Program Assessment Results Fall 2022
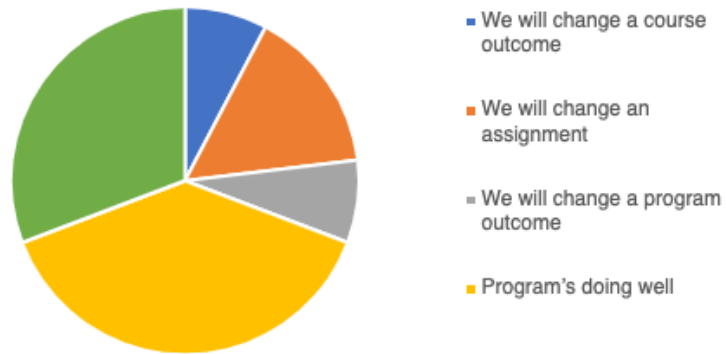School: Health Services & Education

Program	Page
Dental Hygiene	
Diagnostic Medical Sonography	
Emergency Medical Services	
Funeral Studies	
Health Studies	
Middle Level and Secondary Education	
Nursing	
Public Health	
Radiography	
Special Education	

Total Artifacts: 160
Total Passing: 130 (81.3%)

What will your program do because of this semsester's GEN ED assessment?

- We will change a course outcome
- We will change an assignment
- We will change a program outcome
- Program's doing well

COMMENTS:
- Review directions of scoring of citations.
- Encourage students to work on math skills
- Additional practice time with possible tutoring
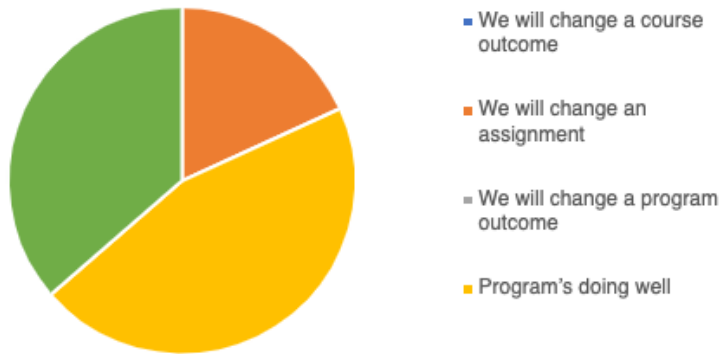- Need to better align program outcomes with general education

Describe your program's GEN ED change or improvement

- Stay the same for Spring 2021
- Change Assignment
- Not Applicable
- Other
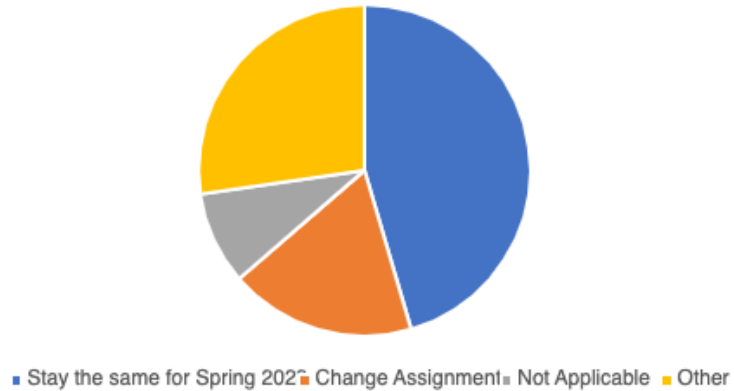
ACTIONS:
- Incorporate further math work
- Offer additional training and possible tutoring

What will your program do because of this semester's PROGRAM assessment?

- We will change a course outcome
- We will change an assignment
- We will change a program outcome
- Program's doing well

Describe your PROGRAM's change or improvement

- Stay the same for Spring 2021
- Change Assignment
- Not Applicable
- Other

COMMENTS:
- Review program outcomes
- Assess end of program outcome
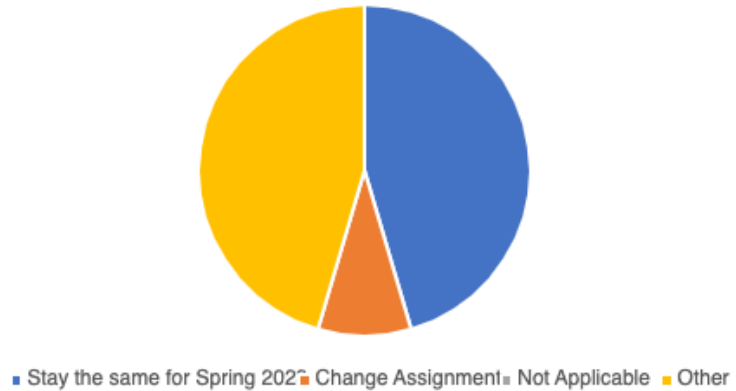
ACTIONS:
- Review outcomes and adjust if necessary.
- Review outcomes for end of program
- Offer in class math work
- Offer additional training and possible tutoring

Program Name: Dental Hygiene
Faculty Lead: Jacey Mitchell/Sherri Meyers
General Education outcome(s) assessed: Analyze and Problem Solve
Program outcome(s) assessed: PG1 & PG4

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan

The tobacco case study assignment was chosen to assess the analysis and problem-solving general education outcome because it requires students to analyze 4 different case studies, develop evidence-based clinical recommendations through the synthesis of various course materials and references. This assessment was developed over ten years ago and has been used in the program since.
 	
Students submitted their case assignment in Blackboard. Professor Kate Karalunas assessed the assignment using a detailed rubric designed to measure the course learning outcomes. Additionally, Kate further assessed each students' submission using the Gen Ed Key Ability Rubric for analysis and problem-solving.
	Identifies and Clearly Articulates an Issue, Thesis or Problem
	    Advanced: 4%
	Acceptable: 71%
	Needs Improvement: 21%
	Minimally Evident: 4%
	Uses Various Methods to Organize/Analyze
	    Advanced: 50%
	Acceptable: 38%
	Needs Improvement: 0%
	Minimally Evident: 12%
	Draws Insightful Conclusions
	    Advanced: 16%
	Acceptable: 58%
	Needs Improvement: 13%
	Minimally Evident: 13%
	Overall, 18/24 students were successful in passing this assignment with ≥75%, based on the assignment rubric. Six students failed the assignment and were required to skill-build with Professor Kate Karalunas. Using the Gen Ed Key Abilities Rubric for analyzing and problem solving,
		In evaluating the results of this assessment, it was determined that less than 80% of students achieved an acceptable level of understanding and are meeting the learning outcomes as it relates to analysis and problem solving. The dental hygiene faculty have determined that this assessment strategy is not meeting the objectives intended to measure, and they are in the process of developing a new assessment strategy in the form of a tobacco case debate. This authentic assessment strategy will provide students' the opportunity to better demonstrate their ability to analyze and problem solve through collaboration and active learning strategies.

	only 75% of students achieved acceptable or advanced in the ability to identify and articulate the problem. 88% of students were able to use various methods to organize and analyze, but only 74% of students were able to draw insightful conclusions at an acceptable or advanced level.	

Program Name: Diagnostic Medical Sonography
Faculty Lead: Sue Davidson
General Education outcome(s) assessed: Analyze and Solve Problems
Program outcome(s) assessed: 1, 2 and 3

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.	What did the faculty in your program learn, how did you discuss the results, and what will the program do?
The Jell-O Phantom project required students to choose objects to insert into a hand-crafted scanning "phantom" and predict the acoustic properties that would be displayed when scanned during a class presentation. The students analyzed the results and explained the accuracy of their prediction and why they were correct or incorrectly predicted.	Students were required to choose five objects with specific acoustic properties. They completed a worksheet listing the objects, their predictions and their analysis of the results after each was scanned. Instructors and students assessed and discussed their results. Grades reflected their ability to follow instructions to complete the project, correct use of the ultrasound machine and transducer and having chosen objects that represented the acoustic properties. Points were not deducted if the property shown was not as predicted.	This project was discussed at Opening Days with other faculty. DMS program faculty learned that students have a good understanding of the type of transducer to use and why it should be used. Students were not always accurate at correctly predicting the type of acoustic property, however, through discussion, they gained a thorough understanding of acoustic properties and how sound waves travel through tissue.

Program Name: EMGS115 Emergency Medical Technician
Faculty Lead: John Evans
General Education outcome(s) assessed: Analyze and Solve Problems
Program outcome(s) assessed: Analyze and Solve Problems

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Students are assessed on their ability to assess and manage simulated patients in a variety of medical and trauma scenarios. Assessment methods utilize the National Registry of EMTs (NREMT) standardized Medical Assessment and Trauma Assessment skill evaluation forms. The NREMT skill evaluation forms consist of 42 patient assessment and treatment "points". A minimum score of 33 points is considered passing.	Students from three (3) Fall 2022 courses were evaluated. These included: (9) students in the Fowler Evening class (4) students in the Monroe Evening class (11) students in the Fowler day class These numbers do not include students who withdrew or were removed from the course prior to the assessment. Results were as follows: 8 out of 9 passed in the Fowler Evening class (88%) All 4 passed in the Monroe Evening class (100%) 6 out of 11 passed in the Fowler Day class (55%)	The unusually high failure rate in the Fowler Day class is a concern. Action plan includes more practice time for the students on the skills involved and possibly tutoring and/or more one-on-one student-instructor time for those students who are struggling to pass the skill.

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Program Name:	Funeral Service Education
Faculty Lead:	Tony L Moore
General Education outcome(s) assessed: Communication

- Program outcome(s) assessed: Apply principles of public health and safety in the handling and preparation of human remains.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.

Students were assessed on communicating with one another during the embalming process. The intent was to determine techniques to improve communication between students during the embalming process and prevent a student from monopolizing the group and/or a student who does not participate in communicating. | Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.

Six students were involved in the course. Each student completed an embalming report for each embalming. There was an evaluation that was graded at the end of the report. Part of the evaluation included clinical participation and communication.

Each of the six students passed the evaluation. The students exemplified excellent communication skills and helping classmates. There were no students that monopolized or lack of participation during the clinical experience. | What did the faculty in your program learn, how did you discuss the results, and what will the program do?

Everyone student excelled in their skills when communicating and helping one another. The results were discussed with the students during post-conference after the clinical.

There are no improvements needed. The program will continue as is. |

Program Name: Health Sciences
Faculty Lead: Alyson Patascher
 General Education outcome(s) assessed: Analyze and Solve Problems
Program outcome(s) assessed: Apply critical thinking and problem solving skills to healthcare related situations

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Students learned the "5 W's" of epidemiologic events and researched a recent news story to break down the "5 W's" and the outcome of the event.	18 students participated with an average score of 3.2, which is acceptable.	This is a great assignment to have students really breakdown and identify key components to epidemiologic events.

Program Name: Medical Assisting
Faculty Lead: Karen Stone
 General Education outcome(s) assessed: Analyze and problem solve
Program outcome(s) assessed: 2 ,4

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan

At the start of MDAS101and without review or basic math instruction, Medical Assistant students were given a basic math assessment covering addition, subtraction, multiplication, and division of whole numbers and fractions, decimals, ratios and proportions, percentages.
 	
Following the initial assessment, Medical Assistant students were provided instruction in basic math skills during MDAS101 to prepare them for completing medication dosage calculations in MDAS105.
 	
Instruction included a review of addition, subtraction, multiplication, and division of fractions, decimals, ratios and proportions, percentages, and an introduction to the metric system. At the end of FA22 in Monroe and the first week of SP23 at Fowler the students were given the math assessment exam. Expectations were to pass with an 75%.
	Assessment #1 Pass rate of 75% or above
	
	Fowler – 10 students
	
	   4 students - 40% - passed with 80% or above
	
	      Range 80% - 96%
	
	6 students - 60% - scored below 75%
	
	     Range – 36% - 84%
	
	Monroe – 7 students
	
	   5 students - 71% - passed with 80% or above
	
	      Range – 78% - 98 %
	
	2 students - 28.5% - scored below 75%
	
	      Range – 50% - 62%
	
	Assessment #2 Pass rate of 75% or higher
		If after instruction/review of math skills using the pharmacology textbook, the minimum grade was not obtained students were encouraged to get additional support at the Learning Center or other methods of their choice. Khan Academy, AAA Math, were online math sites provided to the medical assistant student to use for skill review. The spring semester teaches medication dosage calculations, the medical assistant must be proficient in math skills. During the semester, math and dosage calculations continue to be reviewed and practiced in class/lab and in homework. The student will not be successful if this skill is not mastered.
		
		 During Summer I, the Medical Assistant Externship semester, the students complete math work and dosage calculations in on line assignments and participate in a 4-hour class demonstrating competency in dosage calculations and medication administration.

Both math assessments consisted of a 30-question exam. Students were permitted to use calculators, showing work where necessary. Each question was assessed for the correct answer (1 point) and the correct work (1 point).	Fowler SP23 – 8 students
	
	(1 student did not return, 1 student transferred to Monroe Campus, 1 student enrolled from Monroe and took the assessment in the Fall of 2022)
	
	    2 students – 25% passed with 76% or above
	
	        Range – 76% – 80%
	
	   6 students – 75% - scored below 75%
	
	        Range – 36% - 73%
	
	Monroe FA22 – 7 students
	
	    6 students 86% passed with 92% or above
	
	        Range – 92% - 100%
	
	   1 student scored 65%	

Program Name: Middle Level Education; Secondary Education

Faculty Lead: Chris Lincoln/Carla Pacitti

General Education outcome(s) assessed: Analysis

Program outcome(s) assessed: Describe the range of developmental differences of all adolescents and the implications of these differences for teaching and learning.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.	What did the faculty in your program learn, how did you discuss the results, and what will the program do?
Students were asked to complete a 12 to 14-page APA research paper. Students had two options -- one was an action research project, and the other was a traditional research paper. Students were given a variety of topics/questions to choose from and were able to personalize the assignment to suit their career goals and perspectives. The majority of students submitted traditional research papers. The assignment was meant to measure analytical abilities, writing proficiency, research, skills, synthesis of sources, and the ability to apply current scholarship in the field of education to a written product.	10 final papers were submitted. Students were assessed on critical thinking and development of ideas, analysis and interpretation of sources, effective selection of sources, organization/line of reasoning, clarity of prose and coherence of thought, grammar, spelling, mechanics, and APA documentation. There were five categories of analysis: (5) Ideas appropriate to topic; fully developed; high level of analysis and interpretation: 3 students earned the	This assessment underscored the need for the program to revise its program and course outcomes to better align with and reflect relevant general education outcomes in all areas. Programmatically, our goals include: • Amend the research prompt to make it more oriented toward action research, forcing students to identify gaps in the field and pose solutions to those issues.

	highest score in this category. These were students who engaged in a cycle of feedback, attended more than one one-on-one writing conference, and utilized the learning center more than the single required time.	• Students also struggled with maintaining academic voice and inserted their own experiences in ways that were not productive to their line of reasoning.
	(4) Ideas appropriate and well-developed; accurate analysis and interpretation: 3 students earned the second-highest score in this category. These students identified topics that did not lend themselves as well to in-depth analysis (two on bullying, one on school violence)	• Rewrite course and program outcomes to reflect a range of cognitive and practice-based competencies.
	(3) Ideas mostly appropriate; not fully developed; superficial analysis and interpretation: 4 students scored the mid-level on the rubric. Again, these	• Identify most relevant general education outcomes for this course and intentionally embed them in relevant assessments.

| | topics were not fully explored and/or students submitted an incomplete analysis.

(2) Ideas often Inappropriate and over-generalized; frequent misinterpretation

(1) Ideas are irrelevant or very confused; analysis and interpretation lacking

Students who submitted papers passed. Largely, students' ability to find quality sources and summarize their findings was effective, but their ability to synthesize sources and find connections between the scholarship they identified was lacking. Students struggled to make recommendations based on research (bridging research to practice connections)

This assignment was aided significantly by the involvement of the learning center, as students were required to submit drafts of their work prior to submitting their drafts to the instructor. | |

Program Name: Nursing
Faculty Lead: M. J. Osborne/ Thomas Rush
General Education outcome(s) assessed: Communication
Program outcome(s) assessed: Communicate effectively with patients, their support persons, and the health care team through the use of interpersonal skills and technology.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
The Healthy People 2030 Teaching Project assignment was utilized to assess the general education outcome of effective communication. The assignment involves an oral presentation in clinical post conference along with a written summary with references. **The assignment rubric assessed the following:** 1. Identified health need is clearly stated. 2. Use of local resource(s) w/ application to address the health promotion need. 3. Identification of the nurse's role. 4. Constructed APA formatted notecard with at least two nursing journal references 5. Correlation of health need is made with the Healthy People 2030 initiative. 6. Teaching provides quantifiable evidence that impacts the need for health promotion for diverse groups. 7. Creativity/Originality of teaching/presentation. The project objectives were aligned with the Gen Ed Concepts of Content (1,2,3), Citation (4), Organization (5,6) and Syntax (7)	Each student submission from two sections of NURS 101 Introduction to Nursing (n= 40) were scored according to criteria in the published syllabus. Combined scores for criteria under each General Education concept were set as the overall score for the Gen Ed concept. Ranges for the SoGo Survey were established based on numerical ranges for letter grades A (4), B (3), C (2), and D (1). 100% of submissions were rated as Advanced in general education concepts of Content, Citations, Organization and Syntax. While some students lost points under Citation, the overall score and rating fell under the SoGo survey rating of Advanced.	1. Increase the specificity of directions for faculty scoring submitted references. 2. Assess the nursing end of program outcome for communication with a discipline specific activity and rubric. Focus on students' effective use of the *SBAR* (Situation-Background-Assessment-Recommendation) framework for communication between members of the health care team about a patient's condition. SBAR is utilized throughout the program. Summative assessment *of* learning is completed in the final semester to assess mastery but opportunities for formative assessment *for* learning exist in all nursing courses. **Action:** **1.** Utilize Rubric for SBAR in all nursing courses in RN and PN programs by fall 2023. 2. Provide training to adjunct faculty regarding expectations for assessment and required reporting to

		FT course faculty by end of spring 2023 semester.

Program Name: Public Health
Faculty Lead: Alyson Patascher
General Education outcome(s) assessed: Analyze and Solve Problems
Program outcome(s) assessed: Analyze the assessment, planning, implementation, and evaluation of health education interventions and public health programs.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Public Health students learned about leadership styles and were to find an example of leadership used in a Public Health crisis. They explained how various leadership styles could address the crisis.	1 student completed scoring a 3, which is acceptable.	This was a new area to address this semester, and it would have been beneficial to have more students in class to have a more comprehensive assessment.

Program Name: Radiography
Faculty Lead: Tracey Lenhart
General Education outcome(s) assessed: Analyze & Solve Problems
Program outcome(s) assessed: PLO8A: To graduate students who analyze situations using critical thinking and foster better patient care. The student will be able to employ critical thinking skills to use appropriate alternative patient positioning and equipment configurations based on patient condition.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<u>Data Collection:</u> Clinical Preceptor Evaluation of Student Performance and Professionalism – Professional Behavior Section <u>Results will come from the following categories:</u> *Clinical Competency and Problem-Solving Section* Able to set up room and equipment per level of competency, can manipulate the equipment effectively, able to position patients for the procedure(s) at hand, performs procedures in a timely fashion, protects the patient, staff, and peers from radiation, maintains a low repeat rate, adapt to change, do alternative positioning methods as needed, critique the image and evaluate radiographic quality, manipulate exposure factors	7% of the students need improvement in identifying and clearly articulating an issue or problem. Of those students, 68% of them need improvement in using one or more methods to analyze an issue or problem. Lastly, 4% need improvement in drawing insightful conclusions related to the issue or problem.	It is to be expected for the students to not have developed acceptable critical thinking skills. These students are in their first semester of learning a new profession with first exposure to equipment and terminology. The relevance for improvement would have to be compared to the same students in their last semester within the 21-month Radiography program.

Program Name: Special Education
Faculty Lead: Susan Stifel
 General Education outcome(s) assessed: Analysis
Program outcome(s) assessed: Explain and use a variety of evidence-based instructional strategies to support the learning of individuals with varying abilities.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.	What did the faculty in your program learn, how did you discuss the results, and what will the program do?
The intent was to analyze and compare two classrooms (case study), one in Kindergarten, one in high school with a student focus on analysis on behavior.	8 Students were assessed 90% passed Faculty used the general education analysis rubric to score students. Students scored an average of a 3.3 90% scored above a 3 20% scored earned an overall score of 4 10% of students scored less than a 3	Overall, faculty felt that this assessment Provided students a great opportunity to analyze behavior. Teaching takeaways: • Students who were strong in all areas of the course were successful in this assessment • The single student who did not perform well was in her second semester of college, it's possible, this student's skills were not as well developed in this area. • Faculty plan to offer more examples of papers that illustrate differences between weak and strong examples as a guide for helping them develop their own analysis.

Health Sciences & Education

Spring 2023 Program and Gen Ed Reporting Form

PROGRAM	Program Head	INCLUDED IN PDF
Biology	John Leiser	NO
Chemistry	William Magilton	NO
Dental Hygene	Sherri L. Meyers	YES
Diagnostic Medical Sonography	Susan Davidson	YES
Education (Elementary)	Tonia Breech	YES
Education (Middle/Secondary)	Tonia Breech	YES
Education (Special)	Tonia Breech	YES
EMGS	David Repyneck	YES
Environmental Science	John Leiser	NO
Funeral Services	Tony Moore	YES
Health Sciences	Alyson Patascher	YES
Public Health	Alyson Patascher	YES
Medical Assisting	Karen Stone	YES
Nursing	Thomas Rush	YES
OSHA, Emergency	Thomas Barnowski	NO
Radiography	Tracey Lenhart	YES
Special Education	Robin Cunconan-Lahr	NO
Sport Medicine	James Reidy	NO
Vet Tech	Lisa Martini-Johnson	YES

Program Name: Dental Hygiene
Faculty Lead: Sherri Meyers/Jacey Mitchell

General Education outcome(s) assessed: Use of Technology

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand. Conduct a patient case analysis using electric health record data in compliance with HIPAA standards. We hoped to learn that students understood how to collect and synthesize patient data and effectively navigate the electronic health record software, and visually and verbally and justify a comprehensive explanation of patient treatment.	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks. 25 students were evaluated and 100% passed the assessment. Students were evaluated by 6 calibrated faculty using a standardized rubric and the scores were averaged to determine the final score. A passing grade for this assessment is 75%.	What did the faculty in your program learn, how did you discuss the results, and what will the program do? We compared the results with last years results and there was improvement. However, some students did not follow the time guidelines set in place. Faculty are concerned with the length of the rubric. What did you think about or change because of last semester's results? As a result of last semesters results, the rubric will be changed from a Likert scale to pass/fail criteria. There will be strict time guidelines and students will be stopped when the time is met.

Program Name: Diagnostic Medical Sonography
Faculty Lead: Sue Davidson

General Education outcome(s) assessed: Technology

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.

DMSG 105 Lab - The students will understand the variety of types of transducers and image artifacts and will be able to explain the use of the ultrasound systems operations and how to obtain optimal imaging.   This will be demonstrated in a variety of assignments and their final lab practical. | Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.

14 Students completed the following assignments:
1. Knobology Assignment
2. Synopsis of Physics Paradigm video
3. Interactive Machine Assignments
Students were provided with rubrics for assignments and homework sheets for the interactive assignments. All students completed and passed the assignments. Students were allowed to resubmit assignments after review and discussion until competency was accomplished. | What did the faculty in your program learn, how did you discuss the results, and what will the program do?

Students do not all learn at the same speed or in the same way. The variety of student learning styles needs to be addressed by providing options in assignment types so students can achieve competency. Many sonography students learn best through hands-on practice and assignments. The lab class was vital to making the connection between lecture and practice.

What did you think about or change because of last semester's results?

No changes were made. |

Program Name: Early Childhood Education
Faculty Lead: Tonia Breech

General Education outcome(s) assessed: Technology

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Personal Growth and Philosophy Paper: EARL 244	94% of students scored 75% or above	What did the faculty in your program learn, how did you discuss the results, and what will the program do? Upon NAEYC accreditation report results Key assessments need to be revised with 2020 standards for professional preparation. Department is currently working on revised key assessments for Spring 24 implementation <u>What did you think about or change because of last semester's results?</u> **Assessment results are strong and show students are relating and implementing the content- no changes needed**

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Program Outcomes: • Standard VI: Becoming a Professional - Students use evidence-based knowledge of ethical guidelines and professional standards. They engage in continuous, collaborative learning and demonstrate knowledgeable, reflective, and critical perspectives to make informed decisions about advocating for sound practices and policies in early education.	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks. 94% of students scored 75% or above	What did the faculty in your program learn, how did you discuss the results, and what will the program do? Upon NAEYC accreditation report results Key assessments need to be revised with 2020 standards for professional preparation. Department is currently working on revised key assessments for Spring 24 implementation <u>What did you think about or change because of last semester's results?</u>

		Assessment results are strong and show students are relating and implementing the content

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Program Name: Middle/Secondary Education
Faculty Lead: Robin Cunconan-Lahr/Tonia Breech

General Education outcome(s) assessed: Technology

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Chapter Presentations Students will present content from a selected chapter once during the semester. Students read the chapter, identify one element/concept/idea that is of significant interest to them and design a mini-lesson around it. Students will Incorporate technology in a way that generates participation	Sample size: 16 students Effectively uses the appropriate technology to accomplish specific goals: **92% of students scored over 2** Student discovers or learns new technologies: **92% of students scored over 2** Actively and responsibly participates in online communities**: 92% of students scored over 2** **One student did not submit the assignment, which lowered the success rate from 100%**	What did the faculty in your program learn, how did you discuss the results, and what will the program do? Multiple option were presented to students to integrate technology in their presentations, PearDeck, Mentimeter, Plickers, or Kahoot were provided as options. For future semesters continuing to expand this list of vetted tools to align with trends in the field will be necessary. What did you think about or change because of last semester's results? **Assessment results are strong and show students are relating and implementing the content- no changes needed**

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan

Program Outcomes:	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.	What did the faculty in your program learn, how did you discuss the results, and what will the program do?
• Demonstrate an understanding of the ideas, events, people, places, problems, and issues that are historical and sociological foundations for American education today. • Read and interpret professional literature, demonstrating skills in analytical thinking both orally and in writing. • Demonstrate skills in self-directed study, research, organization, and learning, and relate these skills to teaching practice in the classroom setting.	Sample size: 16 students Effectively uses the appropriate technology to accomplish specific goals: **92% of students scored over 2** Student discovers or learns new technologies: **92% of students scored over 2** Actively and responsibly participates in online communities**: 92% of students scored over 2** **One student did not submit the assignment, which lowered the success rate from 100%**	Programmatic outcomes align with use of technology. For future assignments an extension to this activity would be to connect ONE new resource related to lifting a BIPOC voice in the field (DEI connection) What did you think about or change because of last semester's results? **Assessment results are strong and show students are relating and implementing the content- no changes needed**

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Program outcome(s) assessed: PG1, PG2, PG3, PG4

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand. PG1 and PG3: Students ability to accurately gather and present data in a professional manner using current trends in dental technology based on the dental hygiene process of care. PG2: Students must be able to comprehensively explain and justify their patient treatment decisions in preparation for the case-based component of the dental hygiene board exams. PG4: Students will learn how to comprehensively provide, explain, and justify individualized patient treatment decisions.	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks. 25 students were evaluated and 100% passed the assessment. Students were evaluated by 6 calibrated faculty using a standardized rubric and the scores were averaged to determine the final score. A passing grade for this assessment is 75%.	What did the faculty in your program learn, how did you discuss the results, and what will the program do? This assessment serves as an effective capstone project to ensure clinical competence which meets the Commission on Dental Accreditation standards. The program will continue to use this assessment for future student cohorts. What did you think about or change because of last semester's results?

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Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand. #3 - To produce graduates who are able to adapt to ever-changing technology in the health care industry.	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks. 14 Students completed the following assignments: 1. Knobology Assignment 2. Synopsis of Physics Paradigm video 3. Interactive Machine Assignments Students were provided with rubrics for assignments and homework sheets for the interactive assignments. All students completed and passed the assignments. Students were allowed to resubmit assignments after review and discussion until competency was accomplished.	What did the faculty in your program learn, how did you discuss the results, and what will the program do? Students do not all learn at the same speed or in the same way. The variety of student learning styles needs to be addressed by providing options in assignment types so students can achieve competency. Many sonography students learn best through hands-on practice and assignments. The lab class was vital to making the connection between lecture and practice. What did you think about or change because of last semester's results? No changes were made

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Program Name: Special Education
Faculty Lead: Robin Cunconan-Lahr

General Education outcome(s) assessed: Technology

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand. The technology assessment was embedded as part of an assignment that included a literature review and reflection related to cultural and ability diversity and inclusion. Using technology of their choice and including audio recording, students reflected on ableism. Reflection also included online learning space conversations with classmates.	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks. Student artifacts: 9 Method of Scoring: General Ed. Technology Rubric Number of Passing: 9 In technology rubric item # 1 & # 2, 3 of the 8 student artifacts were scored at advance (40%) with the remaining 5 scoring at acceptable (60%). In the 3rd rubric item, there were 9 student artifacts. Here the scoring was 4 of the 9 student artifacts were advance (50%), 3 of the 9 were acceptable (30%) and 2 were need improvement (20%).	What did the faculty in your program learn, how did you discuss the results, and what will the program do? Faculty learned that students generally effectively engage and use varied technologies in appropriate and respectful ways to support critical thinking and positive communications. The results were discussed with the Education Director. Based on these results of this assessment no changes were identified as necessary at this time. What did you think about or change because of last semester's results? We thought about the value in having intentional discussions with students about the role of technology, exploring technologies outside of one's comfort zone and being innovative.

Program outcome(s) assessed: Program Outcome # 6: Explain and use appropriate and respectful language and professional and ethical practices, to support critical thinking, positive communications, and advance the profession.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan

Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.	What did the faculty in your program learn, how did you discuss the results, and what will the program do?
The program assessment was done with an assignment that included a literature review and reflection related to cultural and ability diversity and inclusion. Using technology of their choice and including audio recording, students reflected on ableism. Reflection also included online learning space conversations with classmates.	Student artifacts: 9 Method of Scoring: Assignment Rubric w/embedded general technology rubric Number of passing: 9 In technology rubric item # 1 & # 2, 3 of the 8 student artifacts were scored at advance (40%) with the remaining 5 scoring at acceptable (60%). In the 3rd rubric item, there were 9 student artifacts. Here the scoring was 4 of the 9 student artifacts were advance (50%), 3 of the 9 were acceptable (30%) and 2 were need improvement (20%).	Faculty learned that students generally effectively engage and use varied technologies in appropriate and respectful ways to support critical thinking and positive communications. The results were discussed with the Education Director. Based on these results of this assessment no changes were identified as necessary at this time. The assignment connected well to the program learning outcome that was assessed. What did you think about or change because of last semester's results? We thought about the value in having intentional discussions with students about the role of technology, exploring technologies outside of one's comfort zone, and being innovative.

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Program Name: EMGS Administration
Faculty Lead: David Repyneck

General Education outcome(s) assessed: EMGS 216

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
The intent of the PowerPoint assignment was for students to prepare a professional PowerPoint presentation on Submitting and Tracking a Grant Application to include the four main areas associated with submitting an application: • Polishing and Checking the Pre-Final Draft • Preparing the Application for Submission • Mailing the Application • Tracking the Application In this assignment, students were evaluated for effectively using appropriate technology to accomplish specific goals of the assignment, to include using appropriate design, transitions, animations, tables, charts, and notes. The assignment motivated students to discover or learn new technologies (PowerPoint) and use the technology ethically and appropriate to create, communicate, and present. The presentation part of the assignment involved using technology (Zoom) to record the presentation and upload it to Blackboard.	Evaluated four students using grading rubric that included grading the following areas: • Introduction and Objective Slides • Research & Support • Presentation Appearance • Video Presentation • APA Format • Length • Grammar & Spelling Out of the 4 students in the class, three students achieved an advanced rating and one student received an acceptable rating using the evaluation criteria provided. The students achieving an advanced rating put in the time and effort to meet the requirements. They utilized the provided grading rubric to ensure they met or exceeded the requirements.	Students displayed experience with the PowerPoint and zoom technology. The student that received the acceptable rating met the requirements and improved his use of technology. Being a nontraditional student not very experienced with the technology, he used this assignment to improve his technology skills in both PowerPoint and Zoom. Need to stress to students at the beginning of the semester the importance of familiarizing themselves with the technology, starting the assignment early, following the directions, using the grading rubric, and putting in the time to meet the requirements of the assignment. Will include the importance and specific requirements for the PowerPoint assignment in the welcome zoom/video for the class during the first week of class.

Program Name: EMGS Technology
Faculty Lead: David Repyneck

General Education outcome(s) assessed: EMGS 231 (Law for Emergency Services)

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
The intent of the PowerPoint assignment was for students to prepare a professional PowerPoint presentation on Laws Governing Emergency Services professionals to include but not limited to: • Assault, Battery, Consent, and Capacity to Consent • Negligence and Standard of Care regarding EMGS professional • Immunity • Confidentiality of Medical Information In this assignment, students were evaluated for effectively using appropriate technology to accomplish specific goals of the assignment, to include using appropriate design, transitions, animations, tables, charts, and notes. The assignment motivated students to discover or learn new technologies (PowerPoint) and use the technology ethically and appropriate to create, communicate, and present. The presentation part of the assignment involved using technology (Zoom) to record the presentation and upload it to Blackboard.	Evaluated seven students using grading rubric that included grading the following areas: • Introduction and Objective Slides • Research & Support • Presentation Appearance • Video Presentation • APA Format • Length • Grammar & Spelling Out of the 7 students in the class, two students did not complete the assignment. Two students achieved an acceptable rating and three students achieved an advanced rating using the evaluation criteria provided. The students achieving an advanced rating obviously put in the time and effort to meet the requirements. They utilized the provided grading rubric to ensure they met or in this case, exceeded the requirements.	Students that completed the assignment displayed experience with the PowerPoint and zoom technology. The two students that received the acceptable rating and the two students that did not complete the assignment lacked the motivation to put in the required time and effort to complete the assignment. Need to stress to students at the beginning of the semester the importance of starting the assignment early, following the directions, using the grading rubric, and putting in the time to meet the requirements of the assignment. Will include the importance and specific requirements for the PowerPoint assignment in the welcome zoom/video for the class during the first week of class.

Program outcome(s) assessed: EMGS 231 (Law for Emergency Services)

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
The purpose of the assignment in reference to the program learning objectives was for students to function within nationally recognized guidelines and/or standards as an interoperable emergency first responder. The PowerPoint assignment required students to research laws related to Emergency Services to include: • Laws Governing Emergency Services • Assault, Battery, Consent, and Capacity to Consent • Negligence and Standard of Care for Emergency Service professionals • Immunity • Confidentiality of Medical Information The assignment also required students to research and present ethical, moral, and legal issues associated with emergency response environments and be able to apply these concepts within the context of expected behavior for emergency services professionals.	Evaluated seven students using grading rubric that included grading the following areas: • Introduction and Objective Slides • Research & Support • Presentation Appearance • Video Presentation • APA Format • Length • Grammar & Spelling Two students did not complete the assignment. Two students achieved an acceptable rating and three students achieved an advanced rating using the evaluation criteria provided. The five students that completed the assignment demonstrated a working knowledge of the PowerPoint and Zoom technologies to complete their assignment by inputting the material into PowerPoint and using transitions, animations, tables, charts, and notes for their presentations. Using zoom to record and present the presentation engaged students in this technology as well as Blackboard when they uploaded their presentations.	The faculty learned that the students that completed the assignment were experienced with the PowerPoint and Zoom technologies. The student grades validated that the students that put the time and effort into the assignment, received higher grades compared to the rest of the class. Students that received an advanced rating displayed a superior knowledge of PowerPoint via using advanced design, transitions, animations, charts, and tables in their presentations. Providing an example of a Professional PowerPoint presentation to students to use as a guide for completing their assignment to include use of animations, charts, tables, and notes in the notes sections of the presentation. Some students did not meet the requirement for 50-100 words in the notes sections to support their slides.

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Program outcome(s) assessed: EMGS 216

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
The purpose of the assignment in reference to the program learning objectives was for students to function within nationally recognized guidelines and/or standards as an interoperable emergency first responder. The PowerPoint assignment required students to research how to submit and track a federal grant application. Students were evaluated on their understanding of: • Polishing and Checking the Pre-Final Draft • Preparing the Application for Submission • Mailing the Application • Tracking the Application The assignment also required students to Demonstrate an understanding of administrative principles as they relate to accounting/finance and management. Students were required to acquire and practice an understanding of ethics and legal responsibility as they pertain to the gravity of emergency response and public safety. The assignment also required students to design and implement a cohesive administrative strategy, effectively combining all elements of successful business practice.	Evaluated four students using grading rubric that included grading the following areas: • Introduction and Objective Slides • Research & Support • Presentation Appearance • Video Presentation • APA Format • Length • Grammar & Spelling Three students achieved an advanced rating and one student achieved an acceptable rating using the evaluation criteria provided. Students demonstrated a working knowledge of the PowerPoint and Zoom technologies to complete their assignment by inputting the material into PowerPoint and using advanced/acceptable designs, transitions, animations, tables, charts, and notes for their presentations. Using zoom to record and present the presentation engaged students in this technology as well as Blackboard when they uploaded their presentations.	The faculty learned that three students were experienced with the PowerPoint and Zoom technologies and one nontraditional student improved his understanding and use of the PowerPoint and zoom technologies. The student grades validated that the students that put the time and effort into the assignment. Students that received an advanced rating displayed a superior knowledge of PowerPoint via using advanced design, transitions, animations, charts, and tables in their presentations. Providing an example of a Professional PowerPoint presentation to students to use as a guide for completing their assignment to include use of animations, charts, tables, and notes in the notes sections of the presentation. Some students did not meet the requirement for 50-100 words in the notes sections to support the required slides.

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Spring 2023: Assignment for Funeral Service Education

Conducted by: Tony Moore
Purpose: To assess the students' ability to use funeral service software that will be utilized once
         licensed.
Date(s) of Assessment: Fall 2022/Spring 2023
Assessment Topic: Technology

Assessment Method

Students will complete funeral director tasks using the cloud-based software called Passare.

> Funeral Directors use a variety of software in arrangement conferences. Students will be
> assessed on their ability to input data from an arrangement conference and print the
> related forms.

Assessment Method:

Students will be creating a binder with all required forms included. The binders will be graded
according to the number of cases entered and completed. The cases will be graded periodically
throughout the semester for completion. In April, students will turn in their completed binder.

The rubric will be used to measure skills, categorizing student work as Advanced, Acceptable,
Needs Improvement, or Minimally Evident in each of these areas.

Results

There were fourteen students that participated in this activity. Students were scored based on a
rubric that was created for the assignment. Students had to complete the assignment with a grade
of 85 or higher. All fourteen students met the minimum grade. Six students scored 100%.

This assignment demonstrated the students' ability to perform mock funeral arrangements. Used
the software provided to input the data and complete required government, both state and
national, forms. Published obituaries and death notices.

The program director discussed the results with the program's one faculty member. Both
instructors viewed the binders for each student.

The program will continue to utilize this technology. The program was the first school in the
country to pilot this technology in the educational setting. This technology is used in many
funeral homes in the country. Therefore, the students gained a great working knowledge of this
type of technology.

The program will continue to monitor the effectiveness of this technology.

Program Name: Health Sciences
Faculty Lead: Robin Watson

General Education outcome(s) assessed: **Use Technology**. Select and ethically use appropriate technology to create, communicate, and discover.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand. To assess students' ability to analyze data related to health assessment and research in the healthcare arena and to apply critical thinking and problem solving skills to healthcare related situations.	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks. 31 students were assessed. The following were the results based off of the scoring criteria of 4 being advanced, 3 being acceptable, 2 being needs improvement and 1 being minimally evident: • Average of 2.90: Effectively uses the appropriate technology to accomplish specific goals (3=28 students, 2=3 students) • Average of 2.97: Student discovers or learns new technologies (3=30 students, 2=1 student) • Average of 3.45: Actively and responsibly participates in online communities (4=19 students, 3=7 students, 2=5 students)	What did the faculty in your program learn, how did you discuss the results, and what will the program do? Students have a high level of knowledge regarding participating in discussion boards. Students had more issues with finding credible resources when reporting on their research. There seems to be difficulty for students to dig deeper into resources available and find accurate data. What did you think about or change because of last semester's results? We will look into finding NCC resources regarding researching data, etc., and post those tools to have available for students.

Program outcome(s) assessed: Analyze data related to health assessment and research in the healthcare arena.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan

Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.	What did the faculty in your program learn, how did you discuss the results, and what will the program do?
To assess students' ability to analyze data related to health assessment and research in the healthcare arena and to apply critical thinking and problem solving skills to healthcare related situations.	31 students were assessed. The following were the results based off of the scoring criteria of 4 being advanced, 3 being acceptable, 2 being needs improvement and 1 being minimally evident: - Average of 2.90: Effectively uses the appropriate technology to accomplish specific goals (3=28 students, 2=3 students) - Average of 2.97: Student discovers or learns new technologies (3=30 students, 2=1 student) - Average of 3.45: Actively and responsibly participates in online communities (4=19 students, 3=7 students, 2=5 students)	Students have a high level of knowledge regarding participating in discussion boards. Students had more issues with finding credible resources when reporting on their research. There seems to be difficulty for students to dig deeper into resources available and find accurate data. What did you think about or change because of last semester's results? We will look into finding NCC resources regarding researching data, etc., and post those tools to have available for students.

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Program Name: Medical Assistant
Faculty Lead: Karen Stone, RN
General Education outcome(s) assessed: Students will effectively use current technology as a tool for productive and professional communication and academic work.
Program outcome(s) assessed: Demonstrate effective professional behavior and communication.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan

The Cengage online learning platform MindTap, in the Medical Techniques II lab class is used to reinforce practical skills and critical thinking.
 	
The *Apply Yourself* modules/videos for ECGs in Cardiac Procedures and phlebotomy, urinalysis, and specialized lab tests in Laboratory Procedures, though available, were not used for grading and therefore not done by most students. By requiring these frequently used skill modules students will complete the assignments and be exposed to a different method of learning these skills. The student could transfer the practical and critical thinking skills to the classroom lab then to the work environment when performing common office procedures.
 	
Will determine if the use of these online modules assists the student when communicating instructions and teaching patients how to provide specimens in office.
	8 students assessed from the Fowler Medical Assistant Program
	Four common skill areas, ECG, phlebotomy, hematology, and finger stick glucose are assessed and scored based on assignment completion Expectation is that a minimum score of 80% will be achieved. The student is given two attempts and highest grade recorded.
	2 students did not complete 1 different module assignments
	No student took the opportunity to take the assignment twice despite the score received
	Assignment #1 –
	    ECG - Skills and Critical Thinking Assessed
	• 8 students completed the assignment
	• 2 students scored below 80% = 25%
	   ~ scores of 47% and 73%
	• 6 students scored above 80% = 75%
	   ~ scores 87% - 100%
	Assignment #2 –
	    Phlebotomy – Critical Thinking Skills Assessed
	• 7 students completed the assignment
	• 7 students received 100%
	• 1 student received a Zero (0) for failure to complete
	Assignment #3 –
	    Routine Urinalysis – Skills Assessed
	• 8 students completed the assignment
	• 2 students scored below 80% = 25%
	   ~ scores of 27% and 60%
	• 6 students scored above 80% = 75%
	   ~ scores 82% -100%
		Although this was required for the MA class at Fowler and not Monroe, the assessment was discussed with Ed Quinn, the Monroe instructor.
		
		We decided that mandating these modules is an effective method to reinforce frequent office procedures to benefit communication and, in some situations, patient compliance.
		
		We also decided that additional review of the other Apply Yourself modules, for other clinical skill chapters is needed. Having the material available that is only used by a few, if any student, isn't beneficial. Unfortunately, mandating the assignment is necessary.

| | Assignment #4 –
  5 CLIA Waived PoC Tests – Skills Assessed
• 7 students completed the assignment
  ~1 student scored 53% = 12.5%
• 6 students scored above 80% = 75%
  ~ scores 87 – 100%
• 1 student received a Zero (0) for failure to complete

Students completed the modules and most took the required assignment seriously. The module content was discussed during class and explained that due to the frequency these skills are used in the office the MA needs to be proficient in task and patient communication. | |

Program Name: Nursing Program
Faculty Lead (leads): Skadi Rodewald (Bethlehem) and Antoinette McCreary (Monroe), Assessment oversight, Director Thomas Warren Rush

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand. • Client communication from student nurse client teaching preparedness at the second semester level. The focus encompasses the use of technology and the ability to translate effectively with clients and interdisciplinary team members.	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks. • Professional Clinical Student Supervisors (PCSSs) collaborate with the lead faculty, hospital staff, and the student nurse. One program outcome is related to clinical judgement with the use of the MHR with the graduate nurse. Program progression with the use of the MHR and other technology is overseen by the PCSSs and reported back through the student clinical evaluation tool (progression is pass/fail with assignment of satisfactory, needs improvement or unsatisfactory). • Clinical Evaluation Tool Artifacts = 32	What did the faculty in your program learn, how did you discuss the results, and what will the program do? • Continued re-evaluation of the clinical evaluation tool is required annually for effectiveness and program SLO progression. • Seeking increased PCSS feedback and PCSS orientation is essential. What did you think about or change because of last semester's results? • Current practices are effective; however, there is always room for improvement. Collaboration on behalf of all clinical instruction individuals (PCSSs and lead faculty) will strengthen this student assessment.

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Program Name: Public Health
Faculty Lead: Robin Watson

General Education outcome(s) assessed: **Use Technology**. Select and ethically use appropriate technology to create, communicate, and discover.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand. Students were given instructions on how to create a well-rounded LinkedIn account so that they will be able to utilize for job searching and professional development.	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks. 3 students were assessed. The following were the results based off of the scoring criteria of 4 being advanced, 3 being acceptable, 2 being needs improvement and 1 being minimally evident: • Average of 3.00: Effectively uses the appropriate technology to accomplish specific goals (3=3 students) • Average of 3.00: Student discovers or learns new technologies (3=3 students) • Average of 3.33: Actively and responsibly participates in online communities (4= 1 student, 3=2 students)	What did the faculty in your program learn, how did you discuss the results, and what will the program do? Students enjoyed this assignment and realized it would be beneficial for them to use. That being said they need to have a better understanding of marketing themselves as professionals. What did you think about or change because of last semester's results? Students need to have a better understanding of how technology is used, professional, to expand their network.

Program outcome(s) assessed: Identify individual, community and organization health infrastructure.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan

Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.	What did the faculty in your program learn, how did you discuss the results, and what will the program do?
Students were given instructions on how to create a well-rounded LinkedIn account so that they will be able to utilize for job searching and professional development.	3 students were assessed. The following were the results based off of the scoring criteria of 4 being advanced, 3 being acceptable, 2 being needs improvement and 1 being minimally evident: • Average of 3.00: Effectively uses the appropriate technology to accomplish specific goals (3=3 students) • Average of 3.00: Student discovers or learns new technologies (3=3 students) • Average of 3.33: Actively and responsibly participates in online communities (4= 1 student, 3=2 students)	Students enjoyed this assignment and realized it would be beneficial for them to use. That being said they need to have a better understanding of marketing themselves as professionals. What did you think about or change because of last semester's results? Students need to have a better understanding of how technology is used, professional, to expand their network.

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Program Name: Radiography
Faculty Lead: Tracey Lenhart
General Education outcome(s) assessed: Technology
Program outcome(s) assessed:

- (PLO2) Select technical factors that will produce an optimal image.
- (PLO8) Employ critical thinking skills to use appropriate alternative patient positioning and equipment configurations based on patient condition.
- (PL10) Manipulate exposure factors to compensate for patient and image variability while minimizing patient dose.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Our students start with radiographic equipment in Clinical I and we expect an improvement in their technological skills in Clinical II.	Evaluated 27 students based on their scores given by their clinical preceptors for three sections that correlate with the program learning outcomes. PLO2 and PLO10 exhibited an 89% improvement while the remainder did worse than when they started. PL10 exhibited a 100% improvement all across the board.	We learned that there is improvement in general as expected. It is discerning that some have done worse in their second clinical than their first in matters of technology; especially if they are working with the same equipment and at the same clinical site. It may be attributed to being in different rotations such as c-arm or fluoroscopic equipment. We plan to discuss our results with the clinical preceptors.

Program Name: Veterinary Technician Program
Faculty Lead: Lisa Martini-Johnson

General Education outcome(s) assessed: Technology

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand. Data Collection: To assess the student's performance in a veterinary clinical setting (VET225-Veterinary Surgical Nursing and Anesthesia) with the ability to select, appropriately use, and input patient data. Students are assessed on their ability to critically think, analyze the data collected, and problem solve. Results will come from the following categories: Using technology: Students are assessed on their ability to select and appropriately use veterinary technology equipment on a weekly basis for blood machines, radiology, and dental radiology, anesthesia monitoring equipment, surgical instruments, intravenous fluid pumps, intravenous fluid warmers, etc. Students will be evaluated weekly on their performance assessing their ability to critically think, analyze data, and problem solve. Students will receive a final grade on their critical skills evaluation.	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks. 29 students were assessed. Criteria: 90% + of students will receive passing grades in the critical/essential skills assessment. Grading is derived from individual faculty assessing each category in technology and the student's ability to critically think, analyze the data collected, and problem solve. 100% of the students were effectively able to select and appropriately use a wide variety of technology equipment listed in the assessment method column and develop acceptable critically thinking and problem solving skills. 100% of the students were able to accurately input patient data into the veterinary software management system.	What did the faculty in your program learn, how did you discuss the results, and what will the program do? It is to be expected that all of the students develop acceptable critical thinking skills, have the ability to analyze data collected, and problem solve parameters/data on animal patients under general anesthesia. What did you think about or change because of last semester's results? Will continue to monitor as a recurring assessment. No changes at this time.

Program outcome(s) assessed: PLO #4 Safely and competently engage in surgical nursing and PLO #5 Safely and competently engage in anesthetic nursing.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand. Data Collection: To assess the student's performance in a veterinary clinical setting (VET225-Veterinary Surgical Nursing and Anesthesia) with the ability to select, appropriately use, and input patient data. Students are assessed on their ability to critically think, analyze the data collected, and problem solve. Results will come from the following categories: Using technology: Students are assessed on their ability to select and appropriately use veterinary technology equipment on a weekly basis for blood machines, radiology, and dental radiology, anesthesia monitoring equipment, surgical instruments, intravenous fluid pumps, intravenous fluid warmers, etc. Students will be evaluated weekly on their performance assessing their ability to critically think, analyze data, and problem solve. Students will receive a final grade on their critical skills evaluation.	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks. 29 students were assessed. Criteria: 90% + of students will receive passing grades in the critical/essential skills assessment. Grading is derived from individual faculty assessing each category in technology and the student's ability to critically think, analyze the data collected, and problem solve. 100% of the students were effectively able to select and appropriately use a wide variety of technology equipment listed in the assessment method column and develop acceptable critically thinking and problem solving skills. 100% of the students were able to accurately input patient data into the veterinary software management system.	What did the faculty in your program learn, how did you discuss the results, and what will the program do? It is to be expected that all of the students develop acceptable critical thinking skills, have the ability to analyze data collected, and problem solve parameters/data on animal patients under general anesthesia. What did you think about or change because of last semester's results? Will continue to monitor as a recurring assessment. No changes at this time.

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Program Assessment Results Fall 2022
School: STEM

Total Artifacts: 48
Total Passing: 33 (69%)

	COMMENTS:
What will your program do because of this semsester's GEN ED assessment? We will change a course outcome / We will change an assignment / We will change a program outcome / Program's doing well	
What will your program do because of this semester's PROGRAM assessment? We will change a course outcome / We will change an assignment / We will change a program outcome / Program's doing well	COMMENTS:

	ACTIONS:
Describe your program's GEN ED change or improvement ■ Stay the same for Spring 2023 ■ Still Deciding	
Describe your PROGRAM's change or improvement ■ Stay the same for Spring 2023 ■ Still Deciding	**ACTIONS:**

Program Name: Biological Sciences / Environmental Science
Faculty Lead: Leiser
 General Education outcome(s) assessed: "Analyze & Solve Problems…"
Program outcome(s) assessed:

- Understand fundamental concepts of Environmental Science, interrelating the functions of living and nonliving systems and the role of humans in the environment.
- Demonstrate oral and written communication skills necessary for sharing discipline-specific knowledge and communicating professionally.
- Conduct scientific inquiry and research on environmental topics as those topics relate to science, technology, and society.
- Proficiently function in laboratory and field settings, demonstrating proper field techniques and using modern scientific instrumentation, including sampling and measuring devices as well as computer technology.
- Understand the use of the scientific method to interpret scientific data and make policy recommendations based on the data.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.	What did the faculty in your program learn, how did you discuss the results, and what will the program do?
The assignment, "Stand Analysis," is a capstone-style project designed to assess the students' ability to take quantitative data in a field environment, analyze and extrapolate those data, and interpret their findings in a technical report. The report must demonstrate a practical application of the data as related to resource/ecosystem management.	Eight artifacts (project submissions) were assessed with two students failing and six passing.	The faculty learned that students continue to struggle with the practical application of principles covered throughout their science courses. The program faculty will continue to emphasize the importance of connecting class and laboratory work to "real world" situations.

The hope is to learn that students have learned something by the time they have completed their elective program courses.		

Program Name: Information Security
Faculty Lead: Brian Stokes
General Education outcome(s) assessed: Engage in Ethical Questions
Program outcome(s) assessed: Describe information security risks and legal and ethical issues facing todays organizations.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand. Students are asked to write a short research paper on a topic covered in the Law/Ethics class (CISC280)	Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks. 15 (out of 18) students submitted papers. Average score was 70 out of 75 possible points. Most students had no problem selecting an appropriate topic and articulating their arguments and conclusions. The few students who had below average scores were either referred to the learning center for writing help or provided the TurnItIn report showing that too much of the material was not original (ironic in an ethics class).	What did the faculty in your program learn, how did you discuss the results, and what will the program do? I was the only faculty member teaching the class in the fall. Only four students did not earn at least 90% on the assignment, so no changes are planned.