

DEPARTMENT CHAIR NARRATIVE OF ASSESSMENT REPORTS

The Higher Learning Commission directed our Institution to review our current assessment plan. Therefore, because of that direction, Career and Technical Education (CTE) Faculty have reviewed past assessment practices and also have been introduced to some new concepts. In the past the Pre and Posttest was the most used method of course assessment. With the Faculty Assessment Reporting Matrix (FARM) as the assessment tool. With the introduction of the Rubrics concept CTE faculty have explored this option which works well for Allied Health Faculty that use a competency based assessment.

As one of the co CTE department chairs I developed a micro-soft word document. Faculty could use, this one (or they could continue with the use of the FARM), as an assessment reporting tool. They all chose to use the new reporting form they felt it was more user friendly. However, because of the information to be reported on the form I believe Faculty used it all inclusively and did not provide a narrative. A concept we will address in the future.

The method of assessment was left to their discretion. They were encouraged to focus on the student learning outcomes of the course they chose to assess. Aligning those with the Institutional learning out comes.(Which are also being reviewed as part of the overall Institutional Assessment review.) Each Faculty member did list the student learning out comes; it is my opinion that this was a plus in their overall assessment and conclusions.

BUSINESS: Principles of Marketing (BADM 201)

Ms. Barbara Houle Instructor chose to use the Pre and Post Test Assessment tool. She using a 100 point exam that provided questions focused on the learning out comes of the course. The listed outcomes were, **Products, Pricing, Promotion and Distribution methods, Target markets, marketing strategy, budget.**

A Pretest was given to 20 students and a Posttest given to 17 students. In the post tests the students only achieved a 25% rate. In the Post tests students achieved a overall 100% rate. Which would meet the recommended improvement rate of 75% or greater.

Barb identified marketing strategy as a possible weakness in the course. To address this area this she would like soft wear directed at marketing strategy and also the opportunity for students to job shadow to see firsthand how merchandise is priced. This would include markup pricing, distribution costs and how all this is budgeted.

COMPUTERS: Microcomputer Hardware II (CIS 129)

Mr. Marlin Allery instructor chose to use a Pre and Posttest Assessment tool combined with a computer program called Lab Sim (from test out). Student learning comes identified were **Maintenance, troubleshooting, repairing and use of technology related products.** Mr. Allery concluded that the assessment tool was very satisfactory to his students, and addressed the student learning out comes. Six students were enrolled in the class 5 finished PC Pro Certified. This would be an 83% improvement rate. His improvement suggestion for this class would be to provide more hands-on training.

NURSING: Maternal/child Nursing /lab (NURS 221)

Mr. Michelle Longie and MS Aleta Delorme instructors they chose to use the ATI test as their assessment tool. This test is given to each student at the beginning of the semester and again at

the end. Six student learning outcomes were identified. **Health Promotion and Maintenance, Basic care and comfort , Pharmacological therapies, Reduction of risk potential, Physiological adaption, Safety and infection Control.** At the beginning of the class all students rated at a level one (not passing)at the end of the semester all students tested at a level two(which is passing) There was an increase in all student learning out comes with the exception of safety and Infection control. The instructors concluded that since this outcome is taught early on in the course a review in Spring semester would be helpful. They identified a need of more teaching videos on the subject of safety and Infection Control.

PHARMACY: Community Practice (PHRM 115) Institutional Pharmacy (PHRM 105)

Mr. James Mitchel instructor chose a review of the Final exam and a brief questionnaire as his assessment tools of this class. Student outcomes were not listed. In conclusion of the final exam review for Pharm 115 Mr. Mitchel identified a weakness in moving from the didactic area to actual application practices. Thus reducing lecture time and adding more hands class time. As a result of these findings several improvements have been made. New sinks are installed, Three new HP Elite One 800 workstations with windows 8, these will run transaction data Rx 30. For Pharm 105 Mr. Mitchell's review of the student questionnaires identified a need for planed scheduled software updates. Purchase of compounding hotplate and expendable supplies for compounding. Costs for these items were not provided.

MEDICAL LABORATORY TECHNICIAN: Clinical Microbiology (CLS 245)

Mr. Wayne Olson instructor chose rubric to assess student skills. Learning out comes identified were **Role of bacteria in diseases of man, Morphology and Identification, Competent skills.** Students were graded on 10 skills and /or objectives. With a level one being poor, Level two satisfactory and Level 3 excellent. Three out of four students scored higher than 70% Reaching this level gives the student opportunity to be successful in passing the National Certification Exam. Passing this exam makes them ready for the workforce. Mr. Olson concluded that for students that did not achieve the 70% level more one on one or hands on tutoring should be offered these students.

PHLEBOTOMY: Clinical Seminar (CLS 105)

Ms. Marilyn Delorme instructor chose this class to assess as it is actually are review type course for students prior to and during their Clinical rotation. Learning outcomes identified were **Laboratory Orientation, Laboratory Safety, Specimen Collection and Quality Assurance/ Quality Control.** The assessment tool used was a competency based check list addressing all the student learning outcomes. The grading for this assessment tool was a rubric. Level one Poor Level two satisfactory and level 3 excellent. Six students were tested 4 rated at the level three level and 2 ant the level 2 no students fell into the level one area All were at the 70% Or higher level of competency. I actually gave this check list to the students and we went through it in class and they rated themselves. **They all identified 5 areas that they felt they were at a level one.** Those areas being Patient rights, Lab tests as related to diseases of the body systems, National patient Safety goals, Quality control as related to Phlebotomy specimens, and handling of special specimens/chain of custody.

As a result of this assessment I need to implement the following changes.

1. Ask for a curriculum change for CLS 105 from 1 credit to 2
2. Syllabus must be revised to include emphasis on identified areas.

3. The 6th Edition of Phlebotomy Essentials will need to be ordered.
4. A computer program called U/Prep will be requested this program allows the student to take weekly quizzes on each chapter as related to class room material presented. The instructor can see each student's strength and weaknesses.

Cost for these requests would be approximately **\$1230.00** Hopefully a future review of the level one areas will show an improvement of National Exams.

In conclusion as department Chair my opinion is as follows.

Strengths

- The faculty that forwarded Assessment reports to be made a real effort to identify student learning outcomes and provided assessment tools that reflected the success of these out comes. They were able to pinpoint weakness in the course and implement changes for success.

Weaknesses

- They used the Analysis area of the Reporting form as their narrative.(this was probably an oversight on my part) An overall narrative of the assessment process would be very helpful in writing a final report.
- Need to identify the % improvement goal for their students and how that is identified
- Need to provide estimated cost of items that will improve instruction methods

Chair Recommendations

- More training for faculty on different assessment methods that can be done as the course is been taught. At the end of the semester this data can be used as the assessment of that course. Therefore putting less stress on the Instructor having even more paper work at the end of the semester. Possibly the new Computer Programs currently being looked at will help with this.
- Provide training to Instructors to help them align their course outcomes to reflect the Learning out comes of the Institution.

Respectfully submitted;

Marilyn Delorme