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Entities without data

- Office of AVP for Continuing Education

Fayetteville Technical Community College

Detailed Assessment Report 2008-2009 Basic Skills Programs- Basic Skills Education

Mission/Purpose

The purpose of the Basic Skills program is to provide instruction in reading, writing, mathematics, communications, and computer literacy skills. These educational opportunities are designed to enable students to complete high school, to gain employment, and to develop independent living and parenting skills necessary for students to contribute effectively to society.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Develop learning strategies

Students will use information to analyze problems and make logical decisions to develop purposeful, focused learning strategies.

Associations:

General Education or Core Curriculum:

- 1 Communicate effectively in speaking, writing, reading, and listening.
- 2 Use critical thinking to analyze problems and make logical decisions.
- 3 Demonstrate socialization skills that support cultural awareness and a global perspective.

Institutional Priorities:

- 2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Strategic Plans:

Continuing Education

- 2.2.4 Provide counseling services to ensure student success. (Immediate.)
- 2.3.1 Conduct an Adult Basic Education (ABE) Program. (Immediate)

Related Measures:

M 1: Learning Styles Inventory

What: At each level in the program, students will work toward developing and

refining critical thinking skills appropriate to their physical, emotional, and mental potential. Classroom instruction will foster the identification and development of effective learning strategies. Students will take an appropriate learning styles inventory to determine their personal learning styles. Classroom instruction will include information on the impact of learning styles on student progress. Based upon their self-assessments and classroom discussions, students will develop focused, purposeful learning strategies.

Why: Adults need to identify how they learn best and develop strategies for learning.

How: Students will take a pre- and post survey concerning their learning strategies. They will also take an appropriate learning styles inventory.

When: The initial survey and learning styles inventory will be done during the student intake process. For students who are already in the program, the survey will be completed at the beginning of the Summer Semester. Data collection will continue for returning students as they return. Post surveys will be conducted at the end of each semester.

Who: The results will be analyzed by the Director of Basic Skills, the coordinators, curriculum specialist, and instructors. The data collected will be analyzed by the curriculum specialist so that an action plan can be developed.

Source of Evidence: Academic Direct Measure

Document:

[Learning Styles Inventory for Advanced Students](#)

Achievement Target:

All Basic Skills students will have an identifiable goal. Ninety percent of the students will take a learning styles inventory and will be able to identify their preferred learning style. Of those students, seventy-five percent will be able to articulate one learning strategy that is personally effective.

Rationale: Basic Skills students are a diverse group. Many students have learning disabilities and have been diagnosed with mental retardation or identified as developmentally delayed. Other students are very intelligent, but have not been successful in a traditional school environment. All of our students benefit from an understanding of the ways they learn best, but some students are not able to articulate that effectively. Seventy-five percent of our students who complete a semester successfully should be able to identify a learning strategy that works for them.

Documents:

[Learning Styles Inventory for Advanced Students](#)

[Initial Questionnaire about Learning Styles and Strategies](#)

Findings (2008-2009) - Achievement Target: Met

Goal Met. The pre-assessment showed that 494 (43.3%) out of 1142 students could identify their preferred learning style and 648 (56.7%) could not. After working in the classroom with their instructors for one term, 1032 students (90.3%) could identify their preferred learning style while only 110 (9.6%) could not. Significantly, the students who were unable to identify their preferred learning style during the post assessment were primarily students who are in our Compensatory Education Program and those whose literacy scores place them in the lowest National Reporting System levels.

During the pre-assessment, 285 students (25%) were unable to identify a learning strategy and 493 (41.7%) could identify only one or two. In other words, two-thirds (66.7%) of our students had two or fewer learning strategies prior to enrolling in the Basic Skills Program.

During our post-assessment phase, we examined data on the same students. Only twenty-three students (2%) were unable to articulate or demonstrate a learning strategy that was effective for them and those who could identify only one or two numbered 288 (25.2%). These results show that when our instructors help our students develop personal learning strategies, the student is able to apply those learning strategies and make progress in the classroom. In general, students increased the number of learning strategies that they use. For example, during the pre-assessment phase, only thirty-seven students (3.2%) could identify seven or more learning strategies, while the post-assessment phase saw 219 students (19.1%) with seven or more learning strategies.

Document:

[Awareness of Learning Styles and Strategies](#)

Related Action Plans:

Learning Styles Teaching Strategies Training

Outcome #1: Our results show that when our instructors help our students focus on the development of learning strategies, the students are able to implement that information in their learning process. This movement toward metacognition strengthens the students' study skills, creating a better opportunity for students to make progress as they go through the levels in our program. As a result of what we have learned, we have provided additional training to instructors and staff on linking student learning styles to teaching strategies with an emphasis on helping students develop the metacognitive skills that will create success. Such training will be offered at least once per year and may be delivered face to face or by distance.

For more information, see the *Action Plan Details* section of this report.

O 2: Interpret written information

Adult Basic Education Level II students will increase their ability to interpret written information in context.

Associations:

General Education or Core Curriculum:

- 1 Communicate effectively in speaking, writing, reading, and listening.

Institutional Priorities:

- 1 STUDENTS-To provide educational and support programs within an open door context. To actively recruit, serve, and retain students from all academic levels, including non-traditional ages, all socioeconomic backgrounds, and those deficient in basic skills.
- 2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Strategic Plans:

Continuing Education

- 2.1.1 Conduct a Basic Skills Program by utilizing the Performance

Indicators and Standards from the North Carolina Community College System (NCCCS). (Ongoing)
2.3.1 Conduct an Adult Basic Education (ABE) Program. (Immediate)

Related Measures:

M 2: Test in ABE Level II Reading Level classes

What: Regularly and as a part of each Adult Basic Education Level II reading class, students will read printed text to find information and process it. Lessons will focus on how to interpret information and read for meaning.

Why: Reading improves a student's ability to analyze, synthesize, and evaluate texts and find information necessary for adults in their roles as citizens, workers, and parents.

How: Students will be pre- and post-assessed on the Test of Adult Basic Education or the CASAS assessment instruments to measure their improvement in reading. They will also take a pre- and post- survey on reading to determine their attitude toward reading.

When: The data will be collected as a student enters the program and at regular intervals in accordance with the testing procedures outlined by the test manuals. Those procedures align with the requirements of the National Reporting System.

Who: The Basic Skills Assessment Center will oversee the administration of the appropriate assessments and will provide reports to the Director of Basic Skills, the coordinators, curriculum specialist, and instructors. Test data will be input into Datatel for analysis.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Achievement Target:

Forty percent of the students completing a semester will show improvement in reading based upon standardized tests.

Rationale: Improvement in attitudes toward reading can be measured through surveys since standardized tests do not measure attitudes. Basic Skills students take standardized tests, but improvements in reading are not always measured on those tests due to learning disabilities, test anxiety, etc. The most rigorous standards in the National Reporting System for level completion are fifty-two percent for Adult Secondary Education while level completion at the ABE Beginning Literacy standards are set at twenty percent. Based upon the NRS standards, it is realistic to measure success by stating that forty percent of those students who complete a semester should show an increase in reading skills.

Documents:

[Reading Survey Initial ABE](#)

[Reading Survey Follow Up ABE](#)

Findings (2008-2009) - Achievement Target: Met

Goal Met. Of the ninety ABE II Level students meeting the requirements of our Managed Enrollment Plan (completing a minimum of 80% of the available hours of attendance and taking both the pre and post assessment TABE tests), seventy students (78%)

showed improvement in their reading scores.

We also administered pre and post surveys to twenty-nine ABE Level II students. Those surveys asked students about their reading habits and attitudes toward reading. Prior to entering our program, eighteen students (62%) indicated that they read for pleasure. After at least one month in our program, that number had increased to twenty-four (83%). Pre-survey responses indicated that only six (21%) of our students read on a daily basis, but that number increased to fourteen (48%) on our post-survey. Through encouragement by their instructors, the introduction of real life reading materials, and the demonstration of learning strategies that help students retain information and analyze content, students increased their confidence in independent reading and began to read more outside of the classroom. A change in reasons for coming to school is reflected in the students' pre and post responses to the reasons they come to school. Where twenty-one students (72%) initially state that improving their test scores was the primary reason for coming to class, that number decreased to fourteen (48%) in the post survey. In contrast, students indicated a deeper understanding of the importance of reading in the post surveys with twenty-two (76%) indicating that reading will be critical in their future. That represents a gain from the sixteen (55%) in the pre-survey. Students also showed an increased desire to improve their overall reading comprehension. In the pre-survey, eleven of twenty-nine (38%) stated that they came to class to improve their reading comprehension. This number grew to eighteen (62%) in the post-survey. In summary, our survey results show that the attitudes toward reading in adult students whose reading scores place them between the test scores of 4.0 and 8.9 are enhanced through the educational activities taking place in the Basic Skills Program.

Related Action Plans:

Managed Enrollment Compliance

Outcome #2: Seventy-eight percent of the students who complied with our requirements improved their reading scores. The two principal requirements of Managed Enrollment are that students attend a minimum of eighty percent of their classes and that they take both the pre and post assessments as directed by our Assessment Center. Student persistence affects performance. Students who did not comply with the Managed Enrollment Program did not post test, making it difficult to objectively measure their improvement. As a result, we will continue our Managed Enrollment Program and will direct our attention to improving student compliance with program requirements through professional development training for our instructors and staff members.

For more information, see the *Action Plan Details* section of this report.

O 3: Improved reading by ESL students

Intermediate and Advanced English as a Second Language students will demonstrate greater confidence in reading English.

Associations:

General Education or Core Curriculum:

- 1 Communicate effectively in speaking, writing, reading, and listening.

Institutional Priorities:

- 1 STUDENTS-To provide educational and support programs within an open

door context. To actively recruit, serve, and retain students from all academic levels, including non-traditional ages, all socioeconomic backgrounds, and those deficient in basic skills.

2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Strategic Plans:

Continuing Education

2.1.1 Conduct a Basic Skills Program by utilizing the Performance Indicators and Standards from the North Carolina Community College System (NCCCS). (Ongoing)

2.3.4 Conduct English as a Second Language (ESL) Program. (Immediate)

Related Measures:

M 3: ESL student perception on reading skills

What: To increase their confidence in reading outside of the classroom, English as a Second Language students at the High Intermediate and Advanced level will read newspapers, magazines, and books not specifically designed for ESL learners.

Why: English as a Second Language students often feel that their ability to read English text independently is inadequate. They need guided practice to develop skills in independent reading so they can apply those skills to non-academic reading. Reading outside the classroom helps students improve their skills in the classroom.

How: Students will answer survey questions regarding their comfort level with reading outside of class. Those surveys may be conducted in writing or may be conducted as an interview by the instructor.

When: Interviews and surveys will be done at the beginning of each semester, as a student enters a class, and at the end of the class. The surveys will ask students about what they read outside of class.

Who: Teachers will oversee the initial surveys and interviews. Based upon the interviews, adjustments to class content can be made. The data will be collected by the curriculum specialist for analysis.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Achievement Target:

Eighty percent of our Intermediate High and Advanced ESL students who complete at least 80 hours of classroom instruction will indicate increased confidence in their ability to read in English. Rationale: Based upon skills developed during classroom discussions, assignments, and the use of real world materials, eighty percent of our students should increase both their ability and self-confidence in reading.

Documents:

[Reading Survey_Initial_ESL](#)

[Reading Survey_Follow Up_ESL](#)

Findings (2008-2009) - Achievement Target: Met

Goal Met. Pre and Post surveys concerning attitudes toward reading were administered to our ESL Intermediate High and Advanced students. Students were asked to consider how they felt about reading prior to studying in our program and how they now felt about reading. A total of forty-eight students responded to our survey. Of those students, thirty-four (71%) liked to read for pleasure prior to coming to ESL. That number increased to forty-three (90%) as a result of their classroom experiences. Interestingly, three students (6%) initially felt that pleasure reading was a waste of time, but on their post survey, no student indicated that reading is a waste of time.

Students were also asked to rate their ability as a reader. In the pre-survey, one student (2%) felt that she/he could retain almost everything read, had an advanced vocabulary, and could read as well as a native English-speaking high school graduate. On the post survey, six students (13%) felt that they had reached this level of competence in reading. The percentage of students improving from this initial level is 600%. In the slightly lower level of reading ability, eleven students (23%) initially felt that they read at a fairly advanced level, had a good vocabulary, and retained most of what they read. As a result of attending ESL, eighteen students (38%) now felt that they had attained this level of reading ability. This represents an increase of 163% in that category. The numbers fell from twenty-eight (58%) to twenty-two (56%) in the category of reading at an intermediate level, not understanding many words, and retaining only some of what the students read. At the lowest end of the ability rating, nine students (19%) initially felt that they didn't understand much of what they read, had a very limited vocabulary, and had little ability to recall what they had read. This number decreased to three students (6%) in the post survey.

Related Action Plans:

Additional Resources for ESL Students

Our Advanced ESL students showed positive gains in their attitudes toward reading in English. Initial surveys showed a reluctance to read in English and a general sense that they were not prepared to read long passages of text. Following classroom instruction, reading newspapers and magazines and discussing what the students read, and outside reading, students began to read more text in English. Some students reported checking out books from the library and others purchased books for pleasure reading. As soon as possible, we plan to purchase additional reading materials for classroom use that will continue to create positive reading experiences and promote learning gains.

For more information, see the *Action Plan Details* section of this report.

Details for Action Plans Established This Cycle

Additional Resources for ESL Students

Our Advanced ESL students showed positive gains in their attitudes toward reading in English. Initial surveys showed a reluctance to read in English and a general sense that they were not prepared to read long passages of text. Following classroom instruction, reading newspapers and magazines and discussing what the students read, and outside reading, students began to read more text in English. Some

students reported checking out books from the library and others purchased books for pleasure reading. As soon as possible, we plan to purchase additional reading materials for classroom use that will continue to create positive reading experiences and promote learning gains.

Priority: Medium

Target Date: 10/2009

As soon as funds are available, additional instructional materials will be purchased from Basic Skills funds.

Responsible Person/Group: Janis Holden-Toruno

Additional Resources Needed: The funds for the instructional items should be in the upcoming Basic Skills budget. The purchase order requests have been prepared and we are awaiting approval for the orders to go forward.

Budget Amount Requested: \$5000

Learning Styles Teaching Strategies Training

Outcome #1: Our results show that when our instructors help our students focus on the development of learning strategies, the students are able to implement that information in their learning process. This movement toward metacognition strengthens the students' study skills, creating a better opportunity for students to make progress as they go through the levels in our program. As a result of what we have learned, we have provided additional training to instructors and staff on linking student learning styles to teaching strategies with an emphasis on helping students develop the metacognitive skills that will create success. Such training will be offered at least once per year and may be delivered face to face or by distance.

Priority: Medium

Target Date: 05/2009

Responsible Person/Group: Janis Holden-Toruño

Additional Resources Needed: None.

Budget Amount Requested: \$0

Managed Enrollment Compliance

Outcome #2: Seventy-eight percent of the students who complied with our requirements improved their reading scores. The two principal requirements of Managed Enrollment are that students attend a minimum of eighty percent of their classes and that they take both the pre and post assessments as directed by our Assessment Center. Student persistence affects performance. Students who did not comply with the Managed Enrollment Program did not post test, making it difficult to objectively measure their improvement. As a result, we will continue our Managed Enrollment Program and will direct our attention to improving student compliance with program requirements through professional development training for our instructors and staff members.

Priority: Medium

Target Date: 08/2009

Responsible Person/Group: Janis Holden-Toruño

Additional Resources Needed: None

Budget Amount Requested: \$0

Analysis Answers

What were the strengths of your assessment process?

1. Our assessment process revolved around the idea that helping our students understand how they learn best would positively impact the progress they made in the classroom. In collecting data directly from the students, we were able to help them focus on the techniques and strategies that they had before entering the program and those that they had developed. Students had to verbalize their learning strategies and in doing so, they were engaged with their peers and instructors in a discussion of the learning process. Assessment became part of the active learning in the classroom.

What were the weaknesses of your assessment process?

1. Our assessment process was ambitious in that it targeted a very wide range of Basic Skills students. Students functioning in the lower levels of English as a Second Language, Adult Basic Education, and Compensatory Education found it difficult to understand what was being asked of them as part of our pre and post surveys. It was difficult to conduct their pre and post assessments. We overcame these obstacles through translations, observations, and a commitment to taking whatever time was needed to work with students so that we could get the needed information from them. In the end, we obtained good data, but it took longer than we had originally thought.

What was learned as a result of your assessment process?

1. We learned:
 - a. Our students have benefited from our program. Prior to entering Basic Skills, many students were reluctant to read and they avoided reading. Our classes have helped them gain confidence in their reading abilities and that confidence has led to reading improvement, as evidenced by their post-test scores in reading and the post surveys on reading attitudes.
 - b. While some students already had a conscious understanding of their learning strategies, this assessment process helped students refine existing strategies and develop new ones.
 - c. When assessing our program, we should be more precise in choosing our target for improvement. While we obtained good data, the fact that Compensatory Education students were included in our data tended to skew the results. Because these students have special needs, it would have been better if we had developed an outcome specific to their needs and abilities.

How will what was learned impact the direction and emphasis of your academic or support unit?

1. We have learned that it is important for our classes to actively teach strategies for success to our students. We cannot assume that students understand how they learn, so our classes must help them develop the metacognitive skills that will aid them on their pathway to success. Our classes will include mini-lessons on learning styles and learning strategies at least once per semester. Additionally, we will continue to offer professional development activities in these areas to all of our instructors. Our first post-assessment training took

place on May 18, 2009.

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- Office of AVP for Continuing Education

Fayetteville Technical Community College

Detailed Assessment Report 2008-2009 Business Services-Registered Medical Assistant

Mission/Purpose

The Registered Medical Assistant program prepares students to perform basic medical clinical procedures that are within the RMA, lawful scope of practice, under the supervision of physician.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Providing sterile medical care

Students will be able to use knowledge to analyze medical situations, and patient needs in order to provide sterile medical care.

Associations:

General Education or Core Curriculum:

2 Use critical thinking to analyze problems and make logical decisions.

Institutional Priorities:

2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Strategic Plans:

Continuing Education

2.5.9 Provide medical training programs for the community-at-large.
2008-2009 (Immediate)

Related Measures:

M 1: Hands-on training with sterile medical equipment

What: The program will be assessed by using classroom clinical demonstrations and evaluations during the laboratory activities.

Why: Registered Medical Assistants working in a medical setting must be able to adapt their knowledge and skills to provide sterile treatment. When given a medical assignment the student must have the ability to take the lead role in providing sterile procedures.

How: Clinical labs will provide students with hands-on training in the use of sterile medical equipment and instruments. Students will be evaluated on their skills and their ability to follow sterile procedures.

When: Analysis and review of the comprehensive skills and written test results will be completed at the end of 8 month course.

Who: Results will be analyzed by the course instructor.

Source of Evidence: Writing exam to assure certain proficiency level

Achievement Target:

90% of students will receive 90% or above on comprehensive skills and written test results.

Findings (2008-2009) - Achievement Target: Met

90% of students achieved course targeted training objectives.

Related Action Plans:

Criteria for Success

Adjusting teaching methods to impact a larger percentage of success among the students.

For more information, see the *Action Plan Details* section of this report.

O 2: Perform sterile medical procedures as in AMT

Students will be able to correctly perform sterile medical procedures as outlined in the American Medical Technologist inventory, which is considered to be representative of the medical assisting role.

Associations:

General Education or Core Curriculum:

2 Use critical thinking to analyze problems and make logical decisions.

Institutional Priorities:

2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Strategic Plans:

Continuing Education

2.5.9 Provide medical training programs for the community-at-large.
2008-2009 (Immediate)

Related Measures:

M 2: Observation on the medical site & AMT exam

What: The program will be evaluated by using the American Medical Technologist comprehensive written examination.

Why: The primary duties of the RMA are to perform clinical techniques and assist the physician. The ability of the RMA to perform these duties is essential for a sterile, safe and efficient operation on the medical site.

How: Students will be given AMT comprehensive exam and be observed.

When: The results of the program will be assessed upon completion of the comprehensive written final at end of course.

Who: Results will be analyzed by the course instructor.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Achievement Target:

80% of students will receive 82% or above on written examination.

Findings (2008-2009) - Achievement Target: Met

90% of students exceeded established goal criteria.

Related Action Plans:

Criteria for Success

Current teaching methods are proved successful in maximizing student potential.

For more information, see the *Action Plan Details* section of this report.

O 3: Ability to apply information to real situations

Student performance in the externship will demonstrate the ability to apply classroom and lab information to real-work situations.

Associations:

General Education or Core Curriculum:

2 Use critical thinking to analyze problems and make logical decisions.

Institutional Priorities:

2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Strategic Plans:

Continuing Education

2.5.9 Provide medical training programs for the community-at-large.
2008-2009 (Immediate)

Related Measures:

M 3: Assessment of knowledge in RMA program

What: Clinical site preceptors and RMA instructors will monitor the students performance during the 125 hour externship.

Why: Upon completion of the RMA program, students must have the knowledge and technical abilities, and clinical skills to work in the various medical healthcare settings. The experience provided in the externship will give an excellent forecast of the student's ability to take classroom and lab information and apply that knowledge to real-work situations.

How: The program students will be assessed by the used of a week by week comment sheet and 20 item clinical skills check off sheet prepared by the site preceptor.

When: The data will be collected for evaluation at the end of the externship.

Who: The externship results will be evaluated by the on-site preceptor and the instructor.

Source of Evidence: Field work, internship, or teaching evaluation

Achievement Target:

82% of students will receive satisfactory or above average clinical skills and externship calculations.

Findings (2008-2009) - Achievement Target: Met

Students that participated in clinical studies exceeded established criteria by 85% as supervised by clinical site preceptors and RMA.

Related Action Plans:

Criteria for Success

Students exceeded established criteria in clinical placement phase of training as reported by clinical site preceptors and RMA instructors. For more information, see the *Action Plan Details* section of this report.

Details for Action Plans Established This Cycle

Criteria for Success

Students exceeded established criteria in clinical placement phase of training as reported by clinical site preceptors and RMA instructors.

Priority: High

Target Date: 10/2009

Criteria for Success

Current teaching methods are proved successful in maximizing student potential.

Priority: High

Target Date: 10/2009

Criteria for Success

Adjusting teaching methods to impact a larger percentage of success among the students.

Priority: High

Target Date: 10/2009

Greater than 95% success rate

Analysis Answers

What were the strengths of your assessment process?

Assessment process allowed for student weaknesses to be quickly identified and corrected.

What were the weaknesses of your assessment process?

The RMA training process has been revalidated since 2004 and proven to be a reliable tool with no identifiable weaknesses.

What was learned as a result of your assessment process?

Current teaching methods and mentorship in the clinical environment works well.

How will what was learned impact the direction and emphasis of your academic

or support unit?

The results of this assessment support the current teaching mentorship process works well and does not warrant change at this time.

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- Office of AVP for Continuing Education

Fayetteville Technical Community College

Detailed Assessment Report 2008-2009 Emergency and Protective Services- Emergency Medical Technician (Paramedic)

Mission/Purpose

The purpose of the Emergency Medical Technician-Paramedic course is to provide instruction to prepare students to practice in the field of emergency services at an advanced level. This course prepares students to function in the varying practice settings which have been identified within their scope-of-practice by NC Office of Emergency Medical Services.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Use info to assess and treat an emerg. situation

Students will be able to use information to analyze problems and make logical decisions while assessing and treating a given emergency situation.

Associations:

General Education or Core Curriculum:

2 Use critical thinking to analyze problems and make logical decisions.

Institutional Priorities:

2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Strategic Plans:

Continuing Education

2.5.8 Conduct Emergency Medical Technician training classes for Emergency Medical Services providers. 2008-2009 (Immediate)

2.5.9 Provide medical training programs for the community-at-large. 2008-2009 (Immediate)

2.7.2 Conduct Emergency Medical Services Program. 2008-2009 (Immediate)

Related Measures:

M 1: Lab demonstration in the EMT-P program

Why: A competent EMT-P working in the field must be able to analyze a given emergency situation and determine appropriate care to be carried out for the patient.

What and How: This outcome will be assessed using skills lab demonstration throughout the EMT-P program. Students will be quizzed using scenario type settings in which they must assess and act. Students will be graded on their ability to assess the situation then act appropriately.

When and Who: Analysis of results from above will be completed by class instructors, the program coordinator, and the director by June 30, 2009.

Source of Evidence: Performance (recital, exhibit, science project)

Documents:

[Patient Assessment Skills Evaluation Sheets](#)

[Skill Check List for Pharmacology Skills and Performance Evaluation](#)

[Skill Evaluation Check Forms for Evaluating Respiratory Skills](#)

[Evaluation Skill Forms for Evaluating Patient Assessment Skills](#)

[Skill Evaluation Form for Trauma Assessment](#)

Achievement Target:

90% of students will accurately analyze and react competently to 80% of given quizzed scenarios.

Findings (2008-2009) - Achievement Target: Met

100 % of students tested did accurately analyze and react competently to 80% of given quizzed scenarios.

O 2: Knowledge of EMT-P

Students will be able to demonstrate knowledge of the EMT-P Office of Emergency Medical Service guidelines.

Associations:

General Education or Core Curriculum:

2 Use critical thinking to analyze problems and make logical decisions.

Institutional Priorities:

2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Strategic Plans:

Continuing Education

2.5.10 Provide Emergency Medical Technician/Paramedic Refresher classes. 2008-2009 (Immediate)

2.5.8 Conduct Emergency Medical Technician training classes for Emergency Medical Services providers. 2008-2009 (Immediate)

Related Measures:

M 2: OEMS test in EMT-P

Why: Any EMT-P practicing in the state of NC must practice according to EMT-P Office of Emergency Medical Service guidelines.

What and How: This outcome will be assessed using the NC OEMS EMT-P test

which is a comprehensive, OEMS test given to all EMT-P students, at the completion of their coursework, wishing to practice in NC.

When and Who: Analysis of results of state testing (pass rates) from the OEMS test will be completed by program coordinator and the director by June 30, 2009.

Source of Evidence: Certification or licensure exam, national or state

Achievement Target:

80% of students will successfully pass the NC State OEMS EMT-P test.

Findings (2008-2009) - Achievement Target: Met

100% of students successfully pass the NC State OEMS EMT-P test.
Total of 17 students tested and 17 students passed the NC State OEMS EMT-P Exam with 100% pass rate.

O 3: Preparation for workplace environment

Students will demonstrate preparation for the workplace environment during clinical rotations.

Associations:

Institutional Priorities:

2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Strategic Plans:

Continuing Education

- 2.5.10 Provide Emergency Medical Technician/Paramedic Refresher classes. 2008-2009 (Immediate)
- 2.5.8 Conduct Emergency Medical Technician training classes for Emergency Medical Services providers. 2008-2009 (Immediate)
- 2.7.2 Conduct Emergency Medical Services Program. 2008-2009 (Immediate)

Related Measures:

M 3: Assessment of performance

Why: Upon successful completion of the EMT-P coursework, students must have learned the skills necessary to work competently within the paramedic work setting (ER, Ambulance Service, Etc.). Clinical rotations allow the student's performance and skill level to be evaluated, practiced, and skills are honed to proficiency. Clinical rotations are performed in real-world situations and settings.

What and How: This outcome will be assessed by student performance during clinical rotations. Students are evaluated at the end of each clinical shift and then at the end of all rotations using a check sheet where they are rated satisfactory or unsatisfactory on various clinical criteria.

When and Who: Analysis of results for clinical evaluations will be completed by site preceptors, class instructors, and department coordinator.

Source of Evidence: Performance (recital, exhibit, science project)

Documents:

[Patient Assessment Evaluation Skill Sheet Trauma Assessment](#)
[Spinal Immobilization Skills Evaluation Sheet Seated](#)

[Spinal Immobilization Skills Evaluation Form Supine](#)
[Ventilatory Management Endotracheal Intubation Skill](#)
[Immobilization Skill Evaluation Form for Long Bone Splinting](#)
[Skill Evaluation Form for Immobilization with Traction Splint](#)
[Skill Evaluation Form for Oxygen Administration](#)

Achievement Target:

90% of students will receive a satisfactory evaluation during clinical rotations.

Findings (2008-2009) - Achievement Target: Met

100% of students received a satisfactory evaluation during clinical rotations. All students met all performance skill evaluations. 100% of students were employed upon completion of program into Paramedic Job.

Analysis Answers

What were the strengths of your assessment process?

Students are evaluated each day via quizzes, section exams, skill evaluations according to class schedule. For successful completion of the course and to be recommended to take the state written exam, each student must maintain a course average of 80% or higher by mid-term and end of the course. Students are remediated if they do not successfully pass each section exam or do not properly perform during skills practice and testing. Instructors work with students to constantly strive high standards during the course and to stay abreast of any weakness or problem areas encountered. Assessment process allows for student weakness to be quickly identified and corrected.

What were the weaknesses of your assessment process?

Continuous monitoring of students for weakness in specific areas allowed for remediation to prevent failure of the Paramedic Program. Constant monitoring of progression of students allowed for improvement and identification problems.

What was learned as a result of your assessment process?

Currently the clinical internship that students must complete prior to ending course allows students to successfully complete the program with 100% pass rate. At this present time our program is working well. We will constantly strive to improve new teaching methods to better reinforce our program.

How will what was learned impact the direction and emphasis of your academic or support unit?

Currently teaching methods and internship in the clinical areas works well. No remediation necessary at this present time.

Annual Reports

End Of Year Reports (VPs, AVPs, Deans)

North Carolina Department of Health and Human Services Division of Health Service

Regulation
Office of Emergency Medical Services

The 2008 first time examination attempts for candidates from Fayetteville Technical Community College Continuing Education EMS Department for the EMT-Paramedic Program were 17 total tested / 100% Passed.

2008 State Average for all NC Community Colleges first time examination attempts for candidates from Average of all NC Community Colleges was EMT-Paramedic 462 total tested / 75% Passed.

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Entities without data

- Office of AVP for Continuing Education

Fayetteville Technical Community College

Detailed Assessment Report 2008-2009 Industry Training- Forklifting

Mission/Purpose

The Customized Training Program Forklift Operator Safety course prepares newly hired and existing employees of manufacturing, warehousing and distribution centers to operate company owned power lift equipment consistent with standards established by the Occupational Safety and Health Administration (OSHA). The hands-on skill development training directly impacts plant safety and productivity output.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 0: Meet industry standards

Students will meet the industry standards for safe and successful forklift operation of any powered forklift equipment utilized by their employer.

O 0: Technical skill demonstration

Students will demonstrate the technical skills for successfully operating the power forklift equipment of their employers.

O 1: Knowledge of forklift design and stability

Students will be able to explain basic forklift design and the factors that affect forklift stability, balance and maneuverability.

Associations:

Institutional Priorities:

- 1 STUDENTS-To provide educational and support programs within an open door context. To actively recruit, serve, and retain students from all academic levels, including non-traditional ages, all socioeconomic backgrounds, and those deficient in basic skills.
- 2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Strategic Plans:

Continuing Education

- 2.3.10 Conduct a Basic Skills Workforce Preparedness Program.
(Immediate)

2.4.8 Develop and conduct certification/recertification classes for manufacturing employees and service technicians, i.e., Environmental Protection Agency (EPA), propane gas, vehicle inspection. 2008-2009 (Immediate)

Related Measures:

M 1: Load distribution and balancing exams

Why: Operating a forklift is a demanding and difficult job.

What and Why: The course will be assessed during the classroom/lecture portion using 2 written examinations. Students are presented with problems requiring calculations of load distribution and balancing in order to arrive at the correct solution while showing all written work.

When and Who: Analysis of the results from the written examinations will be completed by the class instructor at the end of the subject lecture session.

Source of Evidence: Standardized test of subject matter knowledge

Achievement Target:

90% of students will receive an 80 or better on the 2 lecture exams.

Findings (2008-2009) - Achievement Target: Met

All students successfully passed the two lecture examinations on load distribution and balancing with a score of 95 or better.

O 1: Knowledge of forklift design and stability

Students will be able to explain basic forklift design and the factors that affect forklift stability, balance, and maneuverability.

O 2: Technical skill demonstration

Students will demonstrate the technical skills for successfully operating the power forklift equipment of their employer.

Associations:

Institutional Priorities:

- 1 STUDENTS-To provide educational and support programs within an open door context. To actively recruit, serve, and retain students from all academic levels, including non-traditional ages, all socioeconomic backgrounds, and those deficient in basic skills.
- 2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Strategic Plans:

Continuing Education

2.4.4 Develop and conduct courses for manufacturing industry. (Immediate)

2.4.8 Develop and conduct certification/recertification classes for manufacturing employees and service technicians, i.e., Environmental Protection Agency (EPA), propane gas, vehicle inspection. 2008-2009 (Immediate)

Related Measures:

M 2: Observation of performance skills

Why: Upon successful completion of the Customized Training Program Forklift Operator Safety course, students will have the knowledge, ability and tested skill performance needed to work in manufacturing, warehousing and distribution

facilities.

What and How: Skill performance will be assessed by observation of the student's physical operation of their company's power forklift equipment. An operational checklist of necessary technical skills will be used to evaluate performance.

When and Who: Analysis of forklift operation skills will be completed by the instructor and established by the end of the 8 hour course.

Source of Evidence: Academic Direct Measure

Achievement Target:

90% of students will receive a rating of satisfactory or above on the hands-on forklift operational checklist.

Findings (2008-2009) - Achievement Target: Met

All students received a satisfactory rating on the hands-on forklift operational phase of training.

O 3: Meet industry standards

Students will meet the industry standards for safe and successful forklift operation of any powered forklift equipment utilized by their employer.

Associations:

Institutional Priorities:

- 1 STUDENTS-To provide educational and support programs within an open door context. To actively recruit, serve, and retain students from all academic levels, including non-traditional ages, all socioeconomic backgrounds, and those deficient in basic skills.
- 2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Strategic Plans:

Continuing Education

- 2.3.10 Conduct a Basic Skills Workforce Preparedness Program. (Immediate)
- 2.4.8 Develop and conduct certification/recertification classes for manufacturing employees and service technicians, i.e., Environmental Protection Agency (EPA), propane gas, vehicle inspection. 2008-2009 (Immediate)

Related Measures:

M 3: exams and performance

Why: State and federal OSHA regulations require all forklift operators be trained and certified before operating any type of powered forklift equipment. Training must be reviewed and updated every 3 years or anytime new power lift equipment is introduced into a plant's operation.

What and How: Educational knowledge is assessed using 2 written examinations addressing 40 topic areas. Hands-on skill development training will be assessed by students physically operating forklift equipment conducting maneuvers and manipulating loads in a program of checklist graded exercises. The results of the written exams and physical performance skills will be compiled for each student.

When and Who: The class instructor will compile the results for each student at the end of the 8 hour class.

Source of Evidence: Standardized test of subject matter knowledge

Achievement Target:

90% of students will successfully complete the state and federal OSHA required forklift operator training

Findings (2008-2009) - Achievement Target: Met

All students met the NC and federal forklift operator certification requirements established by OSHA Standard 29 CFR 1910.178(1).

Analysis Answers

What were the strengths of your assessment process?

Individual student skill development areas identified as weak and in need of improvement are quickly identified and bridged by immediate instructor intervention.

What were the weaknesses of your assessment process?

No weaknesses were identified. This process has been time tested for many years and works well in both new hire and incumbent workforce training situations.

What was learned as a result of your assessment process?

The current teaching method works well.

How will what was learned impact the direction and emphasis of your academic or support unit?

The results of this assessment reinforce that no changes of instructional methods or course content material are warranted at this time.

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Entities without data

- Office of AVP for Continuing Education

Fayetteville Technical Community College

Detailed Assessment Report 2008-2009 Occupational Extension-Cabling Access Television Course

Mission/Purpose

The Cabling Access Television (CATV) course prepares individuals to compete for high paying positions locally and throughout the U.S. In addition to extensive technical skills taught, the student employment potential is further enhanced by preparing resumes, practicing interview techniques, and upon graduation is provided employment leads.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Interpret cable system blueprints

Students will use information to analyze problems and make logical decisions in interpreting cable system (plans) blueprints and establishing the prescribed systems.

Associations:

General Education or Core Curriculum:

2 Use critical thinking to analyze problems and make logical decisions.

Institutional Priorities:

2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Strategic Plans:

Continuing Education

2.4.4 Develop and conduct courses for manufacturing industry.
(Immediate)

2.6.6 Conduct occupational extension courses on FTCC's main campus, Spring Lake Campus, and at satellite locations including public schools for the community-at-large. 2008-2009 (Immediate)

Related Measures:

M 1: Perform an assigned task to standard

Why: Cable technicians working in the current telecommunication environment must be able to accurately read and interpret blueprints of cable

systems and understand the consequences of their actions in the propagation of signal strength. Given an installation order, a technician must have the knowledge and skill to correctly install components in a system such that attenuate losses do not exceed FCC levels to the terminal customers.

What and How? The course will be assessed using four written examinations covering ten major topics during the first six-weeks of the course. The final six-weeks of the course are dedicated to lab exercises where students construct actual cable systems at a 20-foot height using climbing gaffs and ladders, as well as construction underground systems. Students are graded on their ability to receive an installation order and accurately perform the assigned task to a standard that does not contribute to a signal loss in the system.

When and Who? Performance standards from the laboratory exercises will be evaluated by the class instructors.

Source of Evidence: Writing exam to assure certain proficiency level

Achievement Target:

90% of students will accurately and successfully complete ten major points of performance.

Findings (2008-2009) - Achievement Target: Met

All students completing the course successfully passed the ten major telecommunication industry points of performance.

O 2: Acquire skills for aerial plans/subterrestrial sys.

Students will be able to establish and maintain components of both metallic wire and fiber optic systems by acquiring the needed climbing skills to work with aerial plans and the skills to work with sub-terrestrial systems.

Associations:

Institutional Priorities:

2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Strategic Plans:

Continuing Education

2.6.6 Conduct occupational extension courses on FTCC's main campus, Spring Lake Campus, and at satellite locations including public schools for the community-at-large. 2008-2009 (Immediate)

Related Measures:

M 2: Analyze solutions to problems presented

Why: Cable technicians are routinely required to install and repair components of cable systems and to perform subscriber drops to terminal customers while ensuring that FCC regulations are complied with and system integrity are maintained.

What and How? The course will be assessed during the classroom/lecture portion using four written examinations. Students are presented with problems requiring calculations and diagnostic interpretation in order to arrive at the correct solution while showing all written work.

When and Who? Analysis of the results from the written examinations will be completed by the class instructors at the end of subject lecture session.

Source of Evidence: Writing exam to assure certain proficiency level

Achievement Target:

85% of students will receive a 70 or better on the four lecture exams.

Findings (2008-2009) - Achievement Target: Met

All students achieved a score equal to or greater than eighty percentile on the four lecture examinations.

O 3: Apply learned installation order to real-work

Students will demonstrate the ability to take an installation order learned in the classroom and apply that knowledge to real-world situation.

Associations:

General Education or Core Curriculum:

2 Use critical thinking to analyze problems and make logical decisions.

Institutional Priorities:

2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Strategic Plans:

Continuing Education

2.6.6 Conduct occupational extension courses on FTCC's main campus, Spring Lake Campus, and at satellite locations including public schools for the community-at-large. 2008-2009 (Immediate)

Related Measures:

M 3: Assessment of performance in class for CATV course

Why: Upon successful completion of the CATV course, students will have the knowledge, ability and tested skill performance needed to work in the multi-faceted cable industry. Actual laboratory experiences at the typical 20-foot aerial height of most cable systems are good measurements of a student's ability to take an installation order learned in the classroom and apply that knowledge to a real-world situation.

What and How? The course will be assessed by student performance in the classroom and the field lab site. After completing the final six-week laboratory portion, students will be evaluated and ranked by the instructors on their skills and ability.

When and Who? Analysis of the results for the field laboratory evaluations will be completed by the instructors and profiles established by the end of the twelve-week course cycle.

Source of Evidence: Performance (recital, exhibit, science project)

Achievement Target:

90% of students will receive a satisfactory or above evaluation during field lab phase.

Findings (2008-2009) - Achievement Target: Met

Upon completion of the field lab phase of training, all students achieved a performance evaluation equal to or greater than ninety percentile

Analysis Answers

What were the strengths of your assessment process?

Individual student weaknesses were quickly identified allowing for immediate instructor intervention to maximize skill development.

What were the weaknesses of your assessment process?

No weaknesses were identified warranting consideration.

What was learned as a result of your assessment process?

The course content material presented in the classroom adequately prepares students for the field lab phase of training.

How will what was learned impact the direction and emphasis of your academic or support unit?

The results of this assessment reinforce that current instructional methods are valid and maximize the students learning potential.

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Entities without data

- Office of AVP for Continuing Education

Fayetteville Technical Community College

Detailed Assessment Report 2008-2009 Occupational Extension and Community Services- Art

Mission/Purpose

The purpose of the Community Service program is to provide lifelong learning for adults to meet customers' needs and interests and contribute to the community's overall cultural, civic, and intellectual growth.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: understanding of achievements in art history

Students will use information to analyze problems and make logical decisions that will increase their understanding of and appreciation for the major achievements in the history of art.

Associations:

General Education or Core Curriculum:

2 Use critical thinking to analyze problems and make logical decisions.

Institutional Priorities:

2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Strategic Plans:

Continuing Education

2.6.1 Conduct community services classes and activities for the general public. 2008-2009 (Immediate)

Related Measures:

M 1: Pre/Post Questionnaire & evaluations of art

What: Students will complete pre- and post-instruction questionnaires.

Why: Students need to gain an understanding of and appreciation for the major achievements in the history of art.

How: Students will complete a questionnaire at the beginning of the course

that will identify their current level of knowledge of art history/art appreciation. They will also complete an ending questionnaire and an end of course evaluation.

When: Questionnaires will be conducted and collected at the beginning and end of course. Course evaluations will be completed at the end of each course and combined for analysis at the end of each term.

Who: Art instructors will be responsible for conducting pre- and post-instruction questionnaires and end of course evaluations. The results will be analyzed by the Director of Community Services/Extension Education and art instructors.

Source of Evidence: Student course evaluations on learning gains made

Achievement Target:

90% of students will show progress in their understanding of and appreciation for the arts. Instructors will be guided in their determination of progress through the use of a scoring system with an expected 90% of students scoring "above average".

Findings (2008-2009) - Achievement Target: Partially Met

#1--At the beginning of the course, students were given an assignment--The Aesthetic Experience. They were shown color copies of the paintings "Madame Charpentier with Her Children" painted by Pierre-Auguste Renoir and "Guernica" painted by Pablo Picasso. They were asked to explain how Renoir or Picasso used the formal elements of design, style, content, and subject matter to create the painting. Students responses varied from simple interpretations of what the artist was trying to convey, concepts like the use of realism or lack of realism, ideas about the use of color, and design principles like the use of soft and hard lines. Few of the students produced a well-developed discussion of the paintings. At the end of the course, students were given a Compare and Contrast assignment. After being shown color copies of the paintings "The Flowering Orchard" painted by Vincent van Gogh and "Four Trees" painted by Claude Monet, students were again asked to discuss the formal elements of design, style, content, and subject matter used to create the paintings. Students were scored on a rubric: The Aesthetic Experience, the purpose of which was to determine the extent to which students are able to discuss various works of art, using the language, historical context, and aesthetic inherent in the particular art form. The post-instruction assignment indicated that twenty-eight or 87.5% of students scored above average in their ability to explain a work of art and discuss its formal elements after completing the course.

What was learned from the results?

The findings from Outcome #1 indicate that although students seemed to understand the assignments, more time needs to be spent in discussions of the aesthetics and terminology of art. More time also needs to be allotted to viewing and discussing various works of art from different periods and in instruction on the formal elements of art. Students need to know how to relate a work of art to a historical period, explain its cultural or social context, compare and contrast individual works, and analyze, interpret, and form opinions about various works of art.

Related Action Plans:

The Aesthetic Experience

The findings from Outcome #1 indicate that more time needs to be

spent in teaching the terminology of art. Beginning with the fall term of 2009, students will be provided with a handout of terms (with their meanings) that are essential to an artist's vocabulary. These terms and meanings will be discussed throughout the course to help students identify and better understand their importance and to reinforce the concepts. More emphasis will also be placed on the discussion of artwork from various periods to help students understand the cultural context of artworks and how these works of art convey information about the time and place of their creation. At the present time, there is no textbook required for the continuing education art instructors. The instructors have recommended that we begin using the text, *Teaching Talented Art Students: Principles and Practices* by Gilbert Clark and Enid Zimmerman. Many of the students taking continuing education courses have never had any formal art training and have not attended art appreciation courses. Although these are studio courses, the instructors feel that it is important to include instruction that will help students to better understand art and be able to articulate the historical, cultural, and social context of a particular work of art. For more information, see the *Action Plan Details* section of this report.

O 2: Demonstrate technique & process in works of art

Students will demonstrate the ability to utilize appropriate techniques and processes to create original works of art.

Associations:

Institutional Priorities:

2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Strategic Plans:

Continuing Education

2.6.1 Conduct community services classes and activities for the general public. 2008-2009 (Immediate)

Related Measures:

M 2: Completion of projects & a portfolio

What: Instructors will collect observational data during class, through completion of assigned projects demonstrating a fundamental understanding of technique and process.

Why: Use of observational data with an established criteria allows instructors to gauge a student's progress and determine if there is development of technical competence. The use of portfolios provides a comprehensive view of a student's progress throughout a given course.

How: Students will demonstrate their understanding of technique and process through the completion of assigned projects culminating in a personal portfolio.

When: Students will be observed by instructors throughout the course with the final portfolio being assessed at the end of each course.

Who: Art instructors.

Source of Evidence: Portfolio, showing skill development or best work

Achievement Target:

90% of students will demonstrate that they can create original works of art using the techniques and processes relevant to their chosen medium (oil, watercolor, pastel).

Findings (2008-2009) - Achievement Target: Partially Met

#2--At the beginning of the course, students were asked to save all of their work in a portfolio. Throughout the course, instructors observed students works in progress, including their initial confidence level, how they chose their projects and how they explained their choices, their creativity, their understanding of the techniques of their chosen medium, their understanding of design and its elements, and their understanding of color and its relationships. Since the evaluation of artistic work is very subjective, students were not evaluated against each other but on their individual progress. In continuing education courses, some students come in with very little, if any, art training and others have completed formal training and are looking for an outlet where they can produce their work with other artists. Using a rubric: Fine Art: Oil Painting/Pastel/Watercolor, instructors scored students on their ability to create original works of art using the techniques and processes relevant to their chosen medium. Findings indicate that twenty-eight or 87.5% of students scored above average or excellent in their ability to create original works of art using the techniques and processes of their chosen medium.

What was learned from the results?

The findings from Outcome #2 reinforced that requiring students to prepare a portfolio had a positive relationship on their skill level. Beginning art students often throw away their early works, but they can be used to provide concrete evidence for the instructors and for the students of their progress over time. Findings indicate that students are successfully learning the techniques and processes of their chosen medium and can produce original works of art using those processes and their chosen medium.

Related Action Plans:

Portfolios

The findings from Outcome #2 indicate that some areas of the rubric currently used for scoring students needs to be rewritten. Instructors have stated that the skills listed on the current rubric as "average" are the skills expected of a student rated as "above average." The instructors also indicated that they want to emphasize more interaction in the classroom. Studies find that students who discuss their work throughout the class show more improvement. Proponents of Discipline-Based Art Education (DBAE), which includes research that has been done on the value of looking and talking about the work of well-known artists, also believe that this interaction leads to an increase in artistic abilities. The instructors have also indicated that they will look for opportunities to pair up students who are more advanced with those with less advanced skill levels as this is also believed to increase the skill levels of both artists.

For more information, see the *Action Plan Details* section of this report.

O 3: Make valid assessment's of own & other's art

Students will develop and demonstrate verbally and in writing their ability to make valid assessments of both their own and other's artwork.

Associations:

General Education or Core Curriculum:

- 1 Communicate effectively in speaking, writing, reading, and listening.
- 3 Demonstrate socialization skills that support cultural awareness and a global perspective.

Institutional Priorities:

- 2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

Strategic Plans:**Continuing Education**

- 2.6.1 Conduct community services classes and activities for the general public. 2008-2009 (Immediate)

Related Measures:**M 3: Evaluation of artwork critiques using NAE**

What: Instructors will use both verbal and written self-evaluations and verbal and written critiques of artwork by fellow students. There will also be critiques of artwork of contemporary artists and artwork from previous art periods.

Why: Students need to learn how to analyze and evaluate works of art, both their own and that of other artists. Self-evaluation allows students to assess their strengths and weaknesses, understand their progress in the current course and become aware of their creative potential. Peer critiques are useful not only for evaluating individual artwork but also for determining an understanding of technique and process. They are also useful for creating an open communication, an understanding of their interaction with others, as well as a means of learning to value the work of others.

How: Instructors will observe students as they critique their own artwork and that of fellow students. Students will critique both works in progress and completed artwork. Instructors will also use examination of each student's written critiques of their own artwork and that of fellow students.

Who: Art instructors.

Source of Evidence: Writing exam to assure certain proficiency level

Document:

[Critique of a Work of Art](#)

Achievement Target:

90% of students will be able to successfully critique their own artwork and that of others using terminology that is understandable and relevant to those in the field of art. Art instructors will be guided during the critique process with a scoring system developed by the National Endowment for the Arts (NEA) with 90% of students scoring "above average".

Findings (2008-2009) - Achievement Target: Met

#3--Throughout the course, students were given the opportunity to comment on their work and that of the other students in order to learn to use the terminology of art and to offer constructive criticism. They received instruction on the terminology that is understandable and relevant

to those in the field of art. At the conclusion of the course, all students were given the opportunity to critique three pieces from their portfolio and the pieces chosen from their fellow students portfolios. Using a rubric: Critique of a Work of Art, the instructors scored the students on their ability to successfully critique their own artwork and that of the other students. Thirty-two or 100% of the students scored above average or excellent on their ability to describe, interpret, evaluate, and analyze a work of art. What was learned from the results?

The findings from Outcome #3 indicate that although the achievement target was met, some students were more skilled in their ability to successfully critique their own artwork and that of others using terminology that is understandable and relevant to those in the field of art. It was also found that some students were somewhat uncomfortable with this process. It may be a lack of confidence or doubt about their knowledge, but it was evident that more time needs to be spent practicing this very valuable skill. Students indicated that they were unsure about their ability to offer constructive criticism or that they didn't want "to hurt anyone's feelings" with their comments. Not only did the instructors learn that more time needs to be spent in teaching students the correct terminology for art concepts, but that they need to provide more opportunity throughout the course to practice critiquing. They also felt that it was very important to increase the confidence and comfort level of the students from the beginning of the course. Students come into continuing education classes with experience levels that vary from virtually no training to those with formal training in the arts. They felt that the assessment process opened a window to help them see how students best learn. Some of the students liked to work alone, while others constantly talked and walked around the room looking at the other students work. Many arts educators have found that when students discuss their work with other students, their enthusiasm for creating and their ability to create are increased. When the portfolios were assessed, it seemed evident that there was more improvement in the work of the students who were more actively involved.

Related Action Plans:

Critiques

The findings from Outcome #3 indicate that although this achievement target was met, there is a need for more time spent in discussing the art of various periods and artists and learning how to critique that work. There will also be more time allotted to students' critiques of their own work and that of fellow students. More opportunity for open dialogue among the students should increase their comfort level with each other and increase their confidence in their ability to critique a work of art. It is expected that this will also help them to feel more comfortable offering constructive criticism.

For more information, see the *Action Plan Details* section of this report.

Details for Action Plans Established This Cycle

Critiques

The findings from Outcome #3 indicate that although this achievement target was met, there is a need for more time spent in discussing the art of various periods and artists and learning how to critique that work. There will also be more time allotted to students' critiques of their own work and that of fellow students. More opportunity for open dialogue among the students should increase their comfort level with each other and increase their confidence in their ability to critique a work of art. It is expected that this will also help them to feel more comfortable offering constructive criticism.

Priority: High

Target Date: 09/2009

Will begin with the fall term of 2009

Responsible Person/Group: Art instructors

Additional Resources Needed: none

Budget Amount Requested: \$0

Portfolios

The findings from Outcome #2 indicate that some areas of the rubric currently used for scoring students needs to be rewritten. Instructors have stated that the skills listed on the current rubric as "average" are the skills expected of a student rated as "above average." The instructors also indicated that they want to emphasize more interaction in the classroom. Studies find that students who discuss their work throughout the class show more improvement. Proponents of Discipline-Based Art Education (DBAE), which includes research that has been done on the value of looking and talking about the work of well-known artists, also believe that this interaction leads to an increase in artistic abilities. The instructors have also indicated that they will look for opportunities to pair up students who are more advanced with those with less advanced skill levels as this is also believed to increase the skill levels of both artists.

Priority: High

Target Date: 09/2009

Will begin with the fall term of 2009.

Responsible Person/Group: Art instructors

Additional Resources Needed: none

Budget Amount Requested: \$0

The Aesthetic Experience

The findings from Outcome #1 indicate that more time needs to be spent in teaching the terminology of art. Beginning with the fall term of 2009, students will be provided with a handout of terms (with their meanings) that are essential to an artist's vocabulary. These terms and meanings will be discussed throughout the course to help students identify and better understand their importance and to reinforce the concepts. More emphasis will also be placed on the discussion of artwork from various periods to help students understand the cultural context of artworks and how these works of art convey information about the time and place of their creation. At the present time, there is no textbook required for the continuing education art instructors. The instructors have recommended that we begin using the text, Teaching Talented Art Students: Principles and Practices by Gilbert Clark and Enid Zimmerman. Many of the students taking continuing education courses have never had any formal art training and have not attended art appreciation courses. Although these are studio courses, the instructors feel that it is important to include instruction that will help students to better understand art and be able to articulate the historical, cultural, and social context of a particular work of art.

Priority: High

Target Date: 09/2009

Will begin with fall term 2009

Responsible Person/Group: Art instructors Director of Community Services/Extension Education

Additional Resources Needed: Textbook for the art instructors: Teaching Talented Art Students: Principles and Practices by Gilbert Clark and Enid

Zimmerman

Budget Amount Requested: \$150

Analysis Answers

What were the strengths of your assessment process?

This process has provided for more dialogue between the continuing education art instructors and the Director of Community Services/Extension Education. It also provides for a thorough examination of what is currently being taught in the art courses. It identified areas where instructors needed to make changes in the content of the courses and in their teaching techniques. It provided an opportunity for students to tell us much more than what we had previously learned by just conducting course evaluations.

What were the weaknesses of your assessment process?

Because of the nature of continuing education, with all of our instructors being part-time, the original art instructors who helped develop the current assessment no longer teach for the division. Had the rubrics used for the assessment been designed by the current instructors, they might have been somewhat different. Due to the fluid nature of assessment, we will have the opportunity to review the current rubrics and determine whether changes need to be made in what and how the instructors are teaching and in what we are evaluating students on.

What was learned as a result of your assessment process?

First, that it is a very useful process. We thought we already knew that the students were satisfied with their classes and instruction and that what was being taught was what students needed to learn. We have been pleased with the findings, but made aware that there are areas that can be improved.

How will what was learned impact the direction and emphasis of your academic or support unit?

Courses offered through continuing education sometimes tend to be less structured than those offered for college credit. In the past, the art classes have leaned more towards studio classes because of the varying skill levels of the students. Skill levels range from virtually none to students with formal training and degrees in art. Although the continuing education art classes will still be non-credit, the instructors feel that they can take some of the experiences they had in their college-level classes and apply them to the continuing education classes and still give the students a more structured, but at the same time, enjoyable, non-pressured experience. We are also looking at providing more courses at the intermediate or advanced level so that there won't be as wide a gap as there currently is in students' abilities within one class.