

## **Appendix D:**

**Health and Public Safety Division**

**2014-15 Assessment of Student Learning Results**

**DISCIPLINE: Cosmetology/Public Safety**

**Department: Cosmetology**

**Completed by: Michele Edwards, Pamela Graham, Brenda Knapp**

**3/20/2015**

**SLO 1** – Students will be able to perform a basic manicure by the end of the course.

**Assessment Method/Timeframe –**

Performance Assessment: NAT 108, Fall 2014, Pueblo Campus only. This was a Lecture/Lab/Clinical class. During lecture the students learned the definitions and recognition of the tools and implements. Students were also given the chemical breakdowns of the different products. During lab students observed a proper manicure and then had to demonstrate a proper manicure, one manicure was done on a classmate, one was done on a model, and then they had to also receive a manicure. After Lecture and Lab were completed students started taking clients. This helped to increase the proficiency for this SLO.

**Assessment Results – PERFORMANCE TARGET/ COLORADO STATE BOARD AVERAGES = Practical 77%**

Class averages = Pueblo Campus Fall 2014 NAT 108 (13 students) = Practical 90%; SCCC West Campus did not offer NAT 108 for Fall 2014 or Spring 2015.

The previous student assessment score was 78%. So at that time we concluded we needed to make a change to this course to increase proficiency. The course for this class was changed from NAT110 to NAT108. By making this change we were able to increase the time the students spent working on their skills. Our score went from a 78% to a 90%, which is a significant increase. The rubric we used was concise on the assessment and tasks including the order in which the tasks needed to be performed. It also was clear on how to score the practical assessment.

**Actions/Adjustments** - For the practical part of the assessment we will do not need to change the rubric. The students are on the task for the skill they are doing and the task lines are defined clearly. No changes need to be made. In conclusion we have collected sufficient data for the SLO. We will continue to use the same methods we are currently using to continue to increase our passing rate of this class, unless our passing rate starts to decrease. This SLO will not be reassessed for the next academic year

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**SLO 2** – Students will be able to demonstrate the knowledge for the practical state board exam upon completion of the program.

### **Assessment Method/Timeframe –**

Performance assessment: COS 261 at the Pueblo Campus and COS 261 at the SCCC campus. This is a clinical class. During clinic the students learned the process and what to expect during the State Board Exam. During this class students demonstrate each task for the different forms of State Board Exam. We start doing state board mocking the last 4 weeks of the semester.

**Assessment Results – PERFORMANCE TARGET/ COLORADO STATE BOARD AVERAGES = Written 79%**

Class Averages = Pueblo Campus Fall 2014 COS 261 (10 students) = 100%

Class Averages = SCCC Campus Spring 2015 COS 261 (8 students) = **In progress**

Even though students scored well above the state average on the practical exam we concluded that the students are well prepared for the State Board Exam. The rubric we use to do the assessment is concise on the tasks and the order in which the tasks needed to be performed. It is also clear on how to score the practical assessment. One point is given for each task line performed and if any of the task lines are not done then a point is deducted. There are 112 points possible and a student must receive at least 79 points to pass. The State Board Exam does not give a score to students. It is a pass/fail grading system.

**Actions/Adjustments** - 2014-2015 is our benchmark year because we will be able to assess students under the new guidelines from the Colorado State Board of Cosmetology. Performance target for Colorado State Board averages is for the Practical is 79%. The results for the Pueblo campus are 100% for the practical exam at the end of Fall 2014. **SCCC west Campus is still in progress. Based on the results we will not be changing how we are assessing the students in COS 261.**

In conclusion we have collected sufficient data for the SLO. We will continue to use the same methods we are currently using unless our passing rates start to decrease.

A different SLO will be assessed for the 2015-16 academic year.

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**DISCIPLINE: Dental Assisting/Health**

**Department: Dental Assisting**

**Completed by: Janet Trujillo, Shanna Montoya, Violet Hernandez**

**5/15/2015**

**SLO 1** - Students will be able to explain pre & post-operative instructions as prescribed by a dentist to a patient during chairside assisting procedures in pre-clinical labs with two or more clinicians/instructors.

**Assessment Method/ Timeframe -**

Selected Response, Performance Assessment and Personal Communication were the assessment methods used. Students were assessed Spring 2015 in the following courses – DEA 104, 124, 128, and 134.

**Assessment Results – PERFORMANCE TARGET/NATIONAL AVERAGES = 12 students**

25% of the students met the benchmark at 88%-97% and 75% of the students surpassed the benchmark at 98%-100% on patient pre and post-operative instructions for oral maxillofacial surgical extraction procedure. Factors that contributed to greater achievement were related to “script sheets” and patient dental charts that were developed for students to practice simulation based on a realistic patient situation and in a clinical setting. From the patient record/chart, the student needed to assess medical and dental histories, review medications, and explain the procedure from the script sheets. (DEA 104)

100% of the students surpassed the 77% benchmark set in assisting in composite and amalgam procedures and giving pre and post-operative education. The data shows for assisting in the composite procedure 50% of the students achieved a 97% competency or higher (one met 100%) and 50% of the students’ scores ranged from 91% to 96% (one met 91%). Assessment findings for the Amalgam procedures shows 11 of 12 students (92%) met competency at 96% or higher and 1 of 12 (8%) met the skill competency at 93%. In analysis and interpretation of the findings, it was found the increased one-on-one instructor practice simulation and the new dental manikins that were purchased through Amendment 50 funding contributed to the student’s success and increased scores over the set benchmark. The new manikins provided a more realistic oral cavity giving the student a greater experience in assisting chairside with restorative procedures along with re-enacting patient education using the “script sheets” and simulated patient dental charts. (DEA 124 & DEA 128)

100% of the students surpassed the benchmark of 80% in performing a coronal polishing and fluoride application procedure with patient education. The average score for this procedure was 94% with one student performing at 99% for the high and one student at 90% for the low. Factors contributing to higher scores are attributed to more simulation practice on dental manikins prior to performing the patient evaluation. The additional practice allowed students to develop appropriate fulcrums for instrument placement and handpiece speed control for greater overall patient management. The students were also assessed separately on giving the patient oral hygiene instructions, which attributed to greater competency in patient education.

### **Actions/Adjustments –**

Because the student's scores were well above the competency level benchmarks and to challenge the student's assimilation of foundational knowledge and critical thinking skills necessary to provide patient education and chairside assisting skills we will raise the benchmarks by 10% and reassess the skills listed above in the next academic year. This will allow for follow-up data to measure improvement.

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**SLO 2** - Students will demonstrate and apply the knowledge and skills required to facilitate a proficient dental practice management system.

### **Assessment Method/ Timeframe –**

Selected response, extended written response, personal assessment and personal communication were used to assess 12 students in DEA 111 Spring 2015

**Assessment Results** - PERFORMANCE TARGET/NATIONAL AVERAGES = 82% or better.

A re-design of the business portfolio has been implemented to effectively evaluate the students' knowledge and skill in business office procedures. Currently 100% of the students have achieved two of the ten task evaluation competencies at 82% or higher. In the completed portfolio the student's achievement showed: 83% of the students achieved all ten tasks at 83% or higher. The re-design of the business portfolio and the percentage of student's completion also showed the students were able to have mastery of each business task that is evaluated in the office management class as well as in industry in a dental practice. The re-design also gave the instructor more tools as far as rubrics to grade the project easily and provide better feedback to the student.

**Actions/Adjustments –** We will raise the benchmark by 3% on the overall pass rate to develop adequate knowledge and skills in business office procedures. Changes that will be implemented are minor changes on a few of the tasks for further clarification, but overall the re-design was more successful. I want to re-assess this SLO next year again to follow the results for one more year to make some minor changes and re-evaluate the progress of the statistics.

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**DISCIPLINE: Dental Hygiene/Health**

**Department: Dental Hygiene**

**Completed by: Elsa Eccles, Judy Costanza, Marisa Camper**

**Reviewed by Elsa Eccles, 4/27/2015**

**SLO 1** - At the completion of the Dental Hygiene program, the students will be able to perform at or above the national average on the National Board Dental Hygiene Exam (NBDHE)

**Assessment Method/ Timeframe –**

Selected response was used to assess 13 students in DEH 221 Spring 2015; percentage of correct answers

**Assessment Results - PERFORMANCE TARGET/NATIONAL AVERAGES:** 13/13 or 100% of the students will perform the skills assessment at 90% or above

Spring 2014                      DEH 271                      14 students

Since board results for 2015 will not be available until June or July, the program used 2014 data for reporting purposes. D-value is the standardized value representing the distance between PCC's average and the national average in standard deviation units. A positive d-value of 1.0 indicates that the school is one standard deviation above the national average while a score of 0 indicates the school falls directly on the national average:

13/13 or 100% of the students took the exam in May of 2014. See below for performance data:

- Anatomic Science- .04
- Phys-Biochem-Nutrition- 1.26
- Microbio-Immunology- 2.14
- Pathology- .88
- Pharmacology- .59
- Patient Assessment- 1.43
- Radiology- 1.64
- Management of D.H. Care – 1.37
- Periodontology- 1.63
- Preventive Agents-1.68
- Supportive Treatment-.76
- Professional Responsibility-1.71
- Community Health-.73
- Case-Based Studies-1.83
- **Total 1.72 standard deviation above the national average**

The results showed that PCC scored at or above the national average in all 14 categories meeting 100% of the intended performance target. This was compared to the 2013 results in which only 71% of the categories were at or above the national average.

**Actions/Adjustments –** The program will continue to review curriculum content in the particular categories of the test in which students commonly perform below the national average.

In DEH 266-National Boards Review and other applicable DEH courses, Micro-Immunology, Pharmacology, Management of DH Care and Community will be emphasized to help dental hygiene students better understand the course discipline. Curriculum changes based on assessment data:

DEH 266-Board Review-Added Micro-Immunology and Management of DH care review

DEH 122-Perio I-Realignment of course content to include more time on immunology

DEH 213-Pharmacology-added more time on particular drugs and created reference guide

DEH 204-Added case studies and in 225-Board review for community

We will continue to assess this SLO next year to determine student success on these important qualifying exams.

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**SLO 2** - Based on the development and introduction of a new DEH course, Introduction to Dental Hygiene, the students will be better prepared to successfully treat patients in the spring 2015 semester.

**Assessment Results - PERFORMANCE TARGET/NATIONAL AVERAGES:**

13/16 or 81% of the students will receive an 85% on all quizzes

15/16 or 94% of the students will receive a 90% on the oral hygiene instruction skill sheet

**Assessment Results -**

DEH 105, Introduction to Dental Hygiene, was added to the dental hygiene curriculum in fall 2014. This course was created to provide the student with the additional time necessary to learn basic dental hygiene theory, and skills. The curriculum construction was a result of student feedback collected during program focus group activities. The course included: 16 didactic sessions, 4 quizzes with study guides and 5 handouts. 16/16 or 100% of the students were assessed during fall 2014.

Each week a new topic was introduced followed by a clinical application exercise. In addition, students received a study guide one week prior to each quiz to help facilitate an understanding of course content. Data tabulated from assessments were as follows:

**Results of DEH 105 Quizzes:**

- Quiz One averaged 92%, 16/16 were passing grades
- Quiz Two averaged 89%, 16/16 were passing grades
- Quiz Three averaged 93%, 16/16 were passing grades
- Quiz Four averaged 86%, 16/16 were passing grades

Example of one of the curriculum improvements:

Based on previous course evaluations, the students commented that they felt they did not have adequate time to practice oral hygiene instruction. Prior to DEH 105, the students had one 3 hour didactic session dedicated to oral hygiene instruction. Currently, in DEH 105, the students have two sessions (one didactic and one clinical)

An Oral Hygiene Instruction Skill Sheet was utilized in the student's clinical setting. See example in folder.

**Actions/Adjustments** - Try to get more students involved from the Boys and Girls Club so that each Dental Hygiene student can have an individual experience. Perhaps if we have enough interested parties we could offer another event in the summer when the kids are out of school so that we don't have to plan around the school schedule. SLO to be assessed for upcoming cycle: Not sure.

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## **DISCIPLINE: Emergency Medical Services/Health**

**Department: Emergency Medical Services**

**Completed by: Dawnelle Mathis, 5/13/2015**

**SLO 1** - Students will demonstrate the ability to be an effective team leader and team member with the cognitive, psychomotor and affective skills necessary for an appropriate entry level EMS provider.

**Assessment Method/ Timeframe** – Performance Assessment in EMS 226, 228, 230, 232, 234, 203, 205; Fall 2014 Spring 2015. Leroy Garcia, Dawn Mathis and Dave Hiltbrunn.

**Assessment Results** –

Class average for the seventeen students was 100%

**Actions/Adjustments** – We need to make a few changes to our assessment tool to make it more usable for the lab preceptors. All of the paramedic and intermediate students were evaluated using the assessment tool. All of them were successful in team leads and as team members. However, I think our preceptors need some additional training on scenario evaluation and debriefing. We are planning on continuing to assess this SLO. To prepare for this we are holding a summer workshop on scenario evaluation and debriefing for all of our part time and full time instructors.

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**SLO 2** - Students will demonstrate the ability to be an effective team leader and team member with the cognitive, psychomotor and affective skills necessary for an appropriate entry level EMS provider.

**Assessment Method/ Timeframe** – Performance Assessment in EMS 121, 122, and 123, Fall 2014 Spring 2015.

**Assessment Results** –

After trying to use the team lead assessment for the EMT students it was decided this didn't work well. This level of student just isn't ready for being a team leader. We need to make some changes to the evaluation tool and do this again next year. We will make a change to the SLO to have only team member evaluation for the EMT level.

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**DISCIPLINE: Fire Science/Public Safety**

**Department: Fire Science**

**Completed by: Alan Ziff, 5/13/2015**

**SLO 1** – Students will be able to demonstrate professional behavior in the classroom as well as on the campus, at off-site training and public venues whenever wearing clothing representing affiliation with the PCC Fire Academy.

**Assessment Method/ Timeframe** – Performance Assessment 12 students in FST 100 Spring 2015

**Assessment Results** –

Spring 2015            FST 100            12 students            Class Average = 100% participation

This was a performance assessment method based on instructor observation and periodic student self-evaluation, as identified in a “professionalism” rubric.

I believe the assessment was appropriately applied this time – the students were introduced to the rubric at the start of the semester, and were regularly reminded of the rubric criteria, and allowed to participate in the grading.

**Actions/Adjustments** - I receive (typically after midterm) many compliments from PCC faculty and staff on how polite and “professional” the Fire Academy students are. There is, however, room for improvement. This assessment will be repeated in future classes, and revisited throughout the semester so that regular feedback between the students and the instructor can result in improved results throughout the course. However, greater frequency in revisiting the

rubric will also be incorporated. Same as previously proposed and defined above, with a planned midterm and final one-on-one meeting. SLO will be assessed in the next cycle

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**SLO 2** - Students will be able to ... Perform skills appropriate to the entry level firefighter as defined by the National Fire Protection Association (NFPA) Standard 1001.

**Assessment Method/ Timeframe** – Performance Assessment in FST 100, Spring 2015.

The students physically performed the relevant tasks to demonstrate mastering the skills as defined by the “Colorado Division of Fire Safety Firefighter-I JPRs (NFPA 1001, 2008 Edition).”

**Assessment Results** –

Spring 2015    FST 100            12 Students    Class Average = 100%

**Actions/Adjustments** - Toward the end of the semester we will include JPR skill evaluators the students are unfamiliar with in an effort to de-sensitize them to having unknown State Proctors performing their test evaluations. We are doing well at teaching the skill sets necessary to pass the JPRs, but we need to devise a means to reduce the negative impact generated when the students are being observed by State Proctors they do not know. Both the PCC JPR tests and the State Certification JPR test results. SLO 2 will be reassessed next year.

Results pending (Students performance on the JPR skills for state proctors was very good. SLO will not be assessed for the next cycle.)

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## **DISCIPLINE: Law Enforcement Academy/Public Safety**

**Department: Law Enforcement Academy**

**Completed by: Ron Leyba, 05/15/2015**

**SLO 1** - Students will be able to identify and practice an appropriate wellness program to recognize the impact that a healthy lifestyle has on the law enforcement profession.

**Assessment Method/ Timeframe** – Performance Assessment of 26 students in LEA 103, Spring 2015.

This was a direct assessment of benchmark resistance and timed exercises, with an initial test, and a final physical test in order to show improvement.

**Assessment Results** –

Spring            LEA 103/lab    26 Students    Class Average = 88%

I believe the actual physical fitness assessment was accurate and portrayed student involvement.

**Actions/Adjustments** - I have received very positive comments from our students in the overall health as a result of our PT program. It also instills confidence in our cadets; however, we can improve by assessing knowledge of diet and nutrition. We will continue to do a physical test assessment. We are planning to add a written test assessing knowledge of diet and nutrition. We will repeat this SLO with the additional assessment of diet and nutrition, in order to more accurately assess student knowledge of a complete wellness program.

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**SLO 2** - Students will interpret and analyze the personality traits desirable of a leader and a follower.

**Assessment Method/ Timeframe** – Performance Assessment in LEA 103 Spring 2015.

We delivered a general leadership program, however we found it to be too “general”. All of the students demonstrate leadership skills, however we will add specific leadership paradigms.

**Assessment Results –**

Fall and Spring      LEA 101      60 Students      Class Average = 100%

All students demonstrated general leadership skills and qualities, but lacked in specific leadership paradigms.

**Actions/Adjustments** - We would like to implement specific leadership paradigms, reflecting Principled Centered Leadership, and Situational leadership. Both are very appropriate for Law Enforcement careers. We implemented a leadership component during this assessment period as required by POST. SLO will be assessed.

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**DISCIPLINE: Massage Therapy/Health**

**Department: Massage Therapy**

**Completed by: Lynne Ross, 04/10/2015**

**SLO 1** - Students will be able to compose SOAP notes in correct format.

**Assessment Method/ Timeframe** – Extended written response and performance assessment of 8 students for Spring 2015

**Assessment Results** – Midterm average (7 weeks) – All students achieved a 90% or better score for the binder. SOAP notes: 4 students achieved 90% or higher; 4 students achieved 80%

End of the Semester results (14 weeks) 90% of students performed 90% or better on Week 14 SOAP note. 80% of students performed 80% or better on SOAPS Notes test given as Final Exam. 100% of students scored 100% on SOAPS Notes Binder.

**Actions/Adjustments** – Instructors will tutor individual students to improve SOAP note writing. Mentors will write SOAP note with students following mentoring massage session. Students will take quiz on SOAP note writing. Students need instruction in Postural Analysis (MST 178) sooner for clearer understanding and integration into SOAP notes. This assessment needs to take place in the final weeks of spring semester OR at the end of the summer semester after students have had adequate time to acquire this skill. This concept cannot be introduced any earlier than we have this semester because students do not have a frame of reference for SOAPS note writing until the later stages of their education. Make *Massage Notes: Assessment & Treatment Pocket Guide* (by Ginger Castle from F.A. Davis Company) required text for MST 184. Start spring semester with assignments that familiarize students with that text for reference and use in SOAPS Notes writing.

AY2015-2016 Postural Analysis instruction must take place sooner, i.e. at start of Spring semester vs. end of Spring semester. Late implementation of this information has impeded progress. Additionally, we need to provide instruction in 1 on 1 format to identify and assist non-performers sooner. SOAP note writing will be monitored continually and re-assessed the final week of MST 184. SLO will be reassess for the next cycle.

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**SLO 2** - Students will be able to demonstrate competence in performing a whole body routine.

**Assessment Method/ Timeframe** – Personal Assessment for 8 students in MST 111 and 113 for Fall 2014 and Spring 2015.

**Assessment Results -**

Fall 2014 in MST 111 class average was 92%  
Spring 2015 in MST 113 class average was 94%.

**Actions/Adjustments** – In HHP 224 (Intro) we will instruct & assess competence in basic strokes (excluding friction). In MST 111 we will instruct and assess competence in friction and provide instruction on a very basic 1 hour (“no frills”) routine. Once cohort is competent w/1 hour basic routine, they will practice body segments in clinicals (HHP 270) and whole routine on mentors. Second ½ of fall semester MST 111 will focus on providing instruction and practice on “extra time” routines for body segments (neck, upper back, arms & hands, low back, hips, thigh, legs & feet). Students will be evaluated by mentors using Instructor Evaluation of Student Massage form.

Course instructors did see and improvement from one assessment to another. Initially class average was 78%, scores on Instructor Evaluation forms improved throughout fall and spring semesters. The class average for the final Evaluation forms for all students in the fall semester was 91%; the average scores for all students at mid-term of Spring semester were 94%. This SLO needs to be assessed every year. As a faculty we need to look at ELAP manual and adjust our Evaluation form to align with stated objectives. We also need to develop a more structured grading rubric for assessing student performance; student evaluations should be consistent regardless of evaluator.

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## **DISCIPLINE: Medical Assistant/Health**

**Department: Medical Assistant**

**Completed by: Kathy Maurello, Dianne Doerfer 5/14/2015**

**SLO 1** - Students will be able to ...perform a blood pressure reading accurately and consistently in the lab with 80% proficiency.

**Assessment Method/ Timeframe** – Performance Assessment in MOT 136, Fall 2014.

The instructor will demonstrate the proper way to perform a blood pressure reading, and will observe and evaluate the students during the MOT 136 lab.

17 students on the Pueblo Campus and 9 students on the SCCC campus were assessed with the final skilled competency testing.

**Assessment Results** - PERFORMANCE TARGET/NATIONAL AVERAGES =\_80% of students will achieve 70% or higher.

80% of students for the Pueblo campus passed this skilled competency of blood pressure readings at 80% accuracy. For the branch campus, 100% of students passed at 90% accuracy. From the data collected, the Pueblo campus had only two students that were struggling with this skill and were below the 70% target.

**Actions/Adjustments:** This SLO was repeated from last year, and our results have improved. Blood pressure reading were started earlier in the semester, and we included three competency skill testing throughout the semester to assess students learning. Higher quality stethoscopes were purchased this year that aided in the success of student learning. This assessment will always be assessed with student learning, but at this time the MA department would like to focus on another SLO for the upcoming year, but still work to get this skill at 80% of students passing at 90% accuracy level.

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**SLO 2 - :** Students will be able to ... accurately collect and document a patient's history  
**Assessment Method/ Timeframe** – Extended Written Response, performance assessment and personal communication was used to assess 17 Pueblo Campus students and 9 SCCC campus students in In MOT 136, Fall 2014.

**Assessment Results - PERFORMANCE TARGET/NATIONAL AVERAGES =** 80% of students will achieve 70% or higher.

The instructor will demonstrate the proper way to perform a patient check in, students will have several weeks to practice this skill, and then students will be observed and evaluated during the final of MOT 136

Assessment will occur with the final skilled competency testing.

88% of students for the Pueblo campus passed this skilled competency of blood pressure readings at 80% accuracy. For the branch campus, 100% of students passed at 90% accuracy. From the data collected, the Pueblo campus had only two students that were at the 70% accuracy level; making our target goal met.

**Actions/Adjustments** – After reviewing the data, there is always room for improvement, so the skill of proper documentation will always be assessed within the program's skilled competency testing. At this time, the program would like to focus on another SLO for the upcoming year.

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## **DISCIPLINE: Certified Nurse Aide/Health**

**Department: Certified Nurse Aide**

**Completed by: Karen Kissell, 5/1/2015**

**SLO 1** – Students will be able to ...demonstrate understanding of the 5 top skills missed on the state certification exam which includes: Donning and Removing PPE, Giving Modified Bed Bath, Positions on Side, PROM of One Knee/Ankle, and PROM of One Shoulder.

**Assessment Method/ Timeframe -**

Performance Assessment: NUA 101-001 & 102 Fall 2014 = 20 students

**Assessment Results -**

100% of students will achieve at least a 75% on each of the skills.

20 students were assessed with the following findings:

- Donning and Removing PPE - 18 students passed with 86% or above, 1 student had 71%, and 1 student failed.
- Giving Modified Bed Bath – 18 students passed with 79% or above, 1 student had 74%, and 1 student failed.
- Positions on Side – 19 students passed with 92% or above and 1 student had 58%.
- PROM one knee/ankle – 18 students passed with 90% or above, 1 student had 70% and 1 student failed.
- PROM one shoulder – 18 students passed with 88% or above, and 2 students failed.

Conclusion: overall the pass rates are satisfactory although 100% of the student didn't pass with a 75% or above, 90% of the students have passing grades on this set of skills.

Since these are the top five skills missed on the certification exam the numbers are significantly high.

The main factor that contributes to these scores is practice time or the lack thereof.

### **Actions/Adjustments**

Students will be encouraged to spend more time in the lab practicing all skills. In order to assess improvement another cohort should be assessed. This could be assessed next year unless the 5 top skills missed changes.

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**SLO 2** – Students will be able to ... pass the state certification exam on the first attempt.

### **Assessment Method/ Timeframe –**

Performance Assessment: NUA 101 Fall 2014(20 students)

### **Assessment Results -**

The following pass rates are reported for each program:

Pueblo Campus: 75% of the students passed the state certification on their first attempt.

Although I would like to see this number increase, it is the state average and remains consistent each quarter. The results are surprising in the fact that 3 of the students that failed the test were at the top of their class. The state test incites a great deal of anxiety and plays a role in the outcome of the test.

### **Actions/Adjustments –**

Again students are encouraged to spend more time in the lab practicing their skills. After they are done with the class and awaiting the test day they are encouraged to come in on their own time

and practice in the lab. This will probably be assessed again next year because it is an important assessment of the success of the program.

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**DISCIPLINE: Medical Imaging Technologies/Health**

**Department: Medical Imaging Technologies**

**Completed by: Shawna Chamberlain, 5/11/2015**

**SLO 1** - Students will be able to produce a diagnostically acceptable chest radiograph in the clinical setting.

**Assessment Method/ Timeframe** – Performance assessment for 31 first year students from Pueblo and SCCC campuses for courses RTE 181, 182 and 121 were assessed by Cindy Willis, Polly Boggs, Tiana Lemley and Shawna Chamberlain, Fall 2014 and Spring 2015.

**Assessment Results** - PERFORMANCE TARGET: 100% of students produced a diagnostically acceptable chest radiograph in the clinical setting.

All 31 students achieved an 100% for this SLO.

**Actions/Adjustments** - No changes are needed. A different SLO will be assessed for the next cycle.

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**SLO 2** - Students will demonstrate knowledge in Equipment Operation and Quality Control upon graduation.

**Assessment Method/ Timeframe** – Selected response for 30 students from Pueblo and SCCC campuses for RTE 289 were assessed by Tiana Lemley and Roger Cox, Spring 2015.

**Assessment Results** -

Results are pending

**Actions/Adjustments** -

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## **DISCIPLINE: Nursing/Health**

### **Department: Nursing**

**Completed by: Mary Nicks, Paula Kirchner 5/15/2015**

**SLO 1** – Students will be able to engage in critical thinking and clinical reasoning to make patient-centered care decisions.

**Assessment Method/ Timeframe** – Selected Response and extended written response in NUR 106 and 230, Spring 2014.

**Assessment Results - PERFORMANCE TARGET/NATIONAL AVERAGES =**

1. Grading rubric should be greater than 10/13 points or 77%
2. Post simulation test scores should show a 25% increase from pre-test scores
3. Prioritization score will meet or exceed the national average. (68.1)

#### RESULTS Class Averages -

Fall 2014 NUR 109 – 30 students assessed; results are pending

Spring 2015 NUR 106 – 30 students assessed; class average for care plans was 94.5%

**Actions/Adjustments** – Continue to focus on prioritization of care during initial program courses with reinforcement in each course/clinical. Continue pre-post simulation assessment. SLO will be assessed for upcoming cycle.

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**SLO 2** - Students will be able to use information management principles, techniques, and systems and patient care technology to communicate, manage knowledge, mitigate error, and support decision making.

**Assessment Method/ Timeframe** – Selected response

NUR 109 Fall 2014 Mary Nicks

NUR 106 Spring 2015 Paula Kirchner

The assessment tool chosen for this SLO was not a graded exam or skill.

**Assessment Results - PERFORMANCE TARGET/NATIONAL AVERAGES = 90%** of students should rate satisfactory in areas of communication and documentation.

No results available.

**Actions/Adjustments** – A graded assessment tool will be used for this SLO in the next assessment cycle.

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**DISCIPLINE: Occupational Therapy Assistant/Health**

**Department: Occupational Therapy Assistant**

**Completed by: Tricia Vigil, 04/28/2014**

**SLO 1** - Students will be able to self-reflect and communicate professional qualities they feel are needed to be successful Occupational Therapy Assistants.

**Assessment Method/ Timeframe** – Extended written response, performance assessment and Personal Communication was used to assess 19 students in OTA 106, Fall 2014 by Jennifer Geitner

**Assessment Results** - PERFORMANCE TARGET/NATIONAL AVERAGES = 90% of students will verbalize areas they saw as potential issues on professionalism Rubric and give one solution on how to improve.

Fall 2014                      OTA 106                      19 students      Class average 89%

**Actions/Adjustments** – Have a comment area and a suggestion area on ways to improve and utilize as a weekly check in instead of midterm and final only. Students did well with coming up with comments as areas they felt they needed to improve on and instructor was able to comment on those areas or bring up other noted observations. However, students could benefit from more problem solving skills as to how to improve these areas. This does not need to be addressed as an SLO in the next year. However, the Professionalism Rubric will continue to be used in order to maintain open communication with instructor, self-reflect, and prepare for Fieldwork and future career.

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**SLO 2** - Students will document efficiently in order to be competent with written communication skills.

**Assessment Method/ Timeframe** – Extended written response and personal communication was used to assess 20 students in OTA 221, Fall 2014 by Tricia Vigil.

**Assessment Results** - PERFORMANCE TARGET/NATIONAL AVERAGES = 90% of students will complete a documentation assignment in 10 min or less with a score of 85% or better.

Fall 2014                      OTA 221                      20 students      50% of class earned an 85% or better; only 30% of the students were able to complete the documentation in 10 minutes or less.

**Actions/Adjustments** – assessment not to be assessed in a testing situation and may benefit from being compared between 2 courses (i.e. neuro vs. peds). Assessment may also be changed to include feedback in regards to content, but no grade assigned; it will need to be determined if the focus should be stressed on time completion or content. continued method of gathering information from student documentation based on speed and accuracy.

Only 50% of the 20 students earned an 85% or better on the documentation reviewed. Only 30% of students were able to complete the documentation in 10 minutes or less on the Final exam. Students were not penalized on the final for not finishing in 10 minutes; therefore many spent extra time making sure they had the appropriate content. 70% of the students were able to complete the documentation in 10 minutes or less on their practice documentation assignment, possibly due to the knowledge that they would not be graded or a variety of other factors. Student comments:

- “Stressful during final exam to be complete and *be accurate* in 10 minutes.”

SLO will be reassessed for the next cycle.

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**DISCIPLINE: Pharmacy Technician/Health**

**Department: Pharmacy Technician**

**Completed by: Bonnie Housh**

**SLO 1** Students will be able to describe the eight steps to process a prescription.

**Assessment Method/ Timeframe:** Extended written response; PHT 120; Fall 2014 and Spring 2015; 17 students

**Assessment Results:** No results are available for either Fall 2014 or Spring 2015.

**Actions/Adjustments:** Encourage better participation with assessment from part-time instructors.

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**DISCIPLINE: Phlebotomy Technician/Health**

**Department: Phlebotomy Technician**

**Completed by: Bonnie Housh 5/15/2015**

**SLO 1** Students will be able to perform a venous puncture and blood collection

**Assessment Method/ Timeframe**

Performance Assessment was used to assess 39 students in HPR 113 Advanced Phlebotomy for venipuncture technique. HPR 113 Fall 2014 and Spring 2015.

**Assessment Results:**

Class average for HPR 113 Fall 2014 was 86.5%.

Class average for HPR 113 Spring 2015 was 95%.

Spring 2015 an additional instructor was hired to teach the lab portion of the course. This decreased the instructor/student ratio which provided students with an improved learning experience.

**Actions/Adjustments:** Two instructors will teach the lab portion of the course. SLO will be assessed again in the upcoming cycle. An additional skill will also be assessed for the next assessment cycle.

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**DISCIPLINE: Physical Therapy Assistant/Health**

**Department: Physical Therapy Assistant**

**Completed by: Margaret Oreskovich, 05/11/2015**

**SLO 1** – Students will be able to apply knowledge of diseases and how they impact the treatment of a patient in physical therapy in order to provide safe and effective treatments and make any modifications to treatments.

**Assessment Method/ Timeframe** – Selected Response was used to assess 19 students, PTA 278, Spring 2015.

**Assessment Results** -- 90% of students would score 65% or higher on Section II: Diseases/Conditions that Impact Effective Treatment of PEAT Practice Exam

Spring 2015                      PTA 278                      19 students                      73.6% of the students scored a 65% or higher on Section II of the PEAT practice exam.

**Actions/Adjustments:** This SLO was not met and will be assessed again for the next year. It is a definite improvement over last year. Last year's class average on Section II was 55.7% and this year the class average was 69.2% on Section II. The instructor for the course has updated the learning objectives and added assignments and study guides to the class. These improvements should improve the performance of the students on the PEAT practice exams even more as this class will be the one being assessed in the next year.

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**SLO 2** – Students will be able to implement and adjust components of treatment in order to provide appropriate progression of the physical therapy plan of care as a physical therapist assistant under the direction and supervision of a physical therapist.

**Assessment Method/ Timeframe** – Performance Assessment was used to assess 19 students in in PTA 282, Spring 2015.

**Assessment Results PERFORMANCE TARGET/NATIONAL AVERAGES:** 90% of the students completing PTA 282 will score at a 9 or above on the visual analog scale for Clinical Performance Instrument (CPI) indicators #11 and #12

Spring 2015                      PTA 282                      19 students

In PTA 282 for CPI Indicator #11 89% (17/19) students scored above 9 and for CPI Indicator #12 95% (18/19) students scored a 9 or above.

**Actions/Adjustments**— Although the indicator #11 was at 89%, which is only 1% point away from the performance target, we are not going to reassess this as the comments were positive for all the students on the indicator and some of the lower scores were due to student not having the opportunity to develop this particular skill in the internship to the level of a 9. Also, some subjectivity on the visual analog scoring scale on the part of the clinical instructor has to be taken into account. The reassessment of this SLO in the next cycle – to be determined.

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**DISCIPLINE: Psychiatric Technician/Health**

**Department: Psychiatric Technician**

**Completed by: David Noble, 05/29/2015**

**SLO 1** – Students will be able to exhibit knowledge of the biological, social, emotional, and spiritual factors that contribute to a breakdown in human functions and behavior.

**Assessment Method/ Timeframe** – Selected Response, PTE 116, Spring 2015 by Kay Annese

**Assessment Results -- PERFORMANCE TARGET/NATIONAL AVERAGES:** Students will achieve greater than or equal to 80% on the selected questions (20) correctly.

Spring 2012                      PTE 116                      4 students                      93% (above target)

**Actions/Adjustments** Students were able to achieve a 93% competency on in-class testing; ATI (standardized testing) will be included in the next assessment cycle, specifically assessing “mental health concepts”. Since this is a standardized test, a 70% should be the norm for graduating students. Revision of in-class test questions is needed to be current in practice. SLO will be assessed in the upcoming cycle.

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**SLO 2** – Students will be able to apply a problem-solving perspective and an attitude of inquiry for learning new approaches to care of the psychologically impaired person.

**Assessment Method/ Timeframe** – Extended written response, PTE 116, Spring 2015 by Kay Annese

**Assessment Results -- PERFORMANCE TARGET/NATIONAL AVERAGES:** Students should achieve greater than or equal to 90% of the total points.

Spring 2015                      PTE 116                      4 students                      results pending

**Actions/Adjustments**

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## **DISCIPLINE: Respiratory Care/Health**

**Department: Respiratory Care**

**Completed by: Shawna Tracy, 5/13/2015**

**SLO 1** – At the completion of the Respiratory Care program, the students will be able to perform at or above the national average on the National Board of Respiratory Care Exam (NBRC-RRT Exam)

**Assessment Method/ Timeframe** – Selected Response was used to assess 9 students in all RCA course for Spring 2015 by Shawna Tracy, Shawn Scanga-Saiz and Cassandra Curtiss

**Assessment Results --** Since board results for 2015 will not be available until June or July, the program used 2014 data for reporting purposes.

9/9 or 100% of the students took the exam from May of 2014 to current date. See below for performance data:

8/9 passed at the CRT Level

6/9 passed at the RRT Level

1 student has not passed at either level. Department Chair has reached out to the one failing student to assist with tutoring and other resources for passing the national exam.

Current Pass Rate for PCC RCA Program Graduates is 80%, which is above the national average of 78%.

Graduates from 2015 will be able to take their National Exam after May 2015, and results will be posted in next year's assessment report.

**Actions/Adjustments** The program will continue to review curriculum content in the particular categories of the test in which students commonly perform below the national average. We will continue to assess this SLO next year to determine student success on these important qualifying exams.

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**SLO 2** – At the end of the Spring semester of 2015, first year and second year students will be to collectively analyze and recommend appropriate treatment based on the guidelines set by the NBRC for specifically assigned patient case studies.

**Assessment Method/ Timeframe** –Extended written response, performance assessment and personal communication was used to assess 11 students of the 2014-2016 cohort and 9 students of the 2013-2014 cohort by Shawna Tracy, Shawn Scanga-Saiz and Cassandra Curtis for Spring 2015.

**Assessment Results** -- The performance target of 85% or higher was met and exceed for both Cohorts.

The data shows that students are able to gather data, formulate a diagnosis, collaboratively work with other colleagues, present data and information in a professional manor, and seek out current medical practices for specific disease processes.

**Actions/Adjustments** – This SLO will not be reassessed for the next cycle. However, the program will continue to solicit feedback through student evaluations and make continuous improvements as needed.No changes to be made.

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**DISCIPLINE: Surgical Technology/Health**

**Department: Surgical Technology**

**Completed by: Diana Montoya**

**SLO 1** – Students will be able to perform a counted method surgical hand scrub using proper technique.

**Assessment Method/ Timeframe** – Performance assessment was used to assess 10 students in STE 103 for Fall 2014 by Diana Montoya

**Assessment Results** – Performance target - 80% of the students will score at least a total of 14 points correct out of 16 on the procedural steps and receive 5 out of 7 satisfactory ratings noted on the Skill Assessment 12-1F Evaluation Tool

Students were given the Performance Skill Assessment 12-1F during the Fall 2014 Semester. 100% (10 out of 10 students) scored a 16 on the procedural steps and received a 7 satisfactory rating. This results in a 100% rating on this skill. Students were reassessed at the end of the Fall 2014 Semester and were given the same Performance Skill Assessment 12-1F Evaluation Tool. Again, 100% of the students scored a 100% on the Skill check-off.

The data shows that the process for teaching students how to perform a counted method surgical hand scrub using proper technique in STE103 is effective and efficient. The students have clearly demonstrated that they have comprehended and retained knowledge and are able to accurately and competently perform this skill.

The instructor will score the student's performance based on observation while the student is performing the surgical hand scrub using proper technique in the lab setting. The Instructor is ensuring that the student followed each procedural step correctly and that there were no critical failures noted. The Performance Skill Assessment 12-1F Check Off has 16 Total Procedural Steps that must be followed and 7 Areas for a Satisfactory/Critical Failure Rating.

The Performance Skill Assessment 12-1F Check Off has 16 Total Procedural Steps that must be followed and 7 Areas for a Satisfactory/Critical Failure Rating.

**Actions/Adjustments** The Student Learning Outcomes demonstrated positive results for this specific SLO. I will use the outcomes to continuously assess and monitor this specific skill check off to ensure that students maintain the high standards set forth by this SLO. This SLO will not be reassessed for the next cycle.

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**SLO 2** – Students will be able to classify and differentiate the usage of surgical instrumentation, supplies, and equipment.

**Assessment Method/ Timeframe** –Extended written response was used to assess 10 students in STE 130, Fall 2014 by Diana Montoya. Final Comprehensive Instrument Exam that includes a total of 366 instruments, supplies, and pieces of equipment.

**Assessment Results** – Performance Target - 70% or 7 out of 10 students must score 70% (C) or higher on the STE130 Final Comprehensive Instrument Exam. There are a total of 366 instruments, supplies, and equipment. (70% = a minimum of 256 correct)

The STE130 Final Comprehensive Exam was given at the end of the Fall 2014 semester. 100% (10 out of 10 students) scored a 90% or higher.

The data shows that the process for teaching instrumentation in STE130 is effective and efficient. The students have clearly demonstrated that they have comprehended and retained knowledge and are able to identify names, type, category, and use of over 366 instruments, supplies and equipment at 90% and above.

**Actions/Adjustments** – The Student Learning Outcomes demonstrated positive results for this specific SLO. I will use the outcomes to continuously assess and monitor Final Exam results to ensure that students maintain the high standards set forth by this SLO. This SLO will not be assessed for the upcoming cycle.

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