

Annual Report for Assessment of Outcomes

(For Degree, Certificate or Core Outcomes)

To complete this Assessment Report, please address the questions below, and send to learningassessment@pcc.edu **by June 20, 2011**; subject line: REPORT Assessment [SAC]

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in the previous academic year.

(Information provided here may be referenced, inserted into or summarized in Program Review 2.C.iii (for Core Outcomes) or 6.B.iii (for CTE Degree and Certificate outcomes).

- Instructors have revised test questions to emphasize more critical thinking, less memorization.
- Lab modules now include at least one "thoughtful" scenario the students must deliberate and draw a conclusion. Titled "What if's?", the student is presented with a case study and asked what steps they would take in a clinical setting to move the appropriate care to the next level.

2. Identify the outcomes assessed this year, and describe the methods used.

What were the results of the assessment (i.e., what did you learn about how well students are meeting the outcomes)?

(Information provided here may be referenced, inserted into or summarized in Program Review 2.C.i& ii (for Core Outcomes) or 6.B.i & ii (for CTE Degree and Certificate outcomes)

a. Describe the method(s) you used.

- Outcome #6 – Prepared to take and pass the national certification examination to become Certified Ophthalmic Technicians (COT) was assessed.
- The OMT program this year had thirty four (34) students. Sixteen (16) of those were second year students. All second year students took the national certification examination sponsored by the Joint Commission of Allied Health Personnel in Ophthalmology (JCAHPO) on June 2, 2011. The pass rate for our students this year was 100%! This compares with a national pass rate of less than 60% according to information provided by JCAHPO as of August, 2010.
- Students were surveyed immediately following completion of their national examination.

b. Results: What did you learn?

- Students reported that mock testing, timed and delivered via D2L was extremely helpful. Students ask that all written tests during the program be of the same style as their national exam i.e. employ as much critical thinking as possible.
- Student asked that we review the sequencing of certain classes in the program, perhaps consider presenting some material in the second year rather than year one.
- Students appreciated that much of their last term was devoted to review of previously presented material which they felt prepared them well for their certification test.

3. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of outcomes.

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- The department will continue to expand the overall review component during the last term of the program. Introduction of new material will be limited during this time.
- The SAC has determined that a return to mock skill evaluations at the end of fall and winter term in the second year of the program is warranted. These performance based evaluations, assessed by clinical coordinators rather than regular faculty, provide students feedback on how they are progressing with their technical skills, both in the area of speed and proficiency.
- Rubrics will be incorporated into all lab modules in the program beginning in academic year 2011-2012. One of our part time faculty members received an Instructional Improvement Project (IIP) grant this summer. Additionally, new rubrics will be developed for the Practicum courses to improve performance evaluation and assessment in the clinical setting.