those that did still struggled with effective communication with the parent. To improve student learning the pre-conference ZOOM opportunity will be offered as an individual conference, rather than a group. Students may feel more comfortable forming a plan to meet student needs if the conference contains fewer people.

The parent/teacher conference is conducted as a group activity and as such it may be possible that students are afraid to bring up the concerns in front of other students.

It is important to note that EDUC 201 is an introductory course designed to assist students in determining if the teaching profession is a good fit for their personal goals. It is possible that the 16% of students who scored in Level II and below may have already determined that teaching is not the profession they wish to pursue.

Program Learning Outcome #7 Rubric

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

Rubric Criteria	I	II	III	IV
Demonstrate assessment strategies to plan instruction and ensure student success	Fails to demonstrate effective assessment strategies to plan ongoing instruction and ensure student academic progress.	Demonstrates effective assessment strategies but is unable to use them to plan ongoing instruction and ensure student academic progress.	Demonstrates effective assessment strategies to plan ongoing instruction and ensure student academic progress but requires prompts or assistance.	Demonstrates effective assessment strategies to plan ongoing instruction and ensure student academic progress.

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	4	F – 41 W – 8 Spring – 31 Summer – 9 Total - 89	Sections 0 Students 0	Sections 4 Students 89	0	FT 1 PT 0	Yes

Rubric Criteria	I	II	III	IV	# of Students
Demonstrate assessment strategies to plan instruction and ensure student success	8	11	25	45	89

Assessment Result

Program Outcome #7: Student Assessment and Data Analysis

Students are required to complete a flipped-classroom video series for use in the online modality. A portion of this flipped-classroom model is to create formative and summative assessments to align with the instruction provided in the flipped series.

This outcome was assessed in EDUC 270 Educational Technology.

Seventy-nine percent (n=70) scored in Level III or above in PO#7; demonstrating assessment strategies to plan instruction and ensure student success.

Fifty-one percent (n=45) scored Level IV in PO #7; demonstrating assessment strategies to plan instruction and ensure student success.

Twenty-eight percent (n=25) of students scored Level III in PO #7; demonstrating assessment strategies to plan instruction and ensure student success but required instructor assistance.

Twelve percent (n=11) of students scored Level II in PO #7; demonstrating assessment strategies to plan instruction and ensure student success but were unable to apply the plan to the artifact.

Nine percent (n=8) of students scored Level I in PO #7 and were unable to demonstrate or identify assessment strategies to ensure student success.

Analysis

Fifty-one percent (n=45) scored Level IV in PO #7; demonstrating assessment strategies to plan instruction and ensure student success. Students scoring Level IV created both a summative and formative assessment which accurately aligned to the instruction provided in the flipped series.

Twenty-eight percent (n=25) of students scored Level III in PO #7; demonstrating assessment strategies to plan instruction and ensure student success but required instructor assistance. Students scoring Level III created both a summative and formative assessment but required instructor assistance to accurately align the assessment to instruction created in the flipped series.

Twelve percent (n=11) of students scored Level II in PO #7; demonstrating assessment strategies to plan instruction and ensure student success but were unable to apply the plan to the artifact. Students scoring Level II created either a summative or formative assessment. The assessments were not applicable to instruction that was provided to learners throughout the instruction.

Nine percent (n=8) of students scored Level I in PO #7 and were unable to demonstrate or identify assessment strategies to ensure student success. The eight students who scored in Level I did not complete the assessment portion of the artifact.

Use of Results for Improvement

The flipped classroom video series will continue to be used in EDUC 270 for the assessment of PO #7. The assessment is relative to the public-school environment.

Additional practice in the creation of formative and summative assessments were provided throughout the semester in FY 22 based upon SLO data from FY 21.

This additional practice contributed to the success of students scoring Level III and above (n=70). To improve student learning, the assessment portion of the flipped series will be instructed earlier in the semester, allowing for more instructor feedback and if necessary one-to-one counseling with students.

Program Learning Outcome #8 Rubric

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

Rubric Criteria	I	II	III	IV
Recognize effects of personal choice, actions, and opportunities for growth on the learning environment	Fails to recognize effects of personal choice, actions, and growth opportunities on the learning environment.	Recognizes personal choices, actions and growth opportunities but does not recognize their effect on the learning environment.	Recognizes the effects of choice, actions, and growth opportunities on the learning environment, but requires prompts or assistance.	Recognizes the effects of personal choice, actions, and growth opportunities on the learning environment.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 201	Teaching Profession w/Field Exp.	3	F – 47 Spring – 38 Total - 85	Sections Students	Sections 2 Students 85	0	FT 1 PT	Yes
EDUC 270	Educational Technology	4	F – 41 W – 8 Spring – 31 Summer – 9 Total – 89	Sections 0 Students 0	Sections 4 Students 89	Sections 0 Students 0	FT 1 Pt 0	Yes

Rubric Criteria	I	II	III	IV	# of students
Recognize effects of personal choice, actions, and opportunities for growth on the learning environment	0	5 EDUC 201 2 EDUC 270 3	37 EDUC 201 27 EDUC 270 10	132 EDUC 201 56 EDUC 270 76	174 EDUC 201 85 EDUC 270 89

Assessment Result

Program Outcome #8 Professionalism

EDUC 201- Students are required to construct a teaching disposition self-assessment over a seven-week period throughout the semester. Students must define professionalism and evaluate their personal characteristics for evidence of professional practices. Feedback is provided each week by the instructor.

Ninety-eight percent of students (n=83) scored Level III or above in PO #8; recognition of the effects of personal choice, actions, and growth opportunities on the learning environment.

Sixty-six percent (n=56) of students scored Level IV in PO #8; recognition of the effects of personal choice, actions, and growth opportunities on the learning environment.

Thirty-two percent (n=27) of students scored Level III in PO #8; recognizing the effects of personal choice, actions, and growth opportunities on the learning environment, but required instructor assistance.

Six percent (n=5) of students scored Level II in PO #8; recognizing personal choices actions, and growth opportunities but were unable to recognize their effect on the learning environment.

EDUC 270 – Students are required to create their own personal learning community using social media applications. Students must follow prescribed social media platforms and then must locate additional social media platforms that apply to the specific grade level and discipline they wish to teach. Students must create a professional development plan.

Ninety-seven percent (n=86) of students scored Level III and above in PO #8; recognition of the effects of personal choice, actions, and growth opportunities on the learning environment.

Eighty-five percent (n=76) of students scored Level IV; recognition of the effects of personal choice, actions, and growth opportunities on the learning environment.

Eleven percent (n=10) of students scored Level III; recognition of the effects of personal choice, actions, and growth opportunities on the learning environment, but required instructor assistance to do so.

Three percent (n=3) of students scored Level II; recognizing their personal choices and actions but were unable to recognize the effect these choices and actions might have on the learning environment.

Analysis

Ninety-seven percent (n=169) of students scoring Level III and above in the combined classes of EDUC 201 and EDUC 270 were able to recognize the effects of personal choice, actions, and growth opportunities on the learning environment in their future

classroom. The case scenarios added to both EDUC 201 and EDUC 270 during FY 22 because of SLO data from FY21 contributed to the high percentage of students scoring in Level III and above.

Three percent (n=5) of students scoring Level II or below did not complete one or more of the components of the artifact measured.

Use of Results for Improvement

The teaching disposition self-assessment will be continued in EDUC 201 as will the creation of a personal professional development plan in EDUC 270. Case scenarios were added as student learning improvements in FY 22 and will be continued in FY 23. In addition, the introduction of the negative effects of personal choice, actions, and the failure to plan growth opportunities in the learning environment were also added during FY 22 and contributed to the high percentage of students scoring Level III or above.

Program Learning Outcome #9 Rubric

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

Rubric Criteria	I	II	III	IV
Recognize the importance of effective working relationships with students, parents, colleagues, and community members	Fails to recognize the importance of effective working relationships with students, parents, colleagues, and community members.	Recognizes working relationships with students or parents or colleagues or community members but fails to recognize their importance.	Recognizes the importance of effective working relationships with students, parents, colleagues, and community members, but requires prompts or assistance.	Recognizes the importance of effective working relationships with students, parents, colleagues, and community members.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 201	Teaching Profession w/Field Exp	3	F – 47 Spring – 38 Total - 85	Sections Students	Sections 2 Students 85	0	FT 1 PT	No

Rubric Criteria	I	II	III	IV	# of Students
Recognize the importance of effective working relationships with students, parents, colleagues, and community members	0	5	16	64	85

Assessment Result

Program Learning Outcome #9: Professional Collaboration.

Students are required to participate in a semester long case study which culminates in a Parent/Teacher conference at the end of the semester. During this case study students read and take notes on the case study throughout textbook chapters. Students then collaborate with classmates who share the same case study student to form a plan to work with the parent, student, fellow teachers, and relevant community members to address the needs and concerns of the case study student.

Ninety-four percent of students (n=80) scored Level III or above on PO #9; recognition of the importance of effective relationships with students, parents, colleagues, and

community members. This was assessed by evaluation of two collaborative discussion boards where students are required to begin to form a plan to work together as colleagues to design an individualized education plan for the case study student. In addition, their collaboration must address the challenges faced by the student and must be shared with the parent/guardian at the Parent/Teacher conference at the end of the semester.

Six percent (n=5) of students scored Level II in PO #9 recognizing relationships with students, parents, colleagues, and community members but failed to emphasize the importance of these relationships on the learning environment.

Analysis

Ninety-four percent of students (n=80) scored Level III or above on PO #9; recognition of the importance of effective relationships with students, parents, colleagues, and community members. Students scoring Level III or above were able to effectively communicate with the parent/guardian during the PT conference via ZOOM. Students scoring Level III did require instructor prompting to actively engage with the parent/guardian. The results for PO #9 indicate students can recognize the importance of stakeholder relationships and are able to then develop a collaborative individualized education plan for their assigned case study student.

The five students scoring Level II in PO #9 attended the PT conference but did not actively engage in the conversation with the parent\guardian. As mentioned in the analysis of PO #6, these students may have been reluctant to actively engage in communication during the conference in a large group.

Use of Results for Improvement

Effective working relationships among stakeholders is vital to the success of students. The Case Study project is reflective of the school environment and as such provides students with the opportunity to become familiar with their case study student as well as all the stakeholders which have a significant bearing on the learning environment of the student.

The Case Study project will be continued in EDUC 201. The collaborative creation of an individualized education plan for the case study student was implemented in FY 22 based upon SLO data from FY21 and was successful. If in fact, the five students who scored Level II did so due to the large group setting, a smaller group setting could be implemented in the course.

Additional Summary Notes

Were changes needed to improve student learning?

Program Outcome #1 - Additional instructor feedback will be continued upon the completion of their historical timeline and info graph in EDUC 230 to enable students to make the connection between the historical, financial, and social changes that have affected educational practices. The designated group discussions added in FY 22 will be continued and for students who do not participate in the discussion board, students will be required to complete a conference with the instructor. During this conference feedback will be provided to assist students in making the connections and given examples of appropriate discussion posts to generate collaborative discussion.

Program Outcome #2 - The structure of EDUC 210 will be revised to move the module which contains the greatest amount of content regarding cultural influence on the learning environment to be introduced earlier in the semester. This will allow for more detailed feedback and will allow the instructor to conference with students who are unable to recognize the influence of culture on the learning environment.

In EDUC 230 - Content regarding culture and its influence is offered early in the semester but could be expanded and repeated through other modules. Returning to this component may help students to better understand the connections between culture and differentiated instruction.

Program Outcome #3 - Instruction in meeting the needs of individual learners, including ELL's will be introduced earlier in the semester in EDUC 270. Adding this instruction earlier in the semester will allow students to gain more practice in applying

methods/strategies and will provide a clearer picture of assessment of these technological skills. Requiring students to demonstrate these skills both earlier and more frequently will allow assessment to determine if the skills have been developed or if students choosing not to complete the assignment.

Program Outcome #4 - To improve student learning in EDUC 210, the data set will be revised and offered within multiple modules throughout the semester. Students may need more exposure to the content at an earlier time in the semester and need more accountability for the evaluation of the assignment.

Program Outcome #5 The classroom management plan will be presented earlier in the semester in EDUC 210, allowing the students additional time to create their management plan. Adding this instruction earlier in the semester will allow the instructor additional time to conference with students who are struggling with the motivational/behavior theories.

Program Outcome #6 - To improve student learning the pre-conference ZOOM opportunity in EDUC 201 will be offered as an individual conference, rather than a group. Students may feel more comfortable forming a plan to meet student needs if the conference contains fewer people.

Program Outcome #7 - To improve student learning, the assessment portion of the flipped series will be instructed earlier in the semester in EDUC 270, allowing for more instructor feedback and if necessary one-to-one counseling with students.

Program Outcome #9 - The Case Study project will be continued in EDUC 201. The collaborative creation of an individualized education plan for the case study student was implemented in FY 22 based upon SLO data from FY21 and was successful. In fact, the five

students who scored Level II did so due to the large group setting, a smaller group setting could be implemented in the course

Patterns in the data observed:

EDUC 201 Teaching Profession w/Field Experience is an introductory course and is used to assist students in determining if teaching is an appropriate profession for their personal disposition. In addition, throughout the course advisement is provided to students who are unclear if they wish to continue within the teacher education program. As a result, it is expected that those students who have determined they no longer wish to continue within the program do not strive to complete the measured assessment activities designed within the course.

In Program Outcomes 1-7 there were one or more students who scored Level I in the assessment of the outcome because they did not complete one or more components of the assessment artifact.

Identified Action Items to Improve Student Learning

- Program Outcome #1 -EDUC 230 The grouped model discussion board will be continued. Students not actively participating in the discussion board will be required to attend a conference with the instructor. Additional instructor feedback will be provided to students during the discussion board to assist students in making the connections between their historical timeline and Info graph.

- Program Outcome #2 -EDUC 210 The structure of the course will be revised to move the module which contains the greatest amount of content regarding cultural influence on the learning environment to be introduced earlier in the semesters. In EDUC 230 Content regarding cultural influence will be expanded and repeated throughout course modules.
- Program Outcome #3 -EDUC 270 Additional instruction in meeting the needs of ELL's will be introduced earlier in the semester and students will be required to demonstrate their skills both earlier and repeatedly to determine if the necessary skills have been developed.
- Program Outcome #4 -EDUC 230/EDUC 210 To improve student learning the data set used will be revised and offered within multiple modules throughout the semester. This will provide more content exposure and more student accountability for the understanding of content.
- Program Outcome #5 -EDUC 210 The content regarding student motivation/behavior modification will be instructed earlier in the semester, allowing for additional instructor feedback, and adding a conference component for those students who received extensive feedback.
- Program Outcome #6 -EDUC 201 Individualized PT pre-conferencing will be offered to students who may be uncomfortable in the large group setting.
- Program Outcome #7 -EDUC 270 Additional practice in the creation of both summative and formative assessment will be implemented. In addition, the assessment portion of the flipped series will be instructed earlier in the semester to allow for instructor feedback.

- Program Outcome #9 EDUC 201 -Group collaborative discussion boards created in FY 22 will be continued but the PT pre-conference will be offered as an individualized conference for those students who feel more comfortable in the small setting.

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 2021-22 SLO report. (Use as many pages as necessary to describe.)

Change1: Change of Modality

EDUC 201 Teaching Profession w/Field Experience was offered in the online modality beginning in Fall 2019. Offering EDUC 201 in the online modality now completes the online teaching program. During FY 22 several students completed assignments after their due date, did not begin working on assignments until the final hours before assignments were due, or did not complete the assignment.

While change of modality has resulted in high course enrollment for each of the four core teacher education courses, there may be a correlation between the student learning outcome results for FY 22 and the online modality. Due to the number of students who are completing assignments consistently late or not at all, data should be gathered to determine if this number is a result of the online modality.

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.)

As of FY 22, no data has been gathered that examines student user activity within the learning management system. Data will be gathered throughout FY 23, establishing a benchmark.



THREE RIVERS COLLEGE

Paramedic AAS

Program Level SLO Report

Tami Cunningham – Program Manager

2021-2022

Program Purpose Statement

AAS-Paramedic Purpose: Career and Technical Education. To prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.

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.

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 normal/abnormal anatomy and physiology, and pharmacology in pre-hospital emergency care.

Course	Course Learning Outcome (CLO)
EMDS 201: EMS II	Use the principles of anatomy and physiology and pharmacology for pre-hospital patient encounters. (CLO 6)
EMDS 204: EMS III	Use the principles of anatomy and physiology and pharmacology for pre-hospital patient encounters. (CLO 3)

Program Outcome #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 signs, history, and physical exam.
Preparatory Affective	Does not apply the standard of responsibility.	Inadequately applies standard of responsibility	Applies standards of responsibility with minor errors.	Correctly and consistently applies the standard of responsibility.

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	9	Sections 1 Students 9	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No
EMDS 208	EMDS Internship III	1	6	Sections 1 Students 6	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No

Course being reported: EMDS 202 EMS Internship I

	Level I	Level II	Level III	Level IV	# of Students
EMS Operations	0	2	3	4	9
Patient Assessment	0	2	3	4	9
Preparatory	0	0	4	5	9

Course being reported: EMDS 208 EMS Internship III

	Level I	Level II	Level III	Level IV	# of Students
EMS Operations	0	0	1	5	6
Patient Assessment	0	0	1	5	6
Preparatory	0	0	0	6	6

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), students were divided between Level II, Level III and Level IV. In EMDS 208 (3rd semester), all of the students

reached at least Level III with the majority of the students achieving Level IV in EMS operations, patient assessment, and preparatory.

Analysis

Faculty still find that the students with a strong EMT knowledge and skill base when they entered the program achieve the higher level of learning category on the rubric. These students progress to an advanced level provider at a quicker rate than a student that must build a strong EMT competency while trying to advance to a higher level of learning, knowledge or skill.

Dedicated students in the cohort meet or exceeded the expectations of the faculty and reached Level IV learning outcomes. The level of student expectations by the faculty increased for class and simulation. A Remediation Plan is in place, we do not allow a Pocket Guides in simulations, and the program implementing Pharmacology with the disease process is successful. Students are limited to preapproved trained preceptor and to 50% of their clinical time at their home service. The program director assigns the preceptor to the student for the capstone internship (the final team lead patient contacts), and an eight hour with Medical Director is their final competency checkpoint.

The data shows in EMDS 202 Internship I for 2021-22 the students that were not achieving the competency Level III of this rubric were not successful in the next semester and dropped before having an unsuccessful semester. Whereas the students reaching Level III in the first semester of the program were successful the following semesters.

Use of Results for Improvement

Faculty believe that the data from 2021-22 validates the changes that were made in the Paramedic program. The use of the new student evaluation tool allows the preceptor to be more objective than subjective. The

faculty trained the preceptors on the use of the forms and implemented preceptor training to all prehospital preceptors.

Monitoring areas include:

- Implemented an EMT competency checkoff for the paramedic students during the first 2 weeks of lab
- Implemented the same EMT competency checkoff for completion of EMDS 105
- Each student must successfully pass all EMT competencies before completing EMDS 105 or moving on to advanced level skill during the paramedic program
- Each student must successfully pass a medical patient assessment with in 3 attempts to successfully stay in the course (all courses)
- Increased level of expectation for class/simulation time, increasing again the level of expectations (all courses)
- Students must precept under an approved preceptors for clinical time (all courses)
- Each preceptor must take the preceptor training provided by Three Rivers College (all courses)
- Assigned capstone preceptors to each student (paramedic courses)

Faculty will continue to implement and evaluate the above changes.

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	9	Sections 1 Students 9	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No
EMDS 208	EMS Internship II	1	6	Sections 1 Students 6	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No

Course being reported: EMDS 202 EMS Internship I

	Level I	Level II	Level III	Level IV	# of Students
Airway management	0	3	2	4	9
ECG Recognition	0	5	2	3	9
Judgement	0	3	3	3	9
Medical	0	3	3	3	9
Skills	0	2	2	5	9

Course being reported: EMDS 208 EMS Internship III

	Level I	Level II	Level III	Level IV	# of Students
Airway Management	0	0	3	3	6
ECG Recognition	0	0	3	3	6
Judgement	0	0	3	3	6
Pediatric Assessment	0	1	2	3	6
Skills	0	0	3	3	6
Special Patients	0	1	2	3	6
Trauma	0	0	3	3	6

Assessment Results

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

In 2021-22, the level of learning between three categories ranging from Level II to Level IV during EMDS 202 internship I, while increasing to a Level III and IV during the later semester of EMDS 208. The students did show progression in the program.

Analysis

In 2021-22 cohort the internship evaluations were improved, and the preceptors were trained in the proper assessment of the students. The belief is that the evaluation of the student is getting better for accuracy but still leave a lot of possible bias. The preceptor is starting to use the comments sections for better feedback of the student.

Use of Results for Improvement

After several cohorts of students being evaluated by preceptors there have been many changes made to the way internship and preceptorship work together. Seeing this latest change in more comments and increasing the preceptors expectations the thought is to continue the use of the new evaluation forms, keep training the preceptors, visit each site to discuss the expectations of each areas of the clinical sites and align them with the expectations 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 III	Level IV
Patient Care Cognitive	Does not apply the standard of care.	Inadequately applies the standard of care.	Applies the standard of care with minor errors.	Correctly and consistently applies the standard of care.
Run Management Affective	Does not manage the run and needs full direction.	Manages parts of the run with an EMT partner. Requires frequent cues and direction.	Appropriately manage the run with an EMT partner. Requires occasional cues and direction.	Able to multi-task, efficient, problem solve, and effectively delegates to EMT's. Requires minimal to no cues or direction/

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMDS 105	EMS I	2	14	Sections 2 Students 14	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 1	No
EMDS 202	EMDS Internship II	1	9	Sections 1 Students 9	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No
EMDS 208	EMS Internship III	1	6	Sections 1 Students 6	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	6	8	14

Course being reported: EMDS 202 EMDS Internship I

	Level I	Level II	Level III	Level IV	# of Students
Patient Care	0	0	4	5	9

Course being reported: EMDS 208 EMS Internship III

	Level I	Level II	Level III	Level IV	# of Students
Patient Care	0	0	1	5	6
Run Management	0	0	1	5	6

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.

EMDS 105 six of the students reached Level III and eight reached level IV. All of the EMDS 105 students were successful in the class. EMDS 202, four-reached Level III and five-reached Level IV, again they were successful. The last course of the program five out of six students improved to Level IV.

Program Outcome #3, EMDS 105 Course						
Year	Level I	Level II	Level III	Level IV	Total	% Level IV
2018-2019	1	0	21	13	34	37%
2019-2020	0	0	10	9	19	47%
2020-2021	0	0	8	13	21	62%
2021-2022	0	0	6	8	14	57%

Analysis

In EMDS 105 and EMDS 202, all the students reached Level III and the majority reached Level IV level of learning showing that the students were progressing to above competency in the program. EMDS 208 the last semester of the program the learners reached Level IV, showing most of the students were above competent. These results show the changes to the paramedic program is working.

The faculty also hold the students accountable for learning and use a student-centered approach for learning. The accountability in the classroom has increased by testing in pods and spot-checking peer check-offs. In these courses, the students usually do not show a great level of learning until the last 2 semesters, this is where they start using their critical thinking skills.

Use of Results for Improvement

The faculty believe that the results show that improvements have been effective in improving student learning, we also believe that the data from 2021-22 validates the changes that were made in the Paramedic program.

Improvement areas for monitoring in Cohort 22-23 include:

- Each student must successfully pass a medical patient assessment within 3 attempts to successfully stay in the course (all courses)
- Increased level of expectation for class/simulation time, increasing again the level of expectations (all courses)
- Continue to provide pharmacology taught with the disease process (paramedic courses)
- Faculty will continue to implement and evaluate the above changes.

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 Affective	Does not provide care as part of the health care team.	Provides care to the patient with some collaboration as a team member.	Provides compassionate care to the patient while maintaining a collaborative relationship with the healthcare team.	Provides compassionate care to the patient while maintaining a highly collaborative relationship with the healthcare team
Communication Affective	Does not provide a detailed report (verbal or written).	Provides information about the patient's status with errors or missing information, illegible.	Provides an accurate detailed report (verbal and written).	Provides a concise, accurate and detailed report (verbal and written).
EMS Disaster Affective	Does not identify the standard of care.	Incorrectly identifies the standard of care	Identifies the standard of care but with minor errors.	Correctly and consistently identifies the standards of care.

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	9	Sections 1 Students 9	Sections 0 Students 10	Sections 0 Students 0	FT: 1 PT: 2	No
EMDS 202	EMS Internship I	1	9	Sections 1 Students 9	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No
EMDS 208	EMDS Internship III	1	6	Sections 1 Students 6	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
Communication (Attitude)	0	0	2	7	9
EMS Disaster	0	0	3	6	9

Course being reported: EMDS 202 EMS Internship I

	Level I	Level II	Level III	Level IV	# of Students
Communication (Attitude)	0	0	3	7	9
Communication (Dispatch)	0	0	3	6	9

Course being reported: EMDS 208 EMS Internship III

	Level I	Level II	Level III	Level IV	# of Students
EMS Disaster	0	0	0	6	6

Assessment Result

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

The 2021-22 results mirrored the last several cohorts' results in EMDS 201, EMDS 202 and EMDS 208.

Analysis

While in internship roles, the students must choose a preceptor from a pre-selected preceptors list. The students are not allowed to do any internship clinical rotations with their own partner (in their EMT role) or any other close family relationship status

Use of Results for Improvement

The faculty believe that implementing the following changes will improve student learning.

Monitoring areas include:

- Implemented an EMT competency checkoff for the paramedic students during the first 2 weeks of lab
- Implemented the same EMT competency checkoff for completion of EMDS 105
- Each student must successfully pass all EMT competencies before completing EMDS 105 or moving on to advanced level skill during the paramedic program
- Each student must successfully pass a medical patient assessment within 3 attempts to successfully stay in the course (all courses)
- Increased level of expectation for class/simulation time, increasing again the level of expectations (all courses)

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 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 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	9	Sections 1 Students 9	Sections 0 Students 10	Sections 0 Students 0	FT: 1 PT: 2	No
EMDS 205	EMDS Internship II	1	7	Sections 1 Students 7	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No

Course being reported: EMDS 201 EMS II

	Level I	Level II	Level III	Level IV	# of Students
Medication Administration	0	3	2	4	9

Course being reported: EMDS 205 EMS Internship II

	Level I	Level II	Level III	Level IV	# of Students
Knowledge	0	0	2	5	7

Assessment Results

Program Outcome #5: Utilize knowledge of normal/abnormal anatomy and physiology and pharmacology in pre-hospital emergency care.

Three students that were at Level II, 2 students at Level III, 4 students at Level IV in the first semester of EMDS 201. EMDS 205 the second semester of the program all students improved to Level III and Level IV.

Analysis

In cohort 2020-21, we removed the students' "crutch", Pocket Guide, in doing so the student improved while in EMDS 201. The removal of the Pocket Guide meant that students had to memorize the medications and their dosages. Additionally, the curriculum changed to incorporate the medications with the disease process instead of pre-teaching pharmacology. The faculty believe that this allows the students to apply the medication to the disease process to allow for better learning. This change made the students stronger in the program. However, when a student does not reach at least Level III they are usually struggling in the program and sometime are not successful.

Use of Results for Improvement

The belief is these changes are working and we will continue to build the process of apply what we learn with stronger more vigorous simulations and improve the realism of the scenarios created in the simulations lab.

Summary

The data shows students achieved higher levels of learning as they progress through the program. All EMS students start at the basic level (EMDS 105). When a student has a strong comprehension of what the expectations are they work hard on perfecting their skills. The student progresses faster if they have a strong basic EMT knowledge. Not all EMS students come into the paramedic program with the same level of EMT knowledge or skill set. When a weaker student comes to the program we, as faculty have to work with that student to bring them to the same level as the high performing students. We have to help reach our level of expectations in either their cognitive or psychomotor abilities. Many times these are the lower level of student learning in the early semester courses and then you see the students reach the Level IV due to their slow start.

Understanding that each student is not at the same level of experience or knowledge of EMS is helping the faculty to improve their way instruction. Holding students accountable in the Paramedic program will always be the biggest asset to the program.

Monitoring areas include:

- Implemented an EMT competency checkoff for the paramedic students during the first 2 weeks of lab
- Implemented the same EMT competency checkoff for completion of EMDS 105
- Each student must successfully pass all EMT competencies before completing EMDS 105 or moving on to advanced level skill during the paramedic program
- Each student must successfully pass a medical patient assessment within 3 attempts to successfully stay in the course (all courses)
- Increased level of expectation for class/simulation time, increasing again the level of expectations (all courses)
- Remediation Plan continued (all courses)

- Limited time at home service (50%) including capstone (paramedic courses)
- 8-hour rotation with Medical Director (paramedic courses)
- Students must precept under an approved preceptors for clinical time (all courses)
- Each preceptor must take the preceptor training provided by Three Rivers College (all courses)
- Assigned capstone preceptors to each student (paramedic courses)
- Continue to provide pharmacology taught with the disease process (paramedic courses)
- Not allow any reference materials such as a Pocket Guide for simulation scenarios (all courses)
- Internship preceptors **cannot** be your permanent work partner, spouse, a member of your family, cohabitating partner, significant other or any other close relationship status (all courses)

Faculty will continue to implement and evaluate the above changes.

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 faculty believe that the data provided sufficient information to feel confident that changes made over the last several years were improving students learning. The hybrid paramedic program is working so well that we are considering taking all EMS courses hybrid.

Patterns in the data observed:

Consistently, the data showed improvement as the courses progress. The stronger incoming students progress quicker through the program. Dedication is the key to a successful EMS experience.

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

The faculty believe that the 2021-22 results show there are improvements to the National Registry Exam pass rate and a better-prepared entry-level paramedic graduate. The changes over the last several years have improved student learning and with the above-mentioned changes, this should continue to build a stronger program. The program has hired a group of lab assistants to assist in the lab and with scenarios; this will allow more one-on-one time with the students to building responsibility and critical thinking skills. Improving these skills will improve the outcomes for the program and in turn exit a successful entry-level paramedic student.



THREE RIVERS COLLEGE

Practical Nursing

Program Level SLO Report

Andrea Pierce – Program Director

2022

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)

Practical Nursing: Program Outcomes Mapping

Program Outcome 1: Utilize the nursing process to provide safe client care within a healthcare team. (Application)	
Course	Course Learning Outcome (CLO)
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 maintaining 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	31	Sections: 2 Students: 31	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	4	0	3	5
Safety and Infection Control-SIK	6	2	2	9
Health Promotion and Maintenance-PB	1	0	5	6
Health Promotion and Maintenance-SIK	5	1	3	10
Psychosocial Integrity-PB	5	2	1	4
Psychosocial Integrity-SIK	6	3	3	7
Basic Care and Comfort-PB	7	0	2	3
Basic Care and Comfort-SIK	10	1	2	6
Physiological Adaptation-PB	4	1	3	4
Physiological Adaptation-SIK	7	1	3	8
Reduction of Risk Potential-PB	3	0	5	4
Reduction of Risk Potential-SIK	9	0	5	5

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Safety and Infection Control			64%	
Health Promotion and Maintenance			61%	
Psychosocial Integrity			61%	

Basic Care and Comfort			59%	
Physiological Adaptation			60%	
Reduction of Risk Potential				65%

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:
 - 66.7% of students achieved Level III or higher in Poplar Bluff
 - 57.8% of students achieved Level III or higher in Sikeston
- Health Promotion and Maintenance:
 - 91.6% of students achieved Level III or higher in Poplar Bluff
 - 68.4% of students achieved Level III or higher in Sikeston
- Psychosocial Integrity:
 - 41.6% of students achieved Level III or higher in Poplar Bluff
 - 52.6% of students achieved Level III or higher in Sikeston
- Basic Care and Comfort:
 - 41.6% of students achieved Level III or higher in Poplar Bluff
 - 42% of students achieved Level III or higher in Sikeston
- Physiological Adaptation:
 - 58.3% of students achieved Level III or higher in Poplar Bluff
 - 57.8% of students achieved Level III or higher in Sikeston
- Reduction of Risk Potential:
 - 75% of students achieved Level III or higher in Poplar Bluff
 - 52.6% 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 2021 cohorts, 81.8% of Poplar Bluff and 35% of Sikeston students achieved Level III or higher in the Safety and Infection Control category compared to the 2022 cohorts where 66.7% of Poplar Bluff and 57.8% of Sikeston students achieved Level III or higher.

In the 2021 cohorts, 50% of Poplar Bluff and 41% of Sikeston students achieved Level III or higher in the Health Promotion and Maintenance category compared to the 2022 cohorts where 91.6% of Poplar Bluff and 68.4% of Sikeston students achieved Level III or higher.

In the 2021 cohorts, 45% of Poplar Bluff and 29% of Sikeston students achieved Level III or higher in the Psychosocial Integrity category compared to the 2022 cohorts where 41.6% of Poplar Bluff and 52.6% of Sikeston students achieved Level III or higher.

In the 2021 cohorts, 50% of Poplar Bluff and 35% of Sikeston students achieved Level III or higher in the Basic Care and Comfort category compared to 2022 cohorts where 41.6% of Poplar Bluff and 42% of Sikeston students achieved a Level III or higher.

In the 2021 cohorts, 86% of students in Poplar Bluff and 76% of students in Sikeston achieved a Level III or higher in the Physiological Adaptation category compared to 2022 cohorts where 58.3% of Poplar Bluff and 57.8% of Sikeston achieved a Level III or higher.

In the 2021 cohorts, 81.8% of Poplar Bluff and 70% of Sikeston students achieved Level III or higher in the Reduction of Risk Potential category compared to the 2022 cohorts where 75% of Poplar Bluff and 52.6% of Sikeston achieved a Level III or higher.

The faculty believe there are several contributing factors for the differences in student achievements from 2021 to 2022. While still dealing with the effects of COVID-19, there were some limitations in clinical placement and experiences. Per instruction from the clinical facilities students were asked not to care for any client in isolation related to the amount of personal protective equipment available until the end of the 2022 cohort.

The faculty also identified that the 2022 cohort did not have good study skills in the first block of the program and struggled to retain information throughout the program. The 2022 cohort also struggled with recognizing the important concepts being tested in specific test questions and did not recognize testing cues. The 2022 cohort also exhibited poor critical thinking skills which led to lower scores in areas requiring critical thinking. The 2022 cohort was also a smaller cohort than years previous due to lack of faculty. The 2022 Sikeston class further dealt with faculty shortage when 1 of the 2 full-time faculty left in June 2022. Poplar Bluff faculty and adjuncts were utilized to finish the 2022 school year.

The Poplar Bluff class often had to compete for patients and clinical opportunities with Black River Technical College in the clinical setting at Poplar Bluff Regional Medical Center. Many of the concepts taught throughout the program are tested and enhanced in the clinical setting. When students struggle with adequate clinical opportunities, some concepts are lost. The practical nursing students do not care for patients in the Intensive Care setting, and there were times that census was low on the medical/surgical units which contributed to a lack of clinical experience options. The Sikeston class also had struggles in the clinical setting finding enough patients to care for. Missouri Delta Medical Center, one of the main clinical sites for our Sikeston students, puts a cap on the number of students allowed on unit, which can make clinical scheduling difficult. Our Sikeston students also have to

compete with multiple nursing programs when at St. Francis Medical Center, which can impact the faculty's ability to make pertinent patient assignments for students.

Use of Results for Improvement:

Based on the experiences with the 2022 cohorts, the program has recognized the need to make some changes to the curriculum. The program identified the following priorities for the 2023 cohorts: expose students to more computerized testing through their adaptive quizzes available from Elsevier, increase the number of HESI exams offered through the year, add more critical thinking components to lab and classroom activities, include fundamentals concepts throughout the curriculum, add fundamental concepts to simulations, and increase critical thinking during clinical post-conference with different activities.

By exposing students to more computerized testing, faculty believe students will be better prepared for the NCLEX-PN. More exposure to NCLEX style questions improve student grades on exams. NCLEX suggests students take 25-50 questions per day to increase their odds of passing licensure. Students have access to hundreds of NCLEX style questions through Elsevier. The program has also added Elsevier's Next Generation NCLEX (NGN) adaptive quizzing to the student's resources. The 2023 cohort will be the first PN class to take the new NGN format questions on their licensure exam. Faculty have incorporated NGN style questions in Fundamentals of Nursing, Medical Surgical Nursing I, and Medical Surgical Nursing II to expose students to this style of question.

Faculty also believe it will be beneficial to discuss test taking strategies earlier in the program. In years previous, test taking strategies were discussed with students during the second block, per previous administration's recommendations. Current faculty plan to incorporate test taking strategies early in the first block and continue to reinforce those strategies throughout the program.

Our Poplar Bluff 2023 cohort will be taught with 3 full-time faculty and our Sikeston 2023 cohort will be taught with 2 full-time faculty and the probable use of adjuncts in both the classroom and clinical setting. By increasing the number of faculty, workload for faculty will decrease, allowing faculty more flexibility and more time to continue to work on developing and continuing a strong curriculum.

Faculty have plans to incorporate the nursing process throughout both classroom and clinical settings to increase student's understanding of the nursing process and to encourage clinical judgement earlier in the program.

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	31	Sections: 2 Students: 31	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	5	2	1	4
Psychosocial Integrity-SIK	6	3	3	7

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Psychosocial Integrity			61%	

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:
 - 41.6% of students achieved Level III or higher in Poplar Bluff
 - 52.6% 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 2021 cohorts, 45% of Poplar Bluff and 29% of Sikeston students achieved Level III or higher in the Psychosocial Integrity category compared to the 2022 cohorts where 41.6% of Poplar Bluff and 52.6% of Sikeston students achieved Level III or higher.

Use of Results for Improvement:

Based on the experiences with the 2022 cohorts, the program recognizes the need to make some curriculum changes. The program identified the following priorities for the 2023

cohorts: increase psychosocial concepts throughout the curriculum, add psychosocial concepts to simulations, and add psychosocial concepts to tests throughout the curriculum. During the medical/surgical courses offered second and third block, faculty will be discussing disease processes across the lifespan. Previously, teaching was geared mostly toward and about adult clients. Faculty will be adding how disease processes change in the elderly population and may look different in different age groups.

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	31	Sections: 2 Students: 31	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	5	2	1	4
Psychosocial Integrity-SIK	6	3	3	7

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Psychosocial Integrity			61%	

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:
 - 41.6% of students achieved Level III or higher in Poplar Bluff
 - 52.6% 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 2021 cohorts, 45% of Poplar Bluff and 29% of Sikeston students achieved Level III or higher in the Psychosocial Integrity category compared to the 2022 cohorts where 41.6% of Poplar Bluff and 52.6% of Sikeston students achieved Level III or higher. The faculty attribute this performance to the fact that the 2022 cohort was a smaller cohort from 2021 due to faculty shortage. Comparison of data from 2021 to 2022 therefore is not equal. There is not enough data to adequately determine a correlation.

Use of Results for Improvement:

Based on the experiences with the 2022 cohorts, the program recognizes the need to make some curriculum changes. The program identified the following priorities for the 2023 cohorts: increase psychosocial concepts throughout the curriculum, add psychosocial concepts to simulations, and add psychosocial concepts to tests throughout the curriculum.

Faculty have discussed the importance of allowing students to communicate with members of the healthcare team during clinical rotations. Students will be encouraged to give and receive reports from charge nurses, call pharmacists for clarification, and interact with various members of the healthcare team as is appropriate. Faculty will also be incorporating skills such as the universal SBAR reporting in class.

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	31	Sections: 2 Students: 31	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 5 PT: 0	Y
PNRS 117	IV Therapy	2	39	Sections: 2 Students: 40	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
PNRS 126	Pharmacology	2	39	Sections: 2 Students: 40	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	3	0	4	5
Coordinated Care-SIK	3	4	7	5
Pharmacological Therapies-PB	2	0	4	6
Pharmacological Therapies-SIK	11	1	0	7

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Coordinated Care				67%
Pharmacological Therapies			58%	

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 Mastery would mean scoring the 80% minimum on the 1st attempt.

IV Therapy Final Exam				
Course	No Evidence Did not achieve 80% minimum	Novice 3 rd Attempt >80%	Competent 2 nd Attempt >80%	Mastery 1 st Attempt >80%
IV Therapy		1		38

Artifact: Pharmacology Class Retention

Course	Unsuccessful*	Successful
Pharmacology	7	32

Unsuccessful includes withdrawals related to other classes. Faculty identified students seemed to struggle to balance the rigor of the Pharmacology class against other classes, which further contributed to a lower success rate.

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:
 - 75% of students achieved Level III or higher in Poplar Bluff
 - 63.1% of students achieved Level III or higher in Sikeston
- Pharmacological Therapies:
 - 83.3% of students achieved Level III or higher in Poplar Bluff
 - 36.8% of students achieved Level III or higher in Sikeston
- IV Therapy Final Examination
 - 97.4% of students passed the IV Therapy Examination on the first attempt
- Pharmacology Class Retention:
 - 82% of students successfully passed the Pharmacology course.

Analysis:

In the 2021 cohorts, 72.7% of Poplar Bluff and 64.7% of Sikeston students achieved Level III or higher in the Coordinated Care category compared to the 2022 cohorts, 75% of Poplar Bluff and 63.1% of Sikeston students achieved Level III or higher.

In the 2021 cohorts, 86% of Poplar Bluff and 58.8% of Sikeston students achieved Level III or higher the Pharmacological Therapies category compared to the 2022 cohorts, 83.3% of Poplar Bluff and 36.8% of Sikeston achieved Level III or higher.

In the 2021 cohorts, 100% of students passed the IV Therapy Examination on the first attempt compared to the 2022 cohorts where 97.4% of students passed on the first attempt.

In the 2021 cohort, 96% of students passed the Pharmacology course compared to the 2022 cohort where 82% of students successfully passed the Pharmacology course.

Use of Results for Improvement:

Based on the experiences with the 2022 LPN cohorts, the faculty identified the loss of a full-time faculty member in Sikeston during summer 2022, when Pharmacology was taught, as a reason the Sikeston students did poorly in Pharmacology. Both Poplar Bluff and Sikeston students were taught by the same full time faculty member from Poplar Bluff. Sikeston students were not familiar with that faculty member and were upset by the absence of the previous faculty member. Faculty believe the different teaching methods between the faculty that left, and the remaining faculty was an issue with students. Faculty also believe that the faculty member that left may have taught students what they were being tested over and therefore the students were not prepared with good study methods.

The program identified the following priorities for the 2023 cohorts: increase pharmacological concepts throughout the curriculum, arrange pharmacology lessons to correspond with medical/surgical lessons, add pharmacological concepts to simulations, and increase critical thinking during clinical post-conference with different activities related to course outcome in pharmacology.

Faculty will be discussing safe medication administration with all students during clinical rotations, not just students who are passing medications. Students will be guided on connecting safe nursing practice such as safe medication administration, safe patient transfers, and recognizing cues during their clinical rotations.

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	31	Sections: 2 Students: 31	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 5 PT: 0	Y

Artifacts: HESI Exit Examination

Overall Performance				
Course	Level I 000-799	Level II 800-849	Level III 850-1000	Level IV >1000
Total Score-PB	0	2	7	3
Total Score-SIK	5	2	8	4

Artifact: NCLEX-PN Examination Results

Course	Unsuccessful	Successful*
Total Score		31

*First time pass rate

Program Outcome #5: Discover strategies to promote personal success.

Assessment Result

- HESI Exit Examination Overall Score
 - 83.3% of students achieved Level III or higher in the Poplar Bluff cohort
 - 84.2% of students achieved Level III or higher in the Sikeston cohort
- NCLEX-PN Examination results received for all graduates. 100% of 2022 PN graduates passed the NCLEX-PN on the first attempt.

Analysis:

The program moved from the ATI Predictor Examination to the HESI Exit Examination. This change provides more detailed data for the program. The program also changed from the Nursing Education Consultants NCLEX-PN live review course to the Hurst NCLEX-PN live review course.

The predictor examination has historically been given before the NCLEX-PN live review course based on timing issues. Once again, due to timing issues again, the 2022 cohort also took the HESI exit exam prior to the NCLEX-PN live review. The students have only ever taken the exit HESI one time. The faculty have identified the need to increase computerized testing in the program and propose to increase the HESI testing package to include more HESI exams throughout the program and to allow students who score poorly on the exit exam to have a second attempt. The initial attempt will be scheduled prior to the NCLEX-PN live review and students who score less than 850 will meet with faculty to develop a remediation plan to improve scores. Elsevier has expanded their HESI help this year by offering remediation packs containing case studies based on concepts students scored poorly on. Students will be required to complete the assigned case studies and will then take a second attempt HESI exit exam following the NCLEX-PN live review and compare scores. This will expose students to more computerized testing and NCLEX-PN style questions.

The faculty firmly believe that the clinical experience impact did not allow students an opportunity to apply their cognitive knowledge in a clinical setting. In the clinical setting is where students work to turn their cognitive knowledge into clinical judgement, which is where the licensure exam will be testing them.

Additionally, both the Poplar Bluff and Sikeston program started the 2022 cohort with just 2 faculty members in each location and a change in program administration. Sikeston lost a full-time faculty member in the summer block of 2022. Poplar Bluff hired a third full-time faculty member in Summer 2022, and Sikeston hired a second full-time faculty member in Fall of 2022.

Use of Results for Improvement:

Based on the experiences with the 2022 LPN cohorts, the program recognizes the need to make some curriculum changes. The program identified the following priorities for the 2023 cohorts: expose students to more computerized testing through their adaptive quizzes available from Elsevier, add more critical thinking components to lab and classroom activities, increase psychosocial, fundamentals, and pharmacological concepts throughout the curriculum, add psychosocial, fundamentals, and pharmacological concepts to simulations, and increase critical thinking during clinical post-conference with different activities.

Additionally, the program will incorporate NCLEX-PN Next Generation 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 computerized adaptive quizzing. The faculty propose utilizing a Fundamentals HESI exam to be utilized as a final review using the classroom laptops to simulate a testing style similar to the NCLEX-PN. Students will be graded on a sliding scale based on the score achieved on final review quiz. Students not meeting the benchmark will be placed in a remediation contract and will work with instructors to develop better study skills and better test taking strategies.

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	31	Sections: 2 Students: 31	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 5 PT: 0	Y
PNRS 115	Fundamentals	2	39	Sections: 2 Students: 40	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 4 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	2	0	4	6
Pharmacological Therapies-SIK	11	1	0	7
Physiological Adaptation-PB	4	1	3	4
Physiological Adaptation-SIK	7	1	3	8
Health Promotion and Maintenance-PB	1	0	5	6
Health Promotion and Maintenance-SIK	5	1	3	10

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Pharmacological Therapies			58%	
Physiological Adaptation			60%	

Health Promotion and Maintenance			61%	
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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 Mastery would mean scoring the 80% minimum on the first attempt.

Dosage Calculation Examination				
Course	No Evidence Did not achieve 80% minimum	Novice 3 rd Attempt ≥80%	Competent 2 nd Attempt ≥80%	Mastery 1 st Attempt ≥80%
Fundamentals			1	38

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:
 - 83.3% of students achieved Level III or higher in Poplar Bluff
 - 36.8% of students achieved Level III or higher in Sikeston
- Physiological Adaptation:
 - 58.3% of students achieved Level III or higher in Poplar Bluff
 - 57.8% of students achieved Level III or higher in Sikeston
- Health Promotion and Maintenance:
 - 91.6% of students achieved Level III or higher in Poplar Bluff
 - 68.4% of students achieved Level III or higher in Sikeston

Analysis:

In the 2021 cohorts, 86% of Poplar Bluff and 58.8% of Sikeston students achieved Level III or higher in the Pharmacological Therapies category compared to the 2022 cohorts, 83.3% of Poplar Bluff and 36.8% of Sikeston achieved Level III or higher.

In the 2021 cohorts, 86% of students in Poplar Bluff and 76% of students in Sikeston achieved a Level III or higher in the Physiological Adaptation category compared to 2022 cohorts, 58.3% of Poplar Bluff and 57.8% of Sikeston achieved a Level III or higher.

The faculty attribute the decrease in scores, in part, to the fact that the 2022 cohort struggled to develop better study skills and incorporate test taking strategies in the second and third blocks of the program where these concepts are taught. Overall, faculty believe that the 2022 cohort were a very weak cohort in terms of study skills and test taking. The 2022 cohort did not seek outside guidance or assistance from faculty and failed to utilize tutoring hours when faculty were available.

In the 2021 cohort, 50% of Poplar Bluff and 41% of Sikeston of the students achieved Level III or higher in the Health Promotion and Maintenance category compared to the 2022 cohorts where 91.6% of Poplar Bluff and 68.4% of Sikeston students achieved Level III or higher. The faculty attributes the increase in scores to the fact that this concept was better integrated throughout the program in classes beyond Fundamentals of Nursing.

In the 2021 cohorts, 85% of the students passed the Dosage Calculation examination on the first attempt whereas in the 2022 cohorts, 97.4% passed on the first attempt, and the remaining student passed on the second attempt.

Use of Results for Improvement:

Based on the experiences with the 2022 LPN cohorts, the program has decided not to make any curriculum changes. The program identified the following priorities for the 2023 cohorts: expose students to more computerized testing through their adaptive quizzes available from Elsevier, add more critical thinking components to lab and classroom activities, increase psychosocial concepts throughout the curriculum, add psychosocial concepts to simulations, and increase critical thinking during clinical post-conference with different activities.

The faculty did notice there was an improved retention rate for PNRS 107, Body Structure and Function, in 2022. The 2022 cohort had 100% retention in PNRS 107 for the 2022 cohort compared to 81.6% retention in 2021. PNRS 107 was taught as a hybrid course in 2022 due to faculty availability and necessity. Faculty believe this class should either remain hybrid or consider moving it to online learning.

Summary of Results

HESI Exit Examination Performance:

- **Safety and Infection Control:**
 - 66.7% of students achieved Level III or higher in Poplar Bluff
 - 57.8% of students achieved Level III or higher in Sikeston
- **Health Promotion and Maintenance:**
 - 91.6% of students achieved Level III or higher in Poplar Bluff
 - 68.4% of students achieved Level III or higher in Sikeston
- **Psychosocial Integrity:**
 - 41.6% of students achieved Level III or higher in Poplar Bluff
 - 52.6% of students achieved Level III or higher in Sikeston
- **Basic Care and Comfort:**
 - 41.6% of students achieved Level III or higher in Poplar Bluff
 - 42% of students achieved Level III or higher in Sikeston
- **Physiological Adaptation:**
 - 58.3% of students achieved Level III or higher in Poplar Bluff
 - 57.8% of students achieved Level III or higher in Sikeston
- **Reduction of Risk Potential:**
 - 75% of students achieved Level III or higher in Poplar Bluff
 - 52.6% of students achieved Level III or higher in Sikeston
- **Coordinated Care:**
 - 75% of students achieved Level III or higher in Poplar Bluff
 - 63.1% of students achieved Level III or higher in Sikeston
- **Pharmacological Therapies:**
 - 83.3% of students achieved Level III or higher in Poplar Bluff
 - 36.8% of students achieved Level III or higher in Sikeston
- **HESI Exit Examination Overall Score**
 - 83.3% of students achieved Level III or higher in the Poplar Bluff cohort
 - 84.2% of students achieved Level III or higher in the Sikeston cohort

Additional Data Points:

- IV Therapy Final Examination
 - 97.4% of students passed the IV Therapy Examination on the first attempt
- Pharmacology Class Retention:
 - $32/39 = 82\%$ of students successfully passed the Pharmacology course

Summary of Analysis

Are there any anomalies in the results that were noticed?

The program identified that the results overall were somewhat consistent with 2021 data. The program is not certain which of the variables, i.e. lack of computerized testing, decreased clinical opportunities, or number of faculty available, may have contributed to this result.

The 2022 Sikeston students were upset by the absence of their full-time faculty member. That faculty member appeared to have a more personal relationship with the 2022 cohort as evidenced by calls and texts she sent to students after leaving. Faculty believe the different teaching methods between the faculty that left, and the remaining faculty was an issue with students. Faculty also believe that the faculty member that left may have taught students what they were being tested over and therefore the students were not prepared with good study methods.

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

The faculty did notice there was an improved retention rate for PNRS 107 in 2022. The 2022 cohort had 100% retention in PNRS 107 for the 2022 cohort compared to 81.6%

retention in 2021. PNRS was taught as a hybrid course in 2022 due to faculty availability. The program does feel that with the success of PNRS 107, they will continue to offer that class as a hybrid class and trial PNRS 105 as hybrid for the 2023 cohort. Faculty also feel that with the mentioned variables present for the 2022 cohort that significant curriculum or program changes should not be made. The program will wait for additional data including the 2023 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 HESI exit exam in the 2022 data. This is consistent with the 2021 cohort's performance. The faculty believe that the variable of available faculty for 2022 should be considered when reviewing this data.

Use of Results for Improvement

The program faculty previously have identified a large number of variables that could have impacted the 2022 student learning. Based on the 2022 data, the faculty are deferring any major curriculum changes for the 2023 cohort. The faculty has identified instructional method changes that will be implemented for the 2023 cohort based on the success of the change in instructional method for PNRS 107 in the 2022 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 2022 LPN cohorts, the program has decided some curriculum changes are needed. The program identified the following priorities for the 2023 cohorts: implement the hybrid modality to PNRS 105 to help with faculty workload and to decrease student time in the classroom; implementing the use of more HESI exams and computerized testing to continue to expose and evaluate students on NCLEX-PN style questions, using projects/case studies 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. Following data collection from the 2023 cohort, other changes may be implemented.

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 2023 cohorts.