

**Spring 2014
Institutional Learning Outcomes Assessment Report**

Term Assessments Took Place: Fall 2012 and Spring 2013

Type of Outcome: ILO #2

Step 1: Learning Outcomes Statement

ILO #2. Written and Oral Communication: Students are able to express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.

Step 2: Means of Assessment (Measurement Method)

Using data collected in eLumen in Fall 2012 and Spring 2013, 1,713 records were collected for ILO #2 using a five level rubric and 5,602 were collected using a four level rubric. The information from the 4 level rubric was used to indicate student’s progress on achieving the Written and Oral Communication Institutional Learning Outcome.

Step 3: Criteria for Success (Benchmark)

Each year the IEAO Committee will identify the two ILOs with the lowest student performance scores and focus on identifying strategies for improvement in those two areas. ILOs 1, 5, and 6 were identified as having the lowest scores on the assessments, 78% of the scores were 2 or higher on the 4-point rubric ranging from 0 – 3. The IEAOC chose ILO #1, Critical Thinking, and ILO #5, Information Literacy, to develop improvement plans for because these two areas were assessed much more extensively and ILO #6, Ethics and Values, will have more assessments as we improve the mapping and data collection process.

Step 4: Summary of Evidence

80% of the responses were scored at a 2 or higher on the course outcomes.

Rubric Level	Rubric Description	#	%	%
0	No demonstrated achievement	355	6.3	19.8
1	Minimal evidence of achievement – below expectations	754	13.5	
2	Adequate evidence of achievement – met stated outcome or expectations	1,713	30.6	80.2
3	Significant evidence of achievement – surpassed stated outcome, mastery or near mastery of learning expectations	2,780	49.6	
	Total	5,602	100.0	100.0

Step 5: Use of Results (Implications for Program Improvement & Planning)

Based on the process adopted by the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) where the ILO assessments with the two lowest scores are examined further, the committee will examine the Critical Thinking and Information Literacy ILOs, and will re-examine this ILO next year.

Table 1: Spring 2013 Student ratings on the CCSSE of how their experience at CHC contributed to the ability to write and speak clearly.

How much has your experience at this college contributed to your knowledge, skills, and personal development in the following...	Likert Scale									% of Some or Higher	% of Quite a Bit or Higher
	Very Little		Some		Quite a Bit		Very Much		Total		
	#	%	#	%	#	%	#	%	#		
Writing clearly and effectively	54	8.3	141	21.7	263	40.5	192	29.5	650	91.7	70.0
Speaking clearly and effectively	75	11.5	155	23.8	238	36.6	182	28.0	650	88.5	64.6
Total	129	9.9	296	22.8	501	38.5	374	28.8	1,300	90.1	67.3

Table 2: Fall 2012 and Spring 2013 eLumen Summary of Results by Outcome Statement.

Outcome Statements		Rubric Value				Total
		0	1	2	3	
1. Students will identify, discuss, and analyze the elements of literature.	#	0	0	0	14	14
	%	0.0	0.0	0.0	100.0	100.0
2. Students will choose artwork and literature for inclusion of the school literary magazine.	#	0	0	0	14	14
	%	0.0	0.0	0.0	100.0	100.0
3. Identify the signs and symptoms of cardiopulmonary distress, and be able to discuss their etiology and identify effective therapeutic interventions.	#	1	0	0	26	27
	%	3.7	0.0	0.0	96.3	100.0
3. Students will layout and design the school literary magazine.	#	0	0	0	14	14
	%	0.0	0.0	0.0	100.0	100.0
8. Students will learn to collect information, create a flow chart and to successfully navigate through that flow chart.	#	11	13	64	186	274
	%	4.0	4.7	23.4	67.9	100.0
Find, evaluate and incorporate sources from library and internet into a research paper that argues a position effectively using MLA guidelines (8-10 Pages, Times Roman 12 point font).	#	132	353	678	524	1687
	%	7.8	20.9	40.2	31.1	100.0
Identify and use medical terminology in proper context when communicating orally or in writing Version 2	#	12	16	18	32	78
	%	15.4	20.5	23.1	41.0	100.0
SMART Goal: The presentation was clear and well presented.	#	1	3	8	13	25
	%	4.0	12.0	32.0	52.0	100.0
Spanish Oral Exam: Content	#	0	7	30	139	176
	%	0.0	4.0	17.0	79.0	100.0
Spanish Oral Exam: Fluency & Preparedness	#	1	8	49	118	176
	%	0.6	4.5	27.8	67.0	100.0
Spanish Oral Exam: Grammar	#	7	16	78	76	177

	%	4.0	9.0	44.1	42.9	100.0
Spanish Oral Exam: Pronunciation	#	0	8	42	127	177
	%	0.0	4.5	23.7	71.8	100.0
Spanish Oral Exam: Vocabulary	#	6	5	50	116	177
	%	3.4	2.8	28.2	65.5	100.0
Student is able to write what additional requirements must be completed to receive a certificate of completion in our Registered Respiratory Therapist Program if you start with three points and explain the point system.	#	3	21	7	19	50
	%	6.0	42.0	14.0	38.0	100.0
Students are able to compose a short paragraph about themselves and their routine.	#	34	11	17	173	235
	%	14.5	4.7	7.2	73.6	100.0
Students are able to understand the functions of particles.	#	34	11	16	0	61
	%	55.7	18.0	26.2	0.0	100.0
Students are able to write the minimum requirements for entry into our Respiratory Care program.	#	4	14	11	21	50
	%	8.0	28.0	22.0	42.0	100.0
Students will be able to articulate their support for or against an issue by crafting essays which are well-supported and demonstrate logical reasoning and argumentative skills.	#	23	41	101	63	228
	%	10.1	18.0	44.3	27.6	100.0
Students will be able to read and critically evaluate texts for factual, rhetorical and argumentative merit.	#	25	61	144	95	325
	%	7.7	18.8	44.3	29.2	100.0
Students will demonstrate an ability to locate, read, organize and critically evaluate information for incorporation into both informative and persuasive presentations.	#	1	20	83	136	240
	%	0.4	8.3	34.6	56.7	100.0
Students will demonstrate their ability to construct and organize coherent and audience-centered speeches.	#	9	62	258	388	717
	%	1.3	8.6	36.0	54.1	100.0
The Student is able to write what an RCP is and what is required to receive a license to practice Respiratory Care in California.	#	1	17	7	25	50
	%	2.0	34.0	14.0	50.0	100.0
The student will be able to describe the most common side effects for inhaled corticosteroids.	#	6	0	0	23	29
	%	20.7	0.0	0.0	79.3	100.0
The student will be able to explain how to interpret the acid-base balance in an arterial blood gas.	#	6	0	0	25	31
	%	19.4	0.0	0.0	80.6	100.0
The student will be able to explain in writing how to perform a minimal leak technique.	#	0	5	0	25	30
	%	0.0	16.7	0.0	83.3	100.0
The student will be able to explain in writing how to perform a minimum occluding volume.	#	0	11	0	19	30
	%	0.0	36.7	0.0	63.3	100.0
The Student will be able to explain in writing the difference between kinetic energy and potential energy.	#	3	0	0	28	31
	%	9.7	0.0	0.0	90.3	100.0
The student will be able to explain the difference between obstructive and restrictive conditions on a flow volume loop.	#	8	0	0	23	31
	%	25.8	0.0	0.0	74.2	100.0

The student will be able to explain which class of drugs can be aerosolized.	#	1	0	0	28	29
	%	3.4	0.0	0.0	96.6	100.0
The student will explain how to calculate the % improvement from a pre-post bronchodilator pulmonary function test.	#	0	0	0	31	31
	%	0.0	0.0	0.0	100.0	100.0
The student will explain how to calculate the dissolved oxygen in the plasma and the oxygen carrying capacity of hemoglobin in the blood.	#	6	0	0	25	31
	%	19.4	0.0	0.0	80.6	100.0
The student will explain how to compute the alveolar-arterial PO ₂ difference and a/A ratio.	#	7	0	0	24	31
	%	22.6	0.0	0.0	77.4	100.0
The student will explain how to identify general anatomical landmarks, tube placement, or any other artificial apparatus when viewing patient's chest film.	#	0	0	0	27	27
	%	0.0	0.0	0.0	100.0	100.0
The student will explain how to set the high and low pressure alarm on a ventilator.	#	1	1	4	25	31
	%	3.2	3.2	12.9	80.6	100.0
The student will explain in writing between minute ventilation and alveolar ventilation	#	2	0	0	29	31
	%	6.5	0.0	0.0	93.5	100.0
The student will explain in writing how to calibrate a polarographic oxygen analyzer.	#	0	2	0	27	29
	%	0.0	6.9	0.0	93.1	100.0
The student will explain in writing how to calibrate electrical helium type analyzer.	#	0	9	0	21	30
	%	0.0	30.0	0.0	70.0	100.0
The student will explain in writing how to set up a ventilator for operation, choosing the proper mode, rate, tidal volume and flow rate.	#	1	2	9	19	31
	%	3.2	6.5	29.0	61.3	100.0
The student will explain in writing the comparison between compliance and elastance.	#	6	0	0	25	31
	%	19.4	0.0	0.0	80.6	100.0
The student will identify and sketch the graphs of polynomial, rational, exponential, and logarithmic functions as well as graphs of the conic sections.	#	3	33	35	24	95
	%	3.2	34.7	36.8	25.3	100.0
The student will identify and sketch the graphs of the trigonometric functions.	#	0	4	4	13	21
	%	0.0	19.0	19.0	61.9	100.0
Total	#	355	754	1713	2780	5602
	%	6.3	13.5	30.6	49.6	100.0