

OUTCOME ASSESSMENT

PHOENIX COLLEGE OCCUPATIONAL PROGRAMS

2002



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Dear Occupational Program Director:

Thank you for submitting your program's evaluation matrix for measuring program outcomes. Enclosed you will find other occupational program matrices that can be referred to as you add to your program's protocol for assessing outcomes. For easy reference, I have also included a **summary table** indicating Phoenix College Occupational Program's assessment methods.

You might be wondering what do I do with this information and what next?

Please peruse the materials and review what other programs are doing to **measure** how students are being prepared for the workforce. If you see an evaluation method that is of interest to you, or one that might be useful to your program, call the Director and inquire about it. It is important to learn from one another. Equally important is updating your matrix yearly. We will be asking for an updated version of this matrix, sent electronically, in April. I'd like to suggest adding one evaluation method yearly. And finally, look at the data at the bottom of the matrix that describes the changes made in the program as a result of the methodologies used. Feedback and changes in program content is **valuable information** to successful program outcomes.

I was impressed with the variety of methods that our programs are using. Many programs are using both direct and indirect methods, which Accreditation encourages and recommends. Direct assessment tools: national boards, exams, portfolios and capstone courses, are a direct measurement of student's skills in an area. Indirect measures: employer surveys, graduate surveys, patient satisfaction surveys and number of certificates or degree, suggest or imply that a student has developed the outcome. In the future, try to include at least one of each.

What's next? We need to establish a second outcome statement. Do you have an idea? If so please contact me and I will be happy to come to your office and talk about it.

Thank you again.

Sincerely,

Kristin Anderson, Occupational Assessment Chair

SUMMARY OF PHOENIX COLLEGE OCCUPATIONAL PROGRAMS METHODS UTILIZED
TO MEASURE PROGRAM OUTCOMES

PROGRAM	MATRIX FOR PROGRAM GOALS	MATRIX FOR PROGRAM COMPETENCY	STUD. COURSE EVAL.	BOARD/LIC.EXAM	PATIENT/CUSTOMER SATISF. SURVEY	WORK QUALITY ASSURANCE CHECK	PERCENT IN HONORS PROG.	SKILL SHEETS (COMPETENCY CHECKS)	PART. IN P.C. WRITING ASSESSMENT	PART. IN P.C. MATH ASSESSMENT	PART. IN P.C. ORAL PRESENT.	PART. IN P.C. NUMERACY ASSESSMENT	GRADUATE SURVEYS	PROGRAM STUDENT SURVEY	EMPLOYER SURVEY	MOCK BOARD EXAM	STUD. FOCUS GRPS./QUAL. FEEDBACK	GRAD./RETENTION RATES	CREDENTIALING/PROG. ACCRED.	COURSE PRETEST/POSTTEST	PLACEMENT SURVEY	ADVISORY COMMITTEE	PORTFOLIOS	CONSULTANTS	CAPSTONE	ASSESSMENT COMM.
Accounting			x									x		x	x							x				
Adm. of Justice																				x			x			
Assisted Living		x	x	x				x					x		x								x			
Banking & Finance			x									x		x	x								x			
Bldg. Safety & Construction	x		x										x					x					x			
CISCO Networking & Admin.			x																				x			
Civil Engineering Technology	x		x										x					x					x			
Computer Aided Drafting			x										x					x					x			
Computer Applications			x																				x			
Computer Hardware & Sup.													x	x									x			
Computer Info. Systems			x									x		xx	x								x			
Credit Union Management			x																				x			
Culinary Studies			x		x								x					x				x	x			
Dental Assisting			x	x				x					x		x				x				x			
Dental Hygiene	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x		
Drafting - Architectural	x		x										x					x					x			
Emergency Med. Technician	x	x	x							x									x				x			
Fashion Design			x										x	x									x	x		
Fire Science	x	x	x							x										x			x			
General Business			x							x				x	x								x			
Gerontology (Aging Serv.)	x	x	x						x	x	x	x	x	x	x								x			x
Health Information Tech.		x		x		x		x					x		x					x			x			
Interior Design			x						x	x	x	x	x										x			x
Interpreter Prep.			x										x	x									x	x	x	x

SUMMARY OF PHOENIX COLLEGE OCCUPATIONAL PROGRAMS METHODS UTILIZED
TO MEASURE PROGRAM OUTCOMES

PROGRAM	MATRIX FOR PROGRAM GOALS	MATRIX FOR PROGRAM COMPETENCY	STUD. COURSE EVAL.	BOARD/LIC.EXAM	PATIENT/CUSTOMER SATISF. SURVEY	WORK QUALITY ASSURANCE CHECK	PERCENT IN HONORS PROG.	SKILL SHEETS (COMPETENCY CHECKS)	PART. IN P.C. WRITING ASSESSMENT	PART. IN P.C. MATH ASSESSMENT	PART. IN P.C. ORAL PRESENT.	PART. IN P.C. NUMERACY ASSESSMENT	GRADUATE SURVEYS	PROGRAM STUDENT SURVEY	EMPLOYER SURVEY	MOCK BOARD EXAM	STUD. FOCUS GRPS./QUAL. FEEDBACK	GRAD./RETENTION RATES	CREDENTIALING/PROG. ACCRED.	COURSE PRETEST/POSTTEST	PLACEMENT SURVEY	ADVISORY COMMITTEE	PORTFOLIOS	CONSULTANTS	CAPSTONE	ASSESSMENT COMM.
Legal Assisting													x	x	x						x	x				
Management			x																				x			
Marketing			x																				x			
Medical Assisting													x		x								x			
Medical Billing		x		x		x		x					x		x				x				x			
Microsoft Prod. Spec.			x												x								x			
Microsoft Tech.			x												x								x			
Nursing			x	x			x						x	x	x	x	x	x	x				x			
Office Support			x																				x			
Patient Care Technology			x																				x			
Phlebotomy			x	x			x		x						x								x			
Travel Industry Tech.			x																				x			
Microsoft Systems Engr.			x												x								x			
CISCO Networking Tech.			x																				x			
Legal Office Support		x		x																			x			
Legal Secretarial		x																					x			
Prog. & Systems Analysis			x												x								x			
Evidence Technology																					x		x			
Medical Coding		x		x		x	x						x		x				x				x			
Fashion Merchandising			x																				x			
Microsoft Networking Tech.			x																				x			

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes AAS and Certificate in Accounting

Outcome # 1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Survey	April 2001	Matthew Fisher	Determined the courses that students felt helped prepare them for the workforce	Business Department
Student Intern Feedback Form	Spring 2001	Diane Stark	Students rated how satisfied they were with the internship and the work environment. In addition, they were asked to list the responsibilities and skills that they used and developed through the internship. Overall the students were very satisfied with the internship	Business Department
Intern Evaluation Form	Spring 2001	Diane Stark	Employers were asked to rate the following: quality of work, job knowledge, dependability, communication, and initiative. Overall scores were very high.	Business Department and employers
Request for samples from all accounting areas for the Numeracy Assessment Committee		Matthew Fisher	The instructors will submit next Fall, 2001.	Business Department

Changes made in the program as a result of the above evaluations include:

The survey determined that the ACC240, ACC115, and ACC220 were courses that prepared students for the workforce. Skill sheets will begin to be developed for next Fall, 2001 and distributed to all faculty who teach these courses. In addition the Business Department may change the Degree and Certificate programs in Accounting, by adding a .5 credit required capstone course in Career Development

Every accounting intern and employer will continue to be evaluated.

Samples from all accounting courses will be sent to the Numeracy Assessment Committee.

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes

AAS and Certificates in Administration of Justice and Evidence Technology

Method Of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Pretest	Beginning of Semester Fall 2002 All AJS 101 Sections	Rick Wilson	To be determined	Advisory Committee Faculty Students
Post test	End of Fall Semester 2002 Sections AJS260 AJS270 and AJS275	Rick Wilson	To be determined	Advisory Committee Faculty Students
Pretest	Beginning of Semester Spring 2003 All AJS 101 Sections	Rick Wilson	To be determined	Advisory Committee Faculty Students
Post test	End of Semester 2003 AJS260, AJS270 and AJS275	Rick Wilson	To be determined	Advisory Committee Faculty Students

* Note The classes selected are common to both the AJS and Evidence Technology

Gerontology: Assisted Living Program

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes

Outcome # 1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Matrix for measuring course competencies	At completion of course	Faculty Director		Faculty Advisory Council
Matrix for measuring program competencies	Ongoing	Faculty Students Director		Faculty Students Advisory Council
Student review of coverage of course competencies	At completion of course	Students Director		Faculty Advisory Council
Employer surveys	Annually	Director		Faculty Advisory Council
Graduate surveys	Annually	Director		Faculty Advisory Council
Skill sheets: GRN150	Ongoing	GRN150 Faculty Director		Faculty Advisory Council On file for AzDHS
Skill sheets: GRN155	Ongoing	GRN155 Faculty Director		Faculty Advisory Council On file for AzDHS
Maintenance of state approval	Bi-annually	Director		Faculty Advisory Council AzDHS
Maintenance of state approval for directed care training (GRN200)	Bi-annually	Director		Faculty Advisory Council AzDHS

Changes made in the program as a result of the above evaluations include:

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes AAS in Banking and Finance

Outcome # 1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Survey	April 2001	Matthew Fisher	Determined the courses that students felt helped prepare them for the workforce	Business Department
Student Intern Feedback Form	Spring 2001	Diane Stark	Students rated how satisfied they were with the internship and the work environment. In addition, they were asked to list the responsibilities and skills that they used and developed through the internship. Overall the students were very satisfied with the internship	Business Department
Intern Evaluation Form	Spring 2001	Diane Stark	Employers were asked to rate the following: quality of work, job knowledge, dependability, communication, and initiative. Overall scores were very high.	Business Department and employers
Request for samples from all banking and finance areas for the Numeracy Assessment Committee		Matthew Fisher	The instructors will submit next Fall, 2001.	Business Department

Changes made in the program as a result of the above evaluations include:

The survey determined that the GBS103, Principles of Banking was a course that prepared students for the workforce. Skill sheets will begin to be developed for next Fall, 2001 and distributed to all faculty who teach that course. In addition the Business Department may change the Degree in Banking and Finance, by adding a .5 credit required capstone course in Career Development

Every banking and finance intern and employer will continue to be evaluated.

Samples from banking and finance courses will be sent to the Numeracy Assessment Committee as well as the Oral Communication Assessment Committee.

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes

Department of Industrial Technology Programs

Architectural Drafting	AAS & CCL
Building Safety and Construction Technology	AAS & CCL
Civil Engineering Technology	AAS & CCL
Computer Aided Drafting	CCL

Outcome # 1: Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Written Student Surveys of Instructors	Each semester as required by the RFP for residential and adjunct instructors.	Department Chair and Program Director	Answers to surveys are compiled and shared with instructors at the end of each semester. Areas of instruction needing improvement and suggestions for improvements are shared with instructors. Results of surveys assist the chair and program director in selecting adjunct instructors.	Department Chair, Program Director and Adjunct Instructors
Graduate Surveys	The end of each semester	Department Chair and Program Director	Surveys are under development and not yet implemented. Implementation date: Spring 2002.	Department Chair and Program Director
Guest Speaker Lectures by Former Students and Graduates of the Programs.	During the semester in class.	Individual Instructors	Former Students and Graduates provide inside information on how their education at Phoenix College prepared them for the working world.	Students, Department Chair, Program Director and Individual Instructors available to view the guest lectures

Field Trips	Each semester	Individual Instructors	Students see first hand the construction sites and offices of practicing professionals.	Students and Faculty
Annual Advisory Committee Meeting	Spring Semester	Department Chair and Program Director	Graduation rates, places of employment for students and graduates, wages if known, are shared with committee members. Suggestions for new courses or improvements to existing courses are solicited from the committee members.	Department Chair, Program Director, Advisory Committee Members, Dean of Instruction's office
Mail-out of department brochure and flyer advertising upcoming semester schedule of classes to local business and industry companies	July and December	Department Chair and Program Director	New and returning students from business and industry are recruited and retained to courses that deliver specific occupational skills for their jobs.	Department Chair, Program Director
Department Website	On-going	Program Director	All faculty are urged to include the department website address on their syllabi to encourage students to learn more about their instructors, classes and chosen fields of study.	Department Chair, Program Director and Adjunct Instructors
Faculty Surveys	The end of each semester	Department Chair and Program Director	Survey is under development. Goal is to solicit information from all instructors on ways to improve their courses. Implementation date: Spring 2002.	Department Chair, Program Director and Adjunct Instructors

Changes made in the programs as a result of the above evaluations include:

All seven programs have been completely revised and new courses have been written to keep the programs up-to-date with the changing technology inherent in the programs. Continuing education of all instructors is encouraged via the professional growth process. The annual advisory committee meeting is more focused on the skills employers are looking for in new and existing employees and ways to provide these skills.

The graduate surveys will consist of mailed written surveys with follow-up phone calls in the semester following graduation and the one year anniversary of graduation. This information should provide valuable information to the department on how well the programs are preparing the students for the workforce.

Future endeavors include:

1. having the students from all the department programs involved in a local Habitat for Humanity project to learn on the job construction skills which will improve their understanding of construction
2. forming an American Design Drafting Association (ADDA) student chapter which will encourage all Drafting students to take a national proficiency exam leading to Drafting and CAD certification
3. providing a display case/bulletin board of student work which will showcase the creative and technical skills of the students to the public.

The department program evaluations will be conducted during the Spring 2002 semester and will incorporate these methods of evaluations to assess the programs as a whole.

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes
Certificate in Cisco Networking Administration

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Survey		Kathy Green /John Avram		

Changes made in the program as a result of the above evaluations include:

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes
Computer Applications

Course: BPC133AA

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Survey	Spring 2001	Dana Fladhammer/Kathy Green	Of the students surveyed, 88% indicated BPC133AA prepared them to access and use the Internet "to a great extent", and 12% indicated that the course "somewhat" prepared them.	Applied Business faculty, students, and Advisory Committee.

Changes made in the program as a result of the above evaluations include:

Student results indicated there is no need to make changes in the program.

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes Certificate of Completion in Computer Hardware & Desktop Support

Outcome # 1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Intern Feedback Form	Spring 2001	Diane Stark	Students rated how satisfied they were with the internship and the work environment. In addition, they were asked to list the responsibilities and skills that they used and developed through the internship. Overall the students were very satisfied with the internship	Business Department
Intern Evaluation Form	Spring 2001	Diane Stark	Employers were asked to rate the following: quality of work, job knowledge, dependability, communication, and initiative. Overall scores were very high.	Business Department and employers

Changes made in the program as a result of the above evaluations include:

In the Certificate of Completion in Computer Hardware & Desktop Support, the CIS290AA, Computer Information Systems Internship is a required course. Students enrolled in this program must complete the internship to graduate. Every intern and employer will continue to be evaluated.

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes AAS and Certificate in Computer Information Systems

Outcome # 1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Survey	April 2001	Diane Stark	Determined the courses that students felt helped prepare them for the workforce	Business Department
Student Intern Feedback Form	Spring 2001	Diane Stark	Students rated how satisfied they were with the internship and the work environment. In addition, they were asked to list the responsibilities and skills that they used and developed through the internship. Overall the students were very satisfied with the internship	Business Department
Intern Evaluation Form	Spring 2001	Diane Stark	Employers were asked to rate the following: quality of work, job knowledge, dependability, communication, and initiative. Overall scores were very high.	Business Department and employers
Request for samples outlining Numeracy Skills for CIS159 and CIS162AB.		Diane Stark	The instructors will submit next Fall, 2001.	Business Department

Changes made in the program as a result of the above evaluations include:

The survey determined that the CIS159, Visual Basic Programming I, CIS162AB, C++: Level I, and CIS163AA, Java Programming: Level I, were courses that prepared students for the workforce. Skill sheets will begin to be developed for next Fall, 2001 and distributed to all faculty who teach these courses. In addition the Business Department may change the Degree and Certificate programs in Computer Information Systems by adding a .5 credit required capstone course in Career Development

Every Computer Information Systems intern and employer will continue to be evaluated.

Samples from all programming courses will be sent to the Numeracy Assessment Committee.

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes
AAS and Certificate in Credit Union Management

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Survey		Denny Sheehan		

Changes made in the program as a result of the above evaluations include:

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes

Outcome # 1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Graduate Survey	Every five years	Department Chair	Students surveyed checked that the skills taught in the program prepared them for their current job.	Advisory Board, Faculty
Student Surveys	End of each semester	Department Chair	Students surveyed circled that they are much more knowledgeable in the subject matter.	Department chair and faculty whose classes were surveyed.
Advisory Board Program Competencies Review	Advisory Board Meeting Spring 2002	Director	To be determined.	Advisory Board
Culinary Cafe Customer Evaluations	Tues., Wed., & Thurs. Fall and Spring Semesters	Director	Students and director receive feedback from customers.	Students and Director
Advisory Board Program Review	Advisory Board Meetings	Director	Program modification and new course development.	Students, Instructional Council, Faculty
Occupational Program Evaluation	Every five years	Department Chair, Program Director	Designed Instructional Kitchen, Opened Kitchen and Culinary Cafe, hired full time faculty and lab techs.	College President, Committee Members

Changes made in the program as a result of the above evaluations include: 1. Student surveys resulted in course modifications and additional courses. 2. Advisory Board review of the AAS degree resulted in program and course modifications. 3. Program Evaluation resulted in state-of-the-art instructional kitchen, Culinary Cafe, new faculty, and two Lab Techs were hired.

**Phoenix College Occupational Programs Assessment Matrix for Measuring Programs Outcomes
Dental Assisting Programs**

Outcome #1 Occupational at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Clinical Competency Evaluations	Throughout curriculum	Faculty	See below for changes in 1999 – 00 - 01	Faculty, Administration, Advisory Board, Dentist employers
Didactic Competency Evaluations	Throughout curriculum	Faculty		Faculty
Course Competency Evaluations	Completion of course	Students	Faculty	Faculty
Graduate Survey	Completion of program	Director	Positive	Faculty, Administration, Advisory Board
Employer Survey	Every 5 years	Director	Positive	Faculty, Administration, Advisory Board
ADA Commission on Dental Accreditation	Every 7 years	Faculty/Director		Faculty, Administration, Advisory Board

Changes made in the program as a result of the above evaluations include:

1. Faculty and students are more aware of course goals, competencies, and how they are measured.
2. On going modifications will be made as needed per evaluations

**Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes
Dental Assisting Programs**

Outcome #1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Radiography Certification	June/July each year	Director	98% pass rate	Faculty, Advisory committee
Student Course Evaluation	Each semester	Instructor of course	90% positive various results	Faculty, Director

Changes made in the program as a result of the above evaluations include:

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes

Dental Hygiene

Outcome # 1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Matrix for measuring dental hygiene goals	Ongoing, thruout the year	Full + part time faculty	See below for summary of changes made in 02	All faculty, advisory committee, Commission on Dental Accreditation (CODA)
Matrix for Measuring Program Competencies	Ongoing	All faculty, students	See below for summary of changes in 02	Advisory Committee, faculty, students, CODA
Student evaluations of course competencies	Every semester	Course instructors and Director	Various results	Course instructor and faculty
Western Regional Clinical Examining Board	March annually	Director	100% pass rate, no changes made (020)	All faculty, advisory committee, WEB page for accountability to public
National Dental Hygiene Board case based and multiple choice	April annually	Director	School ranked in the top 23% (02)	Students, faculty, advisory committee, WEB page for public, PC fac.
Patient Satisfaction Surveys	Ongoing, thruout the year	Students, Clinic Coordinators, Director	98% of patients strongly agree that treatment at PC was very good	Advisory committee, faculty, students, WEB page
Chart Audits by students and faculty	Ongoing thruout the year	Clinic Coordinators Faculty	List of common errors generated	All faculty, students
Dental Hygiene Students Graduating fr. PC in Honors Program	End of Yr.	Director	02-83% of the graduates	Advisor Committee, faculty, WEB site

Skill Sheets	Ongoing	Clinical Lab Associates	Ongoing updates and changes	Faculty, students
Submitted Samples to college assessment in writing, math and communications	02	Faculty	Didn't receive	Didn't receive
Graduation/Retention Rate	Yearly	Director	91.7% retention rate (02)	All faculty, students advisory committee
Student Focus Groups	Weekly	Coordinators	Continues to be a valuable tool	All faculty, students
Accreditation from ADA	Every 7 years	All faculty	Full Accreditation granted 2002	All faculty, students, advisory committee, administration
Graduation Survey	Oct. yearly	Director	46% of response: 100% feel either average or above average in the 14 areas (02)	All faculty, students, advisory committee
Employer Survey	Oct. yearly	Director	100% feel graduates are either average or above average in 14 competencies (02)	All faculty, students, advisory committee
Portfolio Review	May yearly	All faculty	Students did not support the process; change in weight of project will be made in 03	All faculty, students

Changes made in the program as a result of the above evaluations include
(note: full text of changes and significant events available on file with the Dental Hygiene Program Director)

1. As a result of the matrix's, full and part time faculty are more aware of the goals and competencies of the program, there is more communication between the two faculties, and as a result there is more effective instruction to our students. Students also are more familiar with course and program competencies, their meaning and how they are measured. Annual faculty calibration meetings are held.
2. A quality assurance committee was formed to include members of all areas of the Program. The chart audits, which were conducted by students, were expanded to include audits by faculty and other components of the program were looked at closely. (i.e. patient satisfaction surveys) Members of the faculty felt assured that the public was being well served.
3. Skill sheet are continually updated to include up to date information and evaluation.
4. As a result of the evaluation given by students of the course competencies, instructors were made aware of areas that needed improvement and areas where successful instruction was taking place.
5. ADA accreditation site visit resulted in recommendation to improve 3 course syllabi and a commendation for excellent and open communication and a well written accreditation self study.
6. Use of Portfolio for outcomes assessment implemented in '02
7. Two "unseated" courses were developed in 01-02

**PHOENIX COLLEGE OCCUPATIONAL PROGRAMS
ASSESSMENT MATRIX for MEASURING PROGRAM OUTCOMES**

Emergency Medical Technology/Fire Science

Outcome #1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When conducted	Responsible Person(s)	Results	Audience
Matrix for measuring EMT goals	Ongoing, tho/out the year	Chair, Resident, adjunct faculty skills examiners and support staff,	Sharing of training outcomes, certification results, pass/fail rates and evidence of hire	At semester faculty meetings, EMT and FSC Advisory committees, medical directors, 'Regulatory Agencies: ADHS- BEMS* , AzNA**, AHA*** ASHI**** and the National Academy of Emergency Medical Communication
Matrix for Measuring Program Competencies	Ongoing	All faculty, students	Progressive abilities to perform skills are measured all through courses	Advisory Committees, medical directors, faculty, students, ADHS BEMS, AzNA, AHA, ASHI
Student evaluations of course competencies	Mid semester, End semester, for Paramedic every month	Chair, Resident, adjunct faculty skills examiners and support staff,	Changes as necessary	Course instructor, medical directors, faculty,
ADHS BEMS	Every semester Credentialing is assessed every two years for re-verification.	Chair, Resident, adjunct faculty skills examiners and support staff	No issues thus far.	Advisory Committees, medical directors, faculty, students, skills instructors and staff.
ASHI	June 2001	Chair and resident faculty	Competencies met	All faculty, advisory committees,

**PHOENIX COLLEGE OCCUPATIONAL PROGRAMS
ASSESSMENT MATRIX for MEASURING PROGRAM OUTCOMES
Emergency Medical Technology/Fire Science**

Outcome #1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When conducted	Responsible Person(s)	Results	Audience
Submit Samples to the college math assessment committee	Spring 2001 Fall 2001	Resident and adjunct faculty	Comments (+)	Comments (+)

*Arizona Department of Health Services Bureau of Emergency Medical Services;

**Arizona Nurses Association

***American Heart Association

****American Safety Health Institute

Changes made in the program as a result of the above evaluations include

1. As a result of the approach (matrix), full and part time faculty are continually aware of the goals and competencies of the program, there is a solid communication among all and skills examiners. As a result there is consistent and effective instruction to our students.
2. Students come back from foundation courses to enter preparatory courses for advanced levels of certification.
3. Involvement of hiring agencies in course planning and evaluation have resulted increase in the preparatory and refresher courses.
4. Graduates are returning to increase the levels of their involvement and begin the tiered process of skills examiners →certificated instructors → adjunct faculty.

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Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes

Outcome # 1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Graduate Survey	Every five years	Department Chair	100% surveyed checked that the skills taught in the program prepared them for their current job.	Advisory Board, Faculty
Student Surveys	End of each semester	Department Chair	100% of students surveyed circled that they are much more knowledgeable in the subject matter.	Department chair and faculty whose classes were surveyed.
Advisory Board Program Competencies Review	Advisory Board Meeting Nov. 9, 2001	Director	Fitting techniques on live models will be added to pattern design classes.	Advisory Board
Advisory Board Review of Student Portfolio	Advisory Board Meeting Nov. 9, 2001	Director and Faculty	Student work from fashion illustration classes will be added to portfolios.	Advisory Board
Advisory Board Program Review	Annually	Director	Program modification and new course development.	Students, Instructional Council, Faculty
Occupational Program Evaluation	Every five years	Department Chair, Program Director	Lectra Systems software purchased, embroidery software purchased, new lab designed and constructed and 12 new Designer One state-of-the-art embroidery machines purchased.	College President, Committee Members

Changes made in the program as a result of the above evaluations include: 1. Reviewing the graduate survey resulted in the purchase of Lectra Systems, state-of-the-art pattern making system. 2. Student surveys resulted in course modifications and additional courses. 3. Most recent Advisory Board review of the AAS degree resulted in program modification and two new courses: Portfolio Development and Pattern Drafting to be offered in the spring of 2002. 4. Program Evaluation resulted in state-of-the-art lab and equipment.

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes AAS and Certificate in General Business

Outcome # 1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Survey	April 2001	Diane Stark	Determined the courses that students felt helped prepare them for the workforce	Business Department
Student Intern Feedback Form	Spring 2001	Diane Stark	Students rated how satisfied they were with the internship and the work environment. In addition, they were asked to list the responsibilities and skills that they used and developed through the internship. Overall the students were very satisfied with the internship	Business Department
Intern Evaluation Form	Spring 2001	Diane Stark	Employers were asked to rate the following: quality of work, job knowledge, dependability, communication, and initiative. Overall scores were very high.	Business Department and employers
Request for samples of Business Communication writing assignments		Diane Stark	The instructors will submit next Fall, 2001.	Business Department

Changes made in the program as a result of the above evaluations include:

The survey determined that the GBS151, Introduction to General Business, was a course that prepared students for the workforce. Skill sheets will begin to be developed for next Fall, 2001 and distributed to all faculty who teach GBS151. In addition the Business Department may change the Degree and Certificate programs in General Business, by adding a .5 credit required capstone course in Career Development

Every business intern and employer will continue to be evaluated.

Samples from Business Communication courses will be sent to the Writing Assessment Committee. Samples from Business Statistics and Quantitative Methods will be sent to the Numeracy Assessment Committee.

Gerontology: Aging Services Management and Administrative Training (ASMAT)

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes

Outcome # 1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Matrix for Measuring Course Competencies	At completion of course	Faculty Director		Faculty Advisory Council
Matrix for Measuring Program Competencies	Ongoing	Faculty Students Director		Faculty Students Advisory Council
Student evaluations of course competencies	At completion of course	Students Director		Faculty Advisory Council
Employer Surveys	Annually	Director		Faculty Advisory Council
Graduate Surveys	Annually	Director		Faculty Advisory Council
Numeracy Assessment via PC Numeracy Assessment Committee	Fall	GRN130 Faculty GRN130 Students Director		Faculty Advisory Council
Writing Assessment via PC Writing Assessment Committee	Spring	GRN120 Faculty GRN120 Students Director		Faculty Advisory Council
Oral Presentation Assessment via PC Oral Presentation Assessment Committee	Spring	GRN225 Faculty GRN225 Students Director		Faculty Advisory Council
Team-building Assessment via PC Team-building Assessment Committee	Fall	GRN125 Faculty GRN125 Students Director		Faculty Advisory Council

Changes made in the program as a result of the above evaluations include:

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes

Health Information Technology AAS Degree Program

Outcome # 1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
1. Assessment of student proficiency each semester utilizing course examination results, laboratory activities, group project outcomes, and professional practice evaluations.	Ongoing	HIT faculty	98/99 - Instructional assessments performed 99/00 - Instructional assessments performed 00/01 - Instructional assessments performed 01;02 - Instructional assessments performed	Students, HIT faculty
2. Review of the HIT AAS Degree curriculum for compliance with the general education requirements.	Annually	HIT Program Director	98/99 – CRE (reading course) prerequisite change 99/00 – No changes 00/01 – No changes 01/02 - No changes	Students, HIT faculty, Advisory Committee, American Health Information Management Association (AHIMA)

3. Review of curriculum for compliance with RHIT Domains and the Model Curriculum.	Annually	HIT Program Director and HIT faculty	<p>98/99 – major updates in RHIT Domains</p> <p>99/00 – No changes in noted areas; professional credential change</p> <p>00/01 – No changes</p> <p>01/02 - data search/library research introduction taught in HCC course</p>	Students, HIT faculty, Advisory Committee, American Health Information Management Association (AHIMA)
4. Review of RHIT examination results.	Annually	HIT Program Director, HIT Faculty and Advisory Committee	<p>98/99- 10/10 (100%) first time takers passed exam</p> <p>99/00 – 11/14 (79%) first time takers passed exam</p> <p>00/01 – 9/10 (90%) first time takers passed exam</p> <p>01/02 - grad information not yet available</p>	HIT faculty, Advisory Committee, American Health Information Management Association (AHIMA), summary to Campus Administration and Students
5. Graduate surveys that reflect both employment and curriculum feedback.	One and three year post graduation	HIT Program Director	<p>98/99 – surveys not performed</p> <p>99/00 – surveys of both graduates and employers performed</p>	HIT faculty, Advisory Committee, American Health Information Management Association (AHIMA)
6. Employer surveys that reflect both graduate and program competency feedback.	One year post graduation	HIT Program Director	<p>00/01- surveys not performed</p> <p>01/02 - surveys of both graduates and employers performed</p>	HIT faculty, Advisory Committee, American Health Information Management Association (AHIMA)
7. Review of scope of professional practice sites.	Annually	HIT Program Director	98/99 – sites reviewed and contacted	HIT faculty, Advisory Committee, American Health Information Management Association (AHIMA)

8. Contact existing practice sites and continuous recruitment of new facilities.	Annually	HIT Professional Practice Instructors and HIT Program Director	99/00 – sites reviewed and contacted 00/01 – sites reviewed and contacted 01/02 - sites reviewed and contacted	HIT faculty, Advisory Committee
9. Feedback from the community through the Advisory Committee, job postings, and professional and government statistical data.	Ongoing	HIT Program Director and Advisory Committee	98/99 – informal feedback 99/00 – gov't data and informal feedback 00/01 – informal and Advisory Committee feedback 01/02 - informal and Advisory Committee feedback	Students, HIT faculty, Advisory Committee

Changes made in the program as a result of the above evaluations include:

1. Faculty revised exams, projects and assignments to support competency changes; there is continuous interaction of students and faculty regarding knowledge and skill acquisition and application; additional information/assignments are given as needed for comprehension; made student progress and evaluation a regular Agenda item for discussion at Department meetings; 2. Reversed sequence of CRE and first ENG course and made first ENG course a Program prerequisite; opened social sciences area and second ENG required course to student choice; 3. Changes to and addition of program courses initiated and approved; Updated course descriptions and competencies to reflect RHIA and RHIT; 4. No "changes"; 5&6. Initiated revisions in coding courses for laddering and competency updates; 7&8. Added new LTC and psych settings and contracted with one returning hospital setting; 9. Informed students and those interested in profession of positive market especially in coding.

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes Interior Design Program

Outcome #1: Occupational Programs at Phoenix College will prepare students for the workforce.

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Graduate Survey	Every 5 years	Department Chair	100% surveyed checked that the skills taught in the program prepared them for their current job.	Advisory Board, Faculty
Student Surveys	End of each semester	Department Chair	100% of students surveyed circled that they are much more knowledgeable in the subject matter.	Department Chair and Faculty whose classes were surveyed
Advisory Board Program Competencies Review	Spring, 2002	Program Director		Advisory Board, Faculty
Advisory Board Program Review	Annually	Program Director	Program modifications, 2 new certificates, 2 options to progress to 4-year degrees	Students, Instructional Council, Faculty
Occupational Program Evaluation	Every 5 years	Department Chair, Program Director	New facilities which include an AutoCAD capable design lab, a Resource workroom, and 2 technology capable classrooms	College President, Committee Members, Faculty
Submit student work samples to appropriate Assessment Committee	At least once every semester	Program Director	Majority of students scored	Appropriate Assessment Committee

**Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes
 INTERPRETER PREPARATION PROGRAM
 CERTIFICATE AND A.A.S. DEGREE**

Outcome # 1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Consultant	April 11-12, 2001	Cindy Herbst, consultant	Comprehensive report: Major suggestions included more residential faculty, Conference of Interpreter Trainer program review and few competency revisions	Advisory board, IPP program director, department chair
Survey of graduates	Fall, 2001	Kay Hilder, Program Director	Major recommendations included mentorship opportunities, and an internship component.	Advisory board, IPP program director, department chair
Advisory committee feedback	Twice per semester – ongoing	Kay Hilder, Program Director	Recommended Sign to Voice course, internships, and consultant	IPP program director, Phoenix College Dean of Instruction
Student course evaluations	Once per semester	All faculty	Very positive results – see attached. Review of texts recommended.	Advisory board, IPP program director
Capstone Course	Spring semesters	Faculty of SLG 210	TBA each year	Advisory board, IPP program director
Pre-admission screening for IPP	May of each year	IPP program director and entrance screening committee	TBA each year	Advisory board

Changes made in the program as a result of the above evaluations include:

Added mentorship program (five year grant funded through the Regional Interpreter Training Consortium) in Spring, 2001. Curriculum development planned to include internships. Currently working with local agencies and organizations to broaden opportunities for internships and gathering support. Provided mentor training workshops. Promoted Sign to Voice interpreting to current students and graduates. Established agreement with ASU West for B.A.S. degree with recommended coursework for interpreting students and continued fostering of collaborations with ASU West to provide beneficial ongoing education to interpreting A.A.S. graduates. Review to include former Interpreter Quality Assurance System assessment videos in capstone course. Recommended students who were denied admission to the IPP upgrade skills in Sign Language V and Career Work Experience courses. Continued curriculum development per consultant recommendations. Submitted a request for another residential faculty member.

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes Legal Assisting Program

Outcome # 1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Program Evaluations administered to upper level program students	Each Semester	Program Director	Adjustments to curriculum in individual courses, program as a whole, and evaluation of adjunct retention decisions	Program Director, Chair, Residential Faculty
Graduate Surveys	Annually	Program Director	Adjustments to curriculum in individual courses, program as a whole, and evaluation of adjunct retention decisions	Program Director, Chair, Residential & Adjunct Faculty, American Bar Association, Advisory Committee
Employer Surveys	Tri-Annually	Program Director	Adjustments to curriculum in individual courses, program as a whole, and evaluation of adjunct retention decisions	Program Director, Chair, Residential & Adjunct Faculty, American Bar Association, Advisory Committee, College Administration
Placement Surveys	Annually	Program Director	Adjustments to curriculum in individual courses, program as a whole, and evaluation of adjunct retention decisions	Program Director, Chair, Residential & Adjunct Faculty, American Bar Association, Advisory Committee, College Administration

Changes made in the program as a result of the above evaluations include:

Results of surveys are used to keep faculty informed on how well their class activities are satisfying the educational objectives needed by the employers.

Changes in course competencies and program structure are continually evaluated and adjusted.

Major program revisions were instituted in 2000-2001 and more will be made in 2002-2003. The changes are a direct result of what we learn from our external community about the content and methodology of our courses. Changes include increasing the amount of computer training, increased emphasis on writing skills, incorporating more critical thinking and team-based approaches to teaching and learning, and offering more paralegal-specific, skill-based courses.

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes
AAS and Certificate in Management/Marketing

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Survey	Spring 2001	Willie Jones/Denny Sheehan	99% of the students surveyed indicated that MGT259 and MGT260AA prepared them to practice self direction, and to establish goals that benefiting themselves as well as their supervisor and the employing company.	

Changes made in the program as a result of the above evaluations include:

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes
AAS and Certificate in Management

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Survey	Spring 2001	Denny Sheehan	100% of students surveyed indicated that MGT259/260AA prepared them to practice self-direction, and establish and complete goals that benefit them, their supervisor and company in a work environment.	

Changes made in the program as a result of the above evaluations include:

Phoenix College Occupational Programs Assessment Matrix for Measuring Medical Assisting Program Outcomes

Outcome # 1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Graduate survey and subsequent telephone contact with graduates	Formal survey October 2000; ongoing telephone contact	Program Director Helen Houser	<u>Employment</u> 78% of fast track graduates completing programs in 2000 are employed 13% are unemployed to complete degrees 4% moved out of state 5% unemployed due to health or family issues <u>Overall program satisfaction</u> 50% excellent 50% good	Advisory Council Accrediting bodies Department reports Students
Employer survey	December 2000	Program Director Helen Houser	75% excellent 25% good	Advisory Council Accrediting bodies Department reports Students
Externship placement	Ongoing	Program Director Helen Houser or designated Clinical Coordinator	Program students are sought after and placed in facilities of all major health care employers in Phoenix	Advisory Council members Accrediting bodies Students Media

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Physician focal survey on CLIA waived laboratory testing	July 2000	Program Director Helen Houser	See attached report	Advisory Council Department reports Curriculum Committee Faculty Health Care Integrated Education System
Advisory Council feedback	October 2000	Program Director Helen Houser	Very positive – meeting minutes available	Advisory Council Accrediting bodies Administration Faculty

Changes made in the program as a result of the above evaluations include:

- Increased emphasis on program intensity during advisement
- Sequencing of classes to allow health care core (HCC) classes to be co-requisites and clinical classes closer to externships
- Curriculum changes with 6 half credit HCC classes moved into one three credit class; Point of Care HCE 104 changed to HCE 167 updating CLIA waived laboratory tests with what is actually done in local medical offices

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes

Health Information Certificate Programs: Medical Billing, Medical Coding, Health Information

Outcome # 1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
1. Assessment of student proficiency each semester utilizing course examination results, laboratory activities, group project outcomes, and professional practice evaluations.	Ongoing	HIT faculty	Faculty revised exams, projects and assignments to support competency changes; there is continuous interaction of students and faculty regarding knowledge and skill acquisition and application; additional information/assignments are given as needed for comprehension; made student progress and evaluation a regular Agenda item for discussion at Department meetings.	Students, HIT faculty
2. Review practice literature and/or program "Approval competencies for compliance with guidelines or community of practice	Annually	Program Director, HIT faculty	00-01 - New Coding Program was pilot in new national "Approval" process with successful results 01-02 - All programs reviewed.	Students, HIT faculty, Advisory Committee, Campus Administration, American Health Information Management Association (AHIMA) - coding only

3. Graduate surveys that reflect both employment and curriculum feedback.	One and three year post graduation	HIT Program Director	01-02 - No graduates yet from coding program; grads of HI and Medical billing surveyed 01-02.	HIT faculty, Advisory Committee, American Health Information Management Association (AHIMA) - coding only
4. Employer surveys that reflect both graduate and program competency feedback.	One year post graduation	HIT Program Director	01-02 – New programs with few graduates and/or unknown employers; no surveys this year	HIT faculty, Advisory Committee, American Health Information Management Association (AHIMA) – coding only
5. Medical Coding Only: Review of scope of professional practice sites; Contact existing practice sites and continuous recruitment of new facilities.	Annually	HIT Professional Practice Instructors and HIT Program Director	01-02 – New program and practice, sites just being recruited – 3 clinics contacted	HIT faculty, Advisory Committee, American Health Information Management Association (AHIMA)
6. Feedback from the community through the Advisory Committee, job postings, and professional and government statistical data.	Ongoing	HIT Program Director and Advisory Committee	00-01 – Informal and Advisory Committee feedback 01-02 – Informal and Advisory Committee feedback	Students, HIT faculty, Advisory Committee

Changes made in the program as a result of the above evaluations include:

3&4. Initiated revisions in coding courses for laddering and competency updates; 6. Informed students and those interested in profession of positive market especially in coding.

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes
Certificate in Microsoft Product Specialist

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Survey		Kathy Green/John Avram		

Changes made in the program as a result of the above evaluations include:

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes
Certificate in Microsoft Networking Technology

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Survey		Willie Jones/ Kathy Green	All responses to selected competencies were “to a great extent” or “somewhat”	Applied Business faculty, staff, and Advisory committee.
			<u>1st competency Data</u> 67% great extent 8% somewhat 25% A point between “great extent” & “somewhat”	
			<u>2nd Competency Data</u> 58% great extent 25% somewhat 17% A point between “great extent” & “somewhat”	

Changes made in the program as a result of the above evaluations include:

Nursing

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes

Outcome # 1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
NCLEX National Exam	After Graduation	Nursing Chair	14/20 Students have passed their Boards. 70% Pass Rate	Faculty, Advisory Committee, NPIC College Administrators
HESI PN and RN Predictor Exams	May and December	Nursing Chair Nursing Faculty	RN-44% PN-42% Probability of Students Passing their RN/PN test	Faculty, Advisory Committee, NPIC, College Administrators
End of Program Surveys	May and December	Nursing Chair Nursing Faculty HCIES	86% of students satisfied with the nursing program	Faculty, Advisory Committee, HCIES, NPIC
Employer and Graduate Surveys	6 months after Graduation	Nursing Chair HCIES	No data. Surveys will be sent out this fall	Faculty, Advisory Committee, NPIC, HCIES
Student Block Evaluations	End of every semester	Nursing Faculty Nursing Chair	>90% of students satisfied with the nursing program	Nursing Faculty, HCIES
Formative and Summative Clinical Performance Evaluations	Various times during the semester	Nursing Clinical Faculty	92% of students consistently function at Proficient to Self-Directed levels	NPIC, Nursing Chair, Advisory Committee

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Focus Groups	Twice a Year	Nursing Faculty Nursing Chair	>75% of students satisfied with the nursing program	Nursing Faculty, NPIC, Advisory Committee
Graduation and Retention Rates	May and December	Nursing Chair	75% of Nursing Students graduated in 4 semesters	Advisory Committee, Nursing Faculty, NPIC, HCIES, College Administrators
National League for Nursing Accreditation	October 2001	Nursing Chair NPIC	No data yet.	Nursing Faculty, Nursing Students, HCIES, College Administrators, Advisory Committee
Student Skill Lists	Ongoing throughout the semester	Nursing Clinical Faculty	Ongoing updates and revisions.	Nursing Faculty and students

Changes made in the program as a result of the above evaluations include:

1. Our Spring 2001 class is the first graduating class with our new District wide curriculum. We didn't have a graduating class last December. Our employer and graduation surveys will be sent out this fall. Therefore we don't have any data. When we receive the results of the surveys, we will assess the data and make changes accordingly.
2. Our national accreditation will be performed in October 2001. Based on the recommendations from the National League for Nursing, we will modify the program. We anticipate having to submit a two-year interim report.
3. Based on the student block evaluations, student focus group data, advisory committee suggestions and faculty input, we have already modified our nursing program. We have shifted credits and moved pre and co requisites. We have increased our nursing science and theory credits and combined some of the Pharmacology and Care Giver classes. These course changes were approved in June and implemented Fall 2001.
4. Currently, we have had 20 of our 26 Spring graduates take the NCLEX exam. Our goal was to have a 85% pass rate for the RN test. We are reviewing our curriculum district wide as well as at our individual site. We have begun faculty led success and review groups. We have purchased remediation software to assist our students. The department has asked for computers and computer-aided instruction to assist our students in succeeding in the program and passing the NCLEX. District wide we have a curriculum committee that is evaluating the curriculum and the pass rates.
5. Our HESI PN and RN probability rates are lower than the expected 85%. Because our predictor rates are lower than the norm, we are working with our students to increase their probability of passing the PN and RN Board exams.
6. Our skills lists and evaluation sheets are assessed yearly and revised by our district wide nursing groups. The sheets reflect what is current in clinical and includes pertinent skills and data to accurately evaluate student performance.
7. Our retention and graduation rates are comparable to the other Maricopa nursing programs. This is a very rigorous program and our students have a lot of personal issues that come up throughout the program. A more realistic number would be the overall graduation rate of those students who entered the program and not just within in a specified timeframe. Currently we assess only the ones who finish in four semesters.
8. With the District wide curriculum incorporation in fall 1999, our nursing faculty have become more aware of our goals, curriculum, competencies, core values and more responsive to the evaluation process. Undergoing a national accreditation has forced our faculty to write a self-study and present our information to outside reviewers. As a consequence of the self-study and accreditation, we are all more aware of the evaluation process. All of our surveys and evaluation tools were designed to reflect district wide nursing competencies and core values. The faculty are confident with revisions and remediation in the curriculum our predictor exams and Board pass rates will exceed the national criteria.

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes
AAS and Certificate in Office Support – General & Medical

Courses: BPC101XX, BPC229, OAS241, OAS242, & OAS 201

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Survey	Spring 2001	Dana Fladhammer/Kathy Green	Of the six courses surveyed the majority (60%) of the students indicated that their course work develop the selected competencies "to a great extent," and 40% indicated that these courses "somewhat" developed these competencies	Applied Business faculty, students, and Advisory Committee.

Changes made in the program as a result of the above evaluations include:

Student results indicate there is no need to make changes in the program.

Phoenix College Occupational Programs Assessment Matrix for Measuring Patient Care Technician Program* Outcomes

Outcome # 1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Advisory Committee	December 2000	Program Director Helen Houser	Council agreed that the PC Patient Care Technician (PCT) would be the standard and all hospitals would hire PCTs with the PC certification	Advisory Council members Local hospitals Administration Faculty Students
Feedback from sponsoring health care organizations	ongoing	Program Director Helen Houser	Very positive feedback; Hospitals continue to request our program at their site(s) and continue to send their employees to our program	Advisory Council Administration Department reports Sponsoring organizations Students
Course evaluations by students	At completion of each class	Faculty	98% highest rating	Faculty Advisory Council Sponsoring organizations

NOTE: The PCT program teaches advanced skills to certified nursing assistants - CNA. The students take the course for advancement not employment. Phoenix College holds courses on hospital campuses for their employees. The hospitals pay for the entire program. Hospitals will also sponsor their CNAs "up front" to take the course on the PC campus. At program completion, students receive a position change and increased salary from their employer.

Changes made in the program as a result of the above evaluations include:

- Curriculum changes – instead of two externships for basic and advanced phlebotomy externships, one externships combines the skills from both phlebotomy classes.
- Change of start date to April for Spring semester course to allow hospitals to get through their high census/high acuity period without staffing decreases due to CNAs in program.

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Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes

Outcome # 1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
clinical evaluations	during clinical courses, HCE120 and HCDE 121	Clinical coordinator or program director	competencies met for successful completion and remediation programs in place	all faculty, advisory committee, students
skills evaluations during lab class time	ongoing	resident and adjunct faculty	competencies met for successful completion	all faculty, advisory committee, students
national certification examinations	offered periodically to those who choose to take it	program director	competencies met to insure passage of exam and certification	all faculty, advisory committee, students
submit samples to college math assessment committee	Spring 2002	Resident and adjunct faculty	?	?
employer survey via telephone	periodically	program director	very positive feedback	all faculty, advisory committee, students
student evaluation of courses	periodically	resident and adjunct faculty	change as necessary	program, director, adjunct and resident faculty

Changes made in the program as a result of the above evaluations include:

The program is continually updated and revised to meet the needs of the community. The employers are queried often as to the changes in their facility's policies, techniques and equipment. We have recently adapted a new way to evaluate students in the clinical practicums due to input from our clinical facilities and the phlebotomy area supervisors. Our students evaluations of course material and instructor's preparedness are taken very seriously and changes are made accordingly. Our record of candidates who have taken the national certification exam and passed is in the high 90s.

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes
AAS and Certificate in Travel Industry Technology

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Survey		Denny sheehan		

Changes made in the program as a result of the above evaluations include:

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes
Certificate in Microsoft Systems Engineer

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Survey		Kathy Green/ John Avram		

Changes made in the program as a result of the above evaluations include:

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes
Certificate in Cisco Networking Technology

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Survey		Kathy Green/John Avram		

Changes made in the program as a result of the above evaluations include:

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes
Certificate in Legal Office Support

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Survey		Dr. Linda Kurth		

Changes made in the program as a result of the above evaluations include:

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes
AAS and Certificate in Legal Secretarial

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Survey		Dr. Linda Kurth		

Changes made in the program as a result of the above evaluations include:

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes Certificate of Completion in Programming and Systems Analysis

Outcome # 1 Occupational Programs at Phoenix College will prepare students for the workforce

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Survey	April 2001	Diane Stark	Determined the courses that students felt helped prepare them for the workforce	Business Department
Student Intern Feedback Form	Spring 2001	Diane Stark	Students rated how satisfied they were with the internship and the work environment. In addition, they were asked to list the responsibilities and skills that they used and developed through the internship. Overall the students were very satisfied with the internship	Business Department
Intern Evaluation Form	Spring 2001	Diane Stark	Employers were asked to rate the following: quality of work, job knowledge, dependability, communication, and initiative. Overall scores were very high.	Business Department and employers
Request for samples outlining Numeracy Skills for CIS159 and CIS162AB.		Diane Stark	The instructors will submit next Fall, 2001.	Business Department

Changes made in the program as a result of the above evaluations include:

The survey determined that the CIS159, Visual Basic Programming I, CIS162AB, C++: Level I, and CIS163AA, Java Programming: Level I, were courses that prepared students for the workforce. Skill sheets will begin to be developed for next Fall, 2001 and distributed to all faculty who teach these courses. In addition the Business Department may change the Degree and Certificate programs in Programming and Systems Analysis by adding a .5 credit required capstone course in Career Development

Every Programming and Systems Analysis intern and employer will continue to be evaluated.

Samples from all programming courses will be sent to the Numeracy Assessment Committee.

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes
AAS and Certificate in Fashion Merchandising/Marketing

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Survey	Spring 2001	Leslie Bush/Denny Sheehan	100% of the students surveyed indicated that MGT259 and MGT260AA prepared them to practice self direction, and to establish goals that benefiting themselves as well as their supervisor and the employing company.	

Changes made in the program as a result of the above evaluations include:

Phoenix College Occupational Programs Assessment Matrix for Measuring Program Outcomes
Certificate in Legal Support Professional

Method of Evaluation	When Conducted	Responsible Person	Results	Audience for Results
Student Survey		Linda Kurth		
<p>No assessment available for this program because student surveys collected Spring 2001 from the capstone course (OAS220) for this program were mistakenly discarded by staff. OAS220 is not offered again until Spring 2002.</p>				

Changes made in the program as a result of the above evaluations include: