

**DISCIPLINE: Cosmetology/Public Safety**

**Department: Cosmetology**

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

**5/1/2016**

**SLO 1** – SLO #1: Students will be able to ... **Complete a basic layered haircut by the end of the fall semester.** The SLO assesses college level general education – critical thinking and use of technology to achieve educational objectives; also department-level SLO conceptually different from college level SLO - performance assessment.

**Assessment Tool:** Explain in illustration, and demonstrate to the Instructor the proper procedures for a basic layered haircut.

**Scoring Method:** The students will write down the correct steps in the order they are to be done, then they are to illustrate the steps in a diagram. The last tool in the assessment is for the students to demonstrate the basic haircut on a manikin.

**Sample:** 11 students

**Performance Target:** The performance target for the assessment is 80%

**Timeframe of assessment tasks:** The timeframe for this assessment is end of fall semester. COS 120 – Michele Edwards; Fall semester.

**Strategies/ Methods planned for Teaching SLO:** Instructor lectures and demonstrate the proper procedures for a basic layered haircut and then the students must perform the proper steps on a manikins. At the end of the semester the instructor will evaluate the students using the same scoring rubric as the Colorado State Board exam.

**Analysis of Results:** At the end of the fall semester 11 students were given a practical assessment in COS 120. The students has to complete a 90 degree blended haircut in 45 minutes. To assess the students the same criteria that is used by PSI Exams which is the company administering the Colorado State Board Exam. For the state board exam students are given 30 minutes to complete a 90 degree blended haircut. Since this is an introduction class to see if students are ready to proceed to an intermediate I level class we extend the time to 45 minutes. Then at the end of each semester we assess the same group of students on the same haircut but we decrease the time allotted in order to ensure they can complete this haircut in 30 minutes which is the required amount of time.

The target passing rate for this group of students was 80%. We exceed this passing rate. The passing rate for this group of students was 91%.

**Use of Results:** After reviewing the results we have concluded the method we are using to prepare our students to start taking clients and continue on in the instruction is a successful method. We will continue to use this method for this class. We will continue to monitor this method and we will apply it to other areas of instruction. The next class we will apply this method to for assessment will be COS 110.

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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 by the end of the spring semester.** The SLO assesses college level general education – critical thinking and use of technology to achieve educational objectives; also department-level SLO conceptually different from college level SLO - performance assessment

**Rationale:** The passing rate for previous class fall 2014 was 100%. The passing rate for the last class spring 2015 that went to take the State Board Exam dropped to 90%. The two classes had different instructors preparing them, I need to find the inconsistencies.

**Assessment Tool:** Demonstrates to the instructor the different tasks that they could be evaluated on to pass state board exam.

**Scoring Method:** Each task has a criteria list and each line in the criteria is worth 1 point. The student must do each task in order to receive all points. The students must receive 70% of those points that must be completed in order to pass. The score given is either a pass or fail.

**Sample:**

COS261/Michele Edwards Instructor -10 students (Cosmetology Program)

COS261/Pamela Graham Instructor - 8 students (Nail Technician Program)

COS262/Brenda Knapp Instructor - 9 students (Hairstylist Program)

EST210/Lisa Pacheco Instructor - 12 students (Esthetician Program)

**Performance Target:** Since our passing rate was 90% for the previous SLO the target for this SLO is 95%.

**Timeframe of assessment tasks:** Spring 2016; COS 261, COS 262, EST 210; Michele Edwards, Pamela Graham, Brenda Knapp, and Lisa Pacheco

**Strategies/ Methods planned for Teaching SLO:** Instructor lectures, demonstrates and observes the proper procedures for the practical state board exam. At the end of the semester the instructor will evaluate the students.

**Analysis of Results:** This is a clinical class. During clinic the students learned the process and what to expect during the State Board Exam. We go over every task step by step that they may be given at their exam. Then during this class students demonstrate each task according to the PSI Colorado State Board Exam Candidate Handbook for the State Board Exam. We start doing state board mocking the last 3 weeks of the students last semester. As a department we worked together to make sure we all were using the same method for preparing our students. Even though we may teach in different programs the method for preparing students to take a state board exam needs to be consistent.

Number of students assessed were:

COS261/Michele Edwards Instructor had 10 students (Cosmetology Program)

COS261/Pamela Graham Instructor had 8 students (Nail Technician Program)

COS262/Brenda Knapp Instructor had 9 students (Hairstylist Program)

EST210/Lisa Pacheco Instructor had 12 students (Esthetician Program)

The process we use has been very successful for all of the programs being assessed compared to the Colorado State Practical Passing Rate.

Colorado rate for Cosmetology 80% - PCC rate for Cosmetology 100%.

Colorado rate for Nail Technician 56% - PCC rate for Nail Technician 88%.

Colorado rate for Hairstylist 80% - SCCC rate for Hairstylist 100%.

Colorado rate for Esthetician 94% - PCC rate for Esthetician 100%.

We concluded that the methods we use to prepare our students for the state board exam are very successful because we are scoring well above all the averages for all our programs.

**Use of Results:** After reviewing these results we have come to the conclusion that our methods are working and there is no need to change them at this time. We will continue to assess this SLO to make sure that our students are prepared to pass the State Board Exam and enter the work force at an entry level position.

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**DISCIPLINE: Dental Assisting/Health**

**Department: Dental Assisting**

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

**5/15/2016**

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

clinicians/instructors. The SLO assesses college level general education – effective communication, critical thinking, technology literacy and interpersonal skills.

**Rationale:** To allow assimilation of foundational knowledge and critical thinking skills necessary to provide patient education of pre and post-operative instruction as prescribed by a dentist and opportunity for the dental assisting students to develop knowledge and skills necessary in performing chairside procedures.

**Assessment Tool:** Direct assessment – performance evaluations in pre-clinical chairside assisting procedures in assisting in a composite procedure with rubber dam application, assisting in an extraction, and fluoride application procedure.

**Scoring Method:** Measurement of student performance using performance evaluation with rubric to a number of items/steps completed at a score of 3 or higher or set proficiency score, e.g. 82%, 85%, 92% etc., # of points.

**Sample:** 12/12 students

**Performance Target:** 12/12 (100%) of the students will achieve an 87% or better on patient pre and post-operative instructions while performing chairside procedures in composite restorations and rubber dam application.

**Timeframe of assessment tasks:** Assessments will occur on self/instructor performance evaluations and written exams throughout spring 2016- course embedded. DEA 104, 124, 128, and 134. Shanna Montoya, Janet Trujillo, and Violet Hernandez, Spring 2015

**Strategies/ Methods planned for Teaching SLO:** Written exams, skill demonstration and guided practice, clinical resource sheets, and skill performance evaluation

- **Analysis of Results:** 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 performing this skill assessment. (DEA 134)

**Use of Results:** 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. The SLO assesses college level general education – effective communication, critical thinking, technology literacy and interpersonal skills.

**Rationale:** To educate and introduce the students to business office procedures in the dental practice, utilizing technology and opportunity to develop adequate knowledge and skills necessary to complete office management duties.

**Assessment Tool:** Direct Assessment - Exams, project portfolio to include scheduling evaluation and office management evaluation forms and skills performance rubric.

**Scoring Method:** Evaluations with rubric and standard testing methods (fill in-the-blank, multiple choice, true/false), # of points and performance evaluations. Patient chart in Dentrix Enterprise simulation and practice.

**Sample:** 12/12

**Performance Target:** At the end of DEA 111, 100% of the students will have completed their dental practice portfolio achieving competency requirements of 85% or higher.

**Timeframe of assessment tasks:** Post-tests and final project portfolio spring 2016 – course embedded. DEA 111, Shanna Montoya, Spring 2015

**Strategies/ Methods planned for Teaching SLO:** Performance expectations introduced in DEA 111, didactic lecture, skill demonstration, guided practice, scheduling and business procedure simulations, and written evaluation assessments. Dentrix Enterprise simulation completing a patient file/record.

**Analysis of Results:** 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.

**Use of Results:** 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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**SLO 3** – Students will demonstrate and apply knowledge and skills required to use technology to achieve educational objectives of operating in Dentrix Enterprise during patient care. The SLO assesses college level general education – effective communication, critical thinking, technology literacy and interpersonal skills.

**Rationale:** To educate and introduce the students to clinical assessments during patient care utilizing Dentrix Enterprise technology to develop adequate knowledge and skills necessary to post accurate patient information, x-ray images and clinical notes in a patient record.

**Assessment Tool:** Direct Assessment - Exams, clinical patient assessment using evaluation forms and skills performance rubric.

**Scoring Method:** Evaluations with rubric and standard testing methods (fill in-the-blank, multiple choice, true/false), # of points and skill performance evaluations. Clinical patient assessment forms.

**Sample:** 9/9

**Performance Target:** At the end of DEA 111, and 131, 100% of the students will have completed posting an accurate clinical record of a clinical patient for radiology and office management procedures in Dentrix Enterprise, achieving competency requirements of 85% or higher.

**Timeframe of assessment tasks:** Pre-clinical practice, post-tests and final radiology patient assessments during spring 2015 – course embedded DEA 131 & 111. DEA 125, 111,131, Shanna Montoya, Spring and Fal 2015

**Strategies/ Methods planned for Teaching SLO:** Performance expectations introduced in DEA 111, and 131 didactic lectures, skill demonstration, guided practice, pre-clinical computerized Dentrix Enterprise simulations and evaluations and clinical patient assessments utilizing Dentrix Enterprise system.

**Analysis of Results:** Results will not be available until after May 2016. The software program install was delayed so data was not available for this assessment cycle.

**Use of Results:**

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**DISCIPLINE: Dental Hygiene/Health**

**Department: Dental Hygiene**

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

**Reviewed by Elsa Eccles, 5/4/2016**

**SLO 1**– Program Goal-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) The SLO assesses college level general education read, write and speak effectively, critical thinking, interpersonal skills, and apply global/cultural perspectives.

**Rationale:** Graduation from an accredited institution is only the first step in becoming a Registered Dental Hygienist. Students must successfully pass the National Board Dental Hygiene Exam and the Central Regional Testing Exam to become licensed. The program must prepare students to be successful on both exams.

**Assessment Tool:** National Board Dental Hygiene Exam-computerized and timed-

**Scoring Method:** % of correct answers

**Sample:** 12/12 or 100% of the students

**Performance Target:** 100 % or 12/12 Dental Hygiene students will pass the National Board Dental Hygiene Exam and will perform at or above the national average in at least 93% or 14/15 of the categories

**Timeframe of assessment tasks:** Assessment will occur in DEH-221 Ethics, Jurisprudence and Practice Management, capstone course. DEH 221 – Elsa Eccles – Spring 2016 for 2015 Exam year

**Strategies/ Methods planned for Teaching SLO:** All courses contribute to the success of the student on the National Board exam

**Analysis of Results:** In the 2015 examination year, 12/12 or 100% of the students participated in the National Board Dental Hygiene Exam. 12/12 or 100% of the students passed the exam on the first attempt. When reviewing the achievement data, PCC Dental Hygiene students scored above the National average in 14/15 or 93% of the exam categories. The overall 2015 program average on the exam, D-Value average (with standard deviation = 0), was 1.62 above the national average of 0. In the one category in which the students scored below the national average, the score was only -0.15 below the national average. While this was a great accomplishment, when compared to 2014 score of 2.30 the students did not perform as well.

The 5 year comparative data trend validates that PCC Dental Hygiene students perform above the national average and continue to make improvements in their performance on this important licensing exam.

2015-1.62

2014-2.30

2013-1.02

2012-.33

2011-.67

**Use of Results:** Based on the data, we made the following course changes in 2016:

- Incorporated more board review in the subject area
- Encouraged students to study just as hard in the subject even though they were taking the class just prior to the exam
- Removed final exam. Data showed that when the final was incorporated into the class for the first time, the students performed worse in the subject when comparing data over the last 5 years. Rationale, students did not spend as much time in this particular subject because they were currently taking the class and they were studying for the final and thought that was enough time spent on the subject.

The program will continue to assess this same SLO next year.

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**SLO 2** – At the completion of DEH 282, students will be able to collect, analyze and interpret data utilizing critical thinking to determine a comprehensive periodontal treatment plan and deliver a professional standard of care. The SLO assesses college level general education – critical thinking, interpersonal skills, global and cultural perspective.

**Rationale:** Students graduating from the PCC Dental Hygiene program must be able to demonstrate critical thinking, interpersonal communication, ethical reasoning, decision making, teamwork and problem solving. This comprehensive project allows the student to gather information, formulate a plan for treatment, provide care and evaluate the outcome

**Assessment Tool:** Project and oral presentation

**Scoring Method:** 14/14 or 100% of the second year dental hygiene students will participate in this periodontal capstone project. A rubric will be given to the students intended to clarify expectations and provide a standard for grading the student's assignment

**Sample:** 14/14 or 100% of the students will participate

**Performance Target:** 13/14 or 93% of the students will earn a 80% or above

**Timeframe of assessment tasks:** Fall of 2015 and Spring 2016 data will be collected and treatment completed. DEH 282 – Robert Waggener – Spring 2016

**Strategies/ Methods planned for Teaching SLO:** Patient treatment, lecture, faculty feedback, skill evaluation

**Analysis of Results:** Example of one of the curriculum improvements:

During the Spring Semester, 14/14 students participated in the periodontal capstone project. All students turned in their project on time. Diagnostic models of their patient were a new requirement as part of the assignment and were graded. The 14 students closely followed the new rubric and the completed the list of requirements extremely well. Organization of all data demonstrated preparation and thoroughness including highlights of important and relevant information throughout the project that demonstrated sound knowledge of the critical components overall. Comparing previous periodontal capstone projects with the 2016 projects shows meaningful dialogue during periodontal consults with students in 2015-2016. Conclusions drawn from the case study illustrated good critical thinking.

Data:

14/14 or 100% completed the case study project.

The average score, assessed from the new rubric, was 95% and the median score was 95 also.

The 14 scores ranged from 90- 100% overall.

Maximum scores of 2 (competent) were scored on the Organization, Visuals, and Content component for all 14 students.

The Conclusions component had the lowest performance scoring with five students in the 1 (needs improvement) category.

**Use of Results:** Based on the periodontal capstone project in 2016 and use of interpretive data, the following changes will be implemented in 2017:

A separate section to list medical alerts and discussion of conditions will be included in the 2016-2017 requirements, i.e. list modifications to treatment plan that were necessary.

A separate section to explain pharmacological effects observed or expected in the oral cavity and explain and signs and/or symptoms noted will be added to the 2016-2017 requirements.

Continue use of diagnostic models for the project.

A separate section for patient comments will be added to the requirements.

Only comparisons data charts will be used. Rubric will be used to assess.

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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 professional and compassionate communication during contact with patients, bystanders, coworkers and other health care providers. The SLO assesses college level general education – effective communication, critical thinking, and interpersonal skills.

**Rationale:** We used this SLO last year but felt the program needed to revise the evaluation tool. It was cumbersome for the evaluator. We also did some training with faculty and the skills instructors so they would have a better understanding of evaluation and giving feedback to the students. The goal of this is to improve the reliability of the evaluation. There are also some increased requirements by our accrediting agency for developing a student portfolio of skills. This includes at least 10 successful simulation team leads by each paramedic student. There is also a new requirement that we hold a summative simulation team lead evaluation at the conclusion of all didactic and internship requirements. We are incorporating these requirement program and would like to assess the data from these changes.

**Assessment Tool:** Team lead evaluation tool. Summative team lead evaluation tool

**Scoring Method:** 10 of 12 with no critical criteria marked.

**Sample:** All students in the Paramedic program

**Performance Target:** 100% of program completing students will achieve a 90% or better average of a minimum of 10 team lead assessments.  
90% of students will pass the final summative simulation exam on the first or second attempt.

**Timeframe of assessment tasks:** It will occur at various times within the labs for each class. The paramedic students will have a summative final evaluation when completing internship. EMS 226, 228, 230, 232, 234 – Dave Hiltbrunn, Leroy Garcia, Dawn Mathis

**Strategies/ Methods planned for Teaching SLO:** The students will have many opportunities during lab to practice scenarios with instructor feedback.

**Analysis of Results:** We tested 18 current paramedic students in the lab setting. Each student was to perform a minimum of 10 successful team leads throughout the two semester program. Of those 18 students 15 got 100% of the team leads. Three students got 70% of the team leads they needed.

**Use of Results:** One flaw in the system is that not all of our lab preceptors are skilled at using the data tracking system and it is thought that some team leads were not recorded correctly. We are planning on holding some additional preceptor training to remedy this. We will be keeping data on the number of team leads each paramedic student gets into the future as this part of a new portfolio system required by our certifying exam agency.

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**SLO 2**– Students will demonstrate the ability to team lead with the cognitive, psychomotor and affective skills necessary for an appropriate entry level EMS provider. The SLO assesses college level general education – effective communication, critical thinking, and interpersonal skills.

**Rationale:** We would like to replicate the requirements of the paramedic program as much as possible in the other programs at the appropriate level.

**Assessment Tool:** Team member evaluation tool

**Scoring Method:** A 6 out of 8 with no critical criteria marked.

**Sample:** All students in the EMT and EMT Intermediate program.

**Performance Target:** 90% of completing students should score at minimum an 80% on the team member evaluation tool.

**Timeframe of assessment tasks:** At various times during lab. EMS 123, 203, 205 – Dave Hiltbrunn, Janet Candelaria, Jay DeMay, Troy Salazar – Fall and Spring

**Strategies/ Methods planned for Teaching SLO:** The students will have many opportunities during lab to practice scenarios with instructor feedback.

**Analysis of Results:** All students in the EMT programs on the Pueblo campus and the SCCC campus were scored using the team member scoring tool. 100% of students performed successfully as a team member in at least one scenario. This tool worked better than the tool we attempted to use last year which was for team leaders. Since the EMT students are beginners they were unable to successfully team lead, but they did improve in team dynamics.

**Use of Results:** *I believe we need to continue to assess the students using the team member tool for another year. We would like to include the students at the Fremont campus as well.*

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## **DISCIPLINE: Fire Science/Public Safety**

**Department: Fire Science**

**Completed by: Alan Ziff, 5/26/2016**

**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. The SLO assesses college level general education – effective communication, critical thinking, and interpersonal skills.

**Assessment Tool:** This was a performance assessment method based on instructor observation and periodic student self-evaluation, as identified in a “professionalism” rubric. Venues included: Foundation dinner participation, Fire Safety surveys on campus, off campus visits to the Fire Museum and Fremont campus Middle School presentations.

**Scoring Method:** Grading rubric

**Sample:** 12 student Fall 2015 and 11 students Spring 2016

**Performance Target:** 100% of students complete

**Timeframe of assessment tasks:** Fall 2015 and Spring 2016. FST 100 Fire Fighter I

**Strategies/ Methods planned for Teaching SLO:**

**Analysis of Results:** I believe the assessment was inappropriately applied – the students were introduced to the rubric at the start of the semester, but the students should have been regularly reminded of the rubric criteria, and allowed to participate in the grading.” This year we did regularly revisit the professionalism rubric, and also had the students grade the other students in the course.

**Use of Results:** 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. 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, always room for improvement.

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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 Tool:** 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).”

**Scoring Method:** Written final exam and JPRs performance tests

**Performance Target:** 100% of students complete

**Timeframe of assessment tasks:** Fall 2015 and Spring 2016. FST 100 Fire Fighter I

**Strategies/ Methods planned for Teaching SLO:**

**Analysis of Results:**

**Use of Results:** Evaluate a different SLO

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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 demonstrate appropriate decision making skills in applying use of force through demonstration and written examination by the completion of the arrest and control course. The SLO assesses college level general education – effective communication, critical thinking, technology literacy and interpersonal skills.

**Rationale:** To assess Students level of Critical Thinking in applying Use of Force Options

**Assessment Tool:** Feedback from instructor; Physical demonstration; Timed written assessment examination.

**Scoring Method:** Pass/Fail Instructor review on physical demonstration; 70% score on written examination.

**Sample:** 22

**Performance Target:** 100% of students will complete the physical demonstration component, and 100% of students will pass the written examination with a score of 70%.

**Timeframe of assessment tasks:** Fall and Spring semesters, 2015/16, LEA 106 – Ron Leyba.

**Strategies/ Methods planned for Teaching SLO:** Students will be assessed through instructor demonstrations and written examination.

**Analysis of Results:** 22 students were assessed and all Cadets passed through the program with demonstrations of functional movement exercises as well as a written exam. The wellness and nutritional component was very well received and many questions were asked concerning “what to eat”. All Cadets were measured for body fat content and strategies were discussed in large group, concerning how to reduce overall fat content which can lead to a healthier lifestyle.

**Use of Results:** I would like to re-assess this SLO and modify the program to include more discussions and demonstration of what foods are healthy for keeping ourselves fit. Much interest was shown and enthusiasm for this area of the SLO.

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**DISCIPLINE: Medical Assistant/Health**

**Department: Medical Assistant**

**Completed by: Kathy Maurello 5/26/2016**

**SLO 1** – Students will be able to...accurately collect evidence and re-evaluate the outcome conclusions from a patient’s history using the critical thinking value rubric. The SLO assesses college level general education – effective communication, critical thinking, interpersonal skills and performance.

**Assessment Tool:** Student will be performing a new patient check in on each other in the lab.

**Scoring Method:** Rubric

**Sample:** 13 students on the Pueblo Campus, and 10 students on the SCCC Campus

**Performance Target:** 80% of students will achieve 70% or higher.

**Timeframe of assessment tasks:** Fall 2015, MOT 136 – Kathy Maurello, Laurie Mishmash, Dianne Doerfer

**Strategies/ Methods planned for Teaching SLO:** Power point lectures, skilled checks in lab

**Analysis of Results:** 77% of students (10 out of 13) for the Pueblo campus passed this skilled competency at 80% accuracy or higher. Three students really struggled with using critical thinking skills to accurately assess a new patient check in that presented concerns with wound care. Data was not collected for our Branch campus.

**Use of Results:** This SLO was new this year, and based on our results the program will be repeating this SLO next year. To improve student learning and critical thinking skills on checking in new patients with wound care, additional assignments will be created to focus on how to treat wound care and what are the next steps in treating this type of patient. Changes in the curriculum will include spending more time on wound care, so the course outline will reflect this change. The plan will be to include a pre and post assignment instead of one skilled competency. This will allow the students an opportunity to learn from their mistakes and have another chance to perfect their skills.

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**SLO 2** – Students will be able to... define and demonstrate the correct needle usage related to patient needs based on their diagnosis. The SLO assesses college level general education – effective communication, critical thinking, and interpersonal skills.

**Assessment Tool:** Student will be performing a new patient check in on each other in the lab.

**Scoring Method:** Rubric

**Sample:** 13 students on the Pueblo Campus, and 10 students on the SCCC Campus

**Performance Target:** 80% of students will achieve 70% or higher.

**Timeframe of assessment tasks:** Fall 2015, MOT 136 – Kathy Maurello, Laurie Mishmash, Dianne Doerfer

**Strategies/ Methods planned for Teaching SLO:** Power point lectures, skilled checks in lab

**Analysis of Results:** 77% of students (10 out of 13) for the Pueblo campus passed this skilled competency at 80% accuracy or higher. Three students really struggled with using critical thinking skills to accurately assess a new patient check in that presented concerns with wound care. Data was not collected for our Branch campus.

**Use of Results:** This SLO was new this year, and based on our results the program will be repeating this SLO next year. To improve student learning and critical thinking skills on checking in new patients with wound care, additional assignments will be created to focus on how to treat wound care and what are the next steps in treating this type of patient. Changes in the curriculum will include spending more time on wound care, so the course outline will reflect this change. The plan will be to include a pre and post assignment instead of one skilled competency. This will allow the students an opportunity to learn from their mistakes and have another chance to perfect their skills.

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**DISCIPLINE: Certified Nurse Aide/Health**

**Department: Certified Nurse Aide**

**Completed by:** Assessment not completed – No NUA Coordinator in 2015.

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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 ...demonstrate competence in a simulated orthopedic surgery procedure. The SLO assesses college level general education – effective communication, critical thinking, technology literacy and interpersonal skills.

**Rationale:** Employer surveys show that graduates of the Radiologic Technology Program need more training in Surgical Procedures.

**Assessment Tool:** Performance Assessment – **Surgical Simulation Lab**

1. Given the relevant patient medical history, the student will be able to evaluate pre-operative images, determine appropriate surgical procedures and demonstrate sterile technique and equipment set-up and arrangement.
2. The student will utilize the RIS (Radiology Information System) to selection the correct patient for imaging.
3. The student will also demonstrate proper C-arm positioning, operation and surgical exam completion.

**Scoring Method:** Percentage of correct answers on a verbal simulation exam.

**Sample:** All 2nd year students will participate in the assessment to include 22 students in Pueblo and 9 students at SCCC.

**Performance Target:** 100% of students will receive a score of 75% or better on the surgical simulation lab competency.

**Timeframe of assessment tasks:** This will be completed during the fall 2015 semester. RTE 221 – Shawna Chamberlain, Cindy Willis, Polly Boggs, Stephanie Koeller.

**Strategies/ Methods planned for Teaching SLO:** Lecture and demonstration by the instructors. Simulations and role playing by students. And finally, performance of the image in surgical simulation lab setting with successful critique.

**Analysis of Results:** A total of 31 students, 22 from Pueblo campus and 9 from SCCC-East campus were assessed. All 31 students received a score of 75% or better on the surgical simulation lab competency. This was a very successful assessment for all students. All students were able to practice in the lab with instruction before performing the graded simulation. There isn't any comparison data because this is the first time we have been able to use the Surgical Tech Program simulation lab for the Radiologic Technology Program. However, because this assessment was so successful and valuable for the students, we plan on completing it again next year.

**Use of Results:** Because this was the first time we completed this assessment in the Surgical Tech Program simulation lab, there were a few things that didn't work as well as we thought. We will decrease the number of students in the lab at one time and increase the amount of time they have to complete the assessment. This should help the students increase their scores on the assessment. They all seemed to need additional time to work through the simulation. We will be assessing this SLO again next year because it is so valuable to our students.

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**SLO 2** – Students will be able to ... demonstrate knowledge in Equipment Operation and Quality Control upon graduation. The SLO assesses college level general education – effective communication, critical thinking, technology literacy and interpersonal skills.

**Rationale:** The ARRT Registry is divided into 5 categories. The Equipment Operation and Quality Control category is our lowest scoring category, so we want to focus on it and bring up the scores in this area.

**Assessment Tool:** Selected response - The American Registry of Radiologic Technologists National Registry Exam

**Scoring Method:** Percentage of Correct Answers

**Sample:** All 2016 Graduates (31 graduates) 22 Pueblo 9 SCCC

**Performance Target:** The overall score for all graduates will improve from a 7.9 to an 8.2 scaled score.

**Timeframe of assessment tasks:** Fall 2015, Spring 2016; May and June 2016 – RTE 141, 142 & 289; American Registry Exam – Roger Cox, Tiana Lemley.

**Strategies/ Methods planned for Teaching SLO:** Students will learn Equipment Operation and Quality Control during the fall semester in RTE 141 and spring semester in RTE 142 during their first year. RTE 289 Capstone will be restructured to be a Hybrid course. The students will have reviews, lectures, work sheets and exams in both the classroom and on-line. The students will also pilot a new registry review platform that should help to increase the scores on the ARRT Exam.

**Analysis of Results:** At this time, 26 out of 31 students have taken the ARRT registry exam. The results for these students show an increase in the Equipment Operation and Quality Control category from 7.9 last year to 8.1 this year. Our goal was to increase to 8.2. Because we still have 5 additional students that need to take the registry exam, the results could possibly go up to 8.2. This increase shows that the changes we have made in RTE 141, 142 and 289 have made a difference.

The score for Equipment Operation and Quality Control category in 2014 was 7.9 as well. We will continue to teach RTE 289 as a hybrid course and utilize the HESI testing package because both of these seem to have contributed to the increase in the scores. We will also keep the changes made to RTE 141 and 142. We will continue to update and upgrade all of these courses to keep increasing the scores in this category.

**Use of Results:** We will keep all changes to RTE 141, 142 and 289 for next year. We need to see if these changes will continue to help students maintain higher scores in the Equipment Operation and Quality Control category. We have some additional changes we will be incorporating to see if they will help to increase the scores. We will not reassess this category next year, however, we will follow-up and check the scores on the ARRT registry exam for the class of 2017 to see if the scores stay at a higher level or if they drop.-

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## **DISCIPLINE: Nursing/Health**

**Department: Nursing**

**Completed by: Eva Tapia, 5/26/2016**

**SLO 1** – The student will provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan. The SLO

assesses college level general education – effective communication, critical thinking, and interpersonal skills.

**Rationale:** Medication errors are one of the most common causes of unintended harm to patients. They contribute to adverse events that compromise patient safety. The prevention of medication errors, which can happen at every stage of the medication preparation and distribution process, is essential to maintain a safe healthcare system. One third of the errors that harm patients occur during the nurse administration phase: administering medication to patients is therefore a high-risk activity.

**Assessment Tool:** Selected Response - During clinical simulation, NUR106 students were asked a series of 6 questions in relation to a particular physician order for an IV medication infusion. Students were given time to research the medication in the Gahart IV book, determine if the medication dosage was safe to administer, determine the total infusion time required and lastly; calculate the rate of infusion via electronic IV pump.

**Scoring Method:** 6 questions related to infusion of IVPB medications. There was only one correct answer per question. The percentage scored was: number answered correctly/total questions.

**Sample:** 33, 2<sup>nd</sup> semester nursing students attending clinical simulation in NUR106

**Performance Target:** 80% of students will get fewer than 2 answers incorrect

**Timeframe of assessment tasks:** Students will be tested during their clinical simulation days for NUR106 (Concepts of Medical-surgical Nursing); NUR 106 – Eva Tapia, Marilyn Tabor - Spring 2016

**Strategies/ Methods planned for Teaching SLO:** Nursing students are first taught the principles of drug calculations in MAT103. During IV therapy lab in NUR106, they are taught the skills for infusion of primary fluids and premixed medications. Once competent in these skills the student is allowed to administer fluid and medications to their patients in the clinical setting.

**Analysis of Results:** 33 students were given the exercise, however 19 were turned into the simulation director for grading.

Of the 19 graded:

4 (21%) got 6/6 or 100% of the questions correct

5 (26%) got 5/6 or 83%

6 (32%) got 4/6 or 67%

2 (10%) got 3/6 or 50%

2 (10%) got 2/6 or 33%

80% of the 19 students tested were able to answer 4 or more correct answers.

**Use of Results:** Although not all exercises were graded, these percentages do confirm the anecdotal observations of IV medication administration skills of 2<sup>nd</sup> semester students during clinical simulation. 21% of the tested students are able to correctly identify the correct IV infusion rate for medications. The remainder of students need prompting during IV medication administration. By the end of the nursing program (4<sup>th</sup> semester), it should be expected that all students will be competent in this medication calculation/skill with minimal prompting.

1. Introduce the use of the Gahart Intravenous Medication book in NUR112.
  2. Encourage clinical instructors to routinely test students on the vital aspects of IV medication infusion.
  3. Produce a math exam for NUR106 IV lab using information found in the Gahart reference book.
  4. Administer similar IV math problems to clinical simulation in NUR206.
- 

**SLO 2**– The student will engage in critical thinking and clinical reasoning to make patient-centered care decisions. The SLO assesses college level general education – effective communication, critical thinking, and interpersonal skills.

**Rationale:** Nurses with effective clinical reasoning skills have a positive impact on patient outcomes. Conversely, those with poor clinical reasoning skills often fail to detect impending patient deterioration resulting in a “failure-to-rescue”. As students learn to function more independently in the clinical setting they must collect cues, process the information, come to an understanding of a patient problem or situation, plan and implement interventions, evaluate outcomes, and reflect on and learn from the process. It can be presumed that improvement in evaluation can be accompanied by corresponding improvement in patient assessment since valid data is needed to complete/continue the evaluation process.

Students were given an “Evaluation of Patient Outcomes” exercise during NUR230 after they completed a clinical scenario. The evaluation process lead them through the establishment of a patient goal, what members of the interdisciplinary team (resources) were involved with the patient care, what assessments and nursing interventions were vital to the patient’s care and were they able to attain the patient’s goal. This systematic reflection enabled students to analyze the effectiveness of their practice and ways they could improve.

**Assessment Tool:** Extended Written Response – 10 short essay questions

**Scoring Method:** Each question was worth 10 points.

**Grading:**  
**10pts/question**

0 pts	5 pts	8 pts	10 pts
No response to question	Minimal response to question	Response showed a good effort but brief and/or incomplete	Response showed clinical insight and understanding

**Sample:** 4<sup>th</sup> semester nursing students attending clinical simulation for NUR230, Transition to Professional Nursing Practice

26 students Pueblo campus

23 students Fremont campus

**Performance Target:** 90% of students will achieve 90% or above on each exercise

**Timeframe of assessment tasks:** Spring semester 2016 – NUR 230 – Eva Tapia, Joan Pope.

**Strategies/ Methods planned for Teaching SLO:** Nursing process (data collection, patient outcomes) is introduced in NUR109, Fundamentals of Nursing. For each clinical course throughout the curriculum (NUR106, NUR150, NUR206, MUR211, NUR216, NUR230) students completed and are graded on nursing careplans. These care plans are reviewed and graded by each clinical instructor and course faculty. Feedback is given to students on these plans as grading is complete. It is expected that students will become more proficient with the progression of each course.

**Analysis of Results:** 54 exercises were graded (some students completed more than one exercise and not all exercises were graded)

46% (25) of students received 90-94%

46% (25) of students received 82-89%

8% (4) of students received 72-78%

Most students were unable to define a detailed priority patient goal that included how it would be measured. Another low scoring area included which data required follow-up and what they would expect the physician to order.

All students defined the interdisciplinary team and ways they could have improved their assessments and nursing interventions.

There is a focus on nursing skills and intervention in everyday clinical practice. Although graded careplans address the student's ability to report data onto a careplan format, they seem to need more experience in relating how the data is used, prioritizing care and understanding the continuum of care during the entire hospitalization.

**Use of Results:** Self-reflection is key to the students becoming competent nurses and the use of this exercise assisted the students in systematically evaluating their clinical reasoning.

The results show that more instruction is needed to improve students' ability to define priorities and patient goals/outcomes.

1. Enhance instruction on writing patient goals/outcomes in each clinical course.
2. Review how care was prioritized after each clinical day.
3. Emphasize patient outcomes and priority care during clinical simulation

Assessment of this SLO will be ongoing.

Additional assessment methods are needed.

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## **DISCIPLINE: Occupational Therapy Assistant/Health**

**Department: Occupational Therapy Assistant**

**Completed by: Tricia Vigil, 5/1/2016**

**SLO 1** – Students will be able to document efficiently in order to increase competency for community fieldwork expectations and performance skills. The SLO assesses college level general education – effective communication, critical thinking, interpersonal skills and department SLO.

**Rationale:** Revisiting goal from 2014-2015 in order to increase competency for community fieldwork expectations and performance skills.

**Assessment Tool:** Extended written response. SOAP note documentation; feedback from instructor/peers; timed assessment; content assessment

**Scoring Method:** Percentage of students completing documentation in 10 minutes or less.

**Sample:** 17

**Performance Target:** 75% of students will complete documentation in less than 10 minutes.

**Timeframe of assessment tasks:** Students will be timed at least 2 times throughout the semester – OTA 221, 216 – Tricia Vigil Fall 2015

**Strategies/ Methods planned for Teaching SLO:** Practice documentation in class after reviewing: peer intervention strategies, videos, case studies  
Feedback given each time in order to increase outcome from beginning of semester through the end.

**Analysis of Results:** Students were timed twice throughout the OTA 221 Pediatric class on their documentation time. On October 21 2015 10 of 17 students were able to document in the 10 minute time frame (59%).

November 12, 2015 10 of 16 were able to document in the 10 minute time frame (63%). The OTA Program simulation labs are giving students a more experiential learning experience to draw from when writing their notes versus trying to draw from a video experience. Timing the students during documentation is very uncomfortable which contributes to the decrease percentage; however the results have improved from the 30% we had in 2014-15.

**Use of Results:** After review we will continue to look only at the pediatric class since this area seems to be more difficulty for students. The faculty feel this is because there are more classes based around Physical/neuro dysfunction and less on pediatrics. The terminology for pediatrics is more vast than in the physical dysfunction settings. We are receiving more positive feedback from our phys dys settings and continue to receive feedback that students need more practice in the pediatric settings. Therefore we will continue this goal.

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**SLO 2**– Students will be able to implement appropriate treatment interventions in order to increase confidence for fieldwork. The SLO assesses college level general education – effective communication, critical thinking, interpersonal skills global/cultural perspective and departmental SLO.

**Rationale:** Community partners have mentioned they wish students demonstrated more confidence and this is one way to assist students in this area. Data was collected through the NBCOT exam and there were lower numbers in treatment interventions/implementation (Domain 2.1: Implement the treatment plan by using critical reasoning to select interventions and approaches consistent with general medical, neurological, and musculoskeletal conditions and client needs in order to achieve functional outcomes within areas of occupation).

**Assessment Tool:** Performance assessment. Intervention demonstration and Intervention Scoring Rubric as well as instructor/peer feedback.

**Scoring Method:** Plan to develop scoring rubric and implement in Fall 2015; students will score at a B (85%) or higher.

**Sample:** 17

**Performance Target:** 85% of students will score an 85% or greater average on their intervention skills rubric.

**Timeframe of assessment tasks:** This will take place after each topic is covered (e.g. demo intervention after lecture on stroke). OTA 218 – Jennifer Geitner – Fall 2015

**Strategies/ Methods planned for Teaching SLO:** Demonstration, return demonstration, peer review, handouts, internet/textbook examples.

**Analysis of Results:** Intervention simulation was developed and incorporated into the OTA 218: Application to Adult Physical Disabilities course. The Intervention Rubric was created with a 1-5 scale (5 being the best) and was based on 6 areas: Goal Oriented, Safe, Creative, Functional, Interaction With Patients, and Communication. 15 students were assessed using this Intervention Rubric on each diagnoses covered in the course. On average, for the final score on their Intervention Rubrics, 100% of the students earned an 85% or better. Students had different partners for each intervention, so they were able to receive feedback from several people.

**Use of Results:** The Intervention Rubric was a success and students were able to meet the goal. A survey tool was also created through Survey Monkey and asked 10 questions:

- Intervention practice at the Simulation Center was a valuable tool: 29% somewhat agree and 71% strongly agree
- I developed increased clinical reasoning through intervention simulation: 82% agree or strongly agree
- I have more confidence in my intervention abilities after participating in simulation: 71% agree or strongly agree
- I was able to self-direct my learning through intervention simulation: 82% agree or strongly agree
- I was able to practice professionalism through intervention simulation: 88% agree or strongly agree
- Peer reviews on intervention assisted in my growth as a student: 59% agree or strongly agree
- The Intervention Rubric was a useful tool in evaluating progress with intervention: 65% agree or strongly agree
- I increased my skills in planning/implementing intervention through use of simulation from the beginning of the semester to the end: 94% agree or strongly agree
- I would recommend continued simulation use in the future years for intervention practice: 82% agree or strongly agree
- Please add any additional feedback here (equipment, environment, etc.): Qualitative feedback that will be taken into consideration for next year (e.g. would like skills check off, weekly case studies paired with intervention, etc.)

This survey was created to collect more data about intervention simulation and its effectiveness. There were 3 students who did not answer all questions with strongly agree, agree, somewhat agree, etc. Instead, they left comments. Overall, the start to this project has been successful and a good learning opportunity to continue to evolve and strengthen. This skill of intervention implementation will continue to be assessed, but through different means/content.

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**DISCIPLINE: Pharmacy Technician/Health**

**Department: Pharmacy Technician**

**Completed by: Bonnie Housh, 6/1/2016**

**SLO 1**– Students will be able to ... Describe the category, brand name, generic name, dosage, and contraindications of 25 assigned prescription drugs. The SLO assesses college level general education – effective communication, critical thinking, and technology literacy.

**Rationale:** Students will need to know the information for prescription when working in the field

**Assessment Tool:** Extended written response. Project – develop notebook for 25 common prescription drugs. Based on specific criteria given in rubric

**Scoring Method:** Scoring rubric

**Sample:** 13

**Performance Target:** 80% of students will achieve 85% or better

**Timeframe of assessment tasks:** Fall 2015 – Nicole Smith – PHT 207

**Strategies/ Methods planned for Teaching SLO:** Review drugs, quizzes and exams over drugs, assigned reading, charts in text book

**Analysis of Results:** 100% if students received 85% or better on their drug notebook.

**Use of Results:**

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**DISCIPLINE: Phlebotomy Technician/Health**

**Department: Phlebotomy Technician**

**Completed by: Bonnie Housh 6/1/2016**

**SLO 1**– Students will be able to ...perform a venipuncture, choose the correct tubes for assigned blood analysis tests and perform correct order of draw for a blood collection. The SLO assesses college level general education – effective communication, critical thinking, and interpersonal skills.

**Rationale:** Students are required to be able to perform a venipunctures, tube selection and order of draw and clinic sites

**Assessment Tool:** Performance assessment. Students are required to be able to perform a venipunctures, tube selection and order of draw and clinic sites

**Scoring Method:** Grading rubric – skills check off

**Sample:** Fall 2015 – 16 students; Spring 2016 – 14 students

**Performance Target:** 85% of the students will pass the skills competency without remediation using the departmental rubric

**Timeframe of assessment tasks:** HPR 112 Fall 2015, Jaimie Wells and Rebecca Ross; Spring 2016, Jaimie Wells and John Pinter

**Strategies/ Methods planned for Teaching SLO:** Students will practice venipuncture skills on training models and ABG arm. Students will be quizzed over the different color topped tubes, test performed using tubes and correct order of draw.

**Analysis of Results:** During the fall semester 25% of the students required remediation for venipuncture, order of draw and tube choice for specific requested test. 75% of the students successfully completed the skills check off on their first attempt.

During the spring semester additional time was provided to allow students additional time to practice on training arms. Students were given additional study guides to learn the order of draw, additives in tubes and which tubes were used for specific blood test. 100% of the students successfully completed the skills check off on their first try.

**Use of Results:** The additional training and study guides will be used again for the next assessment cycle. Additional, phlebotomy students will be using the Human Anatomy Learning Center at SMC to learn the anatomy of the arm muscles, nerves, veins and arteries. They will be building the muscles, nerves and vessels on the Anatomy in Clay manekin, as well as the cadaver and Anatomage Table.

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**DISCIPLINE: Physical Therapy Assistant/Health**

**Department: Physical Therapy Assistant**

**Completed by: Margaret Oreskovich, 05/11/2016**

**SLO 1** – Student will be able to interpret the Physical therapy evaluation and formulate appropriate interventions to reach the goals set forth by the physical therapist. The SLO assesses college level general education – effective communication, critical thinking, technology literacy, interpersonal skills, global/cultural perspective and departmental SLO

**Rationale:** Although PTAs work under the supervision of the PT, it is not necessarily direct supervision. PTAs need to be able to implement, modify and assess interventions in order to safely progress a patient. many patients have comorbidities and medications that can affect their ability to safely participate in physical therapy. A PTA needs to be able to synthesize all this information in order to treat a patient safely and effectively.

**Assessment Tool:** Performance assessment. Direct assessment by the clinical instructor

**Scoring Method:** The assessment will be a 5 point rating scale with 5 being Entry Level Proficiency and 1 being Not Proficient. Rubric attached.

**Sample:** 22 students will be assessed during their internship for PTA 281

**Performance Target:** 95% of the students in PTA 281 will score at a 3 or higher.

**Timeframe of assessment tasks:** Spring semester 2016. Clinical instructors will be given the rubric at the beginning of the student's 6-week internship and will turn the rubric with the student's rating in at the end of the internship. PTA 281 –Lisa Heckle – Spring 2016

**Strategies/ Methods planned for Teaching SLO:** Emphasize use of case studies where students will read an evaluation and gather information about the patient. Students will then formulate a treatment plan to progress the patient and reach the goals set forth by the PT. These case studies will be assigned in PTA 230 and PTA 240.

**Analysis of Results:** 22 students were assessed. The results show 100% of our students received a 3 or higher on the rubric for proficiency for this SLO. Of the 22 students assessed on this SLO 27% received ratings of superior (5/5), 55% received ratings of proficient (4/5) and 18% received ratings of Partially Proficient (3/5).

Conclusions can be drawn that students in the PTA program are able to formulate a treatment plans for their patients to progress the patients and reach the goals set forth by the PT at entry level ability.

We do have to take into account that some internship sites are more difficult for the student due to more complex patient diagnoses. Also, clinical instructor scoring can vary.

**Use of Results:** We do feel we are adequately preparing our students for this SLO; however, we always continue to assess and improve the quality of our program. For instance, our students gave us feedback that they would like to learn and practice more hands-on manual therapy techniques before internship so we are going to invite some speakers/instructors to come in and present this to our students.

We will not reassess this SLO next year, but we will continue to get feedback from our students about what they feel will help prepare them even more for internships.

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**SLO 2** – student will be able to assess the patient’s current status and recognize the need for progression and modification of interventions to progress the patient under the supervision of the physical therapist. The SLO assesses college level general education – effective communication, critical thinking, technology literacy, interpersonal skills, global/cultural perspective and departmental SLO

**Rationale:** Many patients have comorbidities and medications that can affect their ability to safely participate in physical therapy. A PTA needs to be able to synthesize all this information in order to treat a patient safely and effectively.

**Assessment Tool:** Performance assessment. Direct Assessment by the Clinical Instructor

**Scoring Method:** Rubric using a 5 point scale with 5 being Entry Level Proficiency and 1 being no proficiency. Rubric attached.

**Sample:** 22 PTA students on their internships

**Performance Target:** 95% of the students will score a 3 or higher on the 5 point rating scale.

**Timeframe of assessment tasks:** Spring semester 2016. Clinical instructors will be given the rubric at the beginning of the student’s 6-week internship and will turn the rubric with the student’s rating in at the end of the internship. PTA 282 – Lisa Heckle – Spring 2016

**Strategies/ Methods planned for Teaching SLO:** Case studies will be assigned in PTA 230 and PTA 240 where students will perform critical thinking in order to safely and effectively progress a patient. Also, assignments, exams and quizzes will include more questions that require the student to demonstrate abilities to critically think about how and when to progress a patient or the need for modification of interventions.

**Analysis of Results:** Of the 22 students assessed 100% scored a 3 or higher on the 5 point rating scale.

11% received superior ratings (5/5), 74% received proficient ratings (4/5) and 15% received partially proficient (3/5). Although partially proficient might sound like they are not doing well, it has to be taken into account that they all passed their internships with “A”s and were all determined to be at entry level. In physical therapy it takes experience in the field to truly meet and excel at these SLOs.

Students having the opportunity to perform internships working with real patients under the supervision of licensed PTs and PTAs is a contributing factor to accomplishing and improving this SLO.

**Use of Results:** Although we did meet the target for this SLO, we have continued to discuss how we could give our students more exposure to real patient situations. Possible adding more videos

of real patient situations and then asking the student to do a case study modifying the interventions in light of the patients' change in status.

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## **DISCIPLINE: Psychiatric Technician/Health**

**Department: Psychiatric Technician**

**Completed by: Alicia Kielas, 5/19/2016**

**SLO 1** – Students will be able to promote safe, productive, and ethical care congruent with educational preparation and specifications of the state licensing board. The SLO assesses college level general education – effective communication, critical thinking, interpersonal skills, and global/cultural perspective.

**Rationale:** There are many facets to the role of a Licensed Psychiatric Technician (PT). PT students learn knowledge and skills in lecture and lab applied to the clinical setting. It is important for the students to not only be able to apply new knowledge and skills learned to the clinical setting, but to also be able to communicate the role as it relates to promotion of safe, productive, effective, and ethical care that is in line with the what has been taught in class and required for preparation by the Colorado State Board of Nursing.

**Assessment Tool:** Extended response. The Psychiatric Technician students enrolled in PTE 172 Spring 2016 will write a paper synthesizing the role of a Licensed Psychiatric Technician using all knowledge gained from class, application in clinical, including policies related to medication administration, safety/security, various types of searches, and all types of precautions to be monitored.

### **Scoring Method: Licensed Psychiatric Technician Synthesis Paper:**

#### **Rubric**

(5 points) - Minimum 2 page typed, double spaced, 12 font paper in own words evaluate the role of a licensed psychiatric technician.

(60 points) - Include all knowledge gained from class (20), clinical (20), including policies related to medication administration, safety/security, various types of searches, and all types of precautions to be monitored (10).

(35 points) - Last paragraph to include a self-reflection of individual goals for first year as a licensed psychiatric technician. Maybe it is to be a mentor at the end of a year? Maybe it is to continue developing knowledge and skills as a psych tech? Maybe it is to join a committee to improve a process or advocate for a population with a need?

**Sample:** 9 second semester PTE students

**Performance Target:** Students will achieve greater than or equal to 90% of the assigned rubric attached above under section for Scoring Methods. PTE 172 – Alicia Kielas – Spring 2016

**Timeframe of assessment tasks:** Final paper Assignment detailed in the beginning of the last course (last four weeks of the program). Students are given two and a half weeks to complete. PTE 172 – Alicia Kielas – Spring 2016

**Strategies/ Methods planned for Teaching SLO:** Spring 2016 PTE course lectures to include PTE 116, 117, and 118 as well as clinical course application PTE 170, 171, and 172, which apply knowledge on various types of mental illnesses, behavior and personality disorders; treatment modalities related to psychopharmacology, group therapies, milieu management; and safety/security principles in the acute psychiatric forensic setting.

- **Analysis of Results:** N=9 students assessed
- Data: 6 students earned 100/100; 2 students earned 99/100; and 1 student earned 98/100.
- Conclusion: The points deducted were mainly related to formatting and length of paper. All 9 students were able to effectively communicate the whole role of a Licensed Psych Tech using knowledge from class, clinical, and other materials such as policies and safety guidelines. This showed the courses were able to tie in knowledge with application in clinical in a logical sequence that allowed the students to build on knowledge from course to course. Course methodology to include a variety of assessment methods with tests, quizzes, papers, concepts maps, in-class board writings, and case studies captured multiple learning styles to support comprehensive learning of all PT students.

A short paper assigned in the beginning of clinical spring 2016 semester-PTE 170, students wrote a paper describing the role of a psych tech from their perspectives at the time. A rubric was not used in the first assignment to assess against the data in this SLO assessment; however, their knowledge and perspective of the whole PT role was not as comprehensive as the final assessment, which is to be expected.

**Use of Results:** Next Spring 2017, the short paper in the beginning of the semester will be assigned the same rubric grading scale as the final synthesis paper and used to compare progress in the data.

Modifications to the rubric will be made to make it more specific related to content and points earned.

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**DISCIPLINE: Respiratory Care/Health**

**Department: Respiratory Care**

## Completed by: Shawna Tracy, 6/1/2016

**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). The SLO assesses college level general education –critical thinking, technology literacy and interpersonal skills.

**Rationale:** Students are required to graduate from both an accredited institution and an approved program by the Commission of Accreditation for Respiratory Care (CoARC) to be eligible for the NBRC exam. The student will be required to successfully pass two separate exams to become a Registered Respiratory Therapist. The RCA program at PCC must prepare students to be successful on both exams

**Assessment Tool:** Selected response. National Board Respiratory Care Exam-Computerized and Timed

**Scoring Method:** % of correct answers - Pass Rate for successfully completing both exams are 80%

**Sample:** 2015 graduates 9/9 & 2016 graduates 11/11 or 100% of graduated students

**Performance Target:** 100 % or 11/11 Respiratory Care students will pass the National Board Respiratory Care Exam and will perform at or above the national standard deviation of the 80%

100% or 10 out of 11 Respiratory Care Graduate Students of 2014 & 2015 will pass the NBRC: Total Multiple Choice Exam and Simulation Exam at or above the national standard pass rate.

**Timeframe of assessment tasks:** Assessment will occur by July 1, 2016 post-graduation as of May 13, 2016. All courses contribute to the success of the student on the National Board exam

### **Strategies/ Methods planned for Teaching SLO:**

**Analysis of Results:** In the cohort year of 2013-2015, 9/9 100% graduates successfully passed the NBRC exam at the CRT Level. Of those 9 passers, 6 went on to pass at a higher level of credentialing to receive their RRT.

As of 6/1/2016, the cohort of 2014-2016, 7/11 graduates have successfully passed the NBRC exam at the CRT level. The recent graduates are still in the process of testing for their credentials.

### **Use of Results:**

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**SLO 2** – 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. The SLO assesses college level general education – effective communication, critical thinking, technology literacy and interpersonal skills.

**Rationale:** Students will be assigned specific case scenarios with patient data. Both cohorts will be required to collectively analyze and prepare a differential diagnosis to recommend the most appropriate and approved therapy. RCA Faculty continually develops students' ability to critically analyze and appropriately treat patients.

**Assessment Tool:** Patient Case Study Presentation/Capstone Project

**Scoring Method:** Rubric and Scoring Sheet

**Sample:** 11/11: for 2014-2016 Cohort; 13/13: for 2015-2017 Cohort

**Performance Target:** 11/11 or 100% of the 2014-2016 students will receive an 85% or higher on assigned Case Scenario

13/13 or 100% of the 2015-217 students will receive an 85% or higher on assigned Case Scenario

**Timeframe of assessment tasks:** RCA 283 – Shawna Tracy, Shawn Scanga-Saiz – Spring 2016

**Strategies/ Methods planned for Teaching SLO:** Peer feedback, class participation, group work, clinic participation, lecture, and skill evaluation

**Analysis of Results:** Faculty member assigned to complete SLOs left before the end of spring semester and did not provide the data requested.

**Use of Results:**

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**DISCIPLINE: Surgical Technology/Health**

**Department: Surgical Technology**

**Completed by: Diana Montoya, 5/2/2016**

**SLO 1** – Student will be able to... identify appropriate sterilization/disinfection methods used to process specified supplies, instrumentation, and equipment. The SLO assesses college level

general education – effective communication, critical thinking, technology literacy, interpersonal skills and global/cultural perspectives.

**Rationale:** Students routinely score low in the area of sterilization & disinfection on the national certification exam for surgical technology. I want to increase learning materials to help solidify this information for the students to better prepare them for their exam

**Assessment Tool:** Multiple Choice Exam, written exam, chapter 7 assignment, Sterilization/Disinfection Handout and a Final Exam specific to sterilization/disinfection

**Scoring Method:** A Final Exam specific to sterilization/disinfection will be used for final scoring method. The exam is worth 53 points. Students must score a minimum of 70% (37/53)

**Sample:** 12 students will be assessed during STE102 Introduction to Surgical Technology

**Performance Target:** 75% (9/12) students must score at 70% or higher on the exam

**Timeframe of assessment tasks:** Fall semester 2015. Surgical Technology instructor will give the students the final exam in week 14. STE 102 – Kendyl Ingram

**Strategies/ Methods planned for Teaching SLO:** The instructor will educate students about sterilization and disinfection methods by utilizing a PowerPoint presentation, Chapter 7 Assignment, Chapter 7 Exam, Written Exam, a Sterilization/Disinfection Handout and a Final Exam specific to sterilization and Disinfection for final measurement of results.

**Analysis of Results:** 12 Students participated in the Sterilization/Disinfection Final Exam. 9 students scored above 70%. 3 students scored below 70%. The Performance Target of 75% students must score at 70% or higher on the exam was met. This Assessment of Student Learning Goal was met.

**Use of Results:** I will use the assessment of student learning results to improve my teaching method for sterilization and disinfection to the students. I will continue to assess students for improvement but will not continue to assess this as an official SLO next AY.

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**SLO 2** – Student will be able to...competently demonstrate performing 3 accurate surgical counts and discuss ways to identify and handle an incorrect count in a simulated surgical setting. The SLO assesses college level general education – effective communication, critical thinking, technology literacy, interpersonal skills and global/cultural perspectives.

**Rationale:** A PCC Surgical Technology student recently participated in a surgical procedure that had a reported incident involving an incorrect sponge count. It resulted in patient harm and financial costs. I am choosing this SLO to proactively address how critical this clinical skill is and increase learning materials and hand-on lab instruction time to support this skill.

**Assessment Tool:** Skill Assessment Check Off in Lab

**Scoring Method:** Students will perform a Skill Assessment Check Off on 3 Surgical Counts and orally discuss ways to identify and handle an incorrect count during lab simulation for final scoring method. The exam is worth 41 points. Students must score a minimum of 70% (29/41)

**Sample:** 12 students will be assessed during STE112 Surgical Procedures and Case Management Lab

**Performance Target:** 75% (9/12) students must score at 70% or higher on the Skill Assessment

**Timeframe of assessment tasks:** Spring semester 2016. Surgical Technology instructor will give the students a Skill Assessment Check Off in lab on week 14. STE 112 – Diana Montoya

**Strategies/ Methods planned for Teaching SLO:** The students will learn the skill of counting and how to identify and handle an incorrect surgical count during STE112 lab. Students will be given the opportunity to practice their skill in the simulated operating room during lab and independently during open lab. Skill checks throughout the semester will assess the student's ability to perform this task independently in preparation for their final skill assessment in week 14 of the Spring semester. Skill will be introduced and reinforced in STE102: Chapter 7 & 12 of the Surgical Technology for the Surgical Technologist (4<sup>th</sup> ed) in the Fall 2016 semester.

**Analysis of Results:** 12 Students participated in an oral and hands on Skill Assessment Check Off on Surgical Counts. All 12 students scored above 70% threshold. The Performance Target for 75% students must score at 70% or higher on the oral exam/Skill Assessment was met. This Assessment of Student Learning Goal was met.

**Use of Results:** I will use the assessment of student learning results to improve my teaching method for surgical counts. I will continue to assess students for improvement but will not continue to assess this as an official SLO next AY.

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