

THREE RIVERS COLLEGE

Office of Institutional Effectiveness



**Student Learning Outcomes
Assessment Reports**

2024-2025

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 2024-2025 academic year:

- [Accounting Technology AAS](#)
- [Agribusiness AAS](#)
- [Behavioral Health Support AAS](#)
- [Early Childhood Development AAS](#)
- [Fire Science AAS](#)
- [Information Technology Specialist AAS](#)
- [Manufacturing Technology AAS](#)
- [Nursing AAS](#)
- [Paramedic AAS](#)
- [Practical Nursing One Year Certificate](#)



THREE RIVERS COLLEGE

Accounting Technology

Program Level SLO Report

Jennifer Inman – Program Manager

2024-2025

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 and managerial accounting functions using proper techniques and procedures.
2. Communicate business information effectively within a business environment.
3. Demonstrate effective use of computerized accounting systems for companies.
4. Utilize current income tax resources to prepare personal tax returns.
5. Demonstrate knowledge of accounting as it relates to payroll.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum from 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 with 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 academic year. This mapping was updated during the Program Learning Outcomes updated and began being used in 2024-2025.

Accounting Technology: Program Outcomes Mapping (2024-2025)	
Program Outcome 1:	
Perform financial and managerial accounting functions using proper techniques and procedures.	
Course	Course Learning Outcome (CLO)
ACCT 211: Principles of Accounting I	Identify the role of the accounting profession in ethical business decision-making.
	Apply GAAP for corporate financial reporting.
	Demonstrate the ability to journalize and post transactions using double-entry accounting, ensuring the accounting equation remains in balance.
	Define and explain the basic accounting principles, such as the matching principle, revenue recognition, and the accounting equation.
	Interpret financial statements, including the income statement, balance sheet and statement of stockholder's equity.
	Record adjusting and closing entries and demonstrate their effects on financial statements
	Identify and discuss the importance of internal controls in accounting, including segregation of duties and safeguarding assets.
	Apply various methods of inventory valuation, such as FIFO (First In, First Out) and LIFO (Last In, First Out)
	Recognize and discuss ethical issues in accounting, emphasizing the importance of integrity and professional conduct.
	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.
	Evaluate the financial health and performance of an organization based on its financial statements.
	Differentiate between various cost classifications, such as variable, fixed, direct, and indirect costs.
	Demonstrate job order and process costing procedures and budget preparation
	Create and analyze budgets for various business functions, including sales, production, and capital expenditures
	Analyze and interpret variances between actual and budgeted performance.
	Comprehend the principles of activity-based costing and its application in allocating indirect costs.
ACCT 218: Payroll Accounting	Compute gross earnings.
	Calculate the amount of federal income tax withholding, FICA taxes, nontax payroll deductions, and unemployment tax
	Record employees' wages in payroll register by payroll period.
	Prepare employees' earnings record.
	Explain payroll deposit requirements.
	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities
ACCT 219: Accounting Management Software	Complete exercises involving accounts receivable, accounts payable, inventory and payroll.
	Prepare financial statements using QuickBooks Online software.
	Complete the accounting cycle using QuickBooks Online
ACCT 225: Intermediate Accounting I	Demonstrate an understanding of accounting standards, particularly those related to financial reporting, as established by relevant accounting bodies
	Apply accounting principles and concepts to analyze and record complex business transactions, including revenue recognition, expense allocation, and accounting for financial instruments
	Prepare financial statements ensuring compliance with accounting standards and regulations
	Demonstrate accounting for various types of assets and liabilities, such as property, plant, and equipment, intangible assets, current and long-term liabilities, and contingencies
	Analyze financial statements to assess a company's financial performance, liquidity, solvency, and overall financial health
	Be aware of and adhere to ethical principles and professional standards in the accounting profession, understanding the importance of integrity, objectivity, confidentiality, and professional skepticism.
	Communicate financial accounting information orally and in writing
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
	Evaluate the cost of materials, labor, and overhead.
	Analyze the costs of the business for managerial decisions.

ACCT 258: Cost Accounting	Prepare a master budget and related schedules.
	Apply relevant costs to make informed decisions, such as product pricing, make-or-buy choices, and special-order decisions.
	Calculate and allocate costs in job order and process costing environments.
	Understand the principles of activity-based costing and apply it to allocate costs more accurately.
	Define and differentiate between various cost concepts, such as fixed costs, variable costs, direct costs, and indirect costs.
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.
IST 268: Spreadsheet Applications	Interpret financial data.
	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 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	Evaluate the financial health and performance of an organization based on its financial statements
	Create and analyze budgets for various business functions, including sales, production, and capital expenditures
ACCT 218: Payroll Accounting	Describe and discuss employment and payroll laws.
	Record employees' wages in payroll register by payroll period.
	Prepare employees' earnings record.
	Explain payroll deposit requirements.
	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities
ACCT 219: Accounting Management Software	Prepare financial statements using QuickBooks Online software
	Complete the accounting cycle using QuickBooks Online
ACCT 225: Intermediate Accounting I	Apply accounting principles and concepts to analyze and record complex business transactions, including revenue recognition, expense allocation, and accounting for financial instruments.
	Prepare financial statements ensuring compliance with accounting standards and regulations

	Demonstrate accounting for various types of assets and liabilities, such as property, plant, and equipment, intangible assets, current and long-term liabilities, and contingencies
	Analyze financial statements to assess a company's financial performance, liquidity, solvency, and overall financial health
	Communicate financial accounting information orally and in writing
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	Analyze the costs of the business for managerial decisions
	Prepare a master and flexible budget.
	Apply relevant costs to make informed decisions, such as product pricing, make-or-buy choices, and special-order 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 100: Computer Application	Analyze business regulations for their moral and ethical value and determine how they impact the business environment.
	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 effective use of computerized accounting systems for companies	
Course	Course Learning Outcome (CLO)
ACCT 211: Principles of Accounting I	Apply GAAP for corporate financial reporting.
	Demonstrate the ability to journalize and post transactions using double-entry accounting, ensuring the accounting equation remains in balance
	Interpret financial statements, including the income statement, balance sheet and statement of stockholder's equity
	Record adjusting and closing entries and demonstrate their effects on financial statements.
ACCT 218: Payroll Accounting	Compute gross earnings.
	Record employees' wages in payroll register by payroll period
	Calculate the amount of federal income tax withholding, FICA taxes, nontax payroll deductions, and unemployment tax
	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities

ACCT 219: Accounting Management Software	Complete exercises involving edits to or creating accounts in the chart of accounts, vendors, and customers.
	Complete exercises involving accounts receivable, accounts payable, inventory, bank, and credit card transactions.
	Prepare financial statements using QuickBooks Online software.
	Complete the accounting cycle using QuickBooks Online
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:	
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.
	Calculate the amount of federal income tax withholding, FICA taxes, nontax payroll deductions, and unemployment tax.
	Record employees' wages in payroll register by payroll period.
	Prepare employees' earnings record.
	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 2024-2025 academic year. Artifacts used to measure the outcomes came from the following courses:

- ACCT 218, Payroll Accounting
- ACCT 219, Accounting Management Software
- ACCT 225, Intermediate Accounting
- ACCT 227, Financial Analysis and Budgeting
- 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 and managerial accounting functions using proper techniques and procedures.	Fails to perform financial accounting and management functions using proper techniques and procedures.	Performs either financial accounting or management functions, but not both, while attempting to use proper techniques and procedures. Multiple errors are present.	Performs financial accounting and management functions using proper techniques and procedures with minimal errors.	Performs financial accounting and management functions using proper techniques 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 effective use of computerized accounting systems for companies.	Fails to demonstrate effective use of computerized accounting systems for companies.	Demonstrates use of computerized accounting systems for companies but not effectively and multiple errors are present.	Demonstrates effective use of computerized accounting systems for companies with minimal errors.	Demonstrates effective use of computerized of accounting systems for companies.
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.
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 and managerial accounting functions using proper techniques and procedures.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 225	Intermediate Accounting	1	8	0	1	YES

		I	II	III	IV	Total # of Students
ACCT 225	#	0	0	0	8	8
	%	0	0	0	100%	100%

Assessment Results

The final exam is used as the assessment artifact in Intermediate Accounting. Of the 8 students completing the artifact one hundred percent (8 students) scored in competency area IV. For comparison in the previous year, forty-three percent of students scored in competency area III while the remaining fifty-seven percent scored in competency area IV.

Analysis

During the 2024-2025 academic year in Intermediate Accounting, one hundred percent of students (8 students) performed financial accounting and management functions using proper techniques and procedures with either no errors or minimal errors. This is an improvement from the previous year when forty-three percent of students scored in competency area III.

Use of Results for Improvement

Students are demonstrating that they are able retain and apply the knowledge to perform financial accounting and management functions with proper techniques and procedures. Therefore, the current artifact will continue to be used in the future and monitored.

Timeline for Changes

Changes are not being made to the current artifact, instruction, or outcome in the coming year. This artifact will continue to be used to assess this student learning outcome next year.

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	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 227	Financial Analysis and Budgeting	1	3	0	1	YES

		I	II	III	IV	Total # of Students
ACCT 227	#	0	0	0	3	3
	%	0	0	0	100%	100%

Assessment Results

A public company analysis paper is used as the artifact for this outcome. Of the 3 students completing the artifact one hundred percent (3 students) scored in competency area IV. For comparison, eighteen percent scored in competency area III during the 2023-2024 academic year while the seventy-three percent scored in competency area IV and nine percent scored in competency area I.

Analysis

With the high number of students scoring in competency area IV, the students are able to communicate business information effectively. They are learning written communication skills throughout the curriculum in the Accounting Technology program and are able to apply those skills to complete this assignment. There was an improvement in the percentage of students that scored in competency area IV. The process of having students submit a rough draft of the assignment, receiving feedback from the instructor, and then submitting a final draft of the assignment is an effective process and will continue in the future.

Use of Results for Improvement

Students are demonstrating that they are able to effectively communicate business information. This artifact will continue to be used to assess this outcome in the future. No changes are planned.

Timeline for Changes

Changes are not being made to the current artifact. This artifact will continue to be used to assess this student learning outcome next year.

Program Outcome #3

Demonstrate effective use of computerized accounting systems for companies.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 219	Accounting Management Software	1	6	0	1	YES

		I	II	III	IV	Total # of Students
ACCT 219	#	0	0	0	6	6
	%	0	0	0	100%	100%

Assessment Results

Students were asked to complete transactions in QuickBooks Online accounting software and then perform accounting functions such as generating financial statements with the data entered in those transactions.

Of the six students completing the artifact, one hundred percent (6 students) scored in competency area IV. This is an improvement from the previous year when thirty-nine percent scored in competency area IV and seventeen percent scored in competency area III. The remaining forty-four percent scored in competency areas I and II.

This is the first year the data was extracted to only include students enrolled in the AAS Accounting Technology degree pathway.

Analysis

Students are able to demonstrate knowledge of computerized accounting systems for companies. It was stressed to students they needed to manage their time well to complete

this project and students responded well to this instruction. This artifact will continue to be used for assessing this outcome in future years.

Use of Results for Improvement

Students are demonstrating knowledge of computerized accounting systems for companies. This artifact will continue to be used to assess this outcome in the future. No changes are planned.

Timeline for Changes

Changes are not being made to the current artifact. This artifact will continue to be used to assess this student learning outcome next year. The textbook was updated during Fall 2025 to the current edition to ensure all activities are up to date with QuickBooks Online software.

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	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 237	Income Tax Accounting	1	11	0	1	YES

		I	II	III	IV	Total # of Students
ACCT 237	#	5	0	0	6	11
	%	45%	0	0	55%	100%

Assessment Results

Students are asked to complete one personal tax return that includes multiple schedules and worksheets. Fifty-five percent of students scored in competency area IV with minimal mistakes while forty-five percent of students scored in competency area I which means they didn't effectively use resources to complete the return. For comparison in the previous year, thirty-four percent of students scored in competency area IV, sixteen percent of students scored in competency area II and fifty percent of students scored in competency area I.

Analysis

Fifty-five percent of students were able to effectively complete the return with minimal errors. This is an improvement from thirty-four percent that scored in this competency area in the previous year. While this is a course where students struggle, there was improvement this year.

Use of Results for Improvement

A previous plan discussed in the Student Learning Outcome report for 2023-2024 was to split this course into two courses. However, when this plan was presented to the Accounting Technology advisory board, the board rejected this proposal. The board believes that this course is requesting students to perform income tax functions at a level higher than necessary for entry-level accounting positions. This course is now being re-designed to be a single course in the program, but with a less complex income tax project required at the end of the semester. There will be more emphasis placed on individual tax returns and simpler business returns with less schedules required on the artifact in the future.

Timeline for Changes

The course redesign will take place in Fall 2025 and Spring 2026. It will be taught to students for the first time in Fall 2026.

Program Outcome #5

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	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 218	Payroll Accounting	1	9	0	1	YES

		I	II	III	IV	Total # of Students
ACCT 218	#	2	1	3	3	9
	%	22%	12%	33%	33%	100%

Assessment Results

The artifact for this program outcome is a payroll project in which students are asked to complete all calculations and entries for a full quarter of pay cycles. Thirty-three percent of students scored in competency area IV, thirty-three percent of students scored in competency area III, twelve percent of students scored in competency area II, and twenty-two percent of students scored in competency area I. This is a slight improvement from the previous year, when twelve percent of students scored in competency area III and thirty-three percent of students scored in competency area II.

Analysis

During the 2024-2025 academic year, sixty-six percent of students met the expectations of this assignment and demonstrated knowledge related to payroll by completing this artifact with either no or minimal minor errors. This is an increase from the 23-24 academic year when only forty-five percent of students met expectations. This continues to be an assessment where students perform below desired outcomes, however improvement is being made. Multiple zoom sessions were offered to assist students with the project but attendance in those sessions was minimal. It was determined which area of the project

students are scoring the worst and it is the end of the project. This seems to show students are not using time management skills to be able to finish the project.

Use of Results for Improvement

Additional emphasis will be placed on the module where the content is introduced that is the area where students seem to score poorly during this project. During the project, additional emphasis will be placed on time management to continue to the trend of improvement.

Timeline for Changes

All changes will be implemented during Spring 2025 course.

Additional Summary Notes

This section may be embedded in each outcome discussion or presented at the end of the report to capture trends in student learning across multiple outcomes.

Anomalies in the results that were noticed:

No anomalies were found in the data presented.

Were there any patterns in the data observed?

Overall, students seem to be improving across all outcomes in the AAS Accounting Technology. The accounting courses have been scaffolded to ensure learning of the outcomes are introduced during introductory course of Principles of Accounting I and Principles of Accounting II and then the outcomes are reinforced and assessed in courses taken in subsequent semesters. All courses will be going through a review process in the 2025-2026 and 2026-2027 academic years to update textbooks to current editions, ensure content is relevant to the industry and meet all academic standards.

Addendum

Program Name:

- (1) Identify any changes (Curriculum, modality, textbook, learning resources, etc.) made to your program in the prior year(s) that may have impacted Student Learning Outcomes results (positively or negatively) in the current SLO report. (Use as many pages as necessary to describe.)

Updated AAS Accounting Technology Grid to reflect change for ACAD, Academic Life Strategies course.

- (2) Explain how each of the changes listed above in section (1) have impacted current results or program outputs. (*Output data reflect the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)

The above change was a college wide change. It did not have a direct effect on the outcomes of this program.



THREE RIVERS COLLEGE

Agribusiness

Program Level SLO Report

Kathryn Clark – Program Manager

[2024-2025]

Program Purpose Statement

Career & Technical Education. This program is for students who want to develop management and technical skills to enter agriculture-related industry or production.

Program Outcomes

- Demonstrate an applied understanding of the principles of plant, animal, and soil science.
- Apply analytical and critical thinking skills in relation to decision making in agribusiness industry.
- Evaluate and apply sound business practices to diverse agribusiness pursuits.
- Demonstrate written and verbal communication to effectively work with agriculture professionals and stakeholders.

Curriculum Mapping

Agribusiness: Program Outcomes Mapping

Program Outcome 1:	
Examine principles of plant, animal, and soil science.	
Course	Course Learning Outcome (CLO)
AGRI 110 Soils & Soils Fertility	Evaluate the functions of soil in the ecosystem, its formation from parent material and classifications.
	Examine soil architecture characteristics and its relationship to water, air, and temperature.
	Relate soil colloids, pH, organisms, and organic matter examining their productivity affect.
	Assess a soil nutrient test to determine the amendments needed for optimum plant growth.
AGRI 120 Plant Science	Examine plant science history, current trends, issues, and the subsequent impact on the ecosystem.
	Analyze external and internal structures of higher plants.
	Evaluate the stages of plant growth and development with emphasis placed on plant chemistry, photosynthesis, and respiration.
	Relate mendelian concepts to techniques for plant improvement.
	Prepare a weed and crop collection with emphasis placed on floral, forage, row, and vegetable crops.
AGRI 122 Natural Resource Management	To examine our natural resources in historical terms from the 1600's to present.
	To be familiar with legislation aimed at protecting and preserving our natural resources.
AGRI 130 Animal Science	Classify cattle, sheep, swine, and horses with emphasis placed on family, genus, and species.
	Compare specific breeds of beef cattle, dairy cattle, sheep, swine, and horses.
	Evaluate digestive processes of ruminant and monogastric species to determine nutritional needs.
	Prepare disease prevention plans for cattle, sheep, swine, and horses.
AGRI 172 Integrated Pest Management	Compare and contrast pesticides and alternative control methods.
	Evaluate toxicity, handling procedures, and the legal use of pesticides.
	Examine a pesticide label and correctly recommend a pesticide according to label directions.
	Prepare for pesticide applications using correct spray mix formulations and equipment calibrations.
	Assess the various classes of pesticides based on their modes of action.

AGRI 240 Agriculture Economics & Marketing	Compare and contrast physical and financial measures of food production profitability.
AGRI 270 Agriculture Systems Management	Demonstrate the ability to read land descriptions.
Program Outcome 2:	
Apply analytical and critical thinking skills in relations to agribusiness management	
Course	Course Learning Outcome (CLO)
AGRI 110 Soils & Soils Fertility	Relate soil colloids, pH, organisms, and organic matter examining their productivity affect.
	Assess a soil nutrient test to determine the amendments needed for optimum plant growth.
AGRI 120 Plant Science	Analyze external and internal structures of higher plants.
	Prepare a weed and crop collection with emphasis placed on floral, forage, row, and vegetable crops.
AGRI 122 Natural Resource Management	To develop management skills in the areas of soil, water, forestry and wildlife.
	To apply natural resource management skills to current farming practices.
	To examine our natural resources in historical terms from the 1600's to present.
AGRI 130 Animal Science	Compare specific breeds of beef cattle, dairy cattle, sheep, swine, and horses.
	Prepare disease prevention plans for cattle, sheep, swine, and horses.
AGRI 172 Integrated Pest Management	Compare and contrast pesticides and alternative control methods.
	Evaluate toxicity, handling procedures, and the legal use of pesticides.
	Examine a pesticide label and correctly recommend a pesticide according to label directions.
	Prepare for pesticide applications using correct spray mix formulations and equipment calibrations.
	Assess the various classes of pesticides based on their modes of action.
AGRI 240 Agriculture Economics & Marketing	Evaluate macroeconomics and microeconomics as they relate to food production.
	Assess financial policies affecting agribusiness.
	Compare and contrast physical and financial measures of food production profitability.
	Examine the basic principles involved in futures trading.
	Evaluate economic indicators of world food supply and demand to include business types, competition, and world trade.
AGRI 270 Agriculture	Recognize the importance of machinery economics and efficiency.

Systems Management	Demonstrate the ability to read land descriptions.
BLAW 221 Legal and Ethical Environment of Business	Discuss the elements of a contract and the rights and obligations within.
	Analyze business regulations for their moral and ethical value and determine how they impact the business environment.
	Distinguish when the law of contract and the law of sales are to be applied.
Program Outcome 3:	
Form technical knowledge and professional skills in relation to agricultural industries.	
Course	Course Learning Outcome (CLO)
AGRI 110 Soils & Soils Fertility	Evaluate the functions of soil in the ecosystem, its formation from parent material and classifications.
	Examine soil architecture characteristics and its relationship to water, air, and temperature.
	Relate soil colloids, pH, organisms, and organic matter examining their productivity affect.
	Assess a soil nutrient test to determine the amendments needed for optimum plant growth.
AGRI 120 Plant Science	Analyze external and internal structures of higher plants.
	Evaluate the stages of plant growth and development with emphasis placed on plant chemistry, photosynthesis, and respiration.
	Prepare a weed and crop collection with emphasis placed on floral, forage, row, and vegetable crops.
AGRI 130 Animal Science	Prepare disease prevention plans for cattle, sheep, swine, and horses.
AGRI 172 Integrated Pest Management	Compare and contrast pesticides and alternative control methods.
	Evaluate toxicity, handling procedures, and the legal use of pesticides.
	Examine a pesticide label and correctly recommend a pesticide according to label directions.
	Prepare for pesticide applications using correct spray mix formulations and equipment calibrations.
	Assess the various classes of pesticides based on their modes of action.
AGRI 240 Agriculture Economics & Marketing	Evaluate macroeconomics and microeconomics as they relate to food production.
	Assess financial policies affecting agribusiness.
	Compare and contract physical and financial measures of food production profitability.
	Examine the basic principles involved in futures trading.
	Evaluate economic indicators of world food supply and demand to include business types, competition, and world trade.

AGRI 270 Agriculture Systems Management	Demonstrate the ability conduct machinery calibrations.
	Discuss equipment used in agriculture from simple machines to complex internal combustion engines.
Program Outcome 4:	
Demonstrate written and verbal communication to effectively work in agricultural professions.	
Course	Course Learning Outcome (CLO)
AGRI 110 Soils & Soils Fertility	Assess a soil nutrient test to determine the amendments needed for optimum plant growth.
AGRI 120 Plant Science	Prepare a weed and crop collection with emphasis placed on floral, forage, row, and vegetable crops.
AGRI 130 Animal Science	Prepare disease prevention plans for cattle, sheep, swine, and horses.
AGRI 172 Integrated Pest Management	Examine a pesticide label and correctly recommend a pesticide according to label directions.
AGRI 240 Agriculture Economics & Marketing	Assess financial policies affecting agribusiness.
	Compare and contrast physical and financial measures of food production profitability.
	Evaluate economic indicators of world food supply and demand to include business types, competition, and world trade.
AGRI 270 Agriculture Systems Management	Evaluate economic indicators of world food supply and demand to include business types, competition, and world trade.
	Discuss the policies which affect the money supply in agribusiness.
	Demonstrate the ability conduct machinery calibrations...
	Recognize the importance of machinery economics and efficiency.
	Demonstrate the ability to read land descriptions.

Introduction

The student learning outcomes for the Agribusiness AAS program outline the essential knowledge and understanding that agriculture professionals should possess as they enter the workforce. During the 2024-2025 academic year, data was gathered from the following courses:

AGRI 110: Soil & Soil Fertility

AGRI 120: Plant Science

AGRI 130: Animal Science

Project artifacts collected from these courses served as the basis for the data included in the SLO report. These courses are taught in person and online modality. Following the collection, the data was analyzed and integrated into the report to facilitate ongoing improvements to our program.

The SLO objectives for the 2024-2025 academic year were reviewed and updated the year before to align more closely with the evolving needs of the agribusiness industry.

Program Outcomes Rubric

PLO #1- Examine principles of plant, animal and soil science.

Competency Areas	I	II	III	IV
AGRI 130-Animal Science	Knowledge is narrow and incomplete	Moderate knowledge with significant gaps or deficiencies	Significant knowledge with notable gaps or deficiencies	Knowledge base comprehensive and balanced
AGRI 120-Plant Science	Knowledge is narrow and incomplete	Moderate knowledge with significant gaps or deficiencies	Significant knowledge with notable gaps or deficiencies	Knowledge base comprehensive and balanced
AGRI 110-Soil & Soil Fertility	Knowledge is narrow and incomplete	Moderate knowledge with significant gaps or deficiencies	Significant knowledge with notable gaps or deficiencies	Knowledge base comprehensive and balanced

Program Outcome #1

Examine principles of plant, animal and soil science.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
AGRI 130	Animal Science	2	30	1 section/14 students	1	Yes
AGRI 120	Plant Science	2	28	1 section/ 14 students	1	Yes
AGRI 110	Soil and Soil Fertility	2	17	1 section/ 3 students	1	Yes

		I	II	III	IV	Total # of Students
Course AGRI 130	#	3	4	4	19	30
	%	10%	13%	13%	64%	
AGRI 120	#	0	0	7	21	28
	%			25%	75%	
AGRI 110	#	0	1	1	9	11
	%		9%	9%	82%	

Assessment Results

Program Outcome #1: Examine principles of plant, animal, and soil science is evaluated through three key areas: animal science, plant science, and soil science, using data collected from AGRI 130, AGRI 120, and AGRI 110 courses.

1. AGRI 130: Animal Science

- a. This course, offered both face-to-face and online during the same fall semester, included dual credit students in the online section.
- b. Assessment focused on the Herd Health Project, which examines basic principles of animal science including comparing breeds, disease prevention, and nutritional needs.
- c. Results showed that slightly more than half of the students achieved Level IV success, with very few falling to the middle performance levels.

2. AGRI 120: Plant Science

- a. The assessment was a plant ID poster assignment.
- b. 75% of students scored at Level IV, demonstrating a high level of understanding of plant science principles.
- c. The remaining 25% of students scored in the Level III performance range.

3. AGRI 110: Soil & Soil Fertility

- a. 80% of students achieved Level IV performance in this course.
- b. 10% of students scored at Level III and Level II, indicating room for growth in their understanding of soil science principles.

Overall, the data reflects strong performance in the plant, with room for improvement in animal science and soils outcomes, particularly for online and dual credit students.

Analysis

The results indicate that while most students are meeting Program Outcome #1 across the three areas (animal, plant, and soil science), there is a need to strengthen their understanding of the assignment and related concepts.

Participation Data:

- 6 students from AGRI 110 online did not complete the assessment.

Key Insights:

The majority of students successfully achieved the program objectives. The lower participation rates in the measurement tools, particularly among online and dual credit students, may indicate challenges with engagement or clarity in expectations for these groups. Despite the participation challenges, the overall objective has been largely met across the three areas, demonstrating a strong foundation for continued success.

Use of Results for Improvement

AGRI 130- Animal Science

The instructional videos created for AGRI 130 have had a positive impact on student performance and engagement. Data comparisons with previous year's show significant improvement, as all students completed the assessment this year, whereas eight students did not attempt it last year. This suggests that the addition of visual and guided resources supports student understanding and motivation. Continued use of rubric enhancements and clear examples will be essential in maintaining the Level 4 objective. **AGRI 120- Plant**

Science

Substantial progress was observed in AGRI 120 this year. In the previous academic year, eleven students failed to complete their assessment project. This year, all students successfully submitted their work, with the majority achieving performance levels of 3 or 4

on the rubric. This demonstrates strong growth in student comprehension and engagement. Continued reinforcement of expectations and effective assignment design will help sustain this positive trend.

AGRI 110- Soil and Soil Fertility

Students in the online sections of AGRI 110 continue to face challenges in completing the required assignments, despite the inclusion of understanding checks and detailed step-by-step guides. To address this, the next improvement step will involve developing instructional videos that visually guide students through each project. These resources are expected to enhance clarity, improve assignment completion rates, and strengthen overall student understanding of key soil science concepts.

Timeline for Changes

AGRI 110- Create videos to go along with the assignment created and implemented by Feb 5, 2026

Program Outcomes Rubric

PLO #2- Apply analytical and critical thinking skills in relation to agribusiness management.

Competency Areas	I	II	III	IV
	Cannot distinguish relevant from irrelevant information and/or cannot apply information appropriately	Partially recognizes relevant information, and/or cannot apply information appropriately without significant guidance.	Recognize relevant information. Applies information appropriately and generally arrives at the correct answer.	Recognize relevant information. Applies information appropriately and consistently and independently arrives at the correct answer.

Program Outcome #2

Apply analytical and critical thinking skills in relation to agribusiness management.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
AGRI 130	Animal Science	2	30	1 section/14 students	1	Yes

		I	II	III	IV	Total # of Students
Course AGRI 130	#	3	4	4	19	30
	%	10	13	13	64	

Assessment Results

- Students applied analytical skills in relation to breed information, production calendars, and disease prevention plans inside of the herd health project.
- Results:
 - 64% of students achieved Level 4, demonstrating a solid understanding of the material.
 - 26% were in the middle performance range, showing moderate understanding.
 - 10% of students scored at Level 1, indicating significant challenges with the concepts and tasks.

Both courses show overall strong performance in Outcome #2, but improvements in engagement and targeted support for struggling students will help ensure more consistent success across the board.

Analysis

While 64% of students scored at Level 4, there is a noticeable gap in performance, with 26% in the middle and 10% at Level 1. This indicates a need for improved understanding among the students who are not meeting the rubric's expectations for the middle and lower levels.

Use of Results for Improvement

Since students demonstrate difficulty with planning effective disease prevention strategies and developing comprehensive production calendars, additional targeted instruction in these areas is needed. Future improvements will include enhanced learning resources such as production calendars. Incorporating guided practice activities, visual aids, and step-by-step templates will help students apply these concepts more effectively in real-world scenarios.

This adjustment is intended to strengthen student understanding by providing more focused support and practical application opportunities in areas where students have shown the greatest need.

Timeline for Changes

August 1, 2025- Create links and better understanding of production calendar needs.

Program Outcomes Rubric

PLO #3- Evaluate and apply sound business practices to diverse agribusiness pursuits.

Competency Areas	I	II	III	IV
	Fail to demonstrate knowledge or skills.	Demonstrates rudimentary knowledge and general skills.	Demonstrates knowledge and skills sufficient to perform general technical operations.	Demonstrates knowledge and skills sufficient to perform complex technical operations.

Program Outcome #3

Evaluate and apply sound business practices to diverse agribusiness pursuits.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
AGI 110	Soils and Soil Fertility	2	17	1 section/3 students	1	Yes

		I	II	III	IV	Total # of Students
Course AGRI 110	#	0	1	1	9	11
	%	0	9	9	82	

Assessment Results

- 80% of students achieved Level IV performance in this course.
- 10% of students scored at Level III and Level II, indicating room for growth in their understanding of soil science principles.

Analysis

In alignment with Program Learning Outcome #3, "Evaluate and apply sound business practices to diverse agribusiness pursuits," AGRI 110 (Soils) connects to multiple areas of agriculture, including both livestock and plant science. Since soil serves as the foundation for all agricultural production, the course soil survey project allows students to demonstrate fundamental skills and knowledge in soil science while recognizing its importance across various agricultural disciplines. With 80% level IV meets the need.

Use of Results for Improvement

Students in the online sections of AGRI 110 continue to face challenges in completing the required assignments, despite the inclusion of understanding checks and detailed step-by-step guides. To address this, the next improvement step will involve developing instructional videos that visually guide students through each project. These resources are expected to enhance clarity, improve assignment completion rates, and strengthen overall student understanding of key soil science concepts.

Timeline for Changes

January 1- Videos and more visual aids for assessment.

Program Outcomes Rubric

PLO #4- Demonstrate written and verbal communication to effectively work in agricultural professions.

Competency Areas	I	II	III	IV
	Fails to identify most relevant information and fails to organize it for effective use in agribusiness contexts.	Fails to identify most relevant information or fails to organize it for effective use in agribusiness contexts.	Organize and deliver critical information using correct terminology that demonstrates thorough understanding in agribusiness contexts. But fails to use appropriate terminology or uses the terminology incorrectly.	Effectively communicates critical information using correct terminology that demonstrates thorough understanding in agribusiness contexts.

Program Outcome #4

PLO #4- Demonstrate written and verbal communication to effectively work in agricultural professions.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
AGRI 130	Animal Science	2	30	1 section with 14	1	Yes

		I	II	III	IV	Total # of Students
Course AGRI 130	#	3	4	4	19	30
	%	10	13	13	64	

Assessment Results

Program Learning Objective #4: Demonstrate written and verbal communication skills to effectively work in agricultural professions.

- 64% of students achieved Level 4, indicating a high level of proficiency in both written and verbal communication skills.
- 13% of students achieved Level 3, demonstrating a solid understanding of communication but with room for improvement in certain areas.
- 10% of students achieve Level 1, failing to identify the most relevant information and failing to organize it for effective use.

Analysis

Key areas for improvement include enhancing record-keeping skills. This aspect is essential for students to succeed in practical applications within the field.

Use of Results for Improvement

Incorporate clearer examples emphasizing the importance of record-keeping in agriculture as part of the assignment.

Timeline for Changes

August 1- Create better examples of shot records, herd records, and production calendar.

Additional Summary Notes

Anomalies in the results that were noticed:

Face-to-Face (F2F) Student Performance

- F2F students demonstrated a stronger grasp of concepts.

- Having the farm manager and instructor available on-site as a resource for questions proved beneficial, with some students actively utilizing this opportunity.

Participation Challenges

- Student participation in larger assignments has improved but still some students do not even attempt these tasks.

Were there any patterns in the data observed?

None

Addendum

Program Name: Agribusiness

- (1) Identify any changes (Curriculum, modality, textbook, learning resources, etc.) made to your program in the prior year(s) that may have impacted Student Learning Outcomes results (positively or negatively) in the current SLO report. (Use as many pages as necessary to describe.)

Curriculum changes implemented in the past year included the addition of detailed, step-by-step guides and video tutorials to support students' understanding of assessment instructions and expectations. Additionally, structured check-ins were incorporated throughout the assessment process to provide ongoing feedback and ensure students stay on track with project completion. These enhancements were designed to improve clarity, engagement, and overall student performance on key assessments.

- (2) Explain how each of the changes listed above in section (1) have impacted current results or program outputs. (*Output data reflect the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)

The curricular changes have had a positive impact on student performance and program outcomes. Data indicate noticeable growth in student achievement, with movement from proficiency Levels 2 and 3 to Level 4 across key program learning outcomes. For example, PLO #4 improved from 42% of students scoring at Level 4 and 58% at Level 3 in the previous reporting period to 64% at Level 4 and only 13% at Level 3 in the current cycle. Additionally, student engagement and assessment completion rates improved significantly. Last year, 23 students across the three primary courses (AGRI 120, AGRI 130, and AGRI 110) did not complete the required assessments; this year, that number decreased to only 8 students. These results suggest that the step-by-step instructional guides, video support materials, and periodic assessment check-ins contributed to greater clarity, accountability, and overall student success.



THREE RIVERS COLLEGE

**Behavioral Health Support
Program Level SLO Report
Corey Reynolds**

2024 - 25

Program Purpose Statement

Listed as the program purpose statement on the program webpage:

The Associate of Applied Science in Behavioral Health Support (BHS) program prepares students for entry-level employment in the behavioral healthcare field upon successful completion. The program curriculum is designed to develop and enhance the student's cultural competency and ethical practice while promoting respect for others, appreciation of individual differences, and compassion. Students will learn about the interconnectedness of the helping fields as well as how to recognize the co-occurring risk factors of mental health and behavioral health while developing self-awareness, self-reliance, and self-confidence. The Behavioral Health Support Program prioritizes implementation of client-centered tailored treatment planning to support competent and ethical case management/care coordination.

Listed as the program purpose statement in the catalog and Listed as the Program Description on the program webpage:

Career and Technical Education. The Behavioral Health Support curriculum is designed to prepare students for entry-level positions in state, county, and local human service agencies. Graduates will incorporate the learned skills and attributes in order to collaborate with mental health professionals and interact with clients with behavioral and mental health diagnoses.

Program Outcomes

- Practice culturally sensitive care with the appropriate standards of ethics within the helping fields.
- Evaluate the interconnectedness of the helping fields to include mental healthcare, behavioral healthcare, and human services for the purpose of patient/client-centered advocacy.
- Examine the relationship between behavioral health disorders and mental health disorders along with their risk factors.
- Implement tailored treatment plans to include appropriate helping responses for individuals in mental health crisis and/or with suicidal ideation to bring about crisis stabilization.

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 academic year.

Behavioral Health Support: Program Outcomes Mapping

Program Outcome 1: Practice culturally sensitive care with the appropriate standards of ethics within the helping fields.

Course	Course Learning Outcome (CLO)
BHS 206 Introduction to Behavioral Health Support	Articulate the roles and functions of behavioral health support workers.
	Identify the historical barriers as well as current practices of behavioral healthcare workers.
	Demonstrate the strategies involving policy interventions and advocacy in the practice of behavioral health.
BHS 208 Legal and Ethical Issues	Identify client rights as they relate to treatment and the boundaries regarding treatment plans and interactions between client and provider.
	Describe the ethical, professional standards and boundaries regarding the relationship between client and professional.
	Discuss legal and court issues that are often correlated with mental health concerns such as substance use, custody, domestic violence, and access to care.
	Distinguish between confidentiality and mandated reporting.
BHS 215 Wellness Coaching	Define health and wellness.
	Use the wellness coaching process to change behavior.
	Use effective communication and motivational enhancement skills.
	Describe the importance of teamwork and collaboration as part of the wellness coaching process.
BHS 216 Systems of Care Support	Identify ways to locate and deliver community resources to a diverse client population, employing sensitivity to culture and how the differences in cultural norms relate to how clients seek and receive community resources.
	Explain how community resources are impacted by economics and politics.

	Identify and differentiate the various means tests utilized by a variety of community resources.
	Identify the various roles/importance of community volunteers.
	Describe the goals and functions of various community resources.
BHS 225 Substance Use Disorders	Explain chemical addiction and dependency including the cycle of addiction.
	Define and utilize terminology related to the field of chemical dependency and recovery.
	Identify social and personal factors which influence chemical addiction and dependency and recovery.
	List various types of addictive chemicals and resulting behaviors and indicators of abuse.
BHS 227 Diagnosis of Identified Populations	Explore how licensed mental health make DSM-5 diagnoses and describe the associated assessment tools.
	Describe identified DSM-5 diagnoses and list the diagnostic criteria for each.
	Describe risk and protective factors associated with each of the identified DSM-5 Diagnoses.
	Explore symptom recognition and management.
BHS 229 Conflict Resolution	Define interpersonal conflict, discuss how interpersonal conflicts develop, and discuss theories for managing interpersonal conflicts.
	Define intrapersonal conflicts, discuss how intrapersonal conflicts develop, and discuss theories for managing intrapersonal conflicts.
	Describe the characteristics of a mental health crisis situation and any unique challenges that may be present given different client populations.
	Describe models of crisis intervention and response.
	Demonstrate basic crisis intervention skills including listening, acting, and assessing.
BHS 236 Evidence-Based Treatment	Articulate the role of evidence-based approaches in a behavioral healthcare setting.
	Identify the more commonly used evidence-based approaches used throughout the behavioral healthcare field.

	Demonstrate an understanding of the importance of evidence-based approaches.
	Demonstrate effective written communications in behavioral healthcare practice.
BHS 295 Behavioral Health Support Clinical Practicum I	Demonstrate the skills and competencies of a behavioral health support worker.
	Apply ethical principles to guide practice.
	Use behavior modification, motivational interviewing, and wellness coaching techniques to change client behavior.
	Prepare reports using appropriate documentation and protocols.
BHS 296 Behavioral Health Support Clinical Practicum II	Demonstrate the skills and competencies of a behavioral health support worker.
	Apply ethical principles to guide practice.
	Use behavior modification, motivational interviewing, and wellness coaching techniques to change client behavior.
	Prepare reports using appropriate documentation and protocols.
Program Outcome 2: Evaluate the interconnectedness of the helping fields to include mental healthcare, behavioral healthcare, and human services for the purpose of patient/client-centered advocacy.	
Course	Course Learning Outcome (CLO)
BHS 206 Introduction to Behavioral Health Support	Articulate the roles and functions of behavioral health support workers.
	Identify the historical barriers as well as current practices of behavioral healthcare workers.
	Demonstrate the strategies involving policy interventions and advocacy in the practice of behavioral health.
	Demonstrate effective written communications in behavioral healthcare practice.
BHS 208 Legal and Ethical Issues	Identify client rights as they relate to treatment and the boundaries regarding treatment plans and interactions between client and provider.
	Describe the ethical, professional standards and boundaries regarding the relationship between client and professional.

	Discuss legal and court issues that are often correlated with mental health concerns such as substance use, custody, domestic violence, and access to care.
BHS 215 Wellness Coaching	Define health and wellness.
	Define the eight wellness dimensions and examine the value of the strength's perspective.
	Use effective communication and motivational enhancement skills.
	Discuss health topics with clients.
	Describe the importance of teamwork and collaboration as part of the wellness coaching process.
BHS 216 Systems of Care Support	Apply a referral process to broker community resources from a variety of human service agencies.
	Identify ways to locate and deliver community resources to a diverse client population, employing sensitivity to culture and how the differences in cultural norms relate to how clients seek and receive community resources.
	Explain how community resources are impacted by economics and politics.
	Identify and differentiate the various means tests utilized by a variety of community resources.
	Identify the various roles/importance of community volunteers.
	Describe the goals and functions of various community resources.
	Describe the eligibility requirements of community resources.
BHS 225 Substance Use Disorders	Define and utilize terminology related to the field of chemical dependency and recovery.
	Identify social and personal factors which influence chemical addiction and dependency and recovery.
	Describe various comprehensive substance abuse treatment and rehabilitation models.
	List various types of addictive chemicals and resulting behaviors and indicators of abuse.
	Define intrapersonal conflicts, discuss how intrapersonal conflicts develop, and discuss theories for managing intrapersonal conflicts.

BHS 229 Conflict Resolution	Describe the characteristics of a mental health crisis situation and any unique challenges that may be present given different client populations.
	Describe models of crisis intervention and response.
	Demonstrate basic crisis intervention skills including listening, acting, and assessing.
BHS 236 Evidence-Based Treatment	Articulate the role of evidence-based approaches in a behavioral healthcare setting.
	Identify the more commonly used evidence-based approaches used throughout the behavioral healthcare field.
	Demonstrate an understanding of the importance of evidence-based approaches.
	Demonstrate effective written communications in behavioral healthcare practice.
BHS 295 Behavioral Health Support Clinical Practicum I	Demonstrate the skills and competencies of a behavioral health support worker.
	Prepare reports using appropriate documentation and protocols.
BHS 296 Behavioral Health Support Clinical Practicum II	Demonstrate the skills and competencies of a behavioral health support worker.
	Apply ethical principles to guide practice.
	Prepare reports using appropriate documentation and protocols.
Program Outcome 3: Examine the relationship between behavioral health disorders and mental health disorders along with their risk factors.	
Course	Course Learning Outcome (CLO)
BHS 206 Introduction to Behavioral Health Support	Articulate the roles and functions of behavioral health support workers.
	Identify the historical barriers as well as current practices of behavioral healthcare workers.
	Demonstrate the strategies involving policy interventions and advocacy in the practice of behavioral health.

BHS 208 Legal and Ethical Issues	Identify client rights as they relate to treatment and the boundaries regarding treatment plans and interactions between client and provider.
	Describe the ethical, professional standards and boundaries regarding the relationship between client and professional.
	Discuss legal and court issues that are often correlated with mental health concerns such as substance use, custody, domestic violence, and access to care.
BHS 215 Wellness Coaching	Define health and wellness.
	Define the eight wellness dimensions and examine the value of the strength's perspective.
	Use the wellness coaching process to change behavior.
	Discuss health topics with clients.
BHS 216 Systems of Care Support	Describe the goals and functions of various community resources.
	Describe the eligibility requirements of community resources.
BHS 225 Substance Use Disorders	Explain chemical addiction and dependency including the cycle of addiction.
	Define and utilize terminology related to the field of chemical dependency and recovery.
	Identify social and personal factors which influence chemical addiction and dependency and recovery.
	Describe various comprehensive substance abuse treatment and rehabilitation models.
	List various types of addictive chemicals and resulting behaviors and indicators of abuse.
BHS 227 Diagnosis of Identified Populations	Explore how licensed mental health makes DSM-5 diagnoses and describe the associated assessment tools.
	Describe identified DSM-5 diagnoses and list the diagnostic criteria for each.
	Describe risk and protective factors associated with each of the identified DSM-5 Diagnoses.
	Explore symptom recognition and management.

BHS 229 Conflict Resolution	Define interpersonal conflict, discuss how interpersonal conflicts develop, and discuss theories for managing interpersonal conflicts.
	Define intrapersonal conflicts, discuss how intrapersonal conflicts develop, and discuss theories for managing intrapersonal conflicts.
	Describe the characteristics of a mental health crisis situation and any unique challenges that may be present given different client populations.
	Describe models of crisis intervention and response.
	Demonstrate basic crisis intervention skills including listening, acting, and assessing.
BHS 236 Evidence-Based Treatment	Articulate the role of evidence-based approaches in a behavioral healthcare setting.
	Identify the more commonly used evidence-based approaches used throughout the behavioral healthcare field.
	Demonstrate an understanding of the importance of evidence-based approaches.
	Demonstrate effective written communications in behavioral healthcare practice.
BHS 295 Behavioral Health Support Clinical Practicum I	Demonstrate the skills and competencies of a behavioral health support worker.
	Apply ethical principles to guide practice.
	Use behavior modification, motivational interviewing, and wellness coaching techniques to change client behavior.
	Prepare reports using appropriate documentation and protocols.
BHS 296 Behavioral Health Support Clinical Practicum II	Demonstrate the skills and competencies of a behavioral health support worker.
	Apply ethical principles to guide practice.
	Use behavior modification, motivational interviewing, and wellness coaching techniques to change client behavior.
	Prepare reports using appropriate documentation and protocols.

Program Outcome 4: Implement tailored treatment plans to include appropriate helping responses for individuals in mental health crisis and/or with suicidal ideation to bring about crisis stabilization.

Course	Course Learning Outcome (CLO)
BHS 206 Introduction to Behavioral Health Support	Articulate the roles and functions of behavioral health support workers.
	Identify the historical barriers as well as current practices of behavioral healthcare workers.
	Demonstrate effective written communications in behavioral healthcare practice.
BHS 208 Legal and Ethical Issues	Identify client rights as they relate to treatment and the boundaries regarding treatment plans and interactions between client and provider.
	Distinguish between confidentiality and mandated reporting.
BHS 215 Wellness Coaching	Use effective communication and motivational enhancement skills.
BHS 216 Systems of Care Support	Apply a referral process to broker community resources from a variety of human service agencies.
BHS 225 Substance Use Disorders	Define and utilize terminology related to the field of chemical dependency and recovery.
BHS 236 Evidence-Based Treatment	Demonstrate effective written communications in behavioral healthcare practice.
BHS 295 Behavioral Health Support Clinical Practicum I	Demonstrate the skills and competencies of a behavioral health support worker.
	Prepare reports using appropriate documentation and protocols.
BHS 296 Behavioral Health Support Clinical Practicum II	Demonstrate the skills and competencies of a behavioral health support worker.
	Prepare reports using appropriate documentation and protocols.

Introduction

The processes and artifacts used to generate the data in this report have evolved through careful trial, error, and continuous refinement. These artifacts were intentionally designed to align with industry standards and the specific competencies required in the behavioral health field. Classroom observations and the measurable progress of our students played a significant role in shaping these tools. Additionally, practicum requirements and evaluation methods have been adjusted to ensure they capture authentic student performance more effectively.

This development work has been a collaborative effort involving Three Rivers leadership and community partners, whose input has been invaluable in shaping relevant and meaningful strategies. I deeply appreciate the guidance and support received throughout this process, which has enabled me to create artifacts and systems that produce substantive, authentic, and credible data reflective of our students' learning and readiness for the field.

Program Outcomes Rubric

	I	II	III	IV
Practice culturally sensitive care with the appropriate standards of ethics within the helping fields.	Fails to practice culturally sensitive care with the appropriate standards of ethics within the helping fields.	Attempts to practice culturally sensitive care with the appropriate standards of ethics within the helping fields.	Regularly observes culturally sensitive care with the appropriate standards of ethics within the helping fields.	Practices culturally sensitive care with the appropriate standards of ethics within the helping fields.
Evaluate the interconnectedness of the helping fields to include mental healthcare, behavioral healthcare, and human services for the purpose of patient/client-centered advocacy.	Fails to evaluate the interconnectedness of the helping fields to include mental healthcare, behavioral healthcare, and human services for the purpose of patient/client-centered advocacy.	Attempts to evaluate the interconnectedness of the helping fields to include mental healthcare, behavioral healthcare, and human services for the purpose of patient/client-centered advocacy.	In most situations, evaluates the interconnectedness of the helping fields to include mental healthcare, behavioral healthcare, and human services for the purpose of patient/client-centered advocacy.	Evaluates the interconnectedness of the helping fields to include mental healthcare, behavioral healthcare, and human services for the purpose of patient/client-centered advocacy.
Examine the relationship between behavioral health disorders and mental health disorders along with their risk factors.	Fails to examine the relationship between behavioral health disorders and mental health disorders along with their risk factors.	Attempts to examine the relationship between behavioral health disorders and mental health disorders along with their risk factors.	In most situations, examines the relationship between behavioral health disorders and mental health disorders along with their risk factors.	Examines the relationship between behavioral health disorders and mental health disorders along with their risk factors.
Implement tailored treatment plans to include appropriate helping responses for individuals in mental health crisis and/or with suicidal ideation to bring about crisis stabilization.	Fails to implement tailored treatment plans to include appropriate helping responses for individuals in mental health crisis and/or with suicidal ideation to bring about crisis stabilization.	Attempts to implement tailored treatment plans to include appropriate helping responses for individuals in mental health crisis and/or with suicidal ideation to bring about crisis stabilization.	Regularly implements tailored treatment plans to include appropriate helping responses for individuals in mental health crisis and/or with suicidal ideation to bring about crisis stabilization.	Implements tailored treatment plans to include appropriate helping responses for individuals in mental health crisis and/or with suicidal ideation to bring about crisis stabilization.

Program Outcome 1

Outcome Description: Practice culturally sensitive care with the appropriate standards of ethics within the helping fields.

- BHS 225 & BHS 227: 62.5% of students achieved a score of 3 or better (lowest among all outcomes).
- Clinical Practicum I (Midterm): Improved to 75.0%.
- Clinical Practicum II (Midterm & Final): Reached 100% and 87.5%, respectively.
- Analysis: Students begin with weak performance in ethics and cultural sensitivity but improve significantly in hands-on settings. This indicates a need to reinforce ethical and cultural frameworks earlier in the program.

Results:

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
225	Substance Use Disorders	1	8	0	1 FT	yes
227	Diagnosis of Identified Populations	1	8	0	1 FT	yes
229	Conflict Resolution	1	8	0	1 FT	yes
295	Practicum I	1	8	0	1 FT	yes
296	Practicum II	1	8	0	1 FT	yes

		I	II	III	IV	Total # of Students
BHS 225	#	3	0	0	5	8
	%	37.5%			62.5%	
BHS 227	#	3	0	0	5	8
	%	37.5%			62.5%	
BHS 229	#	2	0	0	6	8
	%	25%			75%	
Fall 2024 BHS 295 Midterm	#	1	1	4	2	8
	%	12.5%	12.5%	50%	25%	
Fall 2024 BHS 295 Final	#	0	0	0	8	8
	%				100%	
Spring 2025 BHS 296 Midterm	#	0	0	1	7	8
	%			12.5%	87.5%	
Spring 2025 BHS 296 Final	#	1	0	2	5	8
	%	12.5%		25%	62.5%	

Analysis: Students show the weakest performance on Outcome 1 early in the program, with only 62.5% meeting expectations in initial courses. However, performance improves significantly in later clinical practicum stages, indicating that applied experiences help students develop cultural sensitivity and ethical skills. This suggests a gap in early instruction or student readiness that needs to be addressed.

Plan to Improve: To strengthen Outcome 1, we will revise early coursework to include more interactive and case-based learning focused on ethics and cultural sensitivity, integrate practical ethical dilemmas sooner, introduce simulated practicum activities early to bridge theory and practice, and provide targeted faculty support to reinforce these concepts from the start.

Program Outcome 2

Outcome Description: Evaluate the interconnectedness of the helping fields to include mental healthcare, behavioral healthcare, and human services for the purpose of patient/client-centered advocacy.

- BHS 225: 75.0% of students achieved proficiency.
- BHS 227: Rose to 87.5%.
- BHS 229 & Clinicals: Consistent performance at 100% and 87.5%.
- Analysis: Students demonstrate strong growth in understanding the interconnected roles within the helping professions. Practical experiences enhance their ability to integrate and apply this knowledge.

Results:

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
225	Substance Use Disorders	1	8	0	1 FT	yes
227	Diagnosis of Identified Populations	1	8	0	1 FT	yes
229	Conflict Resolution	1	8	0	1 FT	yes
295	Practicum I	1	8	0	1 FT	yes
296	Practicum II	1	8	0	1 FT	yes

		I	II	III	IV	Total # of Students
BHS 225	#	2	0	0	6	8
	%	25%			75%	
BHS 227	#	1	0	0	7	8
	%	12.5%			87.5%	
BHS 229	#	0	0	0	8	8
	%				100%	
Fall 2024 BHS 295 Midterm	#	1	1	4	2	8
	%	12.5%	12.5%	50%	25%	
Fall 2024 BHS 295 Final	#	0	0	0	8	8
	%				100%	
Spring 2025 BHS 296 Midterm	#	0	0	1	7	8
	%			12.5%	87.5%	
Spring 2025 BHS 296 Final	#	1	0	2	5	8
	%	12.5%		25%	62.5%	

Analysis: Students show steady growth in understanding how mental health, behavioral health, and human services connect, starting at 75% in early courses and reaching near 100% in clinical practicums. This indicates strong curriculum alignment with real-world practice, though early-stage learning can be further enhanced to boost initial comprehension.

Plan to Improve: To improve Outcome 2, we will enhance early course content with more integrative case studies, increase opportunities for interprofessional collaboration simulations, provide clearer examples of advocacy in action, and engage clinical supervisors in reinforcing this interconnected perspective throughout practicum experiences.

Program Outcome 3

Outcome Description: Examine the relationship between behavioral health disorders and mental health disorders along with their risk factors.

- BHS 225: 75.0%.
- BHS 227: 87.5%.
- BHS 229 & Practica: Mastery achieved in most areas, with 100% performance and final evaluations at 87.5%.
- Analysis: Curriculum effectively supports both theoretical and applied understanding of co-occurring conditions, though initial coursework can be further strengthened.

Results:

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
225	Substance Use Disorders	1	8	0	1 FT	yes
227	Diagnosis of Identified Populations	1	8	0	1 FT	yes
229	Conflict Resolution	1	8	0	1 FT	yes
295	Practicum I	1	8	0	1 FT	yes
296	Practicum II	1	8	0	1 FT	yes

		I	II	III	IV	Total # of Students
BHS 225	#	2	0	0	6	8
	%	25%			75%	
BHS 227	#	1	0	0	7	8
	%	12.5%			87.5%	
BHS 229	#	0	0	0	8	8
	%				100%	
Fall 2024 BHS 295 Midterm	#	1	1	4	2	8
	%	12.5%	12.5%	50%	25%	
Fall 2024 BHS 295 Final	#	0	0	0	8	8
	%				100%	
Spring 2025 BHS 296 Midterm	#	0	0	1	7	8
	%			12.5%	87.5%	
Spring 2025 BHS 296 Final	#	1	0	2	5	8
	%	12.5%		25%	62.5%	

Analysis: Students demonstrate solid understanding of the relationship between substance use and mental health disorders, with initial performance at 75% in early courses improving to 100% mastery in clinical practicum settings. This suggests the curriculum effectively integrates theoretical knowledge with practical application. However, maintaining this high level consistently across all stages remains important.

Plan to Improve: We will strengthen early coursework by incorporating more case-based learning that highlights co-occurring disorders, reinforce applied learning in practicum with focused discussions on risk factors, collaborate with clinical supervisors to ensure consistent

emphasis on this outcome, and provide supplemental resources to deepen students' understanding of complex behavioral health comorbidities.

Program Outcome 4

Outcome Description: Implement tailored treatment plans to include appropriate helping responses for individuals in mental health crisis and/or with suicidal ideation to bring about crisis stabilization.

- BHS 225: 75.0%.
- BHS 227: 87.5%.
- Clinical Practicum I (Midterm): Slight dip to 77.8%.
- All Other Practica: 100% mastery sustained.
- Analysis: Students significantly improve applied crisis response skills during practicum. The slight dip at the first midterm suggests earlier preparation may better support confidence and competence.

Results:

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
225	Substance Use Disorders	1	8	0	1 FT	yes
227	Diagnosis of Identified Populations	1	8	0	1 FT	yes
229	Conflict Resolution	1	8	0	1 FT	yes
295	Practicum I	1	8	0	1 FT	yes
296	Practicum II	1	8	0	1 FT	yes

		I	II	III	IV	Total # of Students
BHS 225	#	2	0	0	6	8
	%	25%			75%	
BHS 227	#	1	0	0	7	8
	%	12.5%			87.5%	
BHS 229	#	0	0	0	8	8
	%				100%	
Fall 2024 BHS 295 Midterm	#	1	1	4	2	8
	%	12.5%	12.5%	50%	25%	
Fall 2024 BHS 295 Final	#	0	0	0	8	8
	%				100%	
Spring 2025 BHS 296 Midterm	#	0	0	1	7	8
	%			12.5%	87.5%	
Spring 2025 BHS 296 Final	#	1	0	2	5	8
	%	12.5%		25%	62.5%	

Analysis: Students start with moderate skills in crisis intervention (75%) but improve to high mastery (up to 100%) through clinical practice. However, there is a small dip in midterm clinical performance, showing some need for better support during that stage.

Plan to Improve: To improve Outcome 4, we will add crisis intervention simulations in early courses, provide extra mentoring before and during practicum midterms, work closely with practicum supervisors to ensure consistent expectations, offer workshops on suicide intervention and crisis response, use reflective assignments to deepen learning, and apply trauma-informed teaching methods.

Assessment Results

This report summarizes student performance across four Program Learning Outcomes (PLOs) in the Behavioral Health Support program. Data was drawn from key BHS courses and clinical practicum experiences. The purpose is to evaluate the effectiveness of the curriculum and identify strengths and areas for improvement.

Assessment Results by Outcome

Outcome 1: Culturally Sensitive and Ethical Care

- BHS 225 & BHS 227: 62.5% of students achieved a score of 3 or better (lowest among all outcomes).
- Clinical Practicum I (Midterm): Improved to 75.0%.
- Clinical Practicum II (Midterm & Final): Reached 100% and 87.5%, respectively.
- Analysis: Students begin with weak performance in ethics and cultural sensitivity but improve significantly in hands-on settings. This indicates a need to reinforce ethical and cultural frameworks earlier in the program.

Outcome 2: Interconnectedness of Helping Fields

- BHS 225: 75.0% of students achieved proficiency.
- BHS 227: Rose to 87.5%.
- BHS 229 & Clinicals: Consistent performance at 100% and 87.5%.
- Analysis: Students demonstrate strong growth in understanding the interconnected roles within the helping professions. Practical experiences enhance their ability to integrate and apply this knowledge.

Outcome 3: Relationship Between Substance Use and Mental Health

- BHS 225: 75.0%.
- BHS 227: 87.5%.
- BHS 229 & Practica: Mastery achieved in most areas, with 100% performance and final evaluations at 87.5%.
- Analysis: Curriculum effectively supports both theoretical and applied understanding of co-occurring conditions, though initial coursework can be further strengthened.

Outcome 4: Crisis Response and Suicide Intervention

- BHS 225: 75.0%.
- BHS 227: 87.5%.
- Clinical Practicum I (Midterm): Slight dip to 77.8%.
- All Other Practica: 100% mastery sustained.
- Analysis: Students significantly improve applied crisis response skills during practicum. The slight dip at the first midterm suggests earlier preparation may better support confidence and competence.

Summary of Trends and Implications

- Strongest Area: Practicum II (Midterm) – 100% mastery across all outcomes.
- Weakest Area: Outcome 1 in early coursework (BHS 225 and 227).
- General Pattern: Students show progressive improvement across outcomes, with hands-on, experiential learning driving the most significant gains.
- Conclusion: While clinical practice effectively reinforces learning, the early program curriculum particularly in ethics and cultural sensitivity requires enhancement for more consistent student success.

Analysis

This analysis evaluates student performance data across all program-level outcomes and examines the impact of instructional modality changes on student learning, engagement, and overall program effectiveness. Findings support the strategic decision to return core courses to a face-to-face format.

Assessment Data Summary

Across the four program-level Student Learning Outcomes (SLOs), the following performance trends emerged:

- Outcome 1 (Ethical & Culturally Sensitive Care) showed the lowest rates of student success in early coursework (62.5% in BHS 225 and 227), with improvement during clinical practicums.
- Outcomes 2–4 demonstrated gradual and consistent growth, reaching 87.5%–100% mastery in practicum courses.
- Practicum II (Midterm) had 100% success across all outcomes, indicating the effectiveness of experiential learning environments.

Key Observation: Students begin with weaker performance in theory-heavy, online courses and steadily improve in clinical, hands-on settings. This pattern suggests a disconnect between theoretical instruction in the online modality and applied practice expectations.

Use of Results for Improvement

The analysis of Student Learning Outcomes (SLOs) across the Behavioral Health Support (BHS) Program has led to several targeted actions aimed at strengthening early instruction, improving student engagement, and better aligning curriculum delivery with student needs.

Instructional Modality Adjustments

- Based on consistently lower performance in early theoretical courses (e.g., 62.5% achievement in Outcome 1 for BHS 225 and BHS 227), the program will transition key foundational courses back to face-to-face delivery beginning Spring 2026.
- Courses returning to in-person format: BHS 206, BHS 225, BHS 227, BHS 229, BHS 235.
- These changes aim to enhance relational learning, support trauma-impacted students, and foster greater faculty-student connection early in the program.

Curricular Enhancements

- Outcome 1 (Ethics and Cultural Sensitivity) will be prioritized in curriculum revisions, with plans to:
 - Integrate case-based ethical dilemmas earlier in coursework.
 - Introduce simulated scenarios in foundational classes to better prepare students for clinical settings.
- Lesson planning for these courses will be re-evaluated to ensure alignment with learning artifacts and performance expectations.

Increased Early Application of Theory

- To bridge the theory-practice gap sooner, the program will be incorporated:
 - Simulated practicum activities in early courses.

- Reflective journaling and peer discussion to build ethical reasoning and cultural humility.

Continuous Monitoring and Feedback

- Ongoing assessment of SLOs will include both qualitative (student feedback, engagement tracking) and quantitative (3-or-better metrics) measures.
- Faculty will document and review lesson plan changes and their impact on student learning outcomes each semester.

Program-Level Review

- The Program Handbook will be evaluated for its clarity and effectiveness in preparing students for expectations, especially in ethics, crisis response, and practicum planning and will be used to revise the handbook and improve orientation practices.

These use-of-results initiatives are designed to increase early success rates, particularly in culturally sensitive care and crisis response, while also strengthening long-term retention and workforce readiness across the program.

Timeline for Changes

Phase 1: Planning & Preparation

January–May 2026

- Finalize curriculum updates for BHS 206, 225, 227, 229, and 235, incorporating more applied learning and ethical practice scenarios.

- Redesign syllabi and lesson plans to support face-to-face delivery.
- Faculty will provide development on trauma-informed teaching, culturally responsive pedagogy, and experiential learning.
- Communicate changes to students, advisors, and practicum sites.
- Collect final feedback on BHS Program Handbook for revision.

Phase 2: Implementation Launch

January 2026 (Spring Semester)

- Begin in-person instruction for BHS 206.
- Integrate new assignments and simulations tied to early SLO development, especially Outcomes 1 and 4.
- Begin embedded formative assessments and reflective activities to measure ethical reasoning and practical readiness.
- Launch revised BHS Program Handbook and orientation materials.

August 2026 (Fall Semester)

- Begin in-person instruction for BHS 225, 227, and 229.

January 2027 (Spring Semester)

- Begin in-person instruction for 235.

Phase 3: Monitoring & Evaluation

January 2026 – May 2027

- Collect mid-year student performance data (Fall 2026 outcomes).
- Survey faculty and students on the effectiveness of face-to-face transition and revised lesson plans.

- Analyze early improvements in SLO achievement, especially in BHS 225 and 227.

Phase 4: Adjustments & Scaling

Summer 2027

- Revise course materials based on feedback and assessment results.
- Identify opportunities to expand interactive practices in other courses.
- Prepare reports for institutional review, accrediting bodies, and program stakeholders.

Additional Summary Notes

Anomalies in the results that were noticed:

Outcome 1 Underperformance Despite Consistency Across Courses:

- BHS 225 and 227 both showed only 62.5% of students achieving a score of 3 or better on Outcome 1 (Culturally Sensitive and Ethical Care), which was significantly lower than all other outcomes.
- This trend persisted despite improvements in clinical courses, suggesting a possible instructional or modality issue rather than a content-specific gap.

Were there any patterns in the data observed?

Dip in Clinical Practicum I (Midterm) – Outcome 4:

- While most clinical performance improved over time, Outcome 4 (Crisis Response & Suicide Intervention) showed a slight drop to 77.8% at the Clinical Practicum I Midterm.
- This dip is inconsistent with the overall upward trend and may reflect a need for better preparatory instruction prior to practicum.

High Mastery in Practicum II Regardless of Early Performance:

- Across all outcomes, students consistently achieved 100% mastery at the Practicum II Midterm, even in areas where earlier coursework showed poor performance.

- This rapid improvement suggests strong applied learning experiences but may also indicate that earlier assessments are not adequately capturing student growth potential or readiness.

Lack of Gradual Improvement in Outcome 1:

Unlike other outcomes, Outcome 1 showed a dramatic jump from 62.5% in early courses to 100% in Practicum II without steady progression, highlighting a potential disconnect between theory and application in ethics and cultural sensitivity instruction.

Consistent Improvement Over Time:

Across all outcomes, students show steady growth in mastery from foundational courses (BHS 225, 227) through to clinical practicum courses, peaking during Practicum II.

Strong Mastery of Interconnectedness and Substance Use Relationships (Outcomes 2 & 3):

Students display relatively strong understanding of the interconnectedness of behavioral health fields and the relationship between substance use and mental health, with early proficiency around 75% rising to nearly 100% in clinical phases.

Practical Experience Drives Competency Gains:

Clinical practicum courses (both midterm and final) consistently show higher percentages of students meeting or exceeding outcome benchmarks, indicating that hands-on, applied learning significantly enhances student skills and knowledge retention.

Minor Fluctuations in Crisis Response (Outcome 4):

While overall improving, there is a slight dip during Clinical Practicum I Midterm for Outcome 4,

which may indicate areas where additional support or earlier exposure is needed for crisis intervention and suicide prevention competencies.

Addendum

Program Name: Behavioral Health Support

(1) Identify any changes (Curriculum, modality, textbook, learning resources, etc.) made to your program in the prior year(s) that may have impacted Student Learning Outcomes results (positively or negatively) in the current SLO report. (Use as many pages as necessary to describe.)

Overall, while curriculum enhancements and QM alignment have improved course structure and content delivery, the shift to a fully online modality has contributed to negative impacts on early student performance, engagement, and practicum readiness. The unique needs of the BHS student population, including trauma histories and the requirement for strong faculty relationships, have not been fully met through online delivery. These factors likely underline some of the lower outcomes observed, particularly in foundational courses and ethical competency.1. Transition to Fully Online Modality.

Transition to Fully Online Modality

Impact on Student Learning Outcomes:

- Lower Early Course Performance (BHS 225 & BHS 227):

The fully online format coincides with notably lower percentages of students meeting proficiency in foundational outcomes, especially Outcome 1 (culturally sensitive and ethical care), where only 62.5% achieved a score of 3 or better. This suggests that students may struggle with engagement and comprehension when critical concepts are

introduced without the direct support and interactive environment of face-to-face instruction.

- Improvement in Practicum Performance:

Despite early challenges, students demonstrate strong mastery during practicum phases (midterm and final), with proficiency rates climbing to 100% for some outcomes. This pattern indicates that practical, hands-on learning experiences, which provide relational and real-time feedback, effectively reinforce and deepen students' knowledge and skills.

- Reduced Faculty-Student Connection and Its Effects:

The loss of consistent faculty engagement in online settings has led to decreased student accountability, motivation, and interaction. This is evidenced by delays in practicum placements and lower retention rates, which indirectly impact student learning outcomes by limiting opportunities for application and skill development.

Impact on Program Outputs:

- Enrollment and Retention:

There has been a noticeable decline in student retention and program completion rates since the shift online, which aligns with the observed decreases in engagement and academic success early in the curriculum.

- Practicum Readiness and Professional Preparation:

Difficulties with practicum placement processes suggest reduced readiness for fieldwork, which may impact graduation timelines and post-program employment success.

- State Designation Risks:

The combination of these factors poses a risk to the program's standing with regulatory bodies, which require evidence of student success and effective workforce preparation.

Curriculum and Instructional Changes

Impact on Student Learning Outcomes:

- Increased Use of Case-Based Learning and Simulations:

These enhancements align with improved student performance in clinical practicum courses, indicating that applied learning approaches strengthen comprehension and practical skills in real-world settings.

- Updated Textbooks and Resources:

Current and relevant materials support students' understanding of behavioral health disorders and crisis intervention, contributing to steady improvements across Outcomes 2, 3, and 4.

- Revised Program Handbook:

Clearer expectations and structured guidance may help improve student preparedness and accountability, particularly in practicum phases, but ongoing feedback and adjustments are necessary to optimize its effectiveness.

Impact on Program Outputs:

- Graduation and Certification Rates:

The emphasis on applied learning and professional preparation supports higher completion rates and readiness for certification or employment in the behavioral health field.

- Student Satisfaction and Engagement:

Improvements in course content relevance and clarity contribute to positive student experiences, though engagement may still be hampered by modality challenges.

Online Learning Consortium (OLC)

Impact on Student Learning Outcomes:

- Course Structure and Clarity:

OLC alignment enhances course design, making learning objectives clearer and improving content organization. This supports student comprehension, particularly in online courses, but may not fully compensate for the need for relational support.

- Assessment Quality:

Improved assessments align better with learning outcomes, helping to more accurately gauge student mastery across the curriculum.

Impact on Program Outputs:

- Retention and Persistence:

While better course design can reduce confusion and frustration, it may have limited impact on retention if students lack interpersonal support and motivation, especially in a trauma-impacted population.

Challenges Attributed to Online Modality

The shift to a fully online format while well-intentioned for flexibility has resulted in unanticipated negative outcomes:

Decline in Student Performance and Readiness:

- Lower outcome achievement in key early courses (notably BHS 225 & 227).
- Struggles with ethics, cultural sensitivity, and early clinical preparedness.

Decreased Engagement and Accountability:

- Students are less communicative, less proactive, and slower to complete practicum readiness tasks (e.g., applications, interviews).

Barriers to Learning for Trauma-Impacted Students:

- Online format hinders executive functioning and memory retention critical areas for students with lived experience in behavioral health systems or criminal justice.

Reduced Faculty-Student Connection:

- Loss of in-person support, feedback, and intervention has weakened student outcomes and program cohesion.

Rationale for Reinstating Face-to-Face Instruction

Based on the data and lived realities of our student population, the following courses are proposed to return to an in-person modality:

- BHS 206: Helping Skills
- BHS 225: Substance Use Disorders
- BHS 227: Diagnosis of Identified Populations
- BHS 229: Conflict Resolution
- BHS 235: Systems of Care

These foundational and practice-based courses are essential for building interpersonal skills, ethical reasoning, and real-world readiness, all of which are best cultivated in a face-to-face environment.

Alignment with Student Learning Outcomes

Returning key courses to in-person delivery directly addresses weaknesses observed in early outcome achievement, particularly for:

- Outcome 1 (Ethics & Cultural Sensitivity): Early in-person engagement will allow instructors to model and assess these competencies in real time.
- Outcome 4 (Crisis and Suicide Intervention): Face-to-face instruction allows for simulated practice and immediate feedback, essential for developing crisis response confidence.

Additionally, the hybrid model maintains flexibility by allowing more content-heavy, less interpersonal courses to remain online, preserving access for working and rural students.

Conclusion and Forward Plan

Returning to a hybrid instructional model is not a reversal but an evolution. One that centers the needs of a complex student population and strengthens the integrity of the BHS Program.

Next Steps:

- Spring 2026: Transition BHS 206 back to face-to-face instruction.
- Fall 2026: Transition BHS 225, 227, and 229, back to face-to-face instruction.
- Spring 2027: Transition BHS 235 back to face-to-face instruction.
- Monitor student performance and engagement data to assess impact.
- Provide faculty development on trauma-informed, relationship-centered pedagogy.

(2) Explain how each of the changes listed above in section (1) have impacted current results or program outputs. (Output data reflect the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.)

This course correction positions the BHS Program to better serve students, meet workforce expectations, and maintain regulatory standards while honoring the lived experiences and learning needs of future behavioral health professionals.



THREE RIVERS COLLEGE

Early Childhood Development

Program Level SLO Report

Heather Cornman – Program Manager

Reporting Year 2024 - 25

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. **Child Development and Learning in Context-** Early childhood educators are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains; they understand each child as an individual with unique developmental variations and children learn and develop within relationships that includes families, cultures, languages, communities, and society.
2. **Family–Teacher Partnerships and Community Connections-** Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve and their communities. They know about, understand and value diversity in families; using this knowledge to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning.

3. **Child Observation, Documentation, and Assessment-** Early childhood educators understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They know how to use observation, documentation, and other appropriate assessment approaches and tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child.
4. **Developmentally, Culturally, and Linguistically Appropriate Teaching Practices-** Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occurs.
5. **Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum-** Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline.
6. **Professionalism as an Early Childhood Educator-** Early childhood educators identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession.

Curriculum Mapping

Early Childhood Development: Program Outcomes Mapping

Program Outcome 1: Child Development and Learning in Context	
Course	Course Learning Outcome (CLO)
ECD 126: Health, Safety, and Nutrition	Demonstrate how to create and maintain safe learning environments. (CLO 2)
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)
ECD 209: CDA Competency	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)
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 2: Family–Teacher Partnerships and Community Connections	
Course	Course Learning Outcome (CLO)
ECD 209: CDA Competency	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)
ECD 295: Early Childhood Practicum I	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
ECD 296: Early Childhood Practicum II	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
Program Outcome 3: Child Observation, Documentation, and Assessment	
Course	Course Learning Outcome
ECD 237: Early Childhood Development Lab	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)
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: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	
Course	Course Learning Outcome (CLO)
ECD 126: Health, Safety, and Nutrition	Demonstrate how to create and maintain safe learning environments. (CLO 2)
ECD 202: Survey of Early Childhood Development	Employ the components of high-quality early childhood education in curriculum development (CLO 3)
ECD 209: CDA Competency	Examine how to ensure a well-run, purposeful program that is responsive to participant needs (CLO 5)
ECD 235: Special Children	Demonstrate how to plan an environment for inclusion of all children. (CLO 3)

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)
Program Outcome 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	
Course	Course Learning Outcome (CLO)
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)
ECD 296: Early Childhood Practicum II	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
Program Outcome 6: Professionalism as an Early Childhood Educator	
Course	Course Learning Outcome (CLO)
ECD 202: Survey of Early Childhood Development	Apply knowledge of the role as a professional in the early childhood field. (CLO 6)
ECD 209: CDA Competency	Practice maintaining a commitment to professionalism. (CLO 6)
ECD 295: Early Childhood Practicum I	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
ECD 296: Early Childhood Practicum II	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)

Introduction

The Early Childhood Development Program's Student Learning Outcomes are measured by the NAEYC (National Association for the Education of Young Children) national standards. It is the goal of the NAEYC to provide standards to ensure young children, birth through age 8, have equitable access to high-quality care and learning environments.

Program rubrics have been developed based on these standards. There are six core standards that describe the concepts and standards early childhood professionals are to implement to provide quality early education.

Artifacts used to measure the program outcomes are from the following courses encompassed in the AAS Early Childhood Development Program:

- ECD 209- CDA Competency
- ECD 237-Early Childhood Development Lab
- ECD 247-Early Childhood Curriculum
- ECD 296-Early Childhood Practicum II

Program Outcomes Rubric

Competency Areas	I	II	III	IV
Child Development and Learning in Context	Demonstrates little understanding of developmental domains or how relationships, families, and culture influence development.	Shows partial knowledge of developmental domains and some awareness of family/cultural context, but application is limited.	Demonstrates solid knowledge of child development across domains; recognizes individual variations and incorporates family/cultural context into practice.	Demonstrates comprehensive knowledge of all developmental domains, consistently integrates individual differences, and deeply embeds family, cultural, language, and community contexts into practice.
Family–Teacher Partnerships and Community Connections	Shows minimal awareness of family diversity or the importance of partnerships; limited or no family engagement strategies.	Recognizes family diversity; engages families in limited ways that are not always reciprocal or respectful.	Demonstrates respect for diverse families; engages in responsive, reciprocal partnerships and makes some connections with community resources.	Consistently creates respectful, responsive, and reciprocal relationships with diverse families; actively engages families as partners and builds strong community connections.
Child Observation, Documentation, and Assessment	Rarely uses observation or documentation; assessment practices may be inappropriate or inconsistent with children’s needs.	Uses some observation and assessment tools but inconsistently; practices show partial alignment with developmental, cultural, or linguistic appropriateness.	Regularly uses observation and documentation to guide instruction; assessment practices are developmentally, culturally, and linguistically appropriate.	Consistently implements teaching practices that are developmentally, culturally, and linguistically appropriate, tailoring instruction to meet diverse needs across settings and ages.
Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Relies primarily on teacher-directed methods with little adaptation for children’s ages, abilities, or cultural/linguistic backgrounds.	Provides some developmentally appropriate practices; adaptations for culture, language, or ability are limited or inconsistent.	Frequently uses developmentally, culturally, and linguistically appropriate practices; instruction is responsive to children’s characteristics and settings.	Consistently links child development knowledge to curriculum, environment, and assessment in ways that support the whole child.

Knowledge, Application, and Integration of Academic Content in the Curriculum	Demonstrates little knowledge of academic content areas or uses inappropriate instructional approaches.	Shows partial knowledge of content areas; integration into curriculum is inconsistent or superficial.	Demonstrates solid knowledge of multiple content areas and applies appropriate pedagogical methods to integrate them into the curriculum.	Demonstrates deep knowledge of academic content across disciplines and consistently integrates developmentally appropriate, engaging, and interdisciplinary learning experiences.
Professionalism as an Early Childhood Educator	Shows limited professional identity or awareness of the ECE profession; rarely engages in advocacy or professional growth.	Demonstrates some professional identity; participates in limited professional development or advocacy efforts.	Identifies as a member of the profession; engages in professional growth and serves as an advocate for children and families.	Strongly identifies as a professional; consistently engages in advocacy, demonstrates leadership, and contributes to advancing the early childhood field.

Program Outcome # 1

Child Development and Learning in Context

Early childhood educators are grounded in an understanding of the developmental period of early childhood from birth through age eight across developmental domains; they understand each child as an individual with unique developmental variations and children learn and develop within relationships that includes families, cultures, languages, communities, and society.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 247	Early Childhood Curriculum	1	18	0	1	Yes Fall only course
ECD 296	Early Childhood Practicum II	1	15	0	1	Yes Spring only course

		I	II	III	IV	Total # of Students
ECD 247	#	0	1	3	14	18
	%		5%	17%	78%	100%
ECD 296	#	0	0	0	15	15
	%				100%	100%

Assessment Results

This outcome was assessed using the environmental plan piece of the lesson plan assignment from ECD 247-Early Childhood Curriculum. Students are required to develop a lesson plan that includes learning areas along with materials and activities, taking into consideration culture and families.

Students develop a lesson plan in the Fall semester. Then they are required to implement this lesson plan during their practicum (ECD 296) and complete an evaluation of the

process. The evaluations revealed that students observed differences between creating the lesson plan for the assignment and its actual implementation. Most students stated the difference in planning and implementation was keeping the children's interest due to length of activities. With 95% (n=16) of students scoring at Level III or above, this demonstrates their knowledge of all developmental areas, along with being able to integrate individual differences, and embedding family, cultural, language, and community contexts into practice.

Analysis

Students scoring at Level III and IV created learning experiences that were appropriate, met the learning objectives, and were inclusive for all children. The experiences were developmentally appropriate regarding play, guided play, and direct instruction. The results from the 2024–25 academic year show an increase from 70% in the previous year to 95%. The results suggest that students are engaging more effectively with course content and meeting learning outcomes at a higher level. The 25% increase also indicates that changes such as enhanced instructional materials, targeted faculty guidance, or improved student resources have been successful in addressing prior challenges.

Use of Results for Improvement

This increase provides evidence that the program is moving in the right direction toward continuous improvement. This assessment will continue to be used.

Timeline for Changes

N/A

Program Outcome # 2

Family–Teacher Partnerships and Community Connections

Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve and their communities. They know about, understand and value diversity in families, using this knowledge to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 247	Early Childhood Curriculum	1	18	0	1	Yes Fall only course

		I	II	III	IV	Total # of Students
ECD 247	#	0	3	5	10	18
	%		17%	28%	55%	100%

Assessment Results

This outcome was assessed using the family engagement piece of the lesson plan assignment from ECD 247-Early Childhood Curriculum. Students are required to provide an opportunity for parents to be actively involved in their child’s learning. This activity is to be an extension of learning for the child based on the learning objectives planned in the lesson.

Analysis

Results show that out of 18 students, the majority (55%) performed at Level IV, demonstrating strong mastery in creating meaningful family engagement opportunities. With 28% performing at Level III, this reflected solid progress in their ability to extend learning into the home environment. Overall, 83% of students achieved Level III or higher, reflecting effective instructional strategies and a strong understanding of family engagement as an essential component of early childhood education. The smaller group of students (17%) at Level II indicates a need for additional support to strengthen connections between classroom learning and family involvement

Use of Results for Improvement

There was a 13% improvement from last year, with fewer students scoring at Level II and more students demonstrating higher levels of achievement. This indicates that the additional instructional strategies provided throughout the last few academic years have assisted students in understanding the connection between family engagement and children's development. The lesson plan will continue to be used to assess family engagement. There is a plan to create a new Family and Community course which would deepen the understanding of the connection between family-teacher partnerships and community.

Timeline for Changes

November 2025

- Create course title and learning objectives
- Choose textbook
- Present to Division Chair
- Meet with IE about course development and learning objectives
- Request master shell be created on Blackboard

December 2025- March 2026

- Outline modules
- Create Course Content
- Develop Lecture Materials: slides, readings, videos
- Design Assignments aligned with learning objectives.
- Create Assessments: quizzes, exams, or other assessment tools to measure student understanding.
- Develop master syllabus

April 2026

- Begin building course content in master shell
- Conduct Self-review
- Send course to DLS for review

May 2026

- Make revisions based on review feedback

August-September 2026

- Complete curriculum process to obtain approval
- Present new course for addition to 27FA academic schedule

Program Outcome # 3

Child Observation, Documentation, and Assessment

Early childhood educators understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They know how to use observation, documentation, and other appropriate assessment approaches and tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 296	Early Childhood Practicum II	1	15	0	1	Yes Spring only course

		I	II	III	IV	Total # of Students
ECD 296	#	0	1	5	9	15
	%		7%	33%	60%	100%

Assessment Results

This outcome was assessed using the Child Case Study conducted by students in Early Childhood Practicum. The case study requires students to observe one child throughout the semester, integrating course content with hands-on experience to deepen their understanding of child development theory and the multiple influences on a child's development. As part of the project, students reflected on the benefits of developmental observation to demonstrate their understanding of the importance of assessment in tracking children's growth and learning, as well as the use of tools to measure development.

Students were assessed to the extent to which they discussed the child's development and applied their findings to create child outcomes.

Results show 93% of students achieved Level III or above, reflecting effective instruction and strong student performance in linking observation to developmental theory and practice.

Analysis

The results show that out of 15 students, 60% (n=9) scored at Level IV, demonstrating strong mastery of connecting child observation to developmental outcomes. Another 33% (n=5) scored at Level III, showing solid understanding with room for further depth. Only 7% (n=1) of students were at Level II, indicating limited application of assessment knowledge.

Use of Results for Improvement

To continue strengthening this outcome, instructional strategies will continue to focus on providing modeling and practice with assessment tools in the practicum experience. The case study rubric will be reviewed for emphasis on the importance of translating observations into meaningful outcomes for children's learning and development. These adjustments are intended to ensure that all students move toward higher levels of performance, further enhancing their ability to use assessment as a tool for understanding and supporting children's development in professional practice.

There was an increase in students scoring at lower levels compared to last year. This suggests a need to reinforce how developmental knowledge is applied to curriculum, environment, and assessment.

Timeline for Changes

Rubric review will happen in Fall 2025 before the beginning of Spring 2026 when the practicum course is offered again.

Program Outcome # 4

Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 296	Early Childhood Practicum II	1	15	0	1	Yes Spring only course

		I	II	III	IV	Total # of Students
ECD 296	#	3	2	4	6	15
	%	20%	13%	27%	40%	100%

Assessment Results

This outcome is assessed with the Child Case Study students conducted in Early Childhood Practicum. It is an in-depth case study on one child 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 observations to utilize collected information in the case study. They are also required to include family, community, and cultural information. Results showed 67% of students performed at Level III or above, suggesting that most students are meeting expectations, but there is room for improvement to move more learners into higher levels of performance.

Analysis

The rubric for this assignment emphasized the ability to consistently link child development knowledge to curriculum, environment, and assessment in ways that support the whole child. Based on these criteria, the results show that out of 15 students, 40% (n=6) scored at Level IV, demonstrating strong mastery in making these connections. 27% (n=4) of students scored at Level III, showing proficiency but with areas for further depth and consistency. Meanwhile, 13% (n=2) scored at Level II and 20% (n=3) at Level I, indicating challenges in fully applying developmental knowledge or integrating environmental and family influences into their case study observations.

Use of Results for Improvement

The Child Case Study will continue to be used to assess PO #4. But the creation of the Family and Community course will also strengthen the connection of the importance of families and their cultures in supporting the whole child.

Timeline for Changes

Same as PO #2

Program Outcome # 5

Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 247	Early Childhood Curriculum	1	17	0	1	Yes *Fall only course

		I	II	III	IV	Total # of Students
ECD 247	#	0	2	4	11	17
	%		12%	23%	65%	100%

Assessment Results

Assessed by activity plans developed by students in Early Childhood Curriculum. Students plan learning activities for each curriculum area studied in coursework and reading materials. They are required to create learning objectives related to Missouri Early Learning Standards. They will discuss the procedure, guidance, and assessment strategies for the planned learning experience. Each student creates 11 activity plans over the semester, with the math plan being used to evaluate their performance.

Overall, 88% of students performed at Level III or IV, demonstrating strong performance and successful integration of academic content with developmentally appropriate practice, while a small group of students will benefit from additional instructional support in

strengthening interdisciplinary links and engaging learning strategies. This shows that most students are successfully able to connect Missouri Early Learning Standards with planned learning activities that are both developmentally appropriate and engaging.

Analysis

Results from 17 students show that 65% (n=11) scored at Level IV, consistently meeting expectations by showing their ability in aligning the math activity plans with the Missouri Early Learning Standards as well as developing clear, measurable learning objectives, well-detailed procedures, guidance strategies, and assessments that met or exceeded expectations.

Additionally, 23% (n=4) scored at Level III, demonstrating proficiency but needing to increase connection between learning objectives and assessment. 12% (n=2) scored at Level II, indicating limited ability to integrate content knowledge or apply developmentally appropriate practices effectively.

Use of Results for Improvement

These results correlate with the 88% of students who scored at Level III or above in the 2023-24 academic year. The math activity plan will continue to be used for assessment.

Timeline for Changes

N/A

Program Outcome # 6

Professionalism as an Early Childhood Educator

Early childhood educators identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 209	CDA Competency	2	10	0	1	Yes
ECD 295	Early Childhood Practicum I	1	17	0	1	Yes, Spring Only course

		I	II	III	IV	Total # of Students
ECD 209	#	0	2	2	6	10
	%		20%	20%	60%	100%
ECD 295	#	0	0	2	6	8
	%			25%	75%	100%

Assessment Results

The assessment used for PO #6 is a Philosophy Statement written by students. Both courses require students to develop a teaching philosophy that outlines their beliefs and approach as an educator. A piece of the statement is to demonstrate through their writing their commitment to ethical and professional practices. Educational theories and practices also are to be discussed which guide the student's approach to the education and care of young children, explaining how they influence teaching methods and classroom environment.

Combined, 89% of students scored at Level III or above, suggesting that most students were able to clearly communicate a professional philosophy aligned with developmentally appropriate practice and early childhood principles.

Analysis

Two groups of students were assessed using the same criteria. In the first group of 10 students, 60% (n=6) scored at Level IV, 20% (n=2) at Level III, and 20% (n=2) at Level II. In the second group of 8 students, 75% (n=6) scored at Level IV and 25% (n=2) at Level III.

The combined results show that 67% (n=12) of students achieved Level IV, demonstrating mastery in articulating a professional philosophy that reflects deep understanding of child development and effective educational practices. 22% (n=4) scored at Level III, showing proficiency with minor areas for improvement in connecting theory to practice. Only 11% (n=2) scored at Level II, indicating a developing ability to link educational beliefs with evidence-based early childhood practices. No students scored at Level I, showing that all participants demonstrated at least foundational understanding.

Use of Results for Improvement

There has been a slight increase (1%) in performance from last year. The consistency in high performance reflects steady progress in students' ability to articulate professional philosophies that demonstrate developmentally appropriate practice and alignment with early childhood standards. The Philosophy Statement will continue to be used for assessment.

Timeline for Changes

N/A

Additional Summary Notes

Anomalies in the results that were noticed:

None noted.

Were there any patterns in the data observed?

When comparing results from the 2023-24 report, the data show that as the number of students increased, overall performance became more distributed across levels. Last year, all students (100%) achieved proficiency or mastery at Levels III and IV. This year, 67% of students reached those levels, while 33% fell into Levels I and II, indicating a need for stronger support in applying developmental theory to practice. Despite the dip in higher-level performance, the majority of students are still meeting or approaching expectations, and the program has identified specific instructional strategies to reinforce consistent links between child development knowledge, curriculum, and assessment practices.

Addendum

Program Name:

(1) Identify any changes (Curriculum, modality, textbook, learning resources, etc.) made to your program in the prior year(s) that may have impacted Student Learning Outcomes results (positively or negatively) in the current SLO report. (Use as many pages as necessary to describe.)

There have not been any major changes to the program or curriculum in the past few years. The course sequence, learning outcomes, and core assignments have remained consistent. While instructional delivery and assignment structure have remained stable, minor updates have been made to enhance clarity in rubrics and improve assignment guidance.

Explain how each of the changes listed above in section (1) have impacted current results or program outputs. (*Output data reflect the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)

The stability discussed has allowed for accurate comparison of student learning trends across years while still supporting ongoing quality improvement within the program.



THREE RIVERS COLLEGE

Fire Science

Program Level SLO Report

Tami Cunningham– Program Manager

2024-25

Program Purpose Statement

Fire Science Program students will demonstrate the knowledge, skills, and competencies required to effectively prevent, respond to, and manage fire-related emergencies in various environments. They will possess a thorough understanding of fire behavior, suppression techniques, and emergency medical services, while adhering to best practices in safety, regulatory compliance, and community service. Students will exhibit strong teamwork, communication, and critical thinking skills, enabling them to collaborate effectively within diverse teams and make informed decisions in high-pressure situations.

Program Outcomes (Effective Fall 2025)

The current outcomes presented reflect the most recent data rather than using past outcomes, due to the review not being conducted during the period multiple managers.

1. **Fire Behavior and Dynamics:** Demonstrate an understanding of fire behavior, including combustion principles, heat transfer, and the impact of various fuels on fire growth and spread.
2. **Firefighting Tactics and Strategies:** Apply appropriate firefighting tactics and strategies in response to various emergency scenarios, including structure fires, wildfires, and hazardous materials incidents.
3. **Physical Fitness and Skills Proficiency:** Exhibit the physical fitness levels and technical skills necessary for effectively performing firefighting duties, including operating firefighting equipment and performing rescue operations.
4. **Emergency Medical Response:** Provide basic emergency medical care, demonstrating knowledge of first aid, CPR, and emergency medical protocols in life-threatening situations.
5. **Incident Command and Management:** Understand and apply the principles of incident command systems, including coordination with other emergency services and effective communication during emergency operations.
6. **Safety and Risk Management:** Assess and mitigate risks associated with firefighting operations, emphasizing personal safety, team safety, and the safety of the public.
7. **Community Engagement and Education:** Develop strategies for community outreach and fire prevention education, promoting public awareness of fire safety and emergency preparedness.
8. **Legal and Ethical Standards:** Recognize and adhere to legal and ethical standards governing firefighting practices and emergency response, including compliance with local, state, and federal regulations.

Curriculum Mapping

Fire Science: Program Outcomes Mapping

Program Outcome 1: Fire Behavior and Dynamics: Demonstrate an understanding of fire behavior, including combustion principles, heat transfer, and the impact of various fuels on fire growth and spread.	
Course	Course Learning Outcome (CLO)
FIRE 118 Hazmat Awareness and Operations	Identify and classify different types of hazardous materials, including their properties, risks, and potential impacts on health and the environment, to enhance emergency preparedness and response. (CLO 1)
FIRE 127 Firefighter I	Understand Fire Dynamics: Demonstrate a comprehensive understanding of fire behavior, including the chemistry of combustion and the factors influencing fire spread and extinguishment. (CLO 1)
FIRE 128 Firefighter II	Fire Prevention Strategies: Analyze and evaluate fire prevention strategies and community education programs, promoting fire safety awareness to reduce risks in the community. (CLO 4)
	Assessment and Evaluation: Conduct thorough assessments of fire scene conditions, utilizing critical thinking skills to develop effective response plans based on situational analysis. (CLO 5)
FIRE 216 Fire Instruction	Fire Prevention Strategies: Students will demonstrate the ability to develop and implement effective fire prevention strategies and practices, including proper storage of flammable materials, use of fire-resistant materials, and adherence to local fire codes and regulations. (CLO 2)
	Emergency Response Planning: Students will create and present a clear and actionable emergency response plan for fire incidents, including evacuation procedures, communication protocols, and roles for individuals during a fire emergency. (CLO 3)
FIRE 235 Fire Protection Systems	Understanding of Fire Protection Principles: Students will demonstrate a comprehensive understanding of the fundamental principles of fire protection, including fire dynamics, detection methodologies, and suppression techniques. (CLO 1)

Program Outcome 2: Firefighting Tactics and Strategies: Apply appropriate firefighting tactics and strategies in response to various emergency scenarios, including structure fires, wildfires, and hazardous materials incidents.	
Course	Course Learning Outcome (CLO)
FIRE 118 Hazmat Awareness and Operations	Utilize personal protective equipment (PPE) and safety protocols efficiently while responding to hazardous materials incidents to ensure responder safety and operational effectiveness. (CLO 4)
FIRE 127 Firefighter I	Execute Firefighting Operations: Perform essential firefighting operations, including hose deployment, ladder usage, and ventilation techniques, effectively and safely. (CLO 3)
	Conduct Rescue Operations: Assess patient needs and execute basic rescue techniques for extrication and safe patient transportation. (CLO 4)

	Advanced Fire Suppression: Demonstrate the ability to implement advanced fire suppression techniques, including the selection and application of appropriate tools and equipment for various types of fires. (CLO 1)
Fire 128 Firefighter II	Advanced Fire Suppression: Demonstrate the ability to implement advanced fire suppression techniques, including the selection and application of appropriate tools and equipment for various types of fires. (CLO 1)
FIRE 135 Fire Prevention Applications	Fire Prevention Strategies: Students will demonstrate the ability to develop and implement effective fire prevention strategies and practices, including proper storage of flammable materials, use of fire-resistant materials, and adherence to local fire codes and regulations. (CLO 2)
FIRE 216 Fire Instruction	Develop and deliver comprehensive lesson plans that incorporate various teaching methodologies and instructional techniques to effectively train fire service personnel in essential skills and knowledge. (CLO 1)
FIRE 235 Fire Protection Systems	Describe Fire Protection Systems: Students will be able to describe appropriate fire protection systems for various environments, considering unique hazards, occupancy requirements, and specific building characteristics. (CLO 2)
FIRE 255 Fire Officer I and II	Interpret and apply relevant fire codes and standards, including the National Fire Protection Association (NFPA) guidelines, to ensure compliance in various occupancy types and environments. (CLO 1)
	Conduct thorough inspections of buildings and facilities to identify fire hazards, code violations, and recommend corrective actions to enhance fire safety. (CLO 2)

Program Outcome 3: Physical Fitness and Skills Proficiency: Exhibit the physical fitness levels and technical skills necessary for effectively performing firefighting duties, including operating firefighting equipment and performing rescue operations.

Course	Course Learning Outcome (CLO)
FIRE 118 Hazmat Awareness and Operations	Utilize personal protective equipment (PPE) and safety protocols efficiently while responding to hazardous materials incidents to ensure responder safety and operational effectiveness. (CLO 4)
Fire 127 Firefighter I	Utilize Personal Protective Equipment: Identify, explain, and correctly use personal protective equipment (PPE) and self-contained breathing apparatus (SCBA), while adhering to maintenance and inspection protocols. (CLO 2)
	Execute Firefighting Operations: Perform essential firefighting operations, including hose deployment, ladder usage, and ventilation techniques, effectively and safely. (CLO 3)
	Conduct Rescue Operations: Assess patient needs and execute basic rescue techniques for extrication and safe patient transportation. (CLO 4)

Fire 128 Firefighter II	Leadership and Teamwork: Exhibit leadership skills and the ability to work collaboratively within a team, effectively communicating with team members to ensure efficient incident response. (CLO 3)
	Assessment and Evaluation: Conduct thorough assessments of fire scene conditions, utilizing critical thinking skills to develop effective response plans based on situational analysis. (CLO 5)
FIRE 216 Fire Instruction	Develop and deliver comprehensive lesson plans that incorporate various teaching methodologies and instructional techniques to effectively train fire service personnel in essential skills and knowledge. (CLO 1)
FIRE 235 Fire Protection Systems	Familiarity with System Components: Students will exhibit detailed knowledge of fire protection system components (e.g., alarms, sprinklers, extinguishers) and understand their functions and integration within a comprehensive fire protection strategy. (CLO 4)
	Problem-Solving and Critical Thinking: Students will apply critical thinking and advanced problem-solving skills to assess scenarios, design effective fire protection solutions, and adapt systems as necessary. (CLO 5)

Program Outcome 4: Emergency Medical Response: Provide basic emergency medical care, demonstrating knowledge of first aid, CPR, and emergency medical protocols in life-threatening situations.

Course	Course Learning Outcome (CLO)
FIRE 118 Hazmat Awareness and Operations	Utilize personal protective equipment (PPE) and safety protocols efficiently while responding to hazardous materials incidents to ensure responder safety and operational effectiveness. (CLO 1)
FIRE 127 Firefighter I	Implement Safety Protocols: Apply safety procedures and protocols to recognize hazards and mitigate risks during firefighting and emergency response operations. (CLO 5)
FIRE 128 Firefighter II	Leadership and Teamwork: Exhibit leadership skills and the ability to work collaboratively within a team, effectively communicating with team members to ensure efficient incident response. (CLO 3)
	Assessment and Evaluation: Conduct thorough assessments of fire scene conditions, utilizing critical thinking skills to develop effective response plans based on situational analysis. (CLO 4)
FIRE 216 Fire Instruction	Emergency Response Planning: Students will create and present a clear and actionable emergency response plan for fire incidents, including evacuation procedures, communication protocols, and roles for individuals during a fire emergency. (CLO 3)
	Implement safety protocols and risk management strategies during training sessions to ensure the safety of instructors and students while conducting practical fire training exercises. (CLO 4)

Program Outcome 5: Incident Command and Management: Understand and apply the principles of incident command systems, including coordination with other emergency services and effective communication during emergency operations.

Course	Course Learning Outcome (CLO)
FIRE 118 Hazmat Awareness and Operations	Utilize personal protective equipment (PPE) and safety protocols efficiently while responding to hazardous materials incidents to ensure responder safety and operational effectiveness. (CLO 4)
	Collaborate with multidisciplinary teams to develop, implement, and evaluate emergency response plans for hazardous materials incidents, promoting coordinated efforts and community safety. (CLO 5)
FIRE 127 Firefighter I	Implement Safety Protocols: Apply safety procedures and protocols to recognize hazards and mitigate risks during firefighting and emergency response operations. (CLO 5)
	Communicate Effectively: Utilize standard radio communication procedures and demonstrate effective teamwork and communication skills during emergency situations and incident command scenarios. (CLO 6)
FIRE 128 Firefighter II	Incident Management: Apply principles of incident command and management, effectively integrating resources and personnel during emergency response situations. (CLO 2)
	Assessment and Evaluation: Conduct thorough assessments of fire scene conditions, utilizing critical thinking skills to develop effective response plans based on situational analysis. (CLO 5)
FIRE 135 Fire Prevention Applications	Emergency Response Planning: Students will create and present a clear and actionable emergency response plan for fire incidents, including evacuation procedures, communication protocols, and roles for individuals during a fire emergency. (CLO 3)
	Public Education and Training: Students will design and deliver a public education campaign on fire safety awareness and prevention measures, effectively communicating key concepts and engaging diverse audiences to promote fire safety practices. (CLO 4)
FIRE 216 Fire Instruction	Develop and deliver comprehensive lesson plans that incorporate various teaching methodologies and instructional techniques to effectively train fire service personnel in essential skills and knowledge. (CLO 1)
	Evaluate and assess student performance using established criteria and methods, providing constructive feedback to enhance learning outcomes and operational competencies in firefighting practices. (CLO 2)
	Demonstrate effective communication and presentation skills to engage diverse audiences, fostering an inclusive learning environment that promotes teamwork and collaboration among students. (CLO 3)
FIRE 245 Fire Codes and Inspection	Communicate effectively with stakeholders, including building owners and fire service personnel, to explain violations, compliance requirements, and best practices in fire safety. (CLO 4)
	Analyze case studies of fire incidents to assess the impact of compliance or non-compliance with fire codes, leading to informed recommendations for policy improvements and community safety initiatives. (CLO 5)
	Demonstrate knowledge of fire ground operations, including incident command systems, and apply effective strategies for managing emergency scenes to ensure firefighter safety and operational efficiency. (CLO 1)

FIRE 255 Fire Officer I and II	Develop and implement training programs for firefighters, focusing on safety protocols, skill development, and performance evaluation to enhance team effectiveness and preparedness. (CLO 3)
	Apply leadership and communication techniques to foster teamwork, conflict resolution, and motivation among fire service personnel, improving overall morale and performance in high-stress situations. (CLO 4)

Program Outcome 6: Safety and Risk Management: Assess and mitigate risks associated with firefighting operations, emphasizing personal safety, team safety, and the safety of the public.

Course	Course Learning Outcome (CLO)
FIRE 118 Hazmat Awareness and Operations	Identify and classify different types of hazardous materials, including their properties, risks, and potential impacts on health and the environment, to enhance emergency preparedness and response. (CLO 1)
	Demonstrate knowledge of federal, state, and local regulations related to hazardous materials handling, storage, and transport, ensuring compliance during operations and emergency situations. (CLO 2)
	Apply effective risk assessment techniques to evaluate hazardous material scenarios and develop appropriate response strategies to mitigate risks and protect personnel and the public. (CLO 3)
	Utilize personal protective equipment (PPE) and safety protocols efficiently while responding to hazardous materials incidents to ensure responder safety and operational effectiveness. (CLO 4)
FIRE 127 Firefighter I	Utilize Personal Protective Equipment: Identify, explain, and correctly use personal protective equipment (PPE) and self-contained breathing apparatus (SCBA), while adhering to maintenance and inspection protocols. (CLO 2)
	Execute Firefighting Operations: Perform essential firefighting operations, including hose deployment, ladder usage, and ventilation techniques, effectively and safely. (CLO 3)
	Conduct Rescue Operations: Assess patient needs and execute basic rescue techniques for extrication and safe patient transportation. (CLO 4)
	Implement Safety Protocols: Apply safety procedures and protocols to recognize hazards and mitigate risks during firefighting and emergency response operations. (CLO 5)
FIRE 128 Firefighter II	Fire Prevention Strategies: Analyze and evaluate fire prevention strategies and community education programs, promoting fire safety awareness to reduce risks in the community. (CLO 4)
	Assessment and Evaluation: Conduct thorough assessments of fire scene conditions, utilizing critical thinking skills to develop effective response plans based on situational analysis. (CLO 5)
FIRE 135 Fire Prevention Applications	Hazard Identification and Risk Assessment: Students will be able to identify potential fire hazards in various environments and conduct comprehensive risk assessments to evaluate the likelihood and potential impact of fire incidents. (CLO 1)
	Emergency Response Planning: Students will create and present a clear and actionable emergency response plan for fire incidents, including evacuation procedures, communication protocols, and roles for individuals during a fire emergency. (CLO 2)

	Public Education and Training: Students will design and deliver a public education campaign on fire safety awareness and prevention measures, effectively communicating key concepts and engaging diverse audiences to promote fire safety practices. (CLO 4)
FIRE 216 Fire Instruction	Implement safety protocols and risk management strategies during training sessions to ensure the safety of instructors and students while conducting practical fire training exercises. (CLO 4)
	Analyze and integrate current fire service trends, practices, and technologies into training programs to maintain relevance and ensure that instruction meets the ongoing needs of the fire service community. (CLO 5)
FIRE 235 Fire Protection Systems	Familiarity with System Components: Students will exhibit detailed knowledge of fire protection system components (e.g., alarms, sprinklers, extinguishers) and understand their functions and integration within a comprehensive fire protection strategy. (CLO 4)
	Problem-Solving and Critical Thinking: Students will apply critical thinking and advanced problem-solving skills to assess scenarios, design effective fire protection solutions, and adapt systems as necessary. (CLO 5)
FIRE 245 Fire Codes and Inspections	Conduct thorough inspections of buildings and facilities to identify fire hazards, code violations, and recommend corrective actions to enhance fire safety. (CLO 2)
	Develop and implement effective fire inspection programs that prioritize risk assessment, documentation, and follow-up procedures to ensure ongoing compliance and safety. (CLO 3)
	Communicate effectively with stakeholders, including building owners and fire service personnel, to explain violations, compliance requirements, and best practices in fire safety. (CLO 4)
	Analyze case studies of fire incidents to assess the impact of compliance or non-compliance with fire codes, leading to informed recommendations for policy improvements and community safety initiatives. (CLO 5)
FIRE 255 Fire Officer I and II	Demonstrate knowledge of fire ground operations, including incident command systems, and apply effective strategies for managing emergency scenes to ensure firefighter safety and operational efficiency. (CLO 1)
	Analyze and interpret fire service laws, regulations, and standards to ensure compliance and promote best practices in fire prevention and safety initiatives. (CLO 2)
	Evaluate community risk assessments and develop appropriate fire prevention and public education programs to reduce fire hazards and promote community awareness. (CLO 5)
Program Outcome 7: Community Engagement and Education: Develop strategies for community outreach and fire prevention education, promoting public awareness of fire safety and emergency preparedness.	
Course	Course Learning Outcome (CLO)
FIRE 118 Hazmat Awareness and Operations	Collaborate with multidisciplinary teams to develop, implement, and evaluate emergency response plans for hazardous materials incidents, promoting coordinated efforts and community safety. (CLO 5)
FIRE 128 Firefighter II	Fire Prevention Strategies: Analyze and evaluate fire prevention strategies and community education programs, promoting fire safety awareness to reduce risks in the community. (CLO 4)

FIRE 135 Fire Prevention Applications	Public Education and Training: Students will design and deliver a public education campaign on fire safety awareness and prevention measures, effectively communicating key concepts and engaging diverse audiences to promote fire safety practices. (CLO 4)
FIRE 216 Fire Instruction	Analyze and integrate current fire service trends, practices, and technologies into training programs to maintain relevance and ensure that instruction meets the ongoing needs of the fire service community. (CLO 5)
FIRE 245	Analyze case studies of fire incidents to assess the impact of compliance or non-compliance with fire codes, leading to informed recommendations for policy improvements and community safety initiatives. (CLO 5)
FIRE 255 Fire Officer I and II	Evaluate community risk assessments and develop appropriate fire prevention and public education programs to reduce fire hazards and promote community awareness. (CLO 5)

Program Outcome 8: Legal and Ethical Standards: Recognize and adhere to legal and ethical standards governing firefighting practices and emergency response, including compliance with local, state, and federal regulations.

Course	Course Learning Outcome (CLO)
FIRE 118 Hazmat Awareness and Operations	Demonstrate knowledge of federal, state, and local regulations related to hazardous materials handling, storage, and transport, ensuring compliance during operations and emergency situations. (CLO 2)
FIRE 127 Firefighter I	Utilize Personal Protective Equipment: Identify, explain, and correctly use personal protective equipment (PPE) and self-contained breathing apparatus (SCBA), while adhering to maintenance and inspection protocols. (CLO 2)
	Implement Safety Protocols: Apply safety procedures and protocols to recognize hazards and mitigate risks during firefighting and emergency response operations. (CLO 5)
FIRE 135 Fire Prevention Applications	Fire Prevention Strategies: Students will demonstrate the ability to develop and implement effective fire prevention strategies and practices, including proper storage of flammable materials, use of fire-resistant materials, and adherence to local fire codes and regulations. (CLO 2)
	Emergency Response Planning: Students will create and present a clear and actionable emergency response plan for fire incidents, including evacuation procedures, communication protocols, and roles for individuals during a fire emergency. (CLO 3)
FIRE 216 Fire Instruction	Implement safety protocols and risk management strategies during training sessions to ensure the safety of instructors and students while conducting practical fire training exercises. (CLO 4)
	Analyze and integrate current fire service trends, practices, and technologies into training programs to maintain relevance and ensure that instruction meets the ongoing needs of the fire service community. (CLO 5)
FIRE 235	Regulatory Compliance and Standards Application: Students will effectively interpret and apply relevant codes, standards, and regulations in the

Fire Protection Systems	development and implementation of fire protection solutions, ensuring compliance with legal requirements. (CLO 3)
FIRE 245 Fire Codes and Inspections	Interpret and apply relevant fire codes and standards, including the National Fire Protection Association (NFPA) guidelines, to ensure compliance in various occupancy types and environments. (CLO 1)
	Develop and implement effective fire inspection programs that prioritize risk assessment, documentation, and follow-up procedures to ensure ongoing compliance and safety. (CLO 3)
	Analyze case studies of fire incidents to assess the impact of compliance or non-compliance with fire codes, leading to informed recommendations for policy improvements and community safety initiatives. (CLO 5)

Introduction

The Fire Science Program has undergone significant development in recent years to strengthen its academic quality and alignment with institutional goals. Between 2019 and 2024, the program experienced multiple changes in the program managers, which led to inconsistent application of assessment practices and limited continuity in program evaluation.

In response, the program entered a comprehensive review process during the 2024–2025 academic year. This review focused on analyzing course structure, identifying appropriate assessment artifacts, and enhancing curriculum mapping to ensure alignment with both program and institutional learning outcomes. Through this process, the program established a new purpose statement, revised program learning outcomes (PLOs), and updated course-level learning outcomes (CLOs). These curriculum revisions were reviewed and approved in the spring of 2025, to ensure commitment to academic excellence, student success, and continuous improvement within the Fire Science Program.

The Fire Science Program uses Course-Level Outcomes (CLOs) in each course that align directly with the Program-Level Outcomes (PLOs). Instructors assess student performance using rubrics that connect assignments to the CLOs, which in turn align with the PLOs.

Assessment data from each course is submitted to the Program Director, who compiles the information and enters it into the PLO tracking system. This data forms the basis of the Student Learning Outcomes (SLO) report and supports the overall Program Review process.

Program Outcomes Rubric

Competency Areas	I	II	III	IV
Fire Behavior and Dynamics	Demonstrates limited understanding of fire dynamics; unable to accurately explain or apply concepts.	Demonstrates partial understanding of fire behavior concepts; occasional inaccuracies in explaining combustion or fuel effects.	Demonstrates solid understanding of fire dynamics and can accurately describe fire behavior in most scenarios.	Demonstrates a thorough understanding of combustion principles, heat transfer, and fuel impacts; accurately predicts fire development and behavior in complex scenarios.
Firefighting Tactics and Strategies	Shows minimal understanding of tactics and strategies; decisions often inappropriate or unsafe.	Demonstrates basic understanding of tactics and strategies but requires guidance or correction.	Applies correct tactics and strategies in most scenarios; demonstrates effective problem-solving skills.	Consistently applies appropriate tactics and strategies to diverse fire and emergency situations; demonstrates sound decision-making under pressure.
Physical Fitness and Skills Proficiency	Fails to meet physical fitness standards or demonstrates unsafe or ineffective skill performance.	Meets some physical fitness and skill requirements but lacks consistency or confidence in performance.	Meets physical fitness standards and performs essential firefighting skills competently and safely.	Exceeds physical fitness standards and demonstrates mastery of technical firefighting skills with precision and safety.

Emergency Medical Response	Demonstrates limited understanding or incorrect application of basic emergency care procedures.	Demonstrates basic understanding of emergency medical response but occasionally requires assistance.	Demonstrates solid understanding of first aid, CPR, and emergency care; provides appropriate patient care in most situations.	Demonstrates comprehensive knowledge and application of emergency medical procedures; responds quickly and effectively to life-threatening situations.
Incident Command and Management	Shows minimal understanding of ICS; unable to function effectively within command structure.	Demonstrates partial understanding of ICS; limited ability to coordinate or communicate effectively.	Applies ICS principles appropriately; demonstrates effective communication and coordination during standard incidents.	Demonstrates mastery of the Incident Command System (ICS); effectively leads operations and coordinates with multiple agencies during complex incidents.
Safety and Risk Management	Proactively identifies and mitigates risks; models exceptional commitment to safety and situational awareness for self and team.	Identifies common risks and applies standard safety procedures consistently.	Recognizes obvious safety risks but inconsistently applies mitigation strategies.	Demonstrates poor awareness of safety protocols; frequently disregards risk management practices.
Community Engagement and Education	Designs and implements effective community outreach and education programs promoting fire prevention and safety.	Participates in community engagement and demonstrates understanding of public education strategies.	Demonstrates basic awareness of community education but limited participation or application.	No engagement in community outreach or understanding of fire prevention education.
Legal and Ethical Standards	Demonstrates poor understanding or disregard for legal and ethical standards in practice.	Shows general awareness of legal and ethical principles but occasionally fails to apply them appropriately.	Demonstrates knowledge of legal and ethical standards; adheres to regulations and professional conduct expectations.	Consistently demonstrates integrity, professionalism, and thorough understanding of laws, regulations, and ethical principles in all actions.

Program Outcome #1

Fire Behavior and Dynamics: Demonstrate an understanding of fire behavior, including combustion principles, heat transfer, and the impact of various fuels on fire growth and spread.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
SP 25 FIRE 118	Hazmat Awareness and Operations	1	8	1/8	0/1	Yes
SP 26 FIRE 127	Firefighter I	0	0	0	0	0
SP 26 FIRE 128	Firefighter II	0	0	0	0	0
SP 27 FIRE 216	Fire Instruction	0	0	0	0	N/A
SP 27 FIRE 235	Fire Protections Systems	0	0	0	0	N/A

		I	II	III	IV	Total # of Students
Course FIRE 118	#	0	0	6	2	8
	%	0	0	75%	25%	100%

Assessment Results

Most students (75%) achieved Level III, indicating a strong understanding and application of the course outcomes related to hazardous materials awareness and operational response. Two students (25%) reached Level IV, demonstrating mastery beyond expected competency levels. No students were assessed at Levels I or II, showing that all students met or exceeded the expected Program Learning Outcomes (PLO).

Analysis

All students achieved proficiency or higher (Levels III–IV), demonstrating a strong understanding of the relationship between hazardous materials, combustion properties, and fire dynamics. This performance reflects students' ability to analyze how different fuel types and chemical interactions influence fire behavior and growth.

The results also suggest that instructional strategies in hazard recognition, use of personal protective equipment (PPE), and operational safety procedures are effectively reinforcing core fire behavior concepts. Students are not only identifying hazardous materials correctly but also demonstrating how combustion and heat transfer principles guide tactical decision-making during response operations.

Use of Results for Improvement

The assessment results from FIRE 118 indicate that all students achieved proficiency or higher (Levels III–IV) in understanding and identifying hazardous materials, combustion behavior, and operational safety principles. These findings demonstrate that students are effectively applying core concepts of fire behavior and dynamics in practical scenarios, particularly in recognizing how fuels, chemical reactions, and heat transfer influence fire growth and spread.

Timeline for Changes

None currently.

Additional Summary Notes

Following several years without formal assessment, the Fire Science Program is taking a comprehensive review to evaluate course structures, identify appropriate assessment artifacts, and enhance curriculum mapping. Thus far the process resulted in a new program purpose

statement, updated program learning outcomes (PLOs), and revised course-level learning outcomes (CLOs). The curriculum revisions were formally approved in spring 2025, demonstrating the program's commitment to academic excellence, student achievement, and continuous quality improvement.

Anomalies in the results that were noticed:

None currently.

Were there any patterns in the data observed?

The assessment results revealed that several students consistently performed at Level IV on the CLO in areas of identification, understanding, and communication. However, no students demonstrated above-average performance in the application domain, indicating that while students are excelling in knowledge comprehension and communication of concepts, their ability to apply this knowledge in practical or real-world scenarios remains limited.

This pattern highlights an opportunity to enhance instructional strategies and incorporate more application-focused learning experiences, such as scenario-based exercises, simulations, or hands-on activities, to strengthen students' ability to translate theoretical knowledge into effective practice.

Program Outcome #2

Firefighting Tactics and Strategies: Apply appropriate firefighting tactics and strategies in response to various emergency scenarios, including structure fires, wildfires, and hazardous materials incidents.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
SP 25 FIRE 118	Hazmat Awareness and Operations	1	8	1/8	1PT	Yes
SP 26 FIRE 127	Firefighter I	0	0	0	0	0
SP 26 FIRE 128	Firefighter II	0	0	0	0	0
SP 26 FIRE 135	Fire Prevention Applications	0	0	0	0	0
SP 27 FIRE 216	Fire Instruction	0	0	0	0	0
SP 27 FIRE 235	Fire Protection Systems	0	0	0	0	0
SP 27 FIRE 255	Fire Officer I and II	0	0	0	0	0

		I	II	III	IV	Total # of Students
Course FIRE 118	#	0	0	7	1	8
	%	0	0	88%	12%	100%

Assessment Results

Most students (88%) performed at Level III, demonstrating strong competency in identifying, assessing, and applying appropriate Hazmat response actions. A smaller portion of students (12%) reached Level IV, showing exceptional mastery and the ability to apply advanced

decision-making skills beyond the expected outcomes. No students fell below Level III, indicating that all participants met or exceeded the target performance level for this course.

Analysis

These results indicate that students are effectively applying firefighting tactics and strategies in hazardous material response scenarios. The majority have met the expected level of competency, demonstrated understanding and application of defensive actions, scene control, and risk assessment consistent with NFPA 1072 standards. The small percentage of students at Level IV reflects those with exceptional critical thinking and decision-making skills who can adapt strategies to complex or evolving incidents.

Use of Results for Improvement

The data suggest that the course is well aligned with the PLO and that instructional methods are successfully preparing students to implement appropriate firefighting tactics in hazardous materials situations. The absence of lower-level performance demonstrates consistent achievement of learning outcomes across the cohort.

To further strengthen the program, additional scenario-based exercises emphasizing multi-agency coordination, real-time decision-making, and tactical prioritization could help more students advance their level of performance.

Timeline for Changes

None at this time.

Additional Summary Notes

Assessment results from **FIRE 118: Hazmat Awareness and Operations** show that 85% of students achieved Level III proficiency and 12% reached Level IV mastery, with no students below expectations. These results indicate strong alignment between course learning outcomes and the program learning outcome focused on applying appropriate firefighting tactics and strategies. Students demonstrated solid understanding of hazard recognition, scene control, and defensive operations consistent with NFPA 1072 standards. Continuing the use of scenario-based training and complex simulations is recommended to further develop advanced tactical decision-making and increase the students' level of learning.

Anomalies in the results that were noticed:

None.

Were there any patterns in the data observed?

None.

Program Outcome #3

Physical Fitness and Skills Proficiency: Exhibit the physical fitness levels and technical skills necessary for effectively performing firefighting duties, including operating firefighting equipment and performing rescue operations.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
SP 25 FIRE 118	Hazmat Awareness and Operations	1	8	1/8	1 PT	Yes
SP 26 FIRE 127	Firefighter I	0	0	0	0	0

SP 26 FIRE 128	Firefighter II	0	0	0	0	0
SP 27 FIRE 216	Fire Inspections	0	0	0	0	0
SP 27 FIRE 235	Fire Protection Systems	0	0	0	0	0

		I	II	III	IV	Total # of Students
Course FIRE 118	#	0	0	7	1	8
	%	0	0	88%	12%	100%

Assessment Results

Most students (88%) performed at Level III, demonstrating strong competency in identifying, assessing, and applying appropriate Hazmat response actions. A smaller portion of students (12%) reached Level IV, showing exceptional mastery and the ability to apply advanced decision-making skills beyond the expected outcomes. No students fell below Level III, indicating that all participants met or exceeded the target performance level for this course.

Analysis

Most students achieved Level III proficiency, demonstrating solid technical skills and fitness necessary to perform firefighting and HazMat operations effectively. A smaller portion of students (12%) reached Level IV, showing exceptional ability to apply skills under complex or demanding scenarios. No students fell below the expected competency level, indicating that all participants meet program expectations for physical fitness and operational proficiency.

Use of Results for Improvement

These results suggest strong alignment between course learning outcomes and program expectations. Students are consistently achieving core competencies in both tactical application and technical/physical skills required for emergency response. To further enhance learning

outcomes, the program will continue to incorporate scenario-based simulations and physically demanding exercises to provide advanced challenges, fostering higher-level mastery for more students.

Timeline for Changes

None currently.

Additional Summary Notes

Assessment of FIRE 118: Hazmat Awareness and Operations showed that 85% of students reached Level III and 12% reached Level IV, with all students meeting or exceeding expected competencies. Students demonstrated effective application of firefighting tactics, hazardous materials response, and required technical and physical skills. Results indicate strong alignment between course outcomes and program expectations. Scenario-based and physically challenging exercises will continue to support advanced skill development and mastery.

Anomalies in the results that were noticed:

None.

Were there any patterns in the data observed?

None.

Program Outcome #4

Emergency Medical Response: Provide basic emergency medical care, demonstrating knowledge of first aid, CPR, and emergency medical protocols in life-threatening situations.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
SP 25 FIRE 118	Hazmat Awareness and Operations	1	8	1/8	1 PT	YES
SP 26 FIRE 127	Firefighter I	0	0	0	0	0
SP 26 FIRE 128	Firefighter II	0	0	0	0	0
SP 26 FIRE 216	Fire Instruction	0	0	0	0	0

		I	II	III	IV	Total # of Students
Course FIRE 118	#	0	0	4	4	8
	%	0	0	50%	50%	100%

Assessment Results

In FIRE 118: Hazmat Awareness and Operations, 50% of students achieved Level III and 50% achieved Level IV in Emergency Medical Response, with all students meeting or exceeding expected competence in providing basic emergency medical care, including first aid, CPR, and emergency protocols.

Analysis

Students demonstrated strong competency in emergency medical response, with half achieving Level III proficiency and half reaching Level IV mastery. All students met or exceeded expected performance, showing effective knowledge and application of first aid, CPR, and emergency protocols in simulated life-threatening scenarios.

Use of Results for Improvement

Continue scenario-based training to challenge higher-performing students and promote advanced mastery. Incorporate combined medical and HazMat response exercises to reinforce decision-making under complex conditions. Review results annually to ensure continued alignment with program learning outcomes and industry standards.

Timeline for Changes

None currently.

Additional Summary Notes

Assessment of FIRE 118: Hazmat Awareness and Operations included evaluation of the Program Learning Outcome Emergency Medical Response, which focuses on providing basic emergency medical care, including first aid, CPR, and emergency protocols. Out of eight students assessed, 50% achieved Level III proficiency and 50% achieved Level IV mastery, with no students performing below expectations.

These results indicate that students are effectively demonstrating the knowledge and skills required for emergency medical response in life-threatening situations. Scenario-based exercises continue to support skill application and decision-making under pressure. The program will maintain and expand practical training opportunities to ensure continued alignment with program outcomes and industry standards.

Anomalies in the results that were noticed:

None.

Were there any patterns in the data observed?

None.

Program Outcome #5

Incident Command and Management: Understand and apply the principles of incident command systems, including coordination with other emergency services and effective communication during emergency operations.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
SP 25 FIRE 118	Hazmat Awareness and Operations	1	8	1/8	1 PT	Yes
SP 26 FIRE 127	Firefighter I	0	0	0	0	0
SP 26 FIRE 128	Firefighter II	0	0	0	0	0
SP 26 FIRE 135	Fire Prevention Applications	0	0	0	0	0
SP 26 FIRE 216	Fire Instruction	0	0	0	0	0
SP 26 FIRE 245	Fire Codes and Inspection	0	0	0	0	0
SP 26 FIRE 255	Fire Officer I and II	0	0	0	0	0

		I	II	III	IV	Total # of Students
Course FIRE 118	#	0	0	7	1	8
	%	0	0	88%	12%	100%

Assessment Results

In FIRE 118: Hazmat Awareness and Operations, 88% of students achieved Level III and 12% achieved Level IV in Incident Command and Management, with all students meeting or exceeding expectations in applying the principles of the incident command system, coordinating with other emergency services, and communicating effectively during emergency operations.

Analysis

Most students demonstrated Level III proficiency, indicating solid understanding and application of incident command principles during simulated emergency scenarios. A smaller portion of students (12%) reached Level IV, showing exceptional ability to coordinate with multiple emergency services and communicate effectively under complex conditions. No students performed below expectations, suggesting that all participants met or exceeded the target competency level for this PLO. These results indicate that FIRE 118 effectively prepares students to operate within an incident command structure, make tactical decisions, and coordinate resources during emergencies. Continued scenario-based exercises and multi-agency simulations are recommended to increase opportunities for advanced mastery and Level IV performance.

Use of Results for Improvement

Continue with complex, multi-agency emergency simulations to challenge higher-performing students. Emphasize communication, leadership, and resource management during practical exercises. Review and refine assessment rubrics annually to maintain alignment with program outcomes and NFPA standards when there are changes.

Timeline for Changes

None.

Additional Summary Notes

In FIRE 118: Hazmat Awareness and Operations, 88% of students achieved Level III and 12% achieved Level IV in Incident Command and Management, with no students below

expectations. Students demonstrated solid understanding of incident command principles, effective coordination with other emergency services, and clear communication during emergency operations. The results indicate strong alignment between course outcomes and program expectations. Continued scenario-based and multi-agency exercises are recommended to support advanced mastery and higher-level performance.

Anomalies in the results that were noticed:

None.

Were there any patterns in the data observed?

None.

Program Outcome #6

Safety and Risk Management: Assess and mitigate risks associated with firefighting operations, emphasizing personal safety, team safety, and the safety of the public.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
SP 25 FIRE 118	Hazmat Awareness and Operations	1	8	1/8	1 PT	Yes
SP 26 FIRE 127	Firefighter I	0	0	0	0	0
SP 26 FIRE 128	Firefighter II	0	0	0	0	0
SP 26 FIRE 135	Fire Protection Applications	0	0	0	0	0
SP 26 FIRE 216	Fire Instruction	0	0	0	0	0
SP 26 FIRE 235	Fire Protection Systems	0	0	0	0	0

SP 26 FIRE 245	Fire Codes and Inspections	0	0	0	0	0
SP 26 FIRE 255	Fire Officer I and II	0	0	0	0	0

		I	II	III	IV	Total # of Students
Course FIRE 118	#	0	1	5	2	8
	%	0	2%	70%	28%	100%

Assessment Results

In FIRE 118: Hazmat Awareness and Operations, 70% of students demonstrated Level III proficiency in Safety and Risk Management, showing solid ability to assess and mitigate risks during firefighting operations. 28% achieved Level IV mastery, demonstrating advanced judgment and decision-making in complex or hazardous scenarios. 2% performed at Level II, indicating minor competency gaps, and no students (0%) were assessed at Level I.

Most students (70%) achieved Level III proficiency, demonstrating strong ability to identify and mitigate risks during firefighting operations while maintaining personal, team, and public safety. Nearly 28% reached Level IV mastery, showing advanced judgment and decision-making under complex or hazardous conditions. A very small portion (2%) performed at Level II, indicating minimal gaps that can be addressed through targeted instruction and scenario-based exercises. The results suggest that students are generally competent in assessing risks and applying safety protocols in HazMat and firefighting scenarios. Continued emphasis on real-world simulations and high-risk scenario training will help move more students toward Level IV mastery.

Use of Results for Improvement

The assessment results indicate that most students are performing at Level III or above, demonstrating strong competency in safety and risk management during firefighting operations. To improve overall mastery and increase the number of students achieving Level IV, the program will continue to enhance scenario-based training by incorporating more complex, high-risk exercises that simulate real-world firefighting and HazMat situations. Conduct structured debriefs after exercises to analyze decision-making, safety practices, and risk mitigation strategies. Target support for lower-performing students through additional skills practice and coaching to address gaps identified at Level II. These actions will help strengthen students' ability to assess and mitigate risks effectively, ensuring continued alignment with program learning outcomes and NFPA standards.

Timeline for Changes

None currently.

Additional Summary Notes

Most students (70%) achieved Level III proficiency, showing they can effectively identify and mitigate risks during firefighting and HazMat operations. Nearly 28% reached Level IV, demonstrating advanced skills in decision-making, situational awareness, and safety management under complex conditions. A small portion (2.3%) at Level II indicates isolated areas where additional support may be beneficial. No students were assessed at Level I, confirming that all students met minimum competency standards. Instructional Implications: Continued emphasis on scenario-based training, high-risk simulations, and structured debriefs will support higher-level mastery and overall program improvement.

Anomalies in the results that were noticed:

None.

Were there any patterns in the data observed?

None.

Program Outcome #7

Community Engagement and Education: Develop strategies for community outreach and fire prevention education, promoting public awareness of fire safety and emergency preparedness.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
SP 25 FIRE 118	Hazmat Awareness and Operations	1	8	1/8	1 PT	Yes
SP 26 FIRE 128	Firefighter II	0	0	0	0	0
SP 26 FIRE 135	Fire Prevention Applications	0	0	0	0	0
SP 26 FIRE 216	Fire Instruction	0	0	0	0	0
SP 26 FIRE 245	Fire Codes and Inspections	0	0	0	0	0
SP 26 FIRE 255	Fire Officer I and II	0	0	0	0	0

		I	II	III	IV	Total # of Students
Course FIRE 118	#	0	0	2	6	8
	%	0	0	25%	75%	100%

Assessment Results

In FIRE 118: Hazmat Awareness and Operations, 25% of students demonstrated Level III proficiency in Community Engagement and Education, while 75% achieved Level IV

mastery, with all students meeting or exceeding expected competencies in developing strategies for community outreach, fire prevention education, and promoting public awareness of fire safety and emergency preparedness.

Analysis

Most students (75%) achieved Level IV mastery, demonstrating exceptional ability to design and implement community outreach programs and fire prevention education initiatives. A smaller portion (25%) reached Level III, showing solid competency in community engagement strategies. No students performed below expectations, indicating that all participants met or exceeded the target competency level for this PLO.

These results suggest that FIRE 118 effectively prepares students to engage the public, educate communities on fire safety, and promote emergency preparedness. The high proportion of Level IV performance reflects strong instructional alignment and the effectiveness of hands-on, applied learning activities.

Use of Results for Improvement

The assessment results indicate that students are performing at a high level in community engagement and fire prevention education, with 75% achieving Level IV mastery. To further enhance outcomes and support students currently at Level III, the program will: Continue to expand project-based community exercises to provide additional real-world engagement opportunities. Incorporate targeted feedback and mentorship for students at Level III to guide them toward Level IV performance. Review and refine assessment tools as needed to ensure continued alignment with program outcomes and industry/community standards. In doing so, this

will strengthen the students' ability to develop and implement effective community and fire safety education strategies, ensuring all learners achieve their expectations.

Timeline for Changes

None currently.

Additional Summary Notes

Most students (75%) demonstrated Level IV mastery, showing strong ability to plan and implement community outreach and fire prevention initiatives. A smaller portion (25%) achieved Level III, indicating solid competency in developing educational strategies. No students performed at Levels I or II, confirming that all participants met expected competencies. Continuing hands-on, project-based exercises and providing targeted feedback can help Level III students advance to Level IV. As needed, review of assessment tools and engagement activities will ensure alignment with program outcomes and best practices in fire safety education.

Anomalies in the results that were noticed:

None.

Were there any patterns in the data observed?

None.

Program Outcome #8

Legal and Ethical Standards: Recognize and adhere to legal and ethical standards governing firefighting practices and emergency response, including compliance with local, state, and federal regulations.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
SP 25 FIRE 118	Hazmat Awareness and Operations	1	8	1/8	1 PT	Yes
SP 26 FIRE 127	Firefighter I	0	0	0	0	0
SP 26 FIRE 135	Fire Prevention Applications	0	0	0	0	0
SP 26 FIRE 216	Fire Instruction	0	0	0	0	0
SP 26 FIRE 235	Fire Protection Systems	0	0	0	0	0
SP 26 FIRE 245	Fire Codes and Inspections	0	0	0	0	0

		I	II	III	IV	Total # of Students
Course FIRE 118	#	0	0	3	5	8
	%	0	0	38%	62%	100%

Assessment Results

In FIRE 118: Hazmat Awareness and Operations, 38% of students demonstrated Level III proficiency and 62% achieved Level IV mastery in Legal and Ethical Standards, with all students meeting or exceeding expectations in recognizing and adhering to legal and ethical standards governing firefighting practices and emergency response.

Analysis

Most students (62%) achieved Level IV mastery, demonstrating advanced understanding and application of legal and ethical standards in firefighting and emergency response scenarios. A smaller portion (38%) reached Level III proficiency, showing solid comprehension and adherence to regulatory and ethical guidelines. No students performed below expectations, indicating that all participants met or exceeded the expected competency level for this PLO. These results indicate that FIRE 118 effectively prepares students to operate within the legal and ethical frameworks of firefighting and emergency services. The high proportion of Level IV performance reflects strong alignment of instructional strategies with program outcomes and industry standards.

Use of Results for Improvement

The assessment results indicate that students are performing well in understanding and applying legal and ethical standards, with 62% achieving Level IV mastery. To further improve outcomes and support students currently at Level III, the program will continue to integrate more scenario-based exercises that challenge students to apply legal and ethical decision-making in complex or high-pressure situations. Provide targeted feedback and mentoring for students at Level III to encourage advancement in Level IV performance. Regularly review and update instructional materials and assessment tools to ensure continued alignment with current legal regulations, ethical standards, and program outcomes.

Timeline for Changes

None currently.

Additional Summary Notes

Most students demonstrated Level IV mastery, showing advanced ability to recognize and apply legal and ethical standards in firefighting and emergency response. A smaller portion achieved Level III, demonstrating solid understanding and adherence to legal and ethical guidelines. No students performed at Levels I or II, confirming that all participants met expected competencies. Continued use of scenario-based exercises and applied case studies can help Level III students advance to Level IV. Regular review of legal and ethical training materials and assessment tools ensure alignment with current laws, regulations, and program outcomes.

Anomalies in the results that were noticed:

None.

Were there any patterns in the data observed?

None.

Addendum

Program Name: AAS Fire Science

- (1) Identify any changes (Curriculum, modality, textbook, learning resources, etc.) made to your program in the prior year(s) that may have impacted Student Learning Outcomes results (positively or negatively) in the current SLO report. (Use as many pages as necessary to describe.)

In the spring of 2025, the Fire Science program underwent a comprehensive review and update. This included revisions to the program and course descriptions to better reflect current curriculum and state standards. Additionally, all Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) were updated to ensure alignment with educational objectives, accreditation (state) requirements, and the knowledge and skills needed for effective emergency response. These updates strengthen the program's focus on student competency, measurable outcomes, and continuous improvement.

- (2) Explain how each of the changes listed above in section (1) have impacted current results or program outputs. (*Output data reflect the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)

It is not yet determined whether there are any impacts.



THREE RIVERS COLLEGE

**Associate of Applied Science in Information
Technology Specialist**

Program Level SLO Report

Michael W. Malone, Ph.D. – Program Manager

Reporting Year 2024 - 2025

Program Purpose Statement

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

Program Outcomes

- Demonstrate the ability to verbally and nonverbally communicate in a professional manner.
- Apply skills learned to troubleshoot computer and network issues in a timely fashion.
- Demonstrate a foundational knowledge of computer systems, both hardware and software.
- Demonstrate a foundational knowledge of networking systems, both hardware and software.

Curriculum Mapping

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

AAS in Information Technology Specialist: Program Outcomes Mapping

Program Outcome 1	
Demonstrate the ability to verbally and nonverbally communicate in a professional manner	
Course	Course Learning Outcome
MST 115: IT Essentials	Describe the internal components of a computer and assemble a computer system (CLO 1)
	Explain the purposes and use of operating systems on computers and mobile devices, including installation and navigation (CLO 2)
	Describe the basic types of security threats faced in today's Information Technology environment and how they may be addressed (CLO 5)
MST 117: Linux Essentials	Explain and show how to search and extract data from Linux files (CLO 8)
	Express a basic understanding of the concept of scripting. (CLO 9)
	List components of desktop and server computers. (CLO 10)
	Describe where data is stored on a Linux system. (CLO 11)
	Demonstrate how to query vital network settings for a Linux computer on a Local Area Network. (CLO 12)
	List and describe types of users on a Linux system. (CLO 13)
	Create users and groups on a Linux system. (CLO 14)
	Manage Linux file permissions and ownership. (CLO 15)

	Define and identify special Linux directories and file.(CLO 16)
MST 118: Networking I	Design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 networks (CLO 4)
MST 128: Networking II	Explain how to support available and reliable networks using dynamic addressing and first-hop redundancy protocols (CLO 3)
MST 135: Customer Service and Support	Recognize the importance of and demonstrate effective and professional verbal and written communication in a business/information technology environment. (CLO 1)
	Create professional documents and presentations relative to the information technology industry. (CLO 2)
	Describe troubleshooting theory and solve problems using the troubleshooting process. (CLO 3)
	Describe and demonstrate good customer service skills. (CLO 4)
MST 217: Network Security	Define information security and explain why it is important (CLO 1)
	Identify the areas of security vulnerability in a distributed computing environment (CLO 2)
	Identify vulnerabilities and misconfigurations in major wireless network technologies (CLO 3)
	Develop a Network Security Plan (CLO 4)
MST 219: Server Administration II	Explain the role of directory services in a network (CLO 1)
MST 227: Introduction to Programming	Explain the software Development Life Cycle (CLO 4)
	Create programs that solve contemporary problems (CLO 5)
MST 235: IT Practicum and Survey	Design and plan a Microsoft Active Directory instance. (CLO 2)
	Design, configure, and implement network switch installation using subnets and VLANs. (CLO 4)
	Design and implement network security measures on servers and switches (CLO 5)
	Define and implement a role-based security model and permissions in the classroom lab environment. (CLO 8)
	Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required, appropriate for a business management review. (CLO 9)
MST 297: Coordinated Internship	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)
Program Outcome 2:	
Apply Skills Learned to troubleshoot computer and other network issues	
MST 115:IT Essentials	Troubleshoot hardware and software problems using tools and diagnostic software (CLO 4)
MST 117: Linux Essentials	Describe considerations for choosing an operating system (CLO 2)
	Demonstrate and use help commands and navigate help systems when using Linux. (CLO 6)
MST 118: Networking I	Build a small ethernet network with security best practices (CLO 6)

	Troubleshoot connectivity in a small network (CLO 7)
MST 128: Networking II	Configure and troubleshoot VLANs and Inter-VLAN routing applying security best practices (CLO 1)
	Configure and troubleshoot redundancy on a switched network using STP and EtherChannel (CLO 2)
	Explain how to support available and reliable networks using dynamic addressing and first-hop redundancy protocols (CLO 3)
	Configure dynamic address allocation in IPv6 networks (CLO 4)
MST 135: Customer Service and Support	Describe troubleshooting theory and solve problems using the troubleshooting process (CLO 3)
	Describe and demonstrate good customer service skills (CLO 4)
MST 217: Network Security	Define information security and explain why it is important (CLO 1)
	Identify the areas of security vulnerability in a distributed computing environment. (CLO 2)
	Identify vulnerabilities and misconfigurations in major wireless network technologies. (CLO 3)
MST 228: Networking III	Explain optimization, monitoring, and troubleshooting techniques in scalable network architectures (CLO 6)
MST 235: IT Practicum and Survey	Design and plan a Microsoft Active Directory instance (CLO 2)
	Design, configure, and implement a network switch installation using subnets and VLANs (CLO 4).
	Design and implement network security measured on servers and switches. (CLO 5)
	Troubleshoot server operation and network connectivity issues using lab environments created in the classroom. (CLO 6)
	Configure and implement a Microsoft Hyper-V hypervisor and virtual machines for Windows Server using Command Line (CLO 7)
	Define and implement a role-based security model and permissions in the classroom lab environment. (CLO 8)
	Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required, appropriate for a business management review. (CLO 9)
MST 297: Coordinated Internship	Participate in a structured internship based in a workplace and receive real-world, hands-on experience. (CLO 1)
Program Outcome 3:	
Demonstrate a foundational knowledge of computer systems both hardware and software	
MST 115: IT Essentials	Describe the internal components of a computer and assemble a computer system (CLO 1)
	Explain the purposes and use of operating systems on computers and mobile devices, including installation and navigation (CLO 2)
MST 117: Linux Essentials	Define and Identify Linux as an operating system (CLO 1)
	Describe considerations for choosing an operating system (CLO2)

	Describe the basics of open-source software and licensing (CO 3)
	Demonstrate basic knowledge of working with Linux (CLO 4)
	Demonstrate and use basic Linux command line skills (CLO 5)
	Demonstrate and use help commands and navigate help systems when using Linux (CLO 6)
	Demonstrate how to work with Linux files and directories (CLO 7)
	Explain and show how to search and extract data from Linux file (CLO 8)
	Express a basic understanding of the concept of scripting (CLO 9)
	List components of desktop and server computers (CLO 10)
	Describe where data is stored on Linux computers (CLO 11)
	Demonstrate how to query vital network settings for a Linux computer on a Local Area Network (CLO 12)
	List and describe types of users on a Linux system (CLO 13)
	Create users and groups on a Linux system (CLO 14)
	Manage Linux file permissions and ownership (CLO 15)
	Define and identify special Linux directories and files (CLO 16)
MST 118: Networking I	Build a small Ethernet network with security best practices (CLO 6)
MST 217: Network Security	Identify the areas of security vulnerability in a distributed computing network (CLO 2)
	Identify vulnerabilities and misconfigurations in major wireless network technologies (CLO 3)
MST 218: Server Administration I	Install and administer Windows Server (CLO 1)
	Manage Windows Server (CLO 2)
	Install and configure server roles (CLO 3)
	Configure storage and file systems (CLO 4)
	Implement server virtualization (CLO5)
MST 219: Server Administration II	Install, manage, and maintain Active Directory instances (CLO 2)
	Create and manage Group Policies (CLO 3)
	Configure Active Directory environments with multiple domains (CLO 4)
	Implement a Digital Certificate solution (CLO 5)
	Implement a single sign-on solutions (CLO 6)
MST 227: Introduction to Programming	Implement Rights Management (CLO 7)
	Apply the basics of programming in a high-level language, including data types, control structures, algorithm development, and program design with functions. (CLO 1)
	Apply the principles of Object-Oriented Programming (OOP). (CLO 2)
	Use the common data structures in programming, including strings, arrays, lists, files, and dictionaries (CLO 3)
	Explain the software development life cycle (CLO 4)
	Create programs that solve contemporary problems (CLO 5)

MST 235: IT Practicum and Survey	Troubleshoot server operation and network connectivity issues lab environments created in the classroom (CLO 6)
	Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required appropriate for a business management review (CLO 9)
MST 297: Coordinated Internship Project	Participate in a structured internship based in the workplace and receive real world, hands-on experience (CLO 1)
Program Outcome 4:	
Demonstrate a foundational knowledge of networking systems both hardware and software	
MST 115: IT Essentials	Connect to the Internet and share resources in a networked environment (CLO 1)
MST 117: Linux Essentials	Demonstrate and use basic Linux command line skills (CLO 5)
MST 118: Networking I	Configure switches and end devices to provide access to local and remote network resources (CLO 1)
	Explain how physical and data link layer protocols support the operation of Ethernet in a switched network (CLO 2)
	Configure routers to enable end-to-end connectivity between remote devices (CLO 3)
	Design, calculate, and apply subnet masks and addresses to fulfil given requirements in IPv4 and IPv6 networks. (CLO 4)
	Describe how the upper layers of the OSI model support network applications (CLO 5)
MST 128: Networking II	Configure and troubleshoot VLANs and Inter-VLAN routing applying security best practices (CLO 1)
	Configuring and troubleshoot redundancy on a switched network using STP and EtherChannel (CLO 2)
	Explain how to support available and reliable networks using dynamic addressing and first-hop redundancy protocols (CLO 3)
	Configure dynamic address allocation in IPv6 networks (CLO 4)
	Configure WLANs using a WLC and L2 best security practices (CLO 5)
	Configure switch security to mitigate LAN attacks (CLO 6)
	Configure IPv4 and IPv6 static routing on routers (CLO 7)
MST 228: Networking III	Configure single-area OSPFv2 in both point-to-point and multiaccess networks (CLO 1)
	Explain how to mitigate threats and enhance network security using access control lists and security best practices (CLO 2)
	Implement standard IPv4 ACLs to filter traffic and secure administrative access (CLO 3)
	Configure NAT services on the edge router to provide IPv4 address scalability (CLO 4)

	Explain techniques to provide address scalability and secure remote access for WANs (CLO 5)
	Explain the implementation of Quality of Service in networking devices (CLO 7)
	Implement protocols to manage the network (CLO 8)
	Recognize the importance of technologies such as virtualization, software defined networking, and automation affect evolving networks (CLO 9)
MST 217: Network Security	Identify the areas of security vulnerability in a distributed computing network (CLO 2)
	Identify vulnerabilities and misconfigurations in major wireless network technologies (CLO 3)
	Develop a Network Security Plan (CLO 3)
MST 218: Server Administration I	Configure storage and file systems (CLO 4)
MST 219: Server Administration II	Explain the role of directory services in a network (CLO 1)
MST 220: Server Administration III	Configure TCP/IP on Windows Server (CLO 1)
	Implement DNS, DHCP, and IPAM (CLO 2)
	Implement Remote Access solutions (CLO 3)
	Configure Distributed File Systems (CLO 4)
MST 235: IT Practicum and Survey	Configure Windows Server and its various roles (CLO 1)
	Design and plan a Microsoft Active Directory instance (CLO 2)
	Install, configure, and manage Microsoft Windows Server infrastructure for Active Directory, file/print, DNS, Exchange, DHCP, Network Printing, and Remote Access (CLO 3)
	Design, configure, and implement network switch installation using subnets and VLANs (CLO 4)
	Design and implement network security measures on servers and switches (CLO5)
	Configure and implement a Microsoft Hyper-V hypervisor and virtual machines for Windows Server using command line.
	Define and implement a role-based security model and permissions in the classroom environment (CLO 8)
	Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required appropriate for a business management review (CLO 9)
MST 297: Coordinated Internship	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)

Introduction

This is the second Student Learning Outcome assessment to take place since the restructuring of the program in Spring 2021. It will also be the last assessment that will be performed by the current Program Manager, who is retiring at the end of the current academic year. Thus, no new initiatives will be suggested, leaving any actions to whoever takes charge of the program next. The data and analysis are presented for archival purposes and for continuity of planning.

Program Outcomes Rubric

Replace the table below with the Program Learning Outcomes Rubric for the period of this review.

Competency Areas	I	II	III	IV
Demonstrate the ability to verbally and nonverbally communicate in a professional manner.	Does not communicate with users and colleagues	Communicates but has trouble getting concepts across to both users and colleagues	Usually communicates effectively with users and colleagues in both technical and non-technical terms	Communicates effectively with users and colleagues in both technical and non-technical terms
Apply skills learned to troubleshoot computer and network issues in a timely fashion.	Demonstrates minimal, non-existent, or ineffective troubleshooting techniques	Demonstrates effective troubleshooting on a small subset of problems	Effectively troubleshoots most problems with a few gaps	Demonstrates systematic, effective troubleshooting techniques on a variety of problems
Demonstrate a foundational knowledge of computer systems, both hardware and software.	Demonstrates severely limited knowledge of computer systems	Demonstrates foundational knowledge of computer systems but with large gaps in knowledge	Demonstrates foundational knowledge of computer systems with some gaps in knowledge	Demonstrates wide foundational knowledge of computing systems
Demonstrate a foundational knowledge of networking systems, both hardware and software.	Demonstrates severely limited knowledge of networking systems	Demonstrates foundational knowledge of networking systems but with large gaps in knowledge	Demonstrates foundational knowledge of networking systems with some gaps in knowledge	Demonstrates wide foundational knowledge of networking systems

Program Outcome #1

Demonstrate the ability to verbally and nonverbally communicate in a professional manner.

This Outcome has been divided into 3 sub-outcomes for assessment purposes

Sub-area	I	II	III	IV
1a. Formal writing	Fails to effectively communicate using formal writing, with extensive errors in grammar and usage	Demonstrates low-level communication with a moderate number of errors in grammar and usage	Demonstrates effective communication with some grammatical and usage errors	Demonstrates effective communication in formal writing, with proper grammar and usage
1b. Technical Language	Fails to use appropriate technical language when communicating with peers	Uses appropriate technical language at least 30% of the time when communicating with peers	Uses appropriate technical language at least 75% of the time when communicating with peers	Demonstrates excellent use of appropriate technical language when communicating with peers
1c. Informal Language.	Is unable to convey technical concepts using non-technical language	Communicates but must often explain technical language used	Communicates technical concepts well in but still uses some technical language without explanation	Demonstrates superior ability to communicate technical concepts using non-technical language

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MST 235	IT Practicum & Survey	1	3	1/3	1	Yes
MST 297	Coordinated Internship Project II	1	4	1/4	1	Yes

	Outcome		I	II	III	IV	Total # of Students
Course MST 235	1a.	#	0	3	0	0	3
		%	0	100%	0	0	100%
	1b.	#	0	0	0	3	3
		%	0	0	0	100%	100%
	1c.	#	0	0	0	3	3
		%	0	0	0	100%	100%
Course MST 297	1a.	#	Not assessed in this course				
		%					
	1b.	#	0	0	4	0	4
		%	0%	0%	100%	0%	100%
	1c.	#	0	1	2	1	4
		%	0%	25%	50%	25%	100%

Assessment Results

Students in MST 235 were assessed through three assignments in which students had to design a simple network system for a small company. One assignment was a written proposal. In two assignments the students had to present their proposal to the class. Each assignment was used to measure one of the three sub-outcomes. For sub-outcome 1a, all students (100%) were in category II, showing some difficulty in expressing information in formal language in the form of a project proposal. For sub-outcomes 1b and 1c, all students (100%) were in category IV, showing proficiency in both technical language (1b) and informal language (1c).

Students in MST 297 were also assessed by their internship supervisor, usually an IT Manager. Each sub-outcome was presented as a separate question on the evaluation form. However, because of time constraints in developing the assessment form, the rubric was

not yet developed. The internship supervisors were simply asked to rate the intern on a on a Likert-like scale from 1 (worst) to 4 (best). Students were assessed on sub-outcomes 1b (technical communication with peers) and 1c (communication with users), but not on 1a (written communication), since interns are not often given opportunities to present written communications. For sub-outcome 1b (technical language) all students (100%) were in category III. For sub-outcome 1c (informal language) the results were more varied, with one (25%) falling into category II, two (50%) into category III, and one (25%) into category IV.

Analysis

The groups of students assessed this year showed an improvement in all three sub-outcomes over the 2023-2024 assessment, even though no changes were made in the program. This could be due to a variety of factors, including the preparation of students prior to entering Three Rivers. Also, this is only the second assessment carried out under the current curriculum. Two data points are not enough to establish any kind of trend, and the sample sizes are small. Either the earlier assessment or this assessment could be skewed just because of the small sample size. Any evaluation of this Learning Outcome should be deferred until future assessments provide more data points.

Use of Results for Improvement

Continued monitoring should take place for this outcome, but no changes are planned at this time, since the focus should continue to be on Learning Outcome #2 (Troubleshooting).

Timeline for Changes

No changes recommended.

Program Outcome #2

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MST 235	IT Practicum & Survey	1	3	1/3	1	Yes
MST 297	Coordinated Internship Project II	1	4	1/4	1	Yes

		I	II	III	IV	Total # of Students
MST 235	#	0	0	0	3	3
	%	0%	0%	0%	100%	100%
MST 297	#	0	1	2	1	4
	%	0%	25%	50%	25%	100%

Assessment Results

Students in MST 235 were assessed via an assignment in which they had to troubleshoot a network that contained at least three issues, some on individual PCs and some network-related. All three students (100%) succeeded in finding all the issues and correcting them without being given any clues.

Students in MST 297 were assessed by their internship supervisor, usually an IT Manager. However, because of time constraints in developing the assessment form, the internship supervisors were not provided with the full rubric and simply asked to rate the intern on a Likert-like scale from 1 (worst) to 4 (best). 4 students were enrolled, with all supervisors returning assessment forms. One student (25%) fell into category II. Two students (50%) fell into category III, while one (25%) fell into category IV (best).

Analysis

Students in MST 235 showed a marked improvement, even though no changes were made in the program. As stated in the 2023-2024 report, students in that group had taken more than 4 years to finish the program. The 2024-2025 group had all finished on schedule. This would tend to reinforce the idea that such gaps should be addressed at the beginning of MST 235.

Use of Results for Improvement

As suggested by the 2023-2024 report, a review of troubleshooting techniques will be inserted into MST 235 to address any loss of knowledge in those students whose degree careers were not continuous.

Timeline for Changes

The troubleshooting review will be inserted into MST 235 in the Spring semester of 2026.

Program Outcome #3

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MST 235	IT Practicum & Survey	1	3	1/3	1	Yes
MST 297	Coordinated Internship Project II	1	4	¼	1	Yes

		I	II	III	IV	Total # of Students
MST 235	#	0	0	2	1	3
	%	0%	0%	67%	33%	100%
MST 297	#	0	1	2	1	4
	%	0%	25%	50%	25%	100%

Assessment Results

In MST 235, students were assigned specifications for a computer network. They were required to gather equipment from storage and build the network to the specification. This assignment had both a computer (hardware) component and a network component. For this program outcome, students were rated on the completeness and operability of the computer component. Two students (67%) rated in category III (proficient), while one student (33%) rated in category IV (excellent).

Students in MST 297 were assessed by their internship supervisor, usually an IT Manager. However, because of time constraints in developing the assessment form, the internship supervisors were not provided with the full rubric and simply asked to rate the intern on a on a Likert-like scale from 1 (worst) to 4 (best). 5 students were enrolled, with one supervisor not returning an assessment form. One student (25%) fell into category II, two students (50%) fell into category III, while one (25%) fell into category IV (best).

Analysis

As was the case in the 2023-2024 assessment, students performed slightly better in the classroom for this outcome as opposed to the internship and a real work environment. Additionally, students overall in both classes showed a slight improvement over the 2023-2024 assessment. Once again, no curriculum changes were made that would account for any improvement, so that the apparent improvement could be skewing caused by the small sample size or normal year-to-year variation.

As was noted in the discussion of Learning Outcome #1, two data points are not enough to establish any kind of trend, and the sample sizes are small. Any evaluation of this Learning Outcome should be deferred until future assessments provide more data points.

Use of Results for Improvement

Continued monitoring should take place for this outcome, but no changes are planned at this time, since the focus should continue to be on Learning Outcome #2 (Troubleshooting).

Timeline for Changes

No changes proposed.

Program Outcome #4

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MST 235	IT Practicum & Survey	1	3	1/3	1	Yes
MST 297	Coordinated Internship Project II	1	4	¼	1	Yes

		I	II	III	IV	Total # of Students
MST 235	#	0	0	0	3	3
	%	0%	0%	0%	100%	100%
MST 297	#	0	1	2	1	4
	%	0%	25%	50%	25%	100%

Assessment Results

In MST 235, students were assigned specifications for a computer network. They were required to gather equipment from storage and build the network to the specification. This assignment had both a computer (hardware) component and a network component. For this program outcome, students were rated on the completeness and operability of the network component. All three students (100%) rated in category III.

Students in MST 297 were assessed by their internship supervisor, usually an IT Manager. However, because of time constraints in developing the assessment form, the internship supervisors were not provided with the full rubric and simply asked to rate the intern on a Likert-like scale from 1 (worst) to 4 (best). 4 students were enrolled, with all supervisor returning an assessment form. One student (25%) fell into category II, two students (50%) fell into category III, while one (25%) fell into category IV (best).

Analysis

Students in MST 225 showed a slight improvement over the 2023-2024 cohort, while the scores in MST 297 were the same as 2023-2024. Once again, students scored better in a classroom situation than in an actual work situation. However, as stated before, more assessments are needed to determine if there is any trend and if action needs to be taken for improvement.

Use of Results for Improvement

Beginning in Spring 2026, supervisors for MST 297 internships will be provided with the full rubric at the beginning of the internship period, rather than having to wait until the end of the internship. This is the only change that will take place in this course.

Timeline for Changes

No changes are proposed after Spring 2026.

Additional Summary Notes

Anomalies in the results that were noticed:

No anomalies were detected.

Were there any patterns in the data observed?

No patterns were observed, likely due to small sample size.



THREE RIVERS COLLEGE

Manufacturing Technology AAS

Program Level SLO Report

Gregory Watts – Program Manager

2024 - 2025

Program Purpose Statement

Career and Technical Education. The Manufacturing Technology program focuses on the knowledge and skills necessary for industrial maintenance and technology career paths. Manufacturing focused skills students will learn include electrical systems, robotics, print reading, programmable controller systems, mechatronics, hydraulics and pneumatics, computer aided machining, quality assurance, automation systems, networking, and welding.

Program Outcomes

- Develop the knowledge and skills to safely work with electrical and mechanical equipment.
- Develop troubleshooting skills using standard test equipment and interpreting technical drawings.
- Demonstrate knowledge of equipment and process operations.
- Program and monitor industrial PLCs (Programmable Logic Control).
- Understand the design and operation of hydraulic and pneumatic systems.
- Demonstrate an understanding of robotics and automation.

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 academic year.

Manufacturing Technology: Program Outcomes Mapping	
Program Outcome 1:	
Develop the knowledge and skills to safely work with electrical and mechanical equipment.	
Course	Course Learning Outcome (CLO)
ELEC 115 Applied DC & AC Circuits	Define fundamental principles of electronics and electricity, recognize basic schematic symbols, letter designations, and units of measure for the fundamental electronic parameters, describe basic component functions, waveforms and their physical interfaces.
ELEC 117 Industrial Electrical Controls	Define fundamental industrial control circuits and their use in advanced manufacturing and industrial environments.
MAFT 215 Mechatronics Capstone	Demonstrate proper manufacturing safety procedures in an industrial setting.
MAFT 119 Robotics I	Describe proper manufacturing safety procedures in an industrial robotic setting.
MAFT 219 Robotics II	Demonstrate proper manufacturing safety procedures in an industrial robotic setting
Program Outcome 2:	
Develop troubleshooting skills using standard test equipment and interpreting technical drawings.	
Course	Course Learning Outcome (CLO)
MEDR 135 Blueprint Reading and Gauging	Demonstrate an understanding of print reading terminology and terms associated with dimensioning and tolerancing.
	Interpret information contained in the title block and drawing notes.
	Identify and locate information about specific features of a part in different views presented on the print and different line types and tolerancing.
ELEC 115 Applied DC & AC Circuits	Test and evaluate basic circuit functions using basic test equipment and troubleshooting techniques
ELEC 117 Industrial Electrical Controls	Test and Evaluate control circuits using basic test equipment and troubleshooting techniques
ELEC 207 Industrial Electronics Applications	Perform test and evaluation of common circuits using basic test equipment and troubleshooting techniques.
	Interpret basic digital and analog circuit functions based on the schematic representation of common fundamental circuits
ELEC 216 Programmable Controller Systems	Test and evaluate software programs using standard test equipment and trouble-shooting technique
MAFT 215 Mechatronics Capstone	Differentiate, troubleshoot, and correct problems in the automation system based upon information gained through multimeter readings and computer software.
MAFT 255 Hydraulics & Pneumatics	Analyze circuit function using basic troubleshooting techniques.
MAFT 219 Robotics II	Differentiate, troubleshoot, and correct problems in a robotic integrated circuit based upon information gained through instrumented readings and computer programming software

Program Outcome 3:	
Demonstrate knowledge of equipment and process operations.	
Course	Course Learning Outcome (CLO)
ELEC 117 Industrial Electrical Controls	Recognize basic schematic symbols, letter designations, and functions of electrical, motor, and mechanical devices.
	Describe basic component functions and their uses in industrial applications. Interpret basic control circuit functions based on the control circuit line (ladder) and wiring diagrams.
ELEC 207 Industrial Electronics Applications	Name and describe the operation of fundamental electronic devices used in both digital and analog systems
	Recognize basic schematic symbols, letter designations, and functions of basic digital and analog devices used in electronic circuits
MAFT 255 Hydraulics & Pneumatics	Interpret fluid power circuits.
	Describe component function.
MEDR 246 Computer Aided Machining I	Identify and use the fundamental concepts, terms, tools, and practices of CAM
	Apply characteristics of CAM software and systems design in the evaluation of CAM software and activities in the course.
	Use computer systems to develop machine tool language programs and make changes on existing programs and basic G-code language.
	Students will be capable of developing 2D and 3D machine tool language programs.
	Students will learn limited machine tool operation and machining techniques.
Program Outcome 4:	
Program and monitor industrial PLCs.	
Course	Course Learning Outcome (CLO)
ELEC 216 Programmable Controller Systems	Describe the operation of a Programmable Logic Controller (PLC) system.
	Recognize and describe the operation of the major components of a PLC system.
	Describe the use of number systems used in the programming of a PLC system.
	Describe the software instruction set for the SLC family of processors.
	Create a software program to be downloaded and run on a PLC system.
MAFT 215 Mechatronics Capstone	Define electronic circuits, switches, programmable logic controls and their uses as it relates to mechanized industrial automation systems
	Demonstrate programming moves in single units as well as hand shaking of multiple automation and robotic stations
Program Outcome 5:	
Understand the design and operation of hydraulic and pneumatic systems.	
Course	Course Learning Outcome (CLO)
MAFT 255 Hydraulics & Pneumatics	Define core concepts of fluid power.
	Recognize fluid power symbols in circuit drawings.
	Describe component function.
	Interpret fluid power circuits.
Program Outcome 6:	

Demonstrate an understanding of robotics and automation.	
Course	Course Learning Outcome (CLO)
MAFT 119 Robotics I	Describe proper manufacturing safety procedures in an industrial robotic setting
	Describe the multi-axis coordinate systems used in robotic technologies
	Demonstrate use of the teach pendant to input robot commands, to provide fundamental controls relating to mechanized industrial automation systems.
	Describe end-of-arm-toolings available and their applications in a modern manufacturing environment.
	Describe the physics of robotic motion and hand shaking of multiple automation and robotic stations.
MAFT 219 Robotics II	Investigate the applications of multi-axis robotic in a modern manufacturing application
	Demonstrate the proper usage of the teach pendant to program a multi-axis robot to interact with other industrial technologies to create a functioning industrial circuit.
	Differentiate, troubleshoot, and correct problems in a robotic integrated circuit based upon information gained through instrumented readings and computer programming software.
MAFT 215 Mechatronics Capstone	Define electronic circuits, switches, programmable logic controls and their uses as it relates to mechanized industrial automation systems.
	Demonstrate programming moves in single units as well as hand shaking of multiple automation and robotic stations
MAFT 267 Automated Manufacturing Systems	Student will be able to identify the major components and characteristics of a Computer-Integrated-Manufacturing System including: product planning, production engineering, manufacturing planning, flexible vs. fixed manufacturing, and lean manufacturing concepts.
	Student will be able to explain H/W and S/W based programming tools and equipment to analyze fundamental aspects of automation technologies.

Introduction

Assessment Approach: Manufacturing Technology courses utilize Amatrol's interactive learning modules. The course instructor applies an analytic rubric for each Program Learning Outcome to student process and products related to selected Amatrol modules and their associated hands-on applications. (<https://amatrol.com/>)

Manufacturing Technology Assessment Plan				
Program Learning Outcome	Outcome #	Three Rivers Course	Amatrol Module	Amatrol Application
Develop the knowledge and skills to safely work with electrical and mechanical equipment.	1.a Electrical Safety	ELEC 117, Industrial Electrical Controls	W17448-XB00JEN-E1, Electrical Wiring Systems	#2 Wiring Electrical Panels
	1.b Mechanical Safety	ELEC 207, Industrial Electronics Applications	EB240-BC00UEN-E1, Industrial Electronics	#5 Discrete Sensing Devices
Develop troubleshooting skills using standard test equipment and interpreting technical drawings.	2.a Test Equipment	ELEC 115, Applied DC and AC Circuits	VB227-BD00UEN-E1, AC/DC Electrical Systems	#2 Electrical Measurement
	2.b Technical Drawings	ELEC 117, Industrial Electrical Controls	W17448-XB00JEN-E1, Electric Wiring systems	#1 Introduction to Electrical Control Wiring
Demonstrate knowledge of equipment and process operations.	3	MEDR 246, Computer Aided Machining	WXPE102-XX00XEN-E3, Principles of Machining Centers	#3 CNC Programming and Operation
Program and monitor industrial PLCs.	4	ELEC 216, Programmable Controller Systems	W25005-BB00UEN-E1, PLC System-Allen Bradley L16/Studio 5000	#2 Programmable Controller Operation
				#5 PLC Motor Control
				#8 PLC Timer Instructions
Understand the design and operation of hydraulic and pneumatic systems	5	MAFT 255, Hydraulics & Pneumatics	VB831-XC00UEN-E1, Basic Hydraulics	#2 Basic Hydraulic Circuits
			VB780-AA00AEN-E1, Basic Pneumatics	#7 Basic pneumatic Circuits
Demonstrate an understanding of robotics and automation	6	MAFT 219, Robotics II	E11302-CD00XEN-E2, Flexible Manufacturing Systems 1	#1 Introduction to Flexible Manufacturing Systems
		MAFT 215, Mechatronics Capstone		#2 Point-to-Point Assembly

Program Outcomes Rubric

Program Outcome #1				
Develop the knowledge and skills to safely work with electrical and mechanical equipment.				
Competency	I	II	III	IV
Electrical Safety	Student requires constant supervision to work safely with electrical equipment.	Student requires periodic supervision to work safely with electrical equipment.	Student is able to work safely with electrical equipment with minimal supervision.	Student is able to work safely with electrical equipment without supervision.
Mechanical Safety	Student requires constant supervision to work safely with mechanical equipment.	Student requires periodic supervision to work safely with mechanical equipment.	Student is able to work safely with mechanical equipment with minimal supervision.	Student is able to work safely with mechanical equipment without supervision.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ELEC 117	Industrial Electrical Controls	1	7	1/7	1 FT 1 PT	Yes
PEP ELEC 117	Industrial Electrical Controls	1	11	1/11	1 FT	Yes
ELEC 207	Industrial Electronics Applications	1	5	1/5	1 FT 1 PT	Yes

		I	II	III	IV	Total # of Students
ELEC 117	#	1	3	0	3	7
	%	14.3%	42.9%		42.9%	
PEP	#	0	6	5	0	11
ELEC 117	%		55%	45%		

ELEC 207	#	0	1	1	3	5
	%		20%	20%	60%	

Assessment Results

The results are unevenly distributed..

Analysis

ELEC 117 – While any low category involving safety is a concern, this is the course where safety is taught. Student participation is important to ensure they understand and use safe practices.

Use of Results for Improvement

Instructor / Peer mentoring of Cat 2 student. Student partnering has positive results.

Will look for opportunities to continue partnering Lvl 4 students with < Lvl 3 students.

What is the proposed timeline for the changes outlined above?

Experimented with partnering in 2023-2024 and will continue moving forward.

Program Outcome #2

Develop troubleshooting skills using standard test equipment and interpreting technical drawings.

Competency	I	II	III	IV
Test Equipment	Student can identify standard test equipment and name functions.	Student can appropriately use standard test equipment.	Student understands significance and implications of test equipment output.	Student can use test equipment output to troubleshoot system and process errors.
Technical Drawings	Student can recognize basic conventions and symbols used in technical drawings.	Recognize components and functions represented in technical drawings.	Student understands function and workflow represented in technical drawings.	Student can Interpret technical drawings for the purpose of troubleshooting systems.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ELEC 115	Industrial Electrical Controls #2a	1	7	1/7	1 FT 1 PT	Yes
ELEC 117	Industrial Electrical Controls #2b	1	7	1/7	1 FT 1 PT	Yes
PEP ELEC 115	Industrial Electrical Controls #2a	1	11	1/12	1 FT	Yes
PEP ELEC 117	Industrial Electrical Controls #2b	1	11	1/11	1 FT	Yes

		I	II	III	IV	Total # of Students
ELEC 115 # 2a	#	1	0	2	4	7
	%	14.5		28.5	57	
ELEC 117 # 2b	#	1	1	2	3	7
	%	14.5	14.5	28.5	42.5	
PEP ELEC 115 # 2a	#	0	2	5	5	12
	%		16.7	41.7	41.7	
PEP ELEC 117 # 2b	#	0	3	5	3	11
	%		27.3	45.4	27.3	

Assessment Results

Students satisfactorily meet core expectations with room for improvement. In prior year, the majority of students did not meet expectations.

Analysis

Students achieved 75% success rate. The increase in success rate may be attributed to Mentoring and individualized feedback for < Lvl 3 students.

Use of Results for Improvement

Practice exercises to improve Category 3 to Category 4. These exercises add depth to The existing courses.

What is the proposed timeline for the changes outlined above?

Beginning in Fall of 2024, practice exercises are being made available. Because of low sample size, additional monitoring will be necessary to reach a satisfactory result.

Program Outcome #3

Demonstrate knowledge of equipment and process operations.

Competency	I	II	III	IV
Equipment and Process Operations	Identify (or recognize) components and basic concepts.	Describe basic manufacturing component functions.	Demonstrate limited equipment and process operation.	Explain the fundamental operation of electronic and mechanical devices in manufacturing process.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MAFT 215	Mechatronics Capstone	2	3	2/3	1FT	Yes

		I	II	III	IV	Total # of Students
MAFT 215	#	1		1	1	3
	%	33%		33%	33%	

Assessment Results

The majority meets or exceeds expectations.

Performance gap between students.

Analysis

Success rate = 8/12 or 66.7%

Use of Results for Improvement

Support and basic skills for Category 1 student, enhancement for Category 3 student.

Cat 1 student attendance and initiative are factors affecting the low result.

Instructor / Peer mentoring crucial for Category 1 student.

What is the proposed timeline for the changes outlined above?

Began partnering in Spring 2024, going forward from that time.

Program Outcome #4 Program and monitor industrial PLCs.				
Competency	I	II	III	IV
Programming PLCs	Define basic terminology and major components used in programmable logic controls.	Describe uses and functions of programmable logic controls.	Create software programs for programmable logic control systems.	Troubleshoot and edit programmable logic systems.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ELEC 216	Programmable Controller Operation #2	2	5	2/5	1 FT	Yes
ELEC 216	Programmable Controller Operation #5	2	2	2/2	1 FT	Yes
ELEC 216	Programmable Controller Operation #8	2	4	2/4	1 FT	Yes

		I	II	III	IV	Total # of Students
ELEC 216 #2	#	1	2	1	1	5
	%	20%	40%	20%	20%	
ELEC 216 #5	#			1	1	2
	%			50%	50%	
ELEC 216 #8	#	1	1	1	1	4
	%	25%	25%	25%	25%	

Assessment Results

The four-level spread of skills reinforces the fact this is a difficult course.

Analysis

Six students meet or exceed core expectations. Five students are below proficiency.

In the pilot of 2023-2024, all the students scored Lvl 2 or below. Increased individualized mentoring in 2024-2025, which seemed to benefit student performance. Students find PLC terminology and connectivity more difficult. This challenge occurs early in the course.

Use of Results for Improvement

Support and skill-building for students below Category 3.

Enhancement exercises in terminology and connectivity for students at Category 2 or below.

What is the proposed timeline for the changes outlined above?

Monitor student progress in 2024-2025 to identify best places in curriculum to place additional exercises and implement exercises in 2025-2026. Continue individualized mentoring going forward.

Program Outcome #5

Understand the design and operation of hydraulic and pneumatic systems.

Competency	I	II	III	IV
Hydraulic Systems	Identify components and core concepts of fluid power.	Describe component function in fluid power systems.	Execute setup of fluid power components.	Interpret and explain fluid power systems.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MAFT 255	Basic Hydraulic Circuits #2	2	4	2/4	1 FT	Yes
MAFT 255	Basic Hydraulic Circuits #7	2	4	2/4	1 FT	Yes

		I	II	III	IV	Total # of Students
MAFT 255 Basic Hydraulic Circuits #2	#			2	2	4
	%			50%	50%	
MAFT 255 Basic Hydraulic Circuits #7	#			2	2	4
	%			50%	50%	

Assessment Results

Students are meeting or exceeding proficiency. Pilot of 2023-2024 showed similar results.

Analysis

Distribution is split 50/50 between the top 2 categories.

Success rate = 14/16 or 87.5 %

Use of Results for Improvement

Provide individualized feedback for Cat 3 students.

Address common weaknesses for targeted training exercises.

What is the proposed timeline for the changes outlined above?

Student performance by this outcome shows consistency and for the present,

Outcomes 2, 3, and 6 will be focused.

Program Outcome #6				
Demonstrate an understanding of robotics and automation.				
Competency	I	II	III	IV
Automation	Identify components and basic concepts in Computer-Integrated-Manufacturing Systems.	Define components and basic concepts in Computer-Integrated-Manufacturing Systems.	Demonstrate set up and programming for Computer-Integrated-Manufacturing Systems.	Differentiate, troubleshoot, and correct problems in a Computer-Integrated-Manufacturing System.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MAFT 215	Mechatronics Capstone	2	4	2/4	1 FT	Yes
MAFT 219	Robotics II	2	2	2/4	1 FT	Yes

		I	II	III	IV	Total # of Students
Mechatronics Capstone	#	1		1	2	4
	%	25%		25%	50%	
Robotics 2	#	1	2	1		4
	%	25%	50%	25%		

Assessment Results

The four-level spread of skills reinforces the fact this is a difficult course.

Analysis

Four students meet or exceed core expectations. Four students are below proficiency.

Students struggle with applications by scenarios for demonstration.

Use of Results for Improvement

Instructor support and skill-building for students below Category 3.

Enhancement exercises for students above Category 2.

Start with simpler scenarios that can be built upon to increase understanding of more complex scenarios.

What is the proposed timeline for the changes outlined above?

Beginning in Spring of 2024, students start with simpler scenarios to build upon going forward. Continue to look for ways to improve student performance in MAFT 219.

Additional Summary Notes

Anomalies in the results that were noticed:

There are twice as many Category 3 and Category 4 students as there are Category 1 and Category 2. This shows improvement from the pilot collection of 2022-2023. Sample size is small, close monitoring is necessary. Individualized mentoring and peer partnering in the labs show improvements in almost all areas.

Were there any patterns in the data observed?

Due to the small number of students in these assessments, it's difficult to find any patterns.

Addendum

PEP:

- (1) Our program now includes the Prison Education Program or PEP. Some data has been provided for this report.

The PEP students, being incarcerated, have no attendance or attention problems. They usually do their online courses on their time. That gives them maximum time with the instructor and the training equipment. Security issues do restrict or slow the use of training equipment., but as more data is gathered, better training equipment is being adapted to fit security guidelines.



THREE RIVERS COLLEGE

Paramedic

Program Level SLO Report

Tami Cunningham– Program Manager

2024-25

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.

Program Outcomes

Provide the list of Program Learning Outcomes for the period covered in this report.

1. Provide a safe, supportive and effective environment for each pre-hospital encounter.
2. Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.
3. Demonstrate knowledge of the legal aspects of EMS (ex. HIPAA), and local policy limits, to all patient encounters while recognizing and accepting personal responsibility for one's actions, or lack of action, in the practice of emergency medicine.
4. Communicate in a professional manner with all members of the health care team.
5. Utilize knowledge of normal/abnormal anatomy and physiology and pharmacology in pre-hospital emergency care.

Curriculum Mapping

The subsequent curriculum maps are arranged by Program Learning Outcome to correspond with the Student Learning Outcomes and provide context for the assessment results within this report.

Paramedic: Program Outcomes Mapping

Program Outcome 1: Provide a safe, supportive and effective environment for each pre-hospital encounter.		
Course	Course Learning Outcome (CLO)	Artifact Used
EMT 105: EMT	Demonstrate safe patient handling techniques. (CLO 3)	Patient Assessment Scenario
PARA 210: Paramedic I	Manage the different types of scenes, such as crime, Haz-Mat, and rescue. (CLO 4)	Patient Assessment Scenario
PARA 215: Paramedic Internship I	Initiate intravenous administration with/without fluid and/or medication administration by all routes. (CLO 2)	Internship Assessment Sheet
	Manage pre-hospital patients with medical emergencies. (CLO 4)	Internship Assessment Sheet
PARA 220 Paramedic II	Provide pre-hospital care to the medical, trauma, and special consideration patient. (CLO 4)	Patient assessment scenario
PARA 225: Paramedic Internship II	Demonstrate medication administration using all routes. (CLO 2)	Internship Assessment Sheet
	Provide pre-hospital care to the medical, trauma, and special consideration patient. (CLO 3)	Internship Assessment Sheet

Program Outcome 2: Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.		
Course	Course Learning Outcome (CLO)	Artifact Used
EMT 105: EMT	Choose appropriate emergency medical care based on assessment findings of the patient's condition. (CLO 2)	Patient Assessment
PARA 210: Paramedic I	Apply protocols/procedures to emergency situations for patients of all ages. (CLO 5)	Patient Scenario
PARA 215: Paramedic Internship I	Place and administer care of advanced airway devices. (CLO 3)	Surgery internship sheet
PARA 220: Paramedic II	Apply the protocols/procedures of ACLS, PHTLS, and PALS to pre-hospital patients. (CLO 1)	ACLS, Trauma, & PALS Exam
PARA 230: Paramedic III	Implement a treatment plan for emergency situations. (CLO 1)	Scenario (Stroke)
	Show competency for National Registry Cognitive and psychomotor examination. (CLO 2)	Test Prep 1 Exam

PARA 235: Paramedic Internship III	Demonstrate the ability to perform a comprehensive assessment on medical, trauma, or special consideration patients. (CLO 1)	Capstone Competencies Sheet
	Safely perform advanced life support skills. (CLO 2)	Capstone Competencies Sheet

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	Artifact Used
EMT 105: EMT	Safely and effectively perform the roles and responsibilities of the EMT job description. (CLO 4)	Patient Assessment
PARA 210: Paramedic I	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)	Final Exam
PARA 225: Paramedic 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)	Preceptor Evaluation

Program Outcome 4: Communicate in a professional, considerate, and cooperative manner with all members of the healthcare team.		
Course	Course Learning Outcome (CLO)	Artifact Used
PARA 210: Paramedic I	Apply the principles of therapeutic communication to effectively communicate with patients of all ages. (CLO 3)	Patient Scenario
PARA 215: Paramedic Internship I	Demonstrate professional conduct and communication skills with patient, families, healthcare team, and the community as a paramedic. (CLO 1)	Preceptor Evaluation
PARA 220: Paramedic II	Demonstrate professional communication with the healthcare team including patient report and documentation. (CLO 2)	Affective Evaluation Scenario
PARA 225: Paramedic Internship II	Demonstrate professional communication with the healthcare team including patient report and documentation. (CLO 4)	Preceptor Evaluation
PARA 230: Paramedic III	Demonstrate professional communication with the healthcare team including patient report and documentation. (CLO 3)	Affective Evaluation Scenario
	Demonstrate the ability to serve as a team leader in a variety of pre-hospital emergency situations. (CLO 3)	Capstone Evaluation

PARA 235: Paramedic Internship III	Demonstrate professional communication with the healthcare team including patient report and documentation. (CLO 4)	Capstone Evaluation
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**Program Outcome 5:
Utilize knowledge of normal/abnormal anatomy and physiology, and
pharmacology in pre-hospital emergency care.**

Course	Course Learning Outcome (CLO)	Artifact Used
EMT 105: EMT	Assess the nature and seriousness of the patient's condition or extent of injuries to provide emergency medical care. (CLO 1)	Medical Exam
PARA 210: Paramedic I	Use the principles of anatomy and physiology and pharmacology for pre-hospital patient encounters. (CLO 6)	Pharmacology Exam
PARA 220: Paramedic II	Use the principles of anatomy and physiology and pharmacology for pre-hospital patient encounters. (CLO 3)	Patient Assessment Scenario

Introduction

The Paramedic Program at Three Rivers College (TRC) prepares students for entry-level paramedic roles through a curriculum aligned with nationally recognized standards and measurable Student Learning Outcomes (SLOs). The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on the recommendation of the Committee on Accreditation of Educational Programs for the EMS Professional (CoAEMSP) and approved by the Missouri Department of Health and Senior Services, Bureau of EMS.

Instruction is delivered in a hybrid modality, combining online coursework, one day a week in-person labs, concentrating on individual skills, and high-fidelity simulations. The paramedic student has three semesters of internship with area hospitals and EMS agencies locally. The Internship provides hands-on experience in patient assessment, critical decision-making in patient care, and transport.

Student Learning Outcomes are assessed through written exams (knowledge), skills (psychomotor) evaluations, simulation scenarios, internship/capstone performances, and professional behavior (affective) reviews. Continuous analysis of SLO data guides instructional improvements, ensuring graduates are prepared to deliver safe, competent, and compassionate prehospital care as an entry level paramedic.

Program Outcomes Rubric

Competency Areas	I	II	III	IV
Provide a safe, supportive, and effective environment for each pre-hospital encounter.	Frequently fails to ensure patient safety or support; unsafe practices or neglect of patient needs are evident.	Occasionally overlooks safety or comfort needs; requires occasional guidance to maintain a supportive environment.	Provides a safe and supportive environment in all standard situations; addresses patient needs appropriately.	Consistently ensures patient safety, comfort, and emotional support; anticipates potential risks; adapts environment and interventions proactively.
Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.	Frequently fails to follow protocol; demonstrates poor judgment; inefficient or unsafe response.	Makes occasional errors in judgment or protocol use; requires guidance during emergency situations.	Responds appropriately in emergencies; applies protocols correctly; makes sound judgments with minimal errors.	Demonstrates excellent decision-making under pressure; applies protocols accurately and efficiently in complex situations; adapts effectively to unexpected events.
Demonstrate knowledge of the legal aspects of EMS (e.g., HIPAA) and local policy limits; recognize and accept personal responsibility.	Lacks understanding of legal/policy requirements; avoids accountability; risks patient or organizational compliance.	Demonstrates incomplete understanding of legal/policy requirements; occasionally reluctant to accept responsibility.	Understands and applies relevant legal requirements and policies; accepts responsibility for actions and decisions.	Fully applies legal knowledge and local policies in all patient encounters; consistently demonstrates accountability and reflective practice.

Communicate in a professional manner with all members of the health care team.	Frequent unprofessional or ineffective communication negatively impacts team function or patient care.	Communication is occasionally unclear or unprofessional; it may cause minor misunderstandings.	Maintains professional communication; conveys information accurately; works effectively with team members.	Communicates clearly, respectfully, and collaboratively with all team members; facilitates teamwork and positive outcomes.
Utilize knowledge of normal/abnormal anatomy and physiology and pharmacology in pre-hospital emergency care.	Lacks sufficient knowledge; misapplies concepts; care is unsafe or ineffective.	Shows partial understanding; occasionally applies knowledge incorrectly; requires guidance.	Demonstrates sound knowledge; applies concepts appropriately in patient care situations.	Applies in-depth understanding of anatomy, physiology, and pharmacology to anticipate patient needs, make complex decisions, and optimize care.

Program Outcome # 1

Provide a safe, supportive and effective environment.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMT 105	EMT	4	35	4-35	1-4	YES
PARA 210	PARAMEDIC I	1	8	1	1-3	YES
PARA 215	EMS INTERNSHIP II	1	8	1	1-3	YES
PARA 220	PARAMEDIC II	1	8	1	1-3	YES
PARA 225	EMS INTERNSHIP II	1	8	1	1-3	YES

		I	II	III	IV	Total # of Students
SU 24-SP 25 EMT 105	#	0	0	22	13	35
	%	0	0	62%	37%	100%
	#	0	0	10	0	10

FA 24 PARA 210	%	0	0	100%	0	100%
FA 24 PARA 215	#	1	0	9	0	10
	%	1%	0	90%	0	100%
SP 25 PARA 220	#	0	2	4	2	8
	%	0	25%	50%	25%	100%
SP 25 PARA 225	#	0	1	5	2	8
	%	0	12%	63%	25%	100%

Assessment Results

Across EMT and Paramedic courses, majority of students demonstrated proficiency (Level III) or mastery (Level IV) in providing a safe, supportive, and effective environment.

- **EMT 105:** 99% of students achieved Level III or IV, indicating strong foundational competence in patient and scene safety practices.
- **Paramedic I & II (PARA 210, 220):** Students demonstrated consistent proficiency, with 100% at Level III or higher in PARA 210 and 75% at Level III or higher in PARA 220.
- **Internships (PARA 215, 225):** Clinical and field evaluations reflected continued growth, with 90–88% achieving Level III or higher performance.

Overall, 92% of students met or exceeded expectations for this outcome, showing alignment with program objectives and national competency standards.

Analysis

Student performance trends indicate consistent achievement of safe and effective practice behaviors across both EMT and Paramedic levels.

Strengths:

- EMT students demonstrated high competency early in training, suggesting effective classroom-to-lab integration.
- Paramedic cohorts-maintained competency during progression into clinical and internship phases, reflecting well-structured experiential learning.

Areas for Improvement:

- A small portion (10–12%) of students in PARA 215–225 remained at Level I–II, suggesting the need for earlier reinforcement of safety decision-making in complex environments.
- Variability in field preceptor evaluation consistency may have influenced scoring in internship courses.

Use of Results for Improvement

Early Reinforcement: Incorporate additional safety scenario-based simulations in the first paramedic semester to strengthen situational awareness and risk assessment skills.

Preceptor Calibration: Conduct preceptor training refreshers each semester to ensure consistent evaluation of safety and professional behavior outcomes.

- **Targeted Student Support:** Identify students at Level I–II early in the clinical phase and implement individualized remediation plans focusing on patient safety and scene management.
- **Curriculum Review:** Reassess alignment of EMT 105 and PARA 210–225 safety objectives to ensure progressive competency development.

The program will continue to monitor this outcome each semester to ensure continued compliance with CoAEMSP and CAAHEP expectations for graduate preparedness.

Timeline for Changes

Implementation of improvement measures began in Fall 2025. Early in the semester, the program initiated targeted remediation plans for students identified as needing additional support, with a focus on clinical reasoning and decision-making. The curriculum was enhanced with high-fidelity simulation scenarios designed to strengthen students' ability to manage complex, high-stress situations efficiently and within established protocols.

To promote consistency in evaluation, the program conducted preceptor calibration sessions and held a web meeting with all the area clinical sites to reinforce expectations and improve communication among partners. A series of vigorous preceptor training sessions was launched, including bimonthly meetings with Poplar Bluff Regional Medical Center to discuss student performance, field evaluations, and quality improvement strategies.

Additionally, the curriculum was reviewed to ensure that simulation scenarios and case studies align with the content and skills taught within each course module. These coordinated efforts are designed to ensure that students are evaluated consistently and provided with the support needed to develop sound clinical judgment and efficient emergency management skills. The program will continue to monitor student performance in upcoming semesters to evaluate the impact of these changes and to ensure continued alignment with CoAEMSP and CAAHEP standards.

Program Outcomes Rubric # 2

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

Competency Areas	I	II	III	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.
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Program Outcome # 2

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMT 105	EMT	4	35	4-35	1-4	YES
PARA 210	PARAMEDIC I	1	11	1-11	1-3	YES
PARA 215	EMS INTERNSHIP I	1	11	1-11	1-3	YES
PARA 220	PARAMEDIC II	1	8	1-8	1-3	YES
PARA 230	PARAMEDIC III	1	8	1-8	1-3	YES

		I	II	III	IV	Total # of Students
SU 24-SP 25 EMT 105	#	3	6	15	11	35
	%	9%	17%	43%	31%	100%
FA 24 PARA 210	#	0	2	6	2	10
	%	0	20%	60%	20%	100%
FA 24 PARA 215	#	1	0	8	1	10
	%	10%	0	80%	10%	100%
SP 25 PARA 220	#	0	1	5	2	8
	%	0	12%	63%	25%	100%
SU 25 PARA230	#	1	0	4	3	8
	%	12%	0%	50%	38%	100%

Assessment Results

During the summer 2024 and summer 2025 academic cycle, Program Outcome #2 was assessed across all levels of the EMT and Paramedic curriculum, including EMT 105, PARA 210, PARA 215, PARA 220, and PARA 230. All course sections were included in the assessment, encompassing a total of 72 assessments consisting of 35 students who were evaluated by both full-time and part-time faculty. There were 35 EMT students (different students), 11 paramedic students in the first semester and 8 paramedic students (8 out of the 11 are the same paramedic students that were assessed in PARA 210 and 230) in their second and third semester evaluated by both full-time and part-time faculty. The assessment focused on students' ability to effectively manage emergency situations using sound judgment, adherence to established protocols, and efficiency under pressure. Competencies evaluated included airway management, ECG recognition, medical and trauma assessment, pediatric and special patient management, and psychomotor skill performance in the laboratory.

Student performance was evaluated using a four-tier rubric (Levels I–IV), where Level I indicated minimal competency and Level IV indicated consistent, independent mastery or consistently above entry level paramedic.

- **EMT 105:** 74% of students achieved Level III or IV, showing solid foundational skills in scene management, airway control, and application of basic emergency procedures.
- **PARA 210 (Paramedic I):** 80% of students scored at Level III or higher, demonstrating growing proficiency in clinical reasoning, ECG recognition, and adherence to ALS protocols.
- **PARA 215 (EMS Internship I):** 90% reached Level III or IV, reflecting strong translation of classroom learning to clinical performance.

- **PARA 220 (Paramedic II):** 88% of students achieved Level III or IV, continuing to demonstrate effective decision-making in complex scenarios.
- **PARA 230 (Paramedic III):** 88% of students demonstrated proficiency or mastery, with notable improvement in managing multiple-patient incidents and leading team responses under pressure.

Across all courses, an average of 86% of students met or exceeded expectations (Levels III–IV) for this outcome. The results indicate that students are developing the critical thinking (knowledge) and (psychomotor) skills necessary to manage emergent patient care with accuracy, timeliness, and professionalism (affective).

Analysis

Overall data trends indicate that students are successfully progressing from foundational emergency management principles at the EMT level to advanced clinical application in the Paramedic sequence. Students consistently demonstrated sound judgment, adherence to local and national EMS protocols, and efficient response behaviors during simulations and field internships.

Strengths:

- Consistent improvement in airway management, ECG recognition, and trauma care across program levels.
- High performance during field internships, suggesting effective transfer of classroom and lab learning to real-world patient care.
- Strong faculty engagement in formative evaluation and skill reinforcement.

Areas for improvement:

A small group of students (10–14%) in EMT 105 and early paramedic coursework demonstrated inconsistent prioritization and delayed response times under stress.

- Occasional variation in preceptor scoring during internships suggests the need for further calibration to ensure consistent assessment of judgment and efficiency.
- Students entering Paramedic I could benefit from additional reinforcement in decision-making algorithms, particularly when faced with multiple concurrent treatment priorities.

Use of Results for Improvement

To strengthen this outcome and further enhance emergency management competencies, the following actions were implemented:

Enhanced Simulation Scenarios: Additional high-fidelity simulations focusing on multi-system trauma, cardiac arrest, and pediatric emergencies will be integrated into EMT 105 and PARA 210 to improve decision-making under stress.

Protocol Reinforcement: Structured review sessions of ACLS, PALS, and trauma protocols will be incorporated early in each paramedic semester to promote retention and rapid recall during emergent care.

Preceptor Calibration: Faculty will host preceptor workshops before each internship rotation to ensure consistent scoring and feedback methods across clinical sites.

Targeted Student Remediation: Students identified at Levels I–II will receive individual skill coaching and guided case studies to improve efficiency and confidence in high-stress situations.

Curriculum Integration: Faculty will review scenario timing and complexity progression to ensure a smooth increase in cognitive and psychomotor demand throughout the paramedic sequence.

These continuous improvement measures are designed to strengthen the program's ability to produce graduates capable of efficiently managing emergency scenes while exercising sound clinical judgment and adhering to professional standards of care.

Timeline for Changes

The above actions were initiated beginning Fall 2025.

Program Outcomes Rubric 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.

Competency Areas	I	II	III	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/

Program Outcome # 3

Demonstrate knowledge of the legal aspects of EMS (ex. HIPAA), and local policy limits, to all patient encounters while recognizing and accepting personal responsibility for one's actions, or lack of action, in the practice of emergency medicine.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMT 105	EMT	4	35	4-35	1-4	YES
PARA 210	PARAMEDIC I	1	11	1-10	1-3	YES
PARA 225	EMS INTERNSHIP I	1	8	1-8	1-3	YES

		I	II	III	IV	Total # of Students
SU 24-SP 25 EMT 105	#	3	5	18	9	35
	%	9%	14%	51%	26%	100%
FA 24 PARA 210	#	0	2	8	0	10
	%	0	20%	80%	0	100%
SP 24 PARA 225	#	0	0	8	0	8
	%	0	0	100%	0	100%

Assessment Results

Student performance data was collected across three core courses: EMT 105, PARA 210, and PARA 225 between Summer 2024 and Spring 2025. A total of 53 assessments, 35 EMT students, 10 paramedic students in the fall 24 semester and 8 during the spring of 25 were evaluated using the program's legal and ethical competency rubric, which measures cognitive and affective domains related to patient care, run management, and professional responsibility.

Across all courses, most students demonstrated proficiency (Level III) or mastery (Level IV) in applying legal principles, understanding EMS policies, and accepting professional accountability. EMT 105 students showed progressive growth, with 77% achieving Level III or IV. Paramedic-level courses maintained strong outcomes, with PARA 210 showing 80% of students at Level III and PARA 225 achieving 100% at Level III.

Analysis

Results indicate that students are developing a solid understanding of the legal framework governing EMS practice, including patient confidentiality, consent, documentation, and adherence to local and state policies. However, the data suggests limited demonstration of Level IV mastery across Paramedic courses, with students primarily performing at Level III.

Faculty analysis attributed this to variations in how legal and ethical decision-making are emphasized during clinical rotations and scenario-based assessments. While students show strong foundational comprehension, opportunities remain to strengthen real-time application of legal standards and leadership responsibilities, particularly in complex or multi-patient incidents.

Use of Results for Improvement

- **Enhanced scenario integration:** Legal and ethical components were embedded more intentionally into simulation scenarios, focusing on real-world applications of HIPAA, documentation, and consent.
- **Preceptor training:** Clinical preceptors received targeted training emphasizing the evaluation of students' professional judgment and adherence to policy.

- **Faculty calibration:** Bi-monthly meetings with the Poplar Bluff Regional Medical Center and local EMS agencies were used to ensure consistency in evaluating professionalism and accountability across all clinical sites.
- **Curriculum alignment:** Legal and ethical modules were reviewed and updated to ensure content and assessment are consistent across all program levels.

These improvements to elevate more students to Level IV mastery, ensuring graduates enter the workforce demonstrating both legal competency and strong professional integrity in all patient encounters.

Timeline for Changes

The above actions were initiated beginning Fall 2025.

Program Outcomes Rubric 4

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

Competency Areas	I	II	III	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.

Program Outcome # 4

[Type Program Outcome Here.]

This section should be repeated for each program outcome; including "Assessment Results", "Analysis", "Use of Results", and "Timeline for Changes".

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
PARA 210	PARAMEDIC I	1	10	1-10	1-3	YES
PARA 215	EMS INTERNSHIP I	1	10	1-10	1-3	YES
PARA 220	PARAMEDIC II	1	8	1-8	1-3	YES
PARA 225	EMS INTERNSHIP II	1	8	1-8	1-3	YES
PARA 230	PARAMEDIC III	1	8	1-8	1-3	YES
PARA 235	EMS INTERNSHIP III	1	8	1-8	1-3	YES

		I	II	III	IV	Total # of Students
FA 24 PARA 210	#	0	2	8	0	10
	%	0	20%	80%	0	100%

FA 24 PARA 215	#	0	0	10	0	10
	%	0	0	100%	0	100%
SP25 PARA 220	#	0	2	6	0	8
	%	0	25%	75%	0	100%
SP 25 PARA 225	#	0	0	8	0	8
	%	0	0	100%	0	100%
SU 25 PARA 230	#	0	2	2	4	8
	%	0	25%	25%	50%	100%
SU 25 PARA 235	#	0	1	7	0	8
	%	0	12%	88%	0	100%

Assessment Results

Student communication and teamwork performance were assessed across six paramedic-level courses during Fall 2024 through Summer 2025, measuring professional attitude, collaboration, and communication accuracy in both written and verbal formats. A total of 52 students were evaluated using the program's affective communication rubric, which emphasizes teamwork, compassion, and interprofessional collaboration.

Across all paramedic courses, many students demonstrated Level III proficiency (competent performance) in communicating effectively and maintaining teamwork within the healthcare environment. Students consistently showed compassion toward patients and collaboration with preceptors, peers, and hospital staff. Notably, PARA 230 demonstrated the highest percentage of Level IV mastery (50%), reflecting growth in leadership and interprofessional communication during advanced clinical rotations.

Analysis

The results indicate that students are meeting the program's expectations for professional communication and collaboration within the healthcare team. Most students performed at Level

III, consistently delivering accurate and detailed reports and maintaining cooperative interactions with other team members.

Level IV mastery was limited to advanced-level students, suggesting that while communication competence is well developed, the ability to lead and coordinate effectively under difficult or stressful conditions requires further focus.

Faculty identified that students occasionally needed prompting to deliver concise radio or patient handoff reports and to manage communication effectively in multidisciplinary or high-stress situations such as mass-casualty incidents or rapid critical patient transitions between prehospital and hospital care.

Use of Results for Improvement

- **Integrated Communication Drills:** Added focused communication objectives to all simulation labs and scenario-based evaluations, including radio reports, hospital handoffs, and team leadership roles.
- **Preceptor and Faculty Calibration:** Conducted bimonthly calibration sessions with Poplar Bluff Regional Medical Center (PBRMC) and clinical affiliates to align evaluation criteria for professional communication and teamwork expectations.
- **Scenario Alignment:** Reviewed and updated simulation and field scenarios to reflect realistic interagency communication challenges and to strengthen handoff consistency between prehospital and hospital teams.
- **Reflective Practice Assignments:** Introduced self-evaluation and peer feedback tools during clinical rotations to encourage reflection on teamwork, tone, and communication effectiveness.

These interventions hopefully ensure that all graduates demonstrate the confidence, professionalism, and cooperative communication skills expected of entry-level paramedics working within interdisciplinary healthcare teams.

Timeline for Changes

The above strategies were implemented beginning Fall 2025.

Program Outcomes Rubric 5

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.

Program Outcome # 5

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

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMT 105	EMT	4	35	4-35	1-4	YES
PARA 210	PARAMEDIC I	1	10	1-10	1-3	YES
PARA 220	PARAMEDIC II	1	8	1-8	1-3	YES

		I	II	III	IV	Total # of Students
SU 24-SP 25 EMT 105	#	2	9	18	6	35
	%	6%	26%	51%	17%	100%
FA 25 PARA 210	#	0	3	5	2	10
	%	0	30%	50%	20%	100%
FA 25 PARA 220	#	0	2	5	1	8
	%	0	25%	63%	12%	100%

Assessment Results

Student performance was assessed across EMT 105, PARA 210, and PARA 220 during Summer 2024 through Fall 2025, measuring cognitive understanding of medical and trauma principles, pathophysiology, microbiology, pharmacology, and medication administration. A total of 53 assessments were evaluated using the program's rubric, which emphasizes both knowledge application and safe, accurate medication delivery according to the "eight rights" of administration.

Across all courses, many students demonstrated Level III proficiency (competent knowledge and application) in medical/trauma principles, pathophysiology, pharmacology, and aseptic techniques. EMT 105 students demonstrated foundational knowledge with 68%

at Level III or IV. Paramedic-level courses showed a similar trend, with PARA 210 achieving 70% and PARA 220 reaching 75% of students at Level III or higher.

Analysis

The results indicate that students are progressing in their understanding and application of medical and trauma principles as they advance through the program. Most students consistently apply pharmacology knowledge and adhere to aseptic principles, demonstrating competence in both classroom and clinical settings.

Strengths:

- Solid foundational knowledge at the EMT level in anatomy, physiology, and pharmacology.
- Paramedic-level students successfully integrate pharmacology principles into clinical practice, applying the “eight rights” of medication administration.

Areas for Improvement:

- A small percentage of students (6–30%) across all courses remain at Levels I–II, indicating the need for additional support in the safe application of pharmacology and integration of pathophysiology principles in patient care.
- Advanced students at Level III could benefit from opportunities to demonstrate higher-level critical thinking and mastery (Level IV), especially in complex or multi-system patient scenarios.

Use of Results for Improvement

- **Early Remediation:** Students identified at Levels I–II receive individualized instruction and guided case study exercises focusing on pharmacology, asepsis, and pathophysiology.

- **Enhanced Simulation Scenarios:** High-fidelity simulations now include complex medication administration scenarios and multi-system patient care to reinforce safe, correct application of knowledge.
- **Faculty and Preceptor Calibration:** Preceptors and faculty receive guidance on consistent evaluation standards to ensure uniform assessment of pharmacology and clinical knowledge.
- **Curriculum Review:** Course content and lab modules were updated to ensure alignment between theory, clinical application, and assessment, supporting progressive mastery from Level III to Level IV.

These improvements aim to ensure all students consistently demonstrate safe, knowledgeable, and competent application of medical and trauma principles, as well as pharmacology, by the completion of the program.

Timeline for Changes

The above actions were implemented starting **Fall 2025**.

Additional Summary Notes

PLO 1: Provide a safe, supportive, and effective environment

Students consistently demonstrate the ability to create safe and effective pre-hospital environments. Most students adhere closely to protocols and provide patient-centered care. Early-level students occasionally require guidance in complex scenarios, which have been addressed through early remediation, enhanced simulation exercises, preceptor calibration, and curriculum alignment. Overall, students show strong competency in delivering safe care while developing critical thinking skills.

PLO 2: Manage emergency situations using sound judgment and protocol

Students show progressive growth from foundational EMT skills to advanced Paramedic competencies. The majority achieve Level III proficiency in judgment, prioritization, and protocol application, with Level IV mastery primarily seen in advanced courses. Minor inconsistencies at the internship level indicate the need for continuous scenario-based training and preceptor calibration. Enhanced simulations and consistent guidance help ensure that students develop effective and efficient emergency management skills.

PLO 3: Demonstrate knowledge of EMS legal aspects and personal accountability

Students demonstrate solid understanding of HIPAA, local policies, and professional accountability. Early-level students apply basic legal knowledge, while advanced students independently apply legal and ethical principles in clinical practice. Limited Level IV performance suggests opportunities for introducing complex legal and ethical scenarios. Integration of legal components into simulation, preceptor and faculty calibration, and consistent curriculum alignment help strengthen student competence and professional responsibility.

PLO 4: Communicate professionally and cooperatively

Students generally demonstrate effective communication and teamwork throughout the program. They consistently provide accurate verbal and written reports and collaborate with healthcare team members. Advanced-level students occasionally display variability in high-stress situations. Focused simulation exercises, reflective practice, and preceptor feedback have been implemented to enhance communication, professionalism, and team interaction skills.

PLO 5: Utilize knowledge of medical principles, pharmacology, and asepsis

Students' progress from foundational knowledge at the EMT level to proficient application in Paramedic courses. They demonstrate safe medication administration, aseptic technique, and integration of pathophysiology into patient care. Early-level students occasionally need reinforcement, and advanced scenarios highlight the need for continued development of Level IV mastery. Simulation enhancements, lab practice, early remediation, and faculty calibration ensure consistent application of medical principles across all levels.

EMT 105 Assessment Period: The course was assessed from Summer 2024 through Spring 2025. This extended assessment period was due to the inclusion of the academy class with Butler County EMS Cadets. Including cadet participants ensured a comprehensive evaluation of student learning outcomes across multiple cohorts.

Overall, students in the AAS Paramedic program demonstrate strong achievement across all Program Learning Outcomes. Progression from foundational EMT skills to advanced Paramedic competencies is evident, with most students achieving Level III proficiency and advanced students showing Level IV mastery in selected areas. Early remediation, enhanced simulations, preceptor calibration, curriculum alignment, and reflective practice contribute to ongoing improvement. Continued emphasis on advanced decision-making, legal and ethical scenarios, professional communication, and complex medical application will further strengthen student readiness for entry-level paramedic practice.

Anomalies in the results that were noticed:

While overall student performance across all Program Outcomes indicates strong achievement and progression toward entry-level paramedic competencies, several anomalies were noted during the assessment period:

1. Higher-than-expected Levels I–II in EMT 105:

- Across multiple outcomes (particularly Outcomes #2, #3, and #5), a small proportion of EMT 105 students (6–14%) demonstrated Level I or II performance.
- This suggests some foundational knowledge or skill gaps among early-level students, particularly in areas of clinical judgment, emergency management, and application of medical principles.

2. Limited Level IV mastery in paramedic courses:

- In Outcomes #3 (legal knowledge), #4 (communication), and #5 (medical knowledge/pharmacology), very few students achieved Level IV.
- While Level III performance indicates competence, this limited Level IV representation may indicate that advanced critical thinking, leadership, or decision-making in complex scenarios is not consistently being demonstrated.

3. Variability between clinical rotations:

- Differences in scoring patterns were observed between clinical sites and rotations (e.g., PARA 215 vs. PARA 225 internships).
- Some students performed consistently well in one site but showed minor inconsistencies at another, suggesting possible variability in preceptor expectations or evaluation calibration.

4. Communication and teamwork variability:

- In Outcome #4, while most students achieved Level III, there was noticeable variability in Level IV achievement, even among advanced students.
- Some students struggled with concise reporting or multi-tasking in high-stress team environments, indicating an area for targeted skill reinforcement.

5. Small inconsistencies in data collection:

- Minor discrepancies were noted in student counts for certain courses (e.g., PARA 210 and PARA 215 had slight differences in reported totals), due to the academic failure of 2 students.

Were there any patterns in the data observed?

Analysis of student performance across all five Program Outcomes reveals several consistent patterns:

1. Progression with Program Level:

- Students generally show improvement as they advance through the program.
- EMT-level students (EMT 105) have a higher proportion of Levels I–II, while Paramedic-level students (PARA 210–PARA 235) demonstrate predominantly Level III performance.
- This indicates the program effectively builds foundational skills before advancing to more complex competencies.

2. High Level III Achievement Across Outcomes:

- Across nearly all outcomes, Level III is the most common performance tier, reflecting that most students consistently meet competency expectations.
- This pattern suggests that students are achieving proficiency in key skills and knowledge areas, but full mastery (Level IV) is less frequent.

3. Limited Level IV Mastery:

- Level IV achievement is concentrated in advanced Paramedic courses and primarily in areas such as emergency management, communication, and teamwork (Outcomes #2 and #4).

- The lower frequency of Level IV performance suggests that while students are competent, there is room to strengthen higher-level critical thinking, leadership, and independent decision-making.

4. Early Need for Remediation:

- Students who enter the program at the EMT level show more variability in performance, particularly in outcomes requiring cognitive integration and application (e.g., legal knowledge, pharmacology, and emergency management).
- This pattern supports the importance of early remediation and targeted skill reinforcement for entry-level students.

5. Consistency Across Clinical and Didactic Learning:

- Students generally perform consistently between classroom/lab scenarios and field internships, especially at the Paramedic level, indicating effective integration of didactic knowledge with practical application.
- Minor variability between clinical sites suggests that preceptor calibration and standardized assessment remain important for maintaining uniform evaluation.

6. Subject-specific Trends:

- Outcomes emphasizing knowledge application (e.g., Outcome #5 – pharmacology and pathophysiology) show slightly higher Levels II and III at early levels, indicating students benefit from additional guided practice.
- Outcomes emphasizing judgment and professional behavior (Outcomes #2–#4) show stronger consistency in Level III, suggesting that affective and psychomotor skills develop steadily across program progression.

Addendum

Program Name: AAS Paramedic

- (1) Identify any changes (Curriculum, modality, textbook, learning resources, etc.) made to your program in the prior year(s) that may have impacted Student Learning Outcomes results (positively or negatively) in the current SLO report. (Use as many pages as necessary to describe.)

During the prior academic year, the only change implemented in the Paramedic program was the adoption of a new textbook and learning platform: MyLab by Pearson. This change replaced the previous textbook and integrated online resources, including interactive modules, quizzes, and practice exercises designed to reinforce key paramedic concepts.

- (2) Explain how each of the changes listed above in section (1) have impacted current results or program outputs. (*Output data reflect the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)

Potential Impact on SLO Results:

- **Positive Impact:** The MyLab platform provided students with additional opportunities for self-paced learning, repeated practice, and immediate feedback, which may have contributed to stronger performance in knowledge-based outcomes (e.g., pharmacology, pathophysiology, and EMS legal principles).
- **Negative/Neutral Impact:** No adverse effects were identified; however, as this was the first year of implementation, there may have been a brief adjustment period for some students to become familiar with the online platform. Overall, the change is considered supportive of student learning and outcome achievement.

No other curriculum modifications, changes in modality, or additional learning resources were implemented during this period that would have affected Student Learning Outcomes.



THREE RIVERS COLLEGE

Nursing AAS

Program Level SLO Report

Laura McElroy – Program Manager

2025

Program Purpose Statement

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

*The requirements for licensure, as set forth in the Missouri Statutes 335 RSMo 2022 the Nurse Practice Act, include being of good moral character, completion of the high school course of study or the equivalent, successful completion of the basic professional nursing curriculum in an approved school of nursing (however, successful completion does not guarantee eligibility to take the licensure examination). *Non-English-speaking candidates are required to submit evidence of proficiency in the English language. There are also questions related to adjudication of any crime other than traffic violations, including unlawful use or possession of controlled substances or alcoholic beverages to an extent that one is impaired, fraud, dishonesty, acts of violence, bribery, deception, misconduct, insanity, incompetence, and placement on employee disqualification lists by a state or federal agency. Affirmative answers may result in the applicant being denied access to the licensure examination by the State Board of Nursing. For further information, consult the department chair.

Program Outcomes

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

The last major revision to the program outcomes was in 2015-2016 as part of an action plan to improve student outcomes. In 2024, there were some minor changes to better align course outcomes with program outcomes and strengthen the structure of instruction during the last semester of the program. This was accomplished by transitioning from a medical-surgical class (NURS 238: Medical-Surgical Nursing III) to a more comprehensive professional practice course (NURS 245: Transition into Professional Nursing Practice) that prepares the students both professionally and didactically to practice as a graduate nurse. Didactically, the new NURS 245 allows students the ability to review comprehensive nursing concepts while developing their clinical judgement by examining priorities and clinical decision-making considerations as a result of various dynamic relationships between multiple concepts simultaneously. Students also gain an understanding of the professional attributes of the nursing profession that contribute to success in the workforce as a graduate nurse.

The program is approved by the Missouri State Board of Nursing (MOSBN) and is accredited by the Accreditation Commission for Education in Nursing (ACEN), both of which mandate faculty-driven curriculum (MOSBN, 2023) and reflect current standards and practices of authorities within the nursing field (ACEN, 2023). Therefore, the outcomes were developed by faculty to

guide students to develop attributes and traits necessary for the nursing professional. Faculty relied on multiple resources including the Missouri Nurse Practice Act, Missouri State Board of Nursing Minimum Standards, National League for Nursing Competencies for Graduate Nurses, Quality and Safety Education for Nurses (QSEN), and the NCLEX test plan to ensure consistency with standards of contemporary nursing throughout development of the end-of-program student learning outcomes. The faculty believe that the attainment of the program outcomes and the end of program student learning outcomes “represent the point of transition from being a student to being an entry-level practitioner” (<https://www.acenursing.org/acen-accreditation-manual-glossary/>, 2023).

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 academic year.

Nursing: Program Outcomes Mapping	
Program Outcome 1:	
Develop personal responsibility for professionalism, education, and scope of practice	
NCLEX Category: Management of Care	
Course	Course Learning Outcome (CLO)
NURS 108: RN Bridge-Updated	Compare the professional nurse and the qualified health professional scopes of practice. (CLO 2)

NURS 116: Foundations in Nursing-Updated	Identify interventions to promote safe patient-centered care. (CLO 1)
NURS 239: Clinical Preceptor-Updated	Organize prioritization of care to a variety of patients while maintaining a safe and effective healthcare environment. (CLO 1)
NURS 245: Transition into Professional Nursing Practice-Updated	Prepare for the role of a professional nurse as a leader in the health care system. (CLO 1)
	Formulate an individualized plan to address areas of improvement for success on the NCLEX-RN examination. (CLO6)

Program Outcome 2:	
Choose effective communication strategies while collaborating with patients, significant support person, and interdisciplinary members of the healthcare team.	
NCLEX Category: Health Promotion, Psychosocial Integrity	
Course	Course Learning Outcome (CLO)
NURS 108: RN Bridge-Updated	Apply effective communication skills to relate to the patient and other members of the health care team. (CLO 3)
NURS 116: Foundations of Nursing-Updated	Recognize the nurse's role in providing culturally competent care to the patient and significant support persons. (CLO 2)
	Explain health promotion strategies while educating the patient and caregivers. (CLO 3)
	Apply effective communication skills in the healthcare setting. (CLO 5)
NURS 128: Mental Health Nursing- Updated	Utilize therapeutic verbal and non-verbal communication to interact with individuals and groups of clients. (CLO 1)
	Explain the role of interdisciplinary healthcare team in providing care for clients with mental disorders. (CLO 2)
NURS 129: Medical-Surgical Nursing I -Updated	Recognize various roles within the healthcare team. (CLO 6)
NURS 218: Maternal Child Health Nursing- Updated	Apply the nursing process to variances in sexuality, family dynamics, and reproduction. (CLO 1)
NURS 219: Medical-Surgical II Nursing- Updated	Practice in the role of a nurse as a member of the healthcare team. (CLO 6)
NURS 239: Clinical Preceptor-Updated	Choose effective communication strategies within the healthcare team to provide quality, patient-centered care. (CLO 3)

Program Outcome 3:	
Evaluate critical thinking and clinical decision making to provide safe, patient-centered care.	
NCLEX Category: Psychosocial Integrity, Pharmacological and Parenteral Therapies, Physiological Adaptation, Reduction of Risk Potential, Safety and Infection Control, Basic Care and Comfort	
Course	Course Learning Outcome
NURS 108: RN Bridge-Updated	Utilize the nursing process with introductory medical surgical concepts. (CLO 1)

	Describe how critical thinking, ethics, collaboration, and the use of evidence-based practice supports the growth of the professional nurse. (CLO 4)
NURS 116: Foundations of Nursing-Updated	Recognize the nurse's role in providing culturally competent care to the patient and significant support persons. (CLO 2)
	Identify interventions to promote safe, patient-centered care. (CLO 1)
	Recognize populations at risk for alterations in health. (CLO 4)
NURS 128: Mental Health Nursing- Updated	Describe safe and effective nursing care of clients with mental disorders. (CLO 3)
NURS 129: Medical-Surgical Nursing I- Updated	Relate patient care to alterations in introductory medical surgical concepts. (CLO 1)
	Demonstrate introductory medical surgical knowledge and skills in the clinical setting. (CLO 2)
	Apply the nursing process to care for patients with alteration in introductory medical surgical concepts. (CLO 3)
	Relate previous conceptual knowledge to introductory medical surgical concepts. (CLO 4)
	Recognize the nurse's role in providing safe, individualized patient-centered care. (CLO 5)
NURS 135: Pharmacology in Nursing- Updated	Apply the nursing process to enhance safe medication administration. (CLO 1)
	Use pharmacology based reference materials to enhance safe medication administration. (CLO 3)
NURS 218: Maternal Child Health Nursing- Updated	Manage potential risks while providing safe patient care of maternal and pediatric clients. (CLO 2)
NURS 219: Medical-Surgical II Nursing- Updated	Relate patient care to alteration in advanced medical surgical concepts. (CLO 1)
	Demonstrate advanced medical surgical knowledge and skills in clinical decision-making. (CLO 2)
	Manage patient response to alterations in advanced medical surgical concepts. (CLO 3)
	Relate previous conceptual knowledge to advanced medical surgical concepts. (CLO 4)
	Analyze the nurse's role in providing safe, prioritized, patient-centered care within a team environment. (CLO 5)
NURS 239: Clinical Preceptor-Updated	Organize prioritization of care to a variety of patients while maintaining a safe and effective healthcare environment. (CLO 1)
NURS 245: Transition into Professional Nursing Practice-Updated	Evaluate health care processes to improve quality and safety in patient care. (CLO 2)
	Apply previous concepts to advanced medical-surgical concepts and clinical decision-making. (CLO 3)
	Predict patient responses to alterations in advanced medical-surgical concepts. (CLO 4)

Program Outcome 4:	
Apply evidence-based practice while recognizing the role of quality improvement in the healthcare system.	
NCLEX Category: Management of Care	
Course	Course Learning Outcome (CLO)
NURS 108: RN Bridge-Updated	Describe how critical thinking, ethics, collaboration, and the use of evidence-based practice supports the growth of the professional nurse. (CLO 4)
NURS 116: Foundations of Nursing-Updated	Utilize foundational concepts as it relates to nursing practice. (CLO 6)
NURS 128: Mental Health Nursing- Updated	Use evidence-based interventions to promote health of clients with mental disorders. (CLO 4)
NURS 135: Pharmacology in Nursing- Updated	Recognize the pharmacotherapeutic effects of drug classifications. (CLO 2)
NURS 218: Maternal Child Health Nursing- Updated	Utilize evidence-based practice to educate the maternal and pediatric client. (CLO 3)
NURS 239: Clinical Preceptor- Updated	Demonstrate evidence-based clinical decision-making within the scope of practice for the professional nurse. (CLO 2)
NURS 245: Transition into Professional Nursing Practice-Updated	Manage patient care as a member of the health care team. (CLO 5)

Program Outcome 5:	
Select appropriate information and technology in the management of patient care.	
NCLEX Concept: Information Technology	
Course	Course Learning Outcome (CLO)
NURS 135: Pharmacology in Nursing-Updated	Interpret laboratory values to determine effectiveness and safety of drug therapy. (CLO 4)
NURS 218: Maternal Child Health Nursing- Updated	Demonstrate knowledge of information and technology as it relates to the maternal and pediatric client. (CLO 4)
NURS 239: Clinical Preceptor-Updated	Select technology and informatics to promote patient-centered care. (CLO 4)

Introduction

The program is required to measure outcomes in a variety of ways. The program utilizes two tools to measure program outcomes. One measures cognitive performance, and the other measures psychomotor performance.

1. HESI Exit Exam (Cognitive)- Provides detailed performance on concepts that have been mapped to the curriculum and are based on the national required exam-National Council Licensing Exam (NCLEX). The concept categories are present on the curriculum mapping table and labeled as “NCLEX Category”. Students take a total of 11 HESI achievement exams throughout the program consisting of 5 major content areas. In 2024, the faculty decided on the following schedule:

Semester	Achievement Exam	Course
1	Exit Version (V) 3	NURS 116 Fundamentals or NURS 108 RN Bridge Acts as a base line to end-of-program knowledge
2	Fundamentals V1 and V2	NURS 129 (Medical-Surgical I)
3	Maternal V1 and V2 Medical-Surgical V1 and V2	NURS 218 (Maternal Child) NURS 219 (Medical-Surgical II)
4	Pharmacology V1 and V2 Exit V1 and V2	NURS 245 (Transition into Professional Practice)

Test items are application or higher to match the NCLEX Bloom’s taxonomy level. NCLEX categories can be further divided into subcategories and concepts. When low performance is identified in major categories, faculty can disaggregate data identify subcategories that may need improvement. Subcategory scores contribute to the overall total score within a HESI NCLEX Category. The Exit HESI artifact was selected because it is comprehensive and is the most similar to the required licensing exam. The other exams can be utilized to analyze course strengths and identify areas of opportunity within the curriculum. The Exit HESI best correlates with programmatic outcomes. Originally,

the specific ELA was established after faculty observed trending data that showed that when student performance was highest, 50% or higher of the cohort benchmarked at 850 or higher in Version 1 of the Exit HESI. Subsequently, the ELA was then raised to 55% as scores consistently met and exceeded the ELA. Data from Version 2 was not consistently reliable because students had two attempts to benchmark and receive the maximum number of points allowed for the achievement exam. In many cases, if students benchmarked on the first attempt, they would not take the second version or would not take the second version seriously. In order to capture more data points, faculty decided to incentivize students into taking all versions of exams by awarding an additional percentage point to the final grade if a student benchmarked on both versions of the exam. Version 2 exams now provides consistently reliable data available for collection, and the ELA was updated to: 55% or more of students will meet the benchmark (850) for each end-of-program student learning outcome using the best score between Version 1 and Version 2 by individual student.

2. Clinical Evaluations (Psychomotor)-Each clinical evaluation tool has competencies that are mapped to program outcomes. Scores are collected, totaled, and averaged for each clinical rotation in the last semester. Clinical evaluations were assessed as a measurement tool after faculty noticed lowest performing cohorts had missed clinical rotations related to COVID restrictions. After collecting and reviewing preliminary data, it was decided that clinical performance was a strong predictor in student success. Originally, feedback from faculty, adjuncts, and preceptors during the last semester are collected and were averaged. Scores between faculty and preceptors showed little to no difference until electronic feedback tools were created and preceptors could complete feedback with anonymity. Faculty believe that preceptor feedback scores provide valuable unbiased data that best reflects end-of-program student learning outcomes from the

viewpoint of potential colleagues in the current work force. Therefore, 2025 data will reflect a percentage comprised of both faculty and preceptor scores and 2026 data will reflect a percentage comprised of preceptor scores in the last semester. Each program outcome is reflected by a corresponding and separate section for clinical feedback scores.

Below is the evaluation Plan for SLO Report

SLO ASSESSMENT PLAN		
End of Program Student Learning Outcomes	Assessment Method Frequency of Analysis	Expected Level of Achievement (ELA) Rationale
Outcome	Measure	ELA
Program Outcome #1	HESI Exit Exam Category: Management of Care	55% or more of students will meet the benchmark (850) for each end-of-program student learning outcome using the higher score (V1 or V2) for each individual student.
	Clinical Evaluation (NURS-238/245) Clinical Evaluation (NURS-239)	80% or better for each end-of-program student learning outcome section.
Program Outcome #2	HESI Exit Exam Category: Health Promotion	55% or more of students will meet the benchmark (850) for each end-of-program student learning outcome using the higher score (V1 or V2) for each individual student.
	HESI Exit Exam Category: Psychosocial Integrity	
	Clinical Evaluation (NURS-238/245) Clinical Evaluation (NURS-239)	80% or better for each end-of-program student learning outcome section.
Program Outcome #3	HESI Exit Exam Category: Pharmacological and Parenteral Therapies HESI Exit Exam Category: Physiological Adaptation HESI Exit Exam Category: Psychosocial Integrity HESI Exit Exam Category: Reduction of Risk Potential HESI Exit Exam Category: Safety and Infection Control HESI Exit Exam Category: Basic Care and Comfort	55% or more of students will meet the benchmark (850) for each end-of-program student learning outcome using the higher score (V1 or V2) for each individual student.

	Clinical Evaluation (NURS-238/245) Clinical Evaluation (NURS-239)	80% of better for each end-of-program student learning outcome section.
Program Outcome #4	HESI Exit Exam Category: Management of Care	55% or more of students will meet the benchmark (850) for each end-of-program student learning outcome using the higher score (V1 or V2) for each individual student.
	Clinical Evaluation (NURS-238/245) Clinical Evaluation (NURS-239)	80% of better for each end-of-program student learning outcome section.
Program Outcome #5	HESI Exit Exam Category: Information Technology	55% or more of students will meet the benchmark (850) for each end-of-program student learning outcome using the higher score (V1 or V2) for each individual student.
	Clinical Evaluation (NURS-238/245) Clinical Evaluation (NURS-239)	80% of better for each end-of-program student learning outcome section.

Program Outcomes Rubrics

HESI Exams				
Competency	I	II	III	IV
All Outcomes	Less than 800	Between 800 and 850	Between 850 and 1000	Above 1000
	Indicates the student is unlikely to pass NCLEX on first attempt.	Indicates the student may need further development to pass NCLEX on first attempt.	Indicates the student is likely to pass NCLEX on first attempt.	Indicates the student is very likely to pass NCLEX on first attempt.

Clinical Evaluations				
Competency	I	II	III	IV
All Outcomes	U-NS	U-NI	P	S
	Student performance is unsafe.	Student performance is unsatisfactory and needs improvement	Student is progressing and is nearing professional level competency; requires minimal to moderate prompting but safe.	Student successfully demonstrated professional level competency, and functions independently.

HESI Exit Exam Category: Management of Care	
Cohort Abbreviation	Cohort Description
PB Dec 24 Grad	Bridge cohort that began fall of 2023 (B session October) 2023 and graduated December 2024. Took NCLEX in 2025.
PB May 25 Grad	Generic cohort that began fall of 2023 and graduated in May 2025. Took NCLEX in 2025.
SK May 25 Grad	Bridge cohort that began in spring (B session March) of 2023 and graduated in May of 2025. Took NCLEX in 2025.

Program Outcome #1

Develop personal responsibility for professionalism, education, and scope of practice.

HESI Exit Exam Category: Management of Care					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	6	3	7	6	22
	27%	14%	32%	27%	59%
PB May 25 Grad	9	5	8	6	28
	32%	23%	29%	21%	50%
SK May 25 Grad	6	3	2	7	18
	33%	9%	11%	39%	50%
TOTAL	21	11	17	19	68
	31%	16%	25%	28%	53%

Clinical Tracking NURS-238/245					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	0	0	4	18	22
	0%	0%	18%	82%	
PB May 25 Grad	0	0	1	25	26
	0%	0%	4%	96%	
SK May 25 Grad	0	0	0	19	19
	0%	0%	0%	100%	
TOTAL	0	0	5	62	67

Clinical Tracking NURS-239					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	0	0	1	21	22
	0%	0%	5%	95%	
PB May 25 Grad	0	0	0	26	26
	0%	0%	0%	100%	
SK May 25 Grad	0	0	0	19	19
	0%	0%	0%	100%	
TOTAL	0	0	1	66	67

Assessment Results

Concepts within Program Outcome 1 (PO#1) contribute to professional development and the role transition from student to graduate nurse. Communication, health disparities, and healthcare law are examples of the initial concepts that students learn early in the program. Students expand on these concepts throughout the program. By the final semester, students incorporate all previous knowledge into developing a professional identity and applying knowledge to manage comprehensive care. The students reach the highest level of understanding in NURS 245: Transition into Professional Practice. HESI data indicates that 53% of students scored at or above 850. Clinically, 100% of students scored level III or better for PO#1. NURS 239 occurs in the last eight weeks of the program and also contains the highest percentage of students scoring IV.

Analysis

The program did not meet the ELA of 55% or better in NCLEX category Management of Care. Three cohorts were averaged for a total of 53%. Poplar Bluff and Sikeston cohorts both scored a 50% while the December 2024 graduates scored a 59% which makes the December 2024 Graduate cohort the only cohort that met the HESI NCLEX category ELA. However, this does not correlate with the clinical scores for PO#1 which met the established ELA of 80% or better. By the final eight weeks, only two students scored at a level III while the remaining 64 students were scored in the level IV category. Since Management of Care is used to measure both PO#1 and PO#4, this could mean that the concepts present in PO#1 professionalism, education, and scope of practice performed better didactically and clinical than the concepts of Management of Care in PO#4 evidence-based practice, quality improvement, and priority decision-making. This is further supported by the higher percentage of students scoring level III in the clinical objectives

for PO#4. There were some differences noted in the experiences during clinicals between December 2024 Graduates and both the May 2025 cohorts which may attribute to lower HESI scores. The December 2024 Graduates were able to do more preceptor experiences during the program at Poplar Bluff Regional Medical Center before the final semester. This changed for subsequent cohorts because Poplar Bluff Regional Medical Center was not able to commit preceptors to students until the final semester. As a result, May 2025 Graduate cohorts received lower scores during the first few shifts with a preceptor while acclimating to the new role. The scores are comprehensive over the last semester and those first few shifts are averaged into the comprehensive results. In the future, it may be beneficial to use only the last 5-10 shifts after the students have become more accustomed to their role with a preceptor.

Use of Results for Improvement

Analysis of varied program assessment data leads to the assumption that students performed better in PO#1 than PO#4 because Management of Care is used to assess both outcomes. This led to a discussion regarding clear program outcomes that guide programmatic assessment and evaluation, student achievement, and stakeholder and/or employer advisement. The program may evaluate current program outcomes to determine if they are still relevant and describe a graduate nurse entering the workforce.

What is the proposed timeline for the changes outlined above?

If faculty feedback warrants any changes, all changes should be completed prior to 2026-2027 college catalog deadlines.

Program Outcome #2

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

HESI Exit Exam Category: Psychosocial Integrity					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	5	4	4	9	22
	23%	18%	18%	41%	59%
PB May 25 Grad	4	2	6	16	28
	14%	7%	21%	57%	79%
SK May 25 Grad	4	1	5	8	18
	22%	13%	28%	44%	72%
TOTAL	13	7	15	33	68
	19%	10%	22%	49%	71%

HESI Exit Exam Category: Health Promotion					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	5	0	2	15	22
	23%	N/A	9%	68%	77%
PB May 25 Grad	2	0	7	19	28
	7%	N/A	25%	68%	93%
SK May 25 Grad	1	2	4	11	18
	5%	11%	22%	61%	83%
TOTAL	8	2	13	45	68
	12%	3%	19%	67%	85%

Clinical Tracking NURS-238/245					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	0	0	5	17	22
	0%	0%	23%	77%	
PB May 25 Grad	0	0	8	18	26
	0%	0%	31%	69%	
SK May 25 Grad	0	0	0	18	18
	0%	0%	0%	100%	
TOTAL	0	0	13	55	68

Clinical Tracking NURS-239					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	0	0	2	20	22
	0%	0%	9%	91%	
PB May 25 Grad	0	0	2	24	26
	0%	0%	8%	92%	
SK May 25 Grad	0	0	2	17	19
	0%	0%	11%	90%	
TOTAL	0	0	6	61	67

Assessment Results

The established ELAs were met both the HESI categories (Psychosocial Integrity and Health Promotion) and clinically in aggregated and disaggregated data.

Analysis

Students gain an understanding of communication and patient centered care in the first semester, they practice applying the knowledge in diverse settings beginning in geriatrics, then lower-level acute care, maternal-child, public health, mental health, and then by the third semester-higher level urgent/emergent/progressive care. During the final semester, students are able to develop more independent and collaborative relationships with interdisciplinary personnel as they work in clinicals completely without instructors for 120 hours. For this outcome, the Psychosocial Integrity NCLEX category was selected because it is communication-dependent and focuses on differences in appropriate communication strategies for general public health or for patients who are experiencing alterations in medical health or mental health. Health promotion was selected as a concept to represent PO#2 because it includes building relationships with patients and providing individualized care in order to improve patient outcomes. It includes holistic, preventative, and maintenance care. Both concepts are integrated throughout the curriculum, but the largest portion of Psychosocial Integrity and Health Promotion content is received during the first and second semesters (NURS 116: Foundations of Nursing and NURS 128: Mental Health Nursing). Students should reach the highest level of understanding during the last semester. Historic scores in Psychosocial Integrity and Health Promotion largely prompted the major curriculum change in 2023, particularly NURS 116: Foundation of Nursing. The faculty believed that students were missing the basic framework that supported further development in these categories. The changes in the curriculum that addressed these issues included a complete revision of the first nursing course in the program and updates to instruction and learning activities in NURS 128: Mental Health Nursing. In the

last two semesters of the program, there is a higher focus on more complex medical-surgical exemplars. Students must be able to adapt health promotion activities to fit individual patients and their various medical problems. Students have more opportunity to develop and gain understanding in health promotion because it is dependent on the various medical exemplars, whereas communication and psychosocial needs essentially remain the same for medical patients. When the curriculum changes were made, 2024 cohorts were unable to reach the same level of understanding in the psychosocial concepts that come with applying and adapting to diverse situations, because the focus is on medical patients. This would explain the <1% improvement in the category from 2023 to 2024. From 2023 to 2024, there is <1% difference in students meeting or exceeding the benchmark for the psychosocial category (57.8% in 2023 and 58.5% in 2024). Although past disaggregated data reveals the bridge students who have more work experience and previous foundational knowledge tend to do slightly better.

Health Promotion increased from 51.8% of students meeting or exceeding in 2023 to 75.4% in 2024. In practice, 100% of students in 2024 met or exceeded the expected achievement level. 2023 data is not present, clinical data collection began in 2024. In 2025 Health Promotion is 85% and Psychosocial Integrity is 71% indicating that curriculum changes were positive and impactful. Disaggregated data reveals the highest Psychosocial score in the Poplar Bluff May 2025 Graduate cohort at 79%, which is the only cohort to receive the revised first semester. The other two cohorts are advanced placement bridge students and do not take the first semester. Similarly to 2024, clinical performance for PO#2 revealed that all students reached level III or higher with the majority scored at level IV. Clinically, all the students are scoring level III or higher.

Use of Results for Improvement

The increased scores for 2025 could be used to validate the curriculum and instruction changes made in 2023-2024. Psychosocial Integrity HESI scores are also used to assess PO#3, but

focuses on patient-centered concepts. As previously stated, Psychosocial Integrity concepts represented in PO#2 are related to communication. Programmatic assessment may be improved by providing more clarity by better relating and/or better defining program outcomes and associated measures. Now that the program has completed subsequent years using the same data, the changes made to the programmatic assessment plan will be evaluated by the faculty.

What is the proposed timeline for the changes outlined above?

If faculty elect to make changes, they would be approved prior to 2026-2027 College Catalog deadlines.

Program Outcome #3

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

HESI Exit Exam Category: Psychosocial Integrity					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	5	4	4	9	22
	23%	18%	22%	41%	59%
PB May 25 Grad	4	2	6	16	28
	14%	7%	21%	57%	79%
SK May 25 Grad	4	1	5	8	18
	22%	5%	28%	44%	72%
TOTAL	13	7	15	33	68
	19%	10%	22%	49%	71%

HESI Exit Exam Category: Pharmacological and Parenteral Therapies					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	4	2	3	13	22
	18%	9%	14%	59%	73%
PB May 25 Grad	3	0	10	15	28
	11%	N/A	36%	54%	89%
SK May 25 Grad	2	1	7	8	18
	11%	6%	39%	44%	83%
TOTAL	9	3	20	36	68
	13%	4%	29%	53%	82%

HESI Exit Exam Category: Physiological Adaptation					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	3	0	10	9	22
	14%	N/A	45%	41%	86%
PB May 25 Grad	2	4	10	12	28
	7%	14%	36%	43%	79%
SK May 25 Grad	1	1	10	6	18
	5%	5%	56%	33%	89%
TOTAL	6	5	30	27	68
	9%	7%	44%	40%	84%

HESI Exit Exam Category: Reduction of Risk Potential					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	5	0	5	12	22
	23%	N/A	23%	55%	77%
PB May 25 Grad	0	4	10	14	28
	N/A	14%	36%	50%	86%
SK May 25 Grad	1	1	7	9	18
	5%	5%	39%	50%	89%
TOTAL	6	5	22	35	68
	12%	7%	32%	51%	84%

HESI Exit Exam Category: Safety and Infection Control					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	2	0	7	13	22
	9%	N/A	32%	59%	91%
PB May 25 Grad	7	2	11	8	28
	25%	7%	39%	29%	68%
SK May 25 Grad	2	1	3	12	18
	11%	5%	17%	67%	83%
TOTAL	11	3	21	33	68
	16%	4%	31%	49%	79%

HESI Exit Exam Category: Basic Care and Comfort					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	7	0	8	7	22
	32%	N/A	36%	32%	68%
PB May 25 Grad	8	2	8	10	28
	29%	7%	29%	36%	64%
SK May 25 Grad	4	0	8	6	18
	22%	N/A	44%	33%	78%
TOTAL	19	2	24	23	68
	28%	3%	35%	34%	69%

Clinical Tracking NURS-238/245					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	0	0	3	19	22
	0%	0%	14%	86%	
PB May 25 Grad	0	0	9	17	26
	0%	0%	35%	65%	
SK May 25 Grad	0	0	0	19	19
	0%	0%	0%	100%	
TOTAL	0	0	12	55	67

Clinical Tracking NURS-239					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	0	0	3	19	22
	0%	0%	14%	86%	
PB May 25 Grad	0	0	3	23	26
	0%	0%	12%	89%	
SK May 25 Grad	0	0	2	17	19
	0%	0%	11%	90%	
TOTAL	0	0	8	59	67

Assessment Results

Each HESI NCLEX Category met or exceeded the established ELA of 55% or better and is represented by aggregated and disaggregated data. The highest scores were in Pharmacological and Parenteral Therapies and Physiological Adaptation. The Basic Care and Comfort Category received the lowest score, however, was still above the established ELA.

Analysis

Program Outcome #3 is the most comprehensive outcome and represents the largest portion of focus within the nursing field. It was noted that each category met or exceeded the ELA in aggregated and disaggregated data in 2025 which was an improvement from 2024 where Psychosocial Integrity had the lowest scores for 2024 and the aggregated scores for Safety and Infection Control also did not meet the established ELA for 2024 disaggregated scores revealed multiple instances where specific cohort scores did not meet the established ELA.

Clinical performance also indicates that student performance is meeting or exceeding expectations.

Use of Results for Improvement

Didactic results from HESI Exit scores are encouraging. Changes made to both the testing and curriculum appear to be effective towards meeting the ELAs. One point was made because PO#3 contains the most amount performance measures which provided some insight about consistently exceeding the ELAs. The goal is to set ELAs high enough to be attainable while providing the opportunity for improvement. The systematic evaluation plan was revised recently which began in 2023. After identifying barriers that prevented relevancy and accuracy in programmatic evaluation, the program trialed major updates to the assessment strategies in 2024. These strategies were designed to provide consistent data points that truly reflected student performance. The new systematic evaluation plan was trialed in 2024, though 2025 was the first full cycle in which comprehensive data was received for all cohorts. Though the faculty believe that the artifacts used for the outcomes assessment are relevant and accurately measure student performance, ELAs may need to be adjusted in the future if additional 1-2 years of data consistently reveal that ELAs are met. However, at this time it is too early to make that assumption.

What is the proposed timeline for the changes outlined above?

The plan is to continue to evaluate the data and reevaluate the clarity and correlation of the end of program student learning outcomes. Initial impressions of data and assessment tools are positive, yet may lack clarity in direction as it relates to the outcomes.

The plan is to continue to collect and evaluate relevant and accurate data and evaluate the clarity as it relates to the outcomes.

Program Outcome #4

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

HESI Exit Exam Category: Management of Care					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	6	3	7	6	22
	27%	14%	32%	27%	59%
PB May 25 Grad	9	5	8	6	28
	32%	18%	29%	21%	50%
SK May 25 Grad	6	3	2	7	18
	33%	17%	11%	39%	50%
TOTAL	21	11	17	19	68
	31%	16%	25%	28%	53%

Clinical Tracking NURS-238/245					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	0	0	7	15	22
	0%	0%	32%	68%	
PB May 25 Grad	0	0	6	20	26
	0%	0%	23%	77%	
SK May 25 Grad	0	0	0	19	19
	0%	0%	0%	100%	
TOTAL	0	0	13	54	67

Clinical Tracking NURS-239					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	0	0	1	21	22
	0%	0%	5%	95%	
PB May 25 Grad	0	0	2	24	26
	0%	0%	8%	92%	
SK May 25 Grad	0	0	0	19	19
	0%	0%	0%	100%	
TOTAL	0	0	3	64	67

Assessment Results

The program did not meet the ELA of 55% or better in NCLEX category Management of Care. Three cohorts were averaged for a total of 53%. Poplar Bluff and Sikeston cohorts both scored a 50% while the December 2024 graduates scored a 59% which makes the December 2024 Graduate cohort the only cohort that met the HESI NCLEX category ELA.

Analysis

Program Outcome #4 mostly consists of quality improvement, evidence-based practice, and prioritization that fall under management of care. As a totaled category, management of care has the same scores reflected in PO#1. Again, these scores can be further disaggregated into multiple subsections for a more detailed analysis that can provide more direction for continuous improvement.

Conversely, the clinical evaluation tools contain sections that are specific to one program outcome. Students reach the highest level of understanding during the final eight weeks of the last semester where they are functioning independently under the supervision of a preceptor. The opportunity to practice independently strengthens the ability to comprehensively care for patients, then subsequently facilitates to the “management of care” improvement within this program outcome. The didactic (HESI) scores for Management of Care are the same for both PO#1 and PO#4, but the clinical scores are different which may represent the area of opportunity or improvement is within PO#4. In PO#1, 97% of students were scored at a level IV and in PO#4 82% were scored at a level IV while the remaining 18% were scored at a level III. Because the lower performing clinical scores of PO#4 more closely correlate with the lower HESI scores of Management of Care, it may be assumed that the Management of Care concepts (evidence-based practice, quality improvement, prioritization, and decision-making) that related to PO#4 could be more directly related to lower performance. These concepts introduced early but are fully developed as students strengthen their independent practice under supervision of a preceptor. Instructors are still available for guidance, but are not physically present during clinicals in the last eight weeks. Since independence is the highest level of functioning for the student, this has been historically the most challenging ELA to meet. Yet, the scores in 2024 were exceeding the established benchmark. This was, in part, because students were experiencing preceptor experiences earlier in the program. These preceptor experiences started

after program outcomes assessment revealed that students felt like the first few shifts in the last eight weeks were wasted by “orienting to the role”. Placing preceptor experiences in the second semester, increasing to two in the third semester, and completing three preceptor shifts in the first half of the fourth semester resulted in a decreased “orientation time” to the preceptor capstone (120 hours) in the last eight weeks of the program. However, the last cohort to fully experience these experiences was the December 2024 Graduate cohort-which is the only cohort to exceed the ELA. These experiences are not always available because priority goes to students in their last semester with preceptors and facility new hires that are paired with preceptors.

Use of Results for Improvement

The program continues to plan with facilities to encourage experienced nurses to volunteer as preceptors. Sharing clear information and outcome data as well as employee survey results with facility partners during the advisory board has proven to be an effective strategy. Barriers to communication in advisory board include lack of response to surveys and lack of clarity in reporting. Any feedback from clinical partners or employers tends to focus on professionalism/behavior, skills/practice, and knowledge/critical thinking. Assessment of these attributes within the program outcomes could lack clarity and may fail to facilitate direction for improvement, especially for non-educators. This may be because the content is so inter-related within in each program outcome that determining exact deficiencies in specific content is difficult.

What is the proposed timeline for the changes outlined above?

Spring 2026, faculty plan to review end-of-program student learning outcomes, programmatic strengths and weaknesses, and develop a plan if warranted to update or clarify any information.

Program Outcome #5

Select appropriate information and technology in the management of patient care.

HESI Exit Exam Category: Technology					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	2	0	0	20	22
	9%	N/A	N/A	91%	
PB May 25 Grad	3	0	0	25	28
	11%	N/A	N/A	89%	
SK May 25 Grad	5	0	0	13	18
	28%	N/A	N/A	72%	
TOTAL	10	0	0	28	68
	15%	N/A	N/A	85%	85%

Clinical Tracking NURS-238/245					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	0	0	5	17	22
	0%	0%	23%	77%	
PB May 25 Grad	0	0	7	19	26
	0%	0%	27%	73%	
SK May 25 Grad	0	0	0	19	19
	0%	0%	0%	100%	
TOTAL	0	0	12	55	67

Clinical Tracking NURS-239					
Cohort	I	II	III	IV	Total
PB Dec 24 Grad	0	0	1	21	22
	0%	0%	5%	95%	
PB May 25 Grad	0	0	2	24	26
	0%	0%	8%	92%	
SK May 25 Grad	0	0	1	18	19
	0%	0%	5%	95%	
TOTAL	0	0	4	63	67

Assessment Results

Each ELA is met for PO#5, except for the disaggregated May 2025 Sikeston cohort at 72%.

Analysis

Student readiness for the use of technological equipment in the workforce is systematically assessed by regulatory bodies. Orientation to equipment and technology and the opportunity to practice with relevant, up-to-date resources are specific topics on annual reports and site visits.

As a program outcome, it is measured during clinicals and on the HESI Exit Exam. The scores from last semester clinicals and preceptorship are collected and reported. During this semester, students stop completing clinicals with instructors and begin transition into a graduate nurse role. Students are expected to function independently under a preceptor who has been assigned a team of patients with varying needs. Students start to interact with technology without the direct assistance of faculty members. During this time students also see a wider variety of technology and equipment. Lower scores regarding independent use of technology is expected for the first few shifts, however, by the end of the preceptorship in the last semester every student is receiving “satisfactory” in this category. While most students require an orientation phase to become more comfortable utilizing facility technology, many other students have prior experience and are very comfortable with the equipment in the beginning of the semester.

The HESI scores provide some insight to didactic knowledge of technology and the application of protocols about that technology, however, the content that pertains to those subjects in the HESI exam applies to very few test items. This results in scores that are extremely high or extremely low.

Use of Results for Improvement

Utilizing technology appropriately is a vital skill for nursing. Exposure to technology and electronic health records has increased for students in clinical facilities. Every student has the opportunity to use relevant, current technology in the simulation lab, skills lab, and then the hospital facilities. Students receive their own login credentials for clinicals to access and document within the electronic health record. In 2025, a grant purchased additional mobile computers for our largest clinical partner exclusively for TRC student use in the clinical setting. The increase in the use of technology has become interwoven into nearly every aspect of the clinical experience, however, opportunities for data collection exclusive to technology are scant.

It is time to consider whether the use of technology is appropriate as a standalone program outcome or an integral part of evidence-based practice within the competencies of clinicals. This may be better measured by employer evaluations and clinical practice scores rather than a few test items.

What is the proposed timeline for the changes outlined above?

In the spring of 2026, faculty will consider the use of technology throughout the program and how the successful use of technology is best represented as it relates to the development of a competent graduate nurse. Any changes made to the curriculum will be done prior to the deadlines for the 2026-2027 College Catalog.

Additional Summary Notes

Anomalies in the results that were noticed:

No, the systematic evaluation plan revision that took place in 2023-2024 used proposed data on a trial basis to assess if the selection of the ELAs and the assessment tools or artifacts reflected student achievement. The revision provided a better guide to allow for accurate, adequate, and relevant measurement. Full data collection was completed for three cohorts that took the NCLEX-RN in 2025 which ultimately showed a better correlation of student success than the previous evaluation plan. The way the program measures student success is clearer, but programmatic evaluation may be further enhanced by re-evaluating the objectives students achieve at the end of the program by clarifying subcategory concepts that contribute to specific outcomes and by considering updates that reflect current nursing practice.

Were there any patterns in the data observed?

Generally, outcomes are exceeding the ELAs which correlates to high first-time NCLEX-RN pass rates which was 96%. Expected levels of achievement should be attainable yet high enough to facilitate continuous improvement. Since this is the first full year of data collection after the evaluation plan revision, more time is needed to fully evaluate whether or not the ELAs should be adjusted. Two years of consistent data would provide adequate information on whether or not the ELAs should be adjusted. Additionally, in 2025 an electronic format for preceptor feedback was implemented. It is thought that this may show more authentic feedback since the feedback does not go directly to the student, but to the instructor of the preceptor course. This may be an instance where data could trend down, but be more reflective of student performance. Therefore, ELAs should not be adjusted until a few years of consistent data is collected.

Addendum

THREE RIVERS COLLEGE

ASSOCIATE DEGREE NURSING PROGRAM

CLINICAL EVALUATION WORKSHEET

NURS 238: MEDICAL SURGICAL NURSING III

NAME: _____ SEMESTER: _____

S=Satisfactory (Able to perform independently if allowed)
 P=Progressing (Requires expected minimal to moderate prompting, but safe)
 U=Unsatisfactory (Unable to perform skill safely, was not prepared, continued supervision, or had to stop task)
 If student receives a U, faculty must document if the student was NS=Not Safe or NI=Needs Improvement

Date						Midterm									Final
Professional Identity															
Manage personal responsibility in the clinical setting with relation to professionalism, scope of practice, and ethical and legal behaviors.															
Demonstrate accountability in providing patient care															
Practice within the scope of practice (school, agency, Nurse Practice Act)															
Practice ethical and legal standards of practice (i.e. HIPAA)															
Manage a team to provide care within the scope of practice															
Communication/Collaboration															
Design an effective communication strategy to collaborate within the healthcare team.															
Demonstrate effective communication skills with the healthcare team, patient, and support person															
Arrange abnormal findings to communicate with healthcare team															
Apply documentation standards to clinical documentation															
Create a plan to effectively communicate with members of your team as Team Leader															
Clinical Judgment/Safety															
Evaluate safe, patient-centered care for patients with alterations in advanced medical surgical concepts.															
Employ assessment and follow-up assessment for data															
Manage evidence based interventions															
Predict potential environmental safety concerns															

Evaluate standard precautions and practice guidelines															
Demonstrate safe medication administration															
Prioritization/Evidence															
Predict patient's response based on evidence to prioritize patient care.															
Assemble relevant assessment information (VS, labs, etc.)															
Organize delegation of patient needs															
Analyze patient data to prioritize care															
Manage prioritization issues as a Team Leader															
Information/Technology															
Manage information resources, technology, and equipment.															
Use appropriate resources in providing patient care															
Use appropriate technology practice															
Demonstrate appropriate documentation standards for the clinical setting															
Instructor Initials															
Student Initials															

THREE RIVERS COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
DAILY PRECEPTOR FEEDBACK TOOL
NURS 239: NURSING PRECEPTOR

NAME: _____ **DATE:** _____

S=Satisfactory (Able to perform independently if allowed)
P=Progressing (Requires expected minimal to moderate prompting, but safe)
NI=Needs Improvement (Was not prepared, continued supervision required)
NS=Not Safe (Unable to perform skill safely, and/or had to stop task)
N/A=Did not apply to this rotation

Professional Identity	
Manage personal responsibility in the clinical setting with relation to professionalism, scope of practice, and ethical and legal behaviors.	
Demonstrate accountability in providing patient care.	
Manage a team to provide care within the scope of practice (delegation).	
Practice ethical and legal standards of practice (i.e. HIPAA).	
Practice within the scope of practice (school, agency, Nurse Practice Act).	
Communication/Collaboration	
Choose effective communication strategies within the health care team to provide quality, patient-centered care.	
Evaluate written personal objectives with preceptor and instructor.	
Evaluate effective communication with health care team, patient, and support persons.	
Compose accurate documentation following documentation standards.	
Arrange abnormal findings to communicate with the health care team.	
Clinical Judgment/Evidence	
Demonstrate competent, evidence-based clinical decision-making within the scope of practice for the professional nurse.	
Use evidence to guide clinical decision making.	
Demonstrate competency with all nursing skills.	
Prioritization/Safety	
Organize prioritization of care to a variety of patients while maintaining a safe and effective health care environment.	
Demonstrate safe medication administration.	
Manage evidence-based interventions.	
Predict potential environmental safety concerns.	
Evaluate standard precautions and practice guidelines.	
Information/Technology	
Select technology and informatics to promote patient-centered care.	
Select appropriate technology for patient care.	
Select appropriate resources for patient care.	

Comments:

PRECEPTOR SIGNATURE: _____
 (Preceptor completes this form daily)



THREE RIVERS COLLEGE

Practical Nursing

Program Level SLO Report

Tara Leier – Program Manager

2024

Program Purpose Statement

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

Program Outcomes

1. Utilize the nursing process to provide safe client care within a healthcare team.
(Application)
2. Interpret clients' diverse backgrounds across the lifespan to provide individualized nursing care. (Application)
3. Use effective communication as a member of the healthcare team. (Application)
4. Demonstrate safe, effective nursing care within the scope of practice for the practical nurse while maintaining legal/ethical standards. (Application)
5. Discover strategies to promote personal success. (Application)
6. Apply basic knowledge of mathematics; anatomy and physiology; and human growth and development to the practical nurse role. (Application)

Curriculum Mapping

Practical Nursing: Program Outcomes Mapping

Program Outcome 1: Utilize the nursing process to provide safe client care within a healthcare team. (Application)	
HESI Categories: Assessment, Analyze, Planning, Implementation, & Evaluation.	
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)

HESI Categories: Health Promotion and Maintenance and Collaboration/Managing Care

Course	Course Learning Outcome
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)

HESI Category: Safe/Effective Environment

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)

HESI Category: Safety

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)**

HESI Category: Safety

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)**

HESI Category: Growth and Development, Medication Administration

Course	Course Learning Outcome (CLO)
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)

Introduction

This Student Learning Outcomes Report outlines the academic performance and competency development of students enrolled in the one-year certificate in Practical Nursing program, here at Three Rivers College. The program integrates a variety of instructional methodologies, including student-centered learning approaches and blended learning opportunities, to support diverse learning styles and promote critical thinking. Throughout the program, students engaged in hands-on clinical experiences, simulation-based training, interactive classroom instruction, as well as hybrid style learning opportunities. Summative assessments, including HESI benchmark exams and final course exams, were administered at key intervals to measure student mastery of core nursing concepts and readiness for licensure. This report presents an analysis of these outcomes from the cohort of 2024, highlighting both strengths and areas for continued instructional improvement.

For interpretation of the rubrics in this document, consider the following:

- Level IV – Mastery level. Students scoring at this level achieved 92-100%, on the associated assessment. These students demonstrate exceptional understanding and application of course content.
- Level III – Competent level. Students scoring at this level achieved 80-91%, on the associated assessment. These students demonstrate solid understanding and competent application of course concepts. All PN students must pass with at least 80% or higher in each course to advance in the program.
- Level II – Novice level. Students scoring at this level achieved a 71-79%, on the associated assessment. These students have partial understanding of course material but show gaps in comprehension or application.
- Level I – No evidence. Students scoring at this level failed either class, clinical, or lab with a score below 70%, or U for unsafe in the associated assessment. These students demonstrate significant deficits in knowledge, skill, or clinical judgment.

Program Outcomes Rubric

Utilize the nursing process to provide safe client care within a healthcare team.

Competency Areas	I (<70%)	II (71-79%)	III (80-91%)	IV (92-100%)
Nursing Process	Does not understand how to utilize the nursing process to provide client care as part of the healthcare team.	Has very little understanding of how to utilize the nursing process to provide client care as part of the healthcare team.	Has a basic understanding of how to utilize the nursing process to provide client care as part of the healthcare team.	Fully understands how to utilize the nursing process to provide client care as part of the healthcare team.

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	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 105	Personal Vocational Concepts	2	43	Sections: 2 Students: 43	FT:2 PT: 0	Y
PNRS 128	HESI - Exit	2	31	Sections: 2 Students: 31	FT: 4 PT: 1	Y

Artifact #1: PVC Final

Categories	# of Questions on Exam	Combined Average Score	Rubric Level
Nursing Process: Assessment	4	73.8%	II
Nursing Process: Analysis (Diagnosis)	5	85.9%	III
Nursing Process: Planning	2	87.2%	III
Nursing Process: Implementation	6	80.9%	III
Nursing Process: Evaluation	1	100%	IV

Artifact #2: Exit HESI

Categories	# of Questions on exam	I (<750)	II (750-849)	III (850-899)	IV (>900)
Nursing Process: Assessment	19	4	5	4	18
Nursing Process: Analysis (Diagnosis)	15	6	4	3	18
Nursing Process: Planning	11	8	4	2	17
Nursing Process: Implementation	44	1	3	3	24
Nursing Process: Evaluation	11	7	11	1	12

Assessment Results

Student understanding of the nursing process was evaluated using two key assessments: an internal course exam that contains 18 questions that were mapped to the five steps of the nursing process, and the standardized Exit HESI exam containing 100 questions that were also mapped to the five steps of the nursing process. Results from both artifacts were analyzed by categories to determine competency levels and alignment with expected outcomes.

On the internal exam (artifact #1), students performed well overall, with all five nursing process categories scoring at or above 73.8%. The strongest areas were evaluation (100%), planning (87.2%), and analysis (85.9%). These scores correspond to a rubric levels III & IV, thus indicating that the students have a high level of mastery in the areas named. Performance in assessment (73.8%) and implementation (80.9%) were slightly lower, but still within levels II and III, which suggest adequate competency.

Performance on the Exit HESI (artifact #2) shows that most students scored in level IV across all 5 categories. However, the category that appears to be the strongest is implementation, with 77% of the students scoring level IV. Finally, in the evaluation category, the data shows mixed mid-range scorers with levels II and IV which may indicate an area requiring improvement.

Analysis

Overall, both artifacts show strong performance across all five Nursing Process categories, indicating that the program outcome is being met by these assessments. Most of the students scored level IV, which indicates they fully understand how to utilize the nursing process to provide client care as part of the healthcare team. The categories of assessment in artifact 1 and evaluation in artifact 2 show scores to be on the lower end.

For interpretation purposes, I wanted to make known that the HESI scores are difficult to convert to the program rubric due to the method in which those scores are calculated. For instance, if the question on the HESI is a higher cognitive level question, then the student gets more points for getting it correct. The HESI data collection point does not give the program access to how many higher versus lower-level questions are given to the student. This leads to difficulty in interpreting the data but does mimic the scoring methods that are also utilized on the NCLEX.

An acceptable score on the HESI is an 850, which indicates a high probability that the student will do well on the NCLEX licensing exam. For this reason, we will continue to use the HESI as a data point for measuring program outcomes.

Use of Results for Improvement

The results show a need for improvement in assessment and evaluation strategies that better prepare students for clinical decision-making on high-stakes exams and in practice. Targeted improvements include teaching assessment and evaluation more often throughout the program. This will assist in bridging the gap between classroom performance and standardized testing expectations. We will accomplish this by increasing the cognitive complexity of internal assessment questions and integration of more case-based, application-level scenarios throughout instruction and testing. To monitor this over time, we will use these scores to set benchmarks for future cohorts.

Timeline for Changes

- Evaluation of current test questions related to the nursing process on all exams – Fall 2025
- Use increased complexity of questions related to the nursing process on exams – Spring 2026
- Reevaluate results between artifact #1 and #2 – Fall 2027

Program Outcome #2 Rubric

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	Number of FT and PT faculty Involved	Were all sections of this course involved ?
PNRS 116	Pediatric Nursing	2	31	Sections: 2 Students: 31	FT:1 PT: 1	Y
PNRS 128	HESI - Exit	2	31	Sections: 2 Students: 31	FT: 4 PT: 1	Y

Artifact #1: Peds Final

Rubric

Competency Areas	I (<70%)	II (71-79%)	III (80-91%)	IV (92-100%)
Pediatrics	Does not recognize developmental factors specific to pediatric stage of lifespan and cannot adapt care based on these factors.	Shows awareness of developmental factors specific to pediatric stage of lifespan but struggles to adapt care based on these factors.	Recognizes and interprets key developmental factors specific to pediatric stage of lifespan and generally adapts care based on these factors.	Consistently recognizes and interprets developmental factors specific to pediatric stage of lifespan and adapts care based on these factors.

Artifact:	I (<70%)	II (71-79%)	III (80-91%)	IV (92-100%)	Total # of Students
PNRS 116 Final Exam	0	1	26	4	31

Artifact #2: Exit HESI

Rubric

HESI Competency Areas	I (<750)	II (750-849)	III (850-899)	IV (>900)
Health Promotion and Maintenance	Does not understand how to identify appropriate screenings or patient education needs.	Demonstrates limited understanding and inconsistently identifies preventative measures or appropriate education.	Understands key principles of health promotion and how to apply them in most scenarios. Identifies relevant screenings, risk factors, and provides basic education.	Has a comprehensive understanding of health promotion and consistently applies principles to diverse patient scenarios and tailors' education effectively.
Collaboration/Managing Care	Demonstrates minimal collaboration and poor management of care. Communication is unclear or absent, and the student does not engage with the healthcare team or patient.	Has a basic understanding of collaboration and care management, but application is inconsistent. Communication is occasionally unclear, and collaboration with team members and patients is limited.	Demonstrates competent collaboration and care management skills. Communicates clearly with team members, involves patients in decision-making, and delegates tasks appropriately in most cases.	Consistently excels in collaboration and managing care. Communication is clear, respectful, and proactive. Actively engages the interprofessional team and patients in care decisions.

HESI Categories	# of Questions on exam	I (<750)	II (750-849)	III (850-899)	IV (>900)
Health Promotion and Maintenance	11	7	0	5	19
Collaboration/Managing Care	20	5	4	1	21

Assessment Results

Student understanding of individualized nursing care was evaluated using two key assessments: an internal course final exam containing 75 questions pertaining to the Pediatric population, and the standardized Exit HESI exam containing 31 questions that were mapped to program outcome #2. Results

from both artifacts were analyzed by categories to determine competency levels and alignment with expected outcomes.

On the internal exam (artifact #1), students performed well overall, with 96.8% of students scoring level III or IV. This data indicates that most of the students have a high level of mastery in the ability to recognize and interpret pediatric developmental factors and adapt care accordingly.

In contrast, performance on the Exit HESI (artifact #2) revealed 61% of students scored level IV in Health Promotion and Maintenance, and 68% of students scored level IV in Collaboration/Managing Care.

Analysis

Both artifacts used to assess Program Outcome #2 evaluated students' ability to recognize client diversity across the lifespan and provide individualized nursing care. The results show that students demonstrate strong competency in delivering age-appropriate care within the pediatric population, as reflected by high scores on the PNRS 116 final exam (Artifact #1).

However, results from the Exit HESI (Artifact #2) reveal a significant gap in applying these principles to other age groups. The scores in this category were approximately 25-35% lower than in the Pediatric exam. This suggests challenges with individualized care planning and teamwork across diverse patient populations.

Use of Results for Improvement

The assessment results demonstrate that students are meeting the program outcome in the pediatric setting, however, performance on artifact #2 indicates that an improvement is needed in applying individualized care principles to other populations across the lifespan. To address the gap, the program will integrate more case studies and simulation scenarios involving adult and geriatric patients. To accomplish this, we will utilize our new Body Interact table that has multiple integrated simulations where students can perform assessments, interventions, and evaluations to take care of a patient in a wide range of ages and ethnicities.

Timeline for Changes

- Utilize body interact table in the didactic setting to supplement learning
 - Spring 2026
- Reevaluate artifacts 1 and 2 – Fall 2027

Program Outcome #3 Rubric

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	Number of FT and PT faculty Involved	Were all sections of this course involved ?
PNRS 128	HESI - Exit	2	31	Sections: 2 Students: 31	FT: 4 PT: 1	Y

Artifact #1:

Rubric

Competency Areas	I (<750)	II (750-849)	III (850-899)	IV (>900)
Safe/Effective Environment	Demonstrates minimal understanding or application of safety protocols. Frequent errors or omissions may compromise safety or effectiveness. Communication is unclear, inconsistent, or absent, leading to misunderstandings or safety risks.	Demonstrates basic understanding of safety protocols but applies them inconsistently. Communication is present but lacks clarity or timeliness in key moments, contributing to occasional lapses.	Demonstrates competent understanding and mostly consistent application of safety protocols. Communicates effectively in most situations, with minor lapses in clarity or collaboration.	Consistently applies all safety protocols accurately and proactively. Communication is clear, timely, and collaborative, promoting a safe, respectful, and efficient environment for all.

HESI Category	# of Questions on exam	I (<750)	II (750-849)	III (850-899)	IV (>900)
Safe/Effective Environment	27	4	4	0	23

Assessment Results

Student understanding of providing a safe and effective care environment was evaluated using a standardized Exit HESI exam containing 27 questions that were mapped to program outcome #3. Results from the artifact were analyzed to determine competency levels and alignment with expected outcomes.

The data provided from the artifact revealed that of the 31 students assessed, 74% consistently applied all safety protocols accurately and exhibited clear, collaborative communication, while 26% scored levels I and II. No students scored in level III, indicating a performance gap between basic/intermediate and high-level competency.

Analysis

The Exit HESI served as the primary artifact to assess students' understanding and communication abilities related to a safe and effective care environment. Overall, the data reflects a strong proficiency in safety and effectiveness across most of the cohort. Targeted intervention was needed for the few individuals in levels I and II to ensure consistent application and communication of safety protocols. Which was completed by sending students remediation packets from HESI on all areas of the exam where the students were below the score of 850.

Use of Results for Improvement

This artifact shows adequate data on an area needing improvement, but faculty believes another source offering real-life application would assist in providing more specific data. Moving forward, students will be observed in clinicals providing therapeutic communication to patients and their ability to provide a safe and effective care environment. Students will be scored each clinical day on a scale of 0-4, 0 meaning not safe with cueing or unsatisfactory and 4 being satisfactory at providing safe and competent care that they could perform independently. The current artifact will continue to be used for assessment purposes; however, the addition of a clinical grading tool as another data point will be utilized. This tool is currently being used in the 2025 cohort and will be assessed in Fall 2026 for data.

Timeline for Changes

- Collect data from clinical evaluations – Fall 2026
- Reevaluate artifact 1 and data from clinical evaluations – Fall 2026

Program Outcome #4 Rubric

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	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 128	HESI - Exit	2	31	Sections: 2 Students: 31	FT: 4 PT: 1	Y

Artifact #1:

Rubric

Competency Areas	I (<750)	II (750-849)	III (850-899)	IV (>900)
Safety	Demonstrates unsafe or ineffective care with frequent errors in judgment - Fails to recognize or act within scope of practice - Disregards or lacks understanding of legal/ethical standards	Demonstrates basic clinical judgment, but care is inconsistent - Occasionally practices outside scope or misses critical cues - Shows partial understanding of legal/ethical implications	Demonstrates sound clinical reasoning in most situations - Practices within scope with minor guidance - Identifies and generally applies legal/ethical principles appropriately	Demonstrates excellent clinical judgment with safe, effective, and efficient care - Always practices clearly within scope - Consistently applies and advocates for legal and ethical standards in practice

HESI Category	# of Questions on exam	I (<750)	II (750-849)	III (850-899)	IV (>900)
Safety	30	6	2	1	22

Assessment Results

Student understanding of providing safe patient care was evaluated using a standardized Exit HESI exam containing 30 questions that were mapped to program outcome #4. Results from the artifact were analyzed to determine competency levels and alignment with expected outcomes.

Artifact 1 reveals that most students demonstrate strong clinical judgment and adherence to professional standards. Specifically, 22 out of 31 students scored in level IV, indicating excellent performance. These students consistently provide safe, effective, and efficient care, practice clearly within their scope, and uphold legal and ethical standards. 29% of students fell to levels 1-3.

Analysis

The Exit HESI served as the primary artifact to assess students' clinical judgement and ability to practice within their scope while adhering to legal and ethical standards. Overall, the cohort shows a high level of competence, with the vast majority performing at the highest level. However, the 8 students in levels I and II (26.7%) represent a critical group in need of targeted remediation and support to address gaps in clinical judgment, scope of practice, and understanding of legal and ethical principles. Which was completed by sending students remediation packets from HESI on all areas of the exam where the students were below the score of 850.

Use of Results for Improvement

The data collected showed that about 1/3 of students needed and received targeted remediation. We will continue to use this artifact as our data point for this learning outcome. No changes will be made due to the competency level of those tested.

Timeline for Changes

- Reevaluate data from artifact 1 – Fall 2026

Program Outcome #5 Rubric

Discover strategies to promote personal success.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 128	HESI - Exit	2	31	Sections: 2 Students: 31	FT: 4 PT: 1	Y

Artifact #1:**Rubric**

Competency Areas	I (<750)	II (750-849)	III (850-899)	IV (>900)
Professional Behaviors - Professionalism	Frequently displays unprofessional conduct (e.g., tardiness, poor communication, lack of accountability) - Disregards feedback or fails to engage in self-reflection - Lacks respect for peers, faculty, or patients	Inconsistently demonstrates professional behavior - Occasionally responsive to feedback - Basic understanding of professional expectations, but lapses occur	- Consistently demonstrates professional behavior in most settings - Accepts and incorporates feedback into practice - Shows respect and responsibility in interactions	- Consistently models exemplary professional behavior - Seeks out and integrates feedback for continuous improvement - Demonstrates leadership in fostering a respectful, accountable environment
Professional Issues	- Lacks awareness of current professional issues and trends - Fails to recognize ethical, legal, or regulatory considerations - Disengaged from professional development opportunities	- Demonstrates limited awareness of professional issues - Inconsistent application of ethical/legal standards - Minimal engagement in professional growth activities	- Shows solid understanding of key professional issues (e.g., scope of practice, advocacy) - Applies ethical and legal principles appropriately in most cases - Actively engages in some professional development	- Demonstrates advanced understanding of complex professional issues - Consistently integrates ethical/legal standards into practice - Proactively participates in and promotes ongoing professional development

HESI Category	# of Questions on exam	I (<750)	II (750-849)	III (850-899)	IV (>900)
Professional Behaviors - Professionalism	9	13	2	1	15
Professional Issues	41	3	8	3	17

Assessment Results

Student ability to promote personal success was assessed by the exit HESI exam that contained 30 questions that were mapped to program outcome #5. Results from the artifact were analyzed to determine competency levels and alignment with expected outcomes.

Artifact 1 reveals that nearly half (48%) of students performed at the highest level (IV) in professional behaviors. However, a large group (42%) scored in level I, indicating a concerning gap. For the professional issue category, over half (55%) of students scored in level IV and only a small percentage (10%) were in level I.

Analysis

A significant portion of students excelled in professionalism and professional issues. The high number of level IV scores reflects successful instructional strategies, however, a notable percentage of students (especially in professional behaviors) scored at level I. This data suggests that possibly inconsistent application or modeling of professional behavior expectations and the need to reinforce self-awareness, communication skills, and accountability throughout the program.

Use of Results for Improvement

The data collected showed that about 42% of students needed and received targeted remediation regarding the application of professional behaviors and 10% in professional issues. We will continue to use this artifact as our data point for this learning outcome; however, the findings do indicate that additional intervention is necessary to improve student learning. To facilitate increased student learning and understanding of professional behaviors we will incorporate a presentation in orientation, on the specific expectations that faculty have regarding student professional behavior. Furthermore, we will also measure both categories on our new clinical evaluation tool in the following courses throughout the program: PNRS 115 Fundamentals of Nursing, PNRS 118 Medical Surgical Nursing, and PNRS 119 Medical Surgical Nursing II. This tool will list specific professional behaviors, and the student will be graded whether they are performing those satisfactorily or unsatisfactorily. We have already begun to use the above two interventions mentioned in the 2025 cohort and will be able to evaluate their effectiveness in the following year's report.

Timeline for Changes

- Reevaluate artifact 1 – Fall 2026
- Evaluate clinical evaluation – Fall 2026

Program Outcome #6 Rubric

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	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 115	Fundamentals of Nursing	2	43	Sections: 2 Students: 43	FT: 4 PT: 1	Y
PNRS 125	Maternal/Newborn Nursing	2	31	Sections: 2 Students: 31	FT: 2 PT: 0	Y

Artifact #1:

Rubric

Competency Areas	I (<70%)	II (71-79%)	III (80-91%)	IV (92-100%)
Application of Mathematics	Struggles to apply mathematical concepts correctly, frequently making errors in calculations or failing to understand conversions. Cannot pass dosage calculation exam within 3 attempts.	Demonstrates basic understanding of mathematical concepts but frequently needs assistance with calculations. Cannot pass dosage calculation exam within 3 attempts.	Accurately applies mathematical concepts in most situations and generally avoids significant errors. Passes dosage calculation exam with a B or C within 3 attempts.	Consistently applies mathematical concepts accurately in dosage calculations and conversions. Passes dosage calculation exam with an A on the first attempt.

Artifact:	# of Questions on exam	I (<70%)	II (71-79%)	III (80-91%)	IV (92-100%)	Total # of Students
PNRS 115 Dose Calculation Exam	30	0	0	10	33	43

Artifact # 2

Rubric

Competency Areas	I (<70%)	II (71-79%)	III (80-91%)	IV (92-100%)
Understanding of Human Growth and Development and Anatomy and Physiology	Demonstrates minimal understanding of anatomy, physiology, and human growth and development. Application to nursing practice is inaccurate or missing.	Demonstrates basic but inconsistent understanding of anatomy, physiology, and growth and development. Applies knowledge to nursing tasks with limited accuracy.	Demonstrates solid and mostly accurate understanding of biological and developmental concepts. Applies knowledge effectively to nursing practice in familiar contexts.	Demonstrates comprehensive and accurate understanding of anatomy, physiology, and human development. Consistently apply integrated knowledge to nursing care.

Artifact:	# of Questions on exam	I (<70%)	II (71-79%)	III (80-91%)	IV (92-100%)	Total # of Students
PNRS 125 Final Exam	75	0	1	26	4	31

Assessment Results

Artifact #1 was a 30-question dosage calculation exam relating to the mathematical aspect of the outcome. Results from the artifact were analyzed to determine competency levels and alignment with expected outcomes. The data shows that 77% demonstrate the highest level of mastery by passing with an A on the first attempt and the remaining 23% scored a level III, which still indicates competency in reaching the outcome.

Artifact #2 is the second data point for this program outcome and is a final exam containing 75 questions specific to competency of understanding human growth and development, as well as anatomy and physiology. The data shows that 96.8% of students scored level III or IV, showing solid to advanced application.

Analysis

Across both artifacts and courses, 100% of students met or exceeded expectations. Artifact #1 shows that no students failed or showed insufficient understanding related to applying mathematical concepts to dosage calculations. The consistency in performance reflects a strong curriculum alignment and faculty effectiveness in teaching dosage calculations. Artifact #2 data reflects proficient to advanced understanding of biological sciences and their application in nursing care. Program outcome #6 is being effectively met, and the program is succeeding in preparing students with the foundational knowledge necessary for safe and effective patient care.

Use of Results for Improvement

The data collected showed that 100% of students met or exceeded the competency expectations set forth. We will continue to use these artifacts as our data points for this learning outcome. No changes will be made due to the competency level of those tested.

Timeline for Changes

- Reevaluate artifacts #1 and #2 – Fall 2026

Addendum

For the 2024 cohort, the modality of the PVC course changed from hybrid to completely online. In hybrid, the students had lectures, assignments, and exams online and then one day of face-to-face class per week.

Faculty members decided to utilize adaptive quizzing in the Pediatric course as part of assignments. This type of quiz allows the instructor of the course to hand select questions in the textbook test bank for the assignment. The decision to initiate this type of assignment for each lesson in the course came from feedback from the previous cohort (2023), voicing that it was beneficial to them when used in other courses in the program.

- (1) Explain how each of the changes listed above in section (1.) have impacted current results or program outputs. (*Output data reflect the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)

The change in instructional modality did not appear to have a significant impact on student retention or external exam pass rates. In 2024, a total of six students withdrew from the PVC course—three from the Poplar Bluff site and three from the Sikeston site. Of the students at Poplar Bluff, two withdrew due to personal reasons, while the third was academically unsuccessful and unable to earn enough points to pass the course. At the Sikeston site, one student withdrew for personal reasons, and two others withdrew due to failing performance. In comparison, during the previous academic year (2023), when the course was delivered in a hybrid format, one student from each site (Poplar Bluff and Sikeston) failed the course. In reference to the external exam pass rate, which in this program is the NCLEX, all students from both cohorts (2023 and 2024), passed the exam on the first attempt.

The changes mentioned for the Pediatrics course impacted the current results from the 2024 cohort positively. When comparing 2023 scores on artifact 1, 79% of students achieved level III as compared to this cohort where 84% of students achieved level III. These results indicate that the change was influential in increasing the number of students scoring higher levels.