



Workforce Program Assessment Project Overview

January 2007



Workforce Program Assessment Project Overview

Executive Summary

The purpose of the Workforce Program Assessment initiative is to provide workforce departments with the guidance and resources they need to gather evidence of student learning outcomes from each program of study. This information is then used to help identify problem areas in curriculum, instruction, or student services and to make changes in the program. This continuous improvement process gives departments the data they need to make informed decisions about how to make their programs more effective in producing graduates who will have the knowledge, skills, and habits of mind that are necessary for success in work and higher levels of education.

Accomplishments in the first two years of this initiative (2004-2005 and 2005-2006) have included the following:

- Successful implementation of **ten pilot projects**, with at least four new projects starting this coming year. Each pilot project has taken a distinct approach to identifying key learning outcomes, developing assessment methods, and improving their programs.
- Significant development of **innovative instructional strategies** in five of the pilot projects, enabling faculty to better assess as well as engage students in effective learning activities
- Development of a set of **common core competencies** appropriate to all workforce programs, to be used in assessing foundational knowledge and skills required by employers and gained in both general education and technical coursework.
- Development of a **Program Assessment Rubric** to assist in measuring programs' progress toward effective implementation of assessment plans.
- Identification of three **Faculty Fellows**, who, along with a number of other departmental leaders, form the Workforce Program Assessment Council and work with the faculty teams to assist with implementation.
- The Faculty Fellows have assisted in planning a **series of workshops** led by nationally-recognized experts on program assessment, with an average attendance of 35 faculty and staff. The Fellows and other involved faculty have also attended and **presented at state and national conferences** on assessment, including presentation of a session on the Workforce Program Assessment initiative at the League for Innovation in the Community College's annual Learning College Conference in June 2005.

Table of Contents

Section 1	Pilot Projects: Key Features	3
Section 2	Pilot Projects: Impact on Curriculum and Instruction	5
Section 3	Workforce Core Competencies	13
Section 4	Program Assessment Rubric	25
Section 5	Project Leadership	27
Section 6	Program Assessment Workshops and Events	28

Section 1

Pilot Projects: Key Features

Project Accomplishments and Special Features

Program	Developed/ clarified learning outcomes	Developed/ piloted assessment methods	Revised curriculum/ instruction	Increased faculty collaboration	Enhanced/ expanded advisory committee
Aviation Maintenance	X	X			
Building Construction	X	X			
Cosmetology	X			X	
Culinary/Hospitality	X	X	X	X	
Early Childhood Ed*					
EMS/Paramedic	X	X	X	X	X
Health Info Mgt*					
Legal Assisting	X	X	X	X	
Networking	X	X	X	X	
Office Administration	X	X	X	X	
Physical Therapy Asst*					
Practical Nursing	X		X	X	
Respiratory Care	X	X	X		X
Sign Language	X	X	X	X	

*New for 2006-2007

Aviation Maintenance: Assessment in this program has focused less on student learning outcomes and more on reasons students fail to take the FAA certification exams. The program has instituted a series of surveys for new students and graduates to better understand these reasons. Initial results indicated that, although cost is a factor, lack of confidence also plays a role. Students now have the opportunity each term to do a practice oral exam to help build their confidence for this part of the FAA certification. Additionally, the program is working on building the costs for the FAA exams into course lab fees, helping address this challenge as well.

Cosmetology: This program is still in the early stages of program assessment, but is considering using e-portfolios to enable students to track their progress and demonstrate their learning prior to sitting for the licensure exam.

Emergency Medical Services: Last year, the program began using PDAs to allow students to enter information on their clinical performance and have it checked off by their clinical supervisor. This has greatly increased the accuracy of this information and reduced both over- and under-reporting by students. The program has now identified a new software tool that allows the student to upload their information to a central website from any computer, rather than having to come to campus to upload to an instructor's computer. Any faculty member, administrator, or clinical supervisor can download student reports from this website. This new system meets all of the assessment requirements for the program's accreditation and provides detailed, ongoing data on student performance.

Legal Assisting: The program is working on identifying course assignments that will be designated as portfolio artifacts, scored using common rubrics, and used to track student progress throughout the program. The targeted learning outcomes include legal writing, ethics, and teamwork. Students will present their portfolio with a panel of employers as part of a capstone experience that will also include their internship and a group case study project.

Network Engineering Technology: This department is also working on e-portfolios. The faculty have met to establish key learning outcomes in each course and are now identifying assignments that will serve as portfolio artifacts. The programs have also been substantially revised to ensure appropriate coverage and sequencing of targeted outcomes.

Office Administration: This program has implemented portfolios on a pilot basis and is now testing e-portfolio software in one class. In full implementation, students will create portfolios, take certification exams, and take selected WorkKeys assessments. As in the Legal Assisting program, students will have the opportunity to share their portfolios with employers in a capstone experience.

Respiratory Care: This program began its project by revising the curriculum to ensure its alignment with licensure requirements. To assist in this process, a group of employers and other stakeholders was convened. These were not members of the current advisory committee, but were selected to bring a "fresh eye" to the curriculum. Through this process, the program was also able to increase the level of community awareness of and support for the program. Next, unit tests were developed to assess student progress. The program is currently working on training its adjuncts and clinical supervisors to increase their reliability in evaluating student performance and ensuring they address the outcomes required for licensure.

Sign Language: Similar to the Respiratory Care project, the program began by revising the curriculum to ensure licensure standards were addressed, and expanding the duties of adjuncts to include student mentoring. The program will be using a portfolio approach to track student progress prior to licensure; artifacts will include videos of student performance as interpreters.

Pilot Projects: Impact on Curriculum and Instruction

Five of the workforce programs with pilot projects have made significant changes in the way they organize their curriculum, interact with students, and structure learning experiences. This section provides examples of new strategies employed in each of these programs, which are summarized below.

Program	Example provided	Page
<p>Culinary/Hospitality Management: In addition to starting a program assessment pilot project the Culinary and Hospitality Management department met the requirements for reaffirmation of their professional accreditation by developing a new system for assessing student learning outcomes throughout the Culinary program. The faculty developed rubrics for each major student project or learning activity in each core course and will be compiling data from completed rubrics to track student success throughout the program.</p>	Student rubric	7
<p>Emergency Medical Services: The PDA-based student assessment system and online tracking system have enabled the program to maintain accurate, up-to-date records of student progress in the program, determine when students need extra help to achieve critical competencies, and ensure all students meet the same skills standards. The assessment system allows instructors to focus on teaching students, rather than compiling paperwork.</p>	Sample tracking reports	8
<p>Network Engineering Technology: This program has instituted an e-portfolio requirement for students, and identified key assignments within each core course to include in the e-portfolio. These assignments typically take the form of hands-on, performance based activities that require students to demonstrate their mastery of skills addressed in the course. The program has also developed a rubric for overall evaluation of the e-portfolio at the end of the student’s program.</p>	E-Portfolio requirements, rubric, and sample activity	10

Office Administration: Instructors in this program are using Authentic Learning Tasks (ALTs) in both face-to-face and online courses to better enable students to learn important concepts and skills, and demonstrate their mastery of course requirements. Since each ALT includes a rubric, overall student performance in the program can be tracked easily. Two faculty have also completed comparative studies showing students learn more and report higher levels of satisfaction with their learning experiences in ALT-based courses.

Sample ALT 12

Legal Assisting: Instructors in the legal assisting program are focusing more on students' ability to think critically and write effectively. They are increasingly using case studies and other active, authentic learning strategies to help students build the core competencies that have been identified for this program. To provide further opportunities for students to improve their writing skills in the context of their field, the program offered a learning community involving two linked courses – Business Law I and English Composition II – and coordinated activities and assignments between the two courses.

Shared assignments (forthcoming)

Culinary Management Program American Regional Cuisine Cooking Lab Evaluation

Name: _____ Date: _____ Instructor: _____

Ready			Score/Comments
10 points: Student is in a complete uniform with knife set at the start of class.	5 points: Student is on time but not dressed and ready.	0 points: Student is late and is not in complete uniform.	
Recipe			Score/Comments
5 points: American Regional recipes are accurately re-formatted using ingredients and procedures completely.	3 points: Recipe formats are only partially complete and need improvement.	0 points: Recipe formats have not been completed as assigned.	
Mise En Place			Score/Comments
5 points: Student notebook has a list of mise en place and is organized.	3 points: Student has a list of mis en place but is disorganized. Problems with notebook noted by instructor.	0 points: Student does not have a list of mise en place, has notebook irregularities.	
Production			Score/Comments
5 points: Student produces menu items according to recipe and follows the "clean as you go" philosophy.	3 points: Student does not follow recipe but follows the "clean as you go" philosophy.	0 points: Student does not follow recipe and does not follow the "clean as you go" philosophy.	
Team Work			Score/Comments
5 points: Student communicates with others, helps when needed, and works well with team.	3 points: Student communicates with others but does not help when needed. Teamwork needs improvement.	0 points: Student does not communicate with others and does not help when needed.	
Menu			Score/Comments
5 points: American Regional menu items are prepared and executed correctly.	3 points: Products are inconsistent and need improvement.	0 points: Products have not been executed correctly and do not conform as assigned.	
Cooking Methods			Score/Comments
5 points: Cooking methods conform to the standard, as demonstrated.	3 points: Cooking methods are close, but do not conform to standard, as demonstrated.	0 points: Cooking methods are not correctly followed.	
Clean-up			Score/Comments
10 points: Student cleans assigned tasks and helps others when finished.	5 points: Student cleans up assigned tasks but has to be asked to help others.	0 points: Student cleans but does not help others.	

Signed: _____

Total: _____ /50

Emergency Medical Services FISDAP Student Tracking System – Sample Reports

The first page provides a summary of the percentage of successfully completed task in each required category (skills, patient age groups, pathology categories, complaint categories, and team leader tasks). A breakdown of each student's progress in each category is accessed by clicking on the appropriate tab – an example of the "skills" breakdown is provided on the next page.

All data is updated regularly in real-time via the students' and clinical instructors' wireless PDAs. All data is accessible via the password-protected FISDAP Internet site.

Program Goals Report - Field and Clinical Data

Florida Community College at Jacksonville Class: Dec. 2006 data from 2004-09-01 to 2006-08-08

[Set Program Paramedic Goals](#)

Completed	Skills	Ages	Pathology	Complaint	Leadership
---------------------------	------------------------	----------------------	---------------------------	---------------------------	----------------------------

Completed Goals						
StudentName	Skills	Ages	Pathologies	Complaints	Team Leader	Total
[student]	65.0%	89.3%	70.4%	79.5%	62.0%	73.2%
[student]	75.0%	93.0%	98.8%	100.0%	62.0%	85.8%
[student]	71.7%	82.2%	65.0%	56.3%	0.0%	55.0%
[student]	66.7%	100.0%	100.0%	100.0%	68.0%	86.9%
[student]	53.3%	90.0%	74.6%	94.7%	50.0%	72.5%
[student]	75.0%	88.1%	87.1%	86.0%	42.0%	75.6%
[student]	51.7%	90.8%	76.7%	42.2%	12.0%	54.7%
[student]	71.7%	100.0%	98.3%	84.2%	0.0%	70.8%
[student]	75.0%	97.7%	83.3%	98.7%	50.0%	80.9%
[student]	75.0%	100.0%	95.8%	86.7%	12.0%	73.9%
[student]	66.7%	96.7%	78.8%	98.0%	46.0%	77.2%
[student]	71.7%	86.2%	97.5%	73.0%	52.0%	76.1%
[student]	85.0%	100.0%	100.0%	100.0%	58.0%	88.6%
[student]	68.3%	26.0%	67.9%	45.0%	18.0%	45.0%
[student]	75.0%	100.0%	100.0%	100.0%	40.0%	83.0%
[student]	66.7%	99.2%	96.7%	98.0%	38.0%	79.7%
[student]	61.7%	95.2%	86.7%	67.5%	32.0%	68.6%
[student]	43.3%	28.6%	45.8%	38.8%	24.0%	36.1%
[student]	65.0%	96.7%	76.2%	89.2%	38.0%	73.0%

Skills													
Student Name	Med. Admin. Goal = 15			ET Intubation Goal = 5			IV Success Goal = 25			Ventilation Goal = 15			Complete
	Obs	Perf	%	Obs	Perf	%	Obs	Perf	%	Obs	Perf	%	
[student]	22	32	C	7	0	0	21	39	C	0	9	60	65.0%
[student]	0	38	C	0	0	0	5	64	C	0	15	C	75.0%
[student]	1	20	C	0	0	0	1	26	C	2	13	87	71.7%
[student]	0	47	C	0	1	20	0	53	C	0	7	47	66.7%
[student]	1	13	87	0	0	0	4	58	C	0	4	27	53.3%
[student]	0	39	C	1	0	0	5	50	C	3	17	C	75.0%
[student]	4	51	C	0	0	0	3	50	C	0	1	7	51.7%
[student]	3	44	C	0	1	20	6	53	C	0	10	67	71.7%
[student]	1	15	C	0	0	0	4	33	C	0	18	C	75.0%
[student]	0	29	C	0	0	0	0	56	C	0	17	C	75.0%
[student]	0	23	C	1	0	0	4	43	C	0	10	67	66.7%
[student]	0	93	C	4	0	0	1	50	C	0	13	87	71.7%
[student]	113	167	C	11	2	40	36	58	C	6	16	C	85.0%
[student]	0	65	C	1	0	0	0	42	C	0	11	73	68.3%
[student]	7	66	C	7	0	0	13	45	C	35	29	C	75.0%
[student]	6	22	C	0	0	0	4	29	C	1	10	67	66.7%
[student]	0	34	C	0	0	0	0	54	C	0	7	47	61.7%
[student]	0	11	73	1	0	0	0	38	C	0	0	0	43.3%
[student]	1	38	C	0	0	0	7	40	C	0	9	60	65.0%
Total	159	847	C	33	4	80	114	881	C	47	216	C	95.0%
Average	8	45	C	2	0	4	6	46	C	2	11	76	70.0%
Maximum	113	167	C	11	2	40	36	64	C	35	29	C	85.0%
Minimum	0	11	73	0	0	0	0	26	C	0	0	0	0.0%

Network Engineering Technology E-Portfolio

The student is required to organize documents created during their technical courses and submit them electronically through BlackBoard (www.bb6.fccj.edu).

The list of courses that have required e-portfolio documents list below:

- CET2629 Internetwork Troubleshooting (CCNP4) - **Case Study**
- CET2628 Building Remote Access Networks (CCNP2) - **Case Study**
- CET2623 Quality of Service - **NBar Case Study**
- CET2627 Building Multilayer Switched Networks (CCNP3) - **HSRP Case Study**
- EEV0585 or CET1175 Technical Support - **Resume and Presentation**
- EEV0531 or CET2186 - Computer Peripherals - **Certificate of Disassembly**
- EEV0543 or CET1512 - Operating Systems - **DOS Certificate**
- CET2677 Voice Over IP - **Case Study**
- EEV0544 or CET1742 Intro to Networking - **Putting it all together lab**
- EEV0570 or CET2600 Cisco I - **Report/Lab**
- EEV0571 or CET2610 Cisco 2 - **Case Study**
- CET2626 Building Scalable Networks - **Case Study 1**

IF YOU HAVE ANY QUESTIONS REGARDING A SPECIFIC COURSE, CONTACT THE INSTRUCTOR OF THAT CLASS.

E-Portfolio Grading Criteria (100 points total)

Criteria	Needs Improvement	Adequate	Proficient
Appropriate number of documents	Less than 75 percent of the number of documents turned in matches the courses the student has taken where e-portfolio documents were required. (0-7 points)	75 to 90 percent of the number of documents turned in matches the courses the student has taken where e-portfolio documents were required. (8-17 points)	90 to 100 percent of the number of documents turned in matches the courses the student has taken where e-portfolio documents were required. (18-25 points)
Document Quality	Less than 75 percent of the documents are formatted professionally (router configurations are easily read, graphics (if presented are used appropriately), word processing documents are formatted correctly, etc.). (0-7 points)	75 to 90 percent of the documents are formatted professionally (router configurations are easily read, graphics (if presented are used appropriately), word processing documents are formatted correctly, etc.). (8-17 points)	90 to 100 percent of the documents are formatted professionally (router configurations are easily read, graphics (if presented are used appropriately), word processing documents are formatted correctly, etc.). (18-25 points)
Documents are uploaded to BlackBoard	The documents are not uploaded to Blackboard, on a CD or disk, or turned in some electronic form. (0-7 points)	The documents are not uploaded to Blackboard, but they are turned in some electronic form. (CD, DVD, disk, etc.) (8-17 points)	The documents are uploaded to the Digital Drop Box in Blackboard. (18-25 points)
The student can follow directions and successfully upload documents to BlackBoard.	The student had to be walked through the process of uploading documents to BlackBoard even though directions are given through the internship web link. (0-7 points)	The student tried the directions given through the internship web link for uploading documents to BlackBoard. Multiple questions were asked including information posted on the website. (8-17 points)	The student tried the directions given through the internship web link for uploading documents to BlackBoard. Only clarifying questions were asked. (18-25 points)

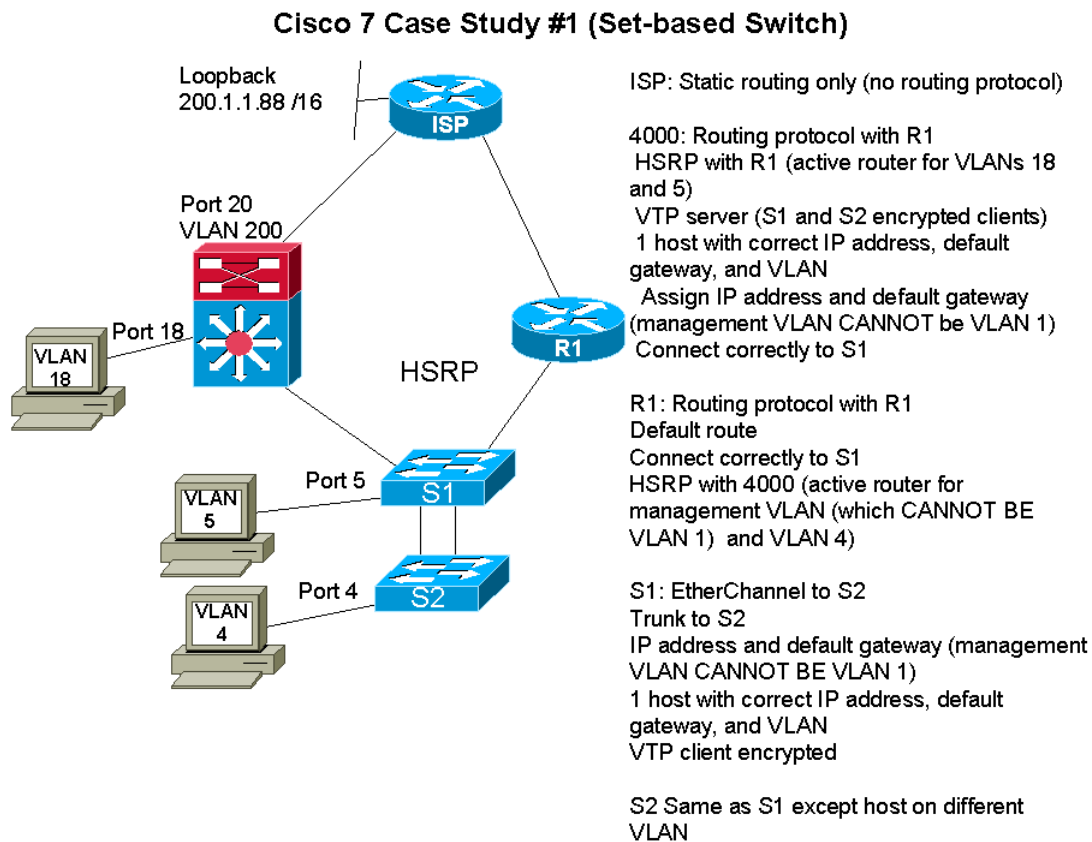
Sample E-Portfolio Case Study Assignment, Cisco VII

Three documents are required: (1) a PowerPoint Presentation of the Case Studies, (2) a .GIF document of Case Study #1, and (3) a .GIF document of Case Study #2. I have provided these documents for your class case studies and you must do both.

For each case study, I would like one Word document that contains the following and submitted through the Assignments link of BlackBoard:

- 1) The graphic for the case study provided by me or created yourself from the PowerPoint
- 2) All the configurations of each device (make sure each device is properly labeled with a hostname so it is easily identified)
- 3) Captured pertinent show commands that prove the requirements of the case study
- 4) Screen captures of the host IP address and default gateway
- 5) Screen captures of successful pings to the other hosts

Even though you may work in teams of two, no two documents should be the same. You should do your own captures and organization of the data. These two Word documents will be your requirements for your e-portfolio and can help you get a job.



Office Administration Program Sample Authentic Learning Task

OST 1384 Introduction to Customer Service

ALT 1 - Elements of a Service Culture

Each team will be responsible for visiting several (3 to 4) businesses to determine the level and quality of each element of the service culture (see Chapter 2). You will type a Word document with a cover page which states the ALT Number, Your Team Number, the names of your team members, and the date. You will then type up your results which should be 3 to 4 double-spaced pages in length (excluding the cover sheet). Each team will have the following roles which will be assigned by you:

Facilitator: responsible for collecting information from all team members, typing it up, and sending it to the instructor by the due date (See Assignments Calendar).

Researchers: responsible for visiting the businesses and collecting the information as well as forwarding the information to the Facilitator.

Coordinator: responsible for keeping in touch with all team members and setting up times to chat in the chat room or post to the Group Discussion Board. Ensure that all members are on task.

You will communicate with each other for these ALTs on the Discussion Board in your Group area. You may use the chat room in your group area to be able to "talk" to each other synchronously. Your grade is dependent on the amount of communication I observe among team members both on the Group Discussion Board area and the chat room.

The final report will be graded for knowledge of the concepts presented in the textbook, team communication and coordination, and grammar, spelling, and overall appearance of the final document (see [Rubrics](#)).

See [Assignments Calendar](#) for Due Date.

Section 3

Workforce Core Competencies

In 2005-2006, a group of workforce faculty and a number of liberal arts faculty in key academic disciplines came together to develop a set of common core competencies appropriate to all workforce programs. These core competencies will enable us to assess how well programs are helping students learn foundational skills and knowledge that employers say are important. Core competencies may be learned and assessed in both general education and technical courses – these will form the basis of general education assessment for our workforce programs. The examples in the table below show how each core competency may be further defined within a particular program. The following pages present first, a template that programs are using to establish their core competencies, and second, core competencies documents from Aviation Maintenance, Cisco CCNP (Computer Engineering Technology), Culinary Management, Cosmetology, Health Information Management, Office Administration, Paramedic, and Practical Nursing.

Core Competency	Examples
Literacy	<ul style="list-style-type: none">• Written and oral communication• Quantitative literacy – mathematical, financial• Technological literacy• Interpersonal communication
Problem solving	<ul style="list-style-type: none">• Process analysis• Critical thinking• Creative thinking• Problem definition, discovery
Teamwork	<ul style="list-style-type: none">• Working collaboratively with diverse groups• Interpersonal skills• Ability to take direction from others• Delegation
Productivity	<ul style="list-style-type: none">• Self-motivation, initiative• Time management• Organizational skills, prioritization• Task completion – time is money• “Big picture” of business operations
Professional/technical competency	<ul style="list-style-type: none">• Fluency in nomenclature of the discipline• Ethics• Professional development, lifelong learning• Certifications as applicable in the discipline• Proficiency with required skills sets

Core Competencies Template

This template was designed to mirror the methods used to define and document Academic Learning Compacts at the state universities.

Florida Community College at Jacksonville Workforce Program Assessment – Core Competencies

[program]

Literacy (verbal, written, quantitative)

Graduates of Florida Community College's program in [program] will be able to:

- [outcome 1]
- [outcome 2]
- etc...

Problem-Solving

Graduates of Florida Community College's program in [program] will be able to:

- [outcome 1]
- [outcome 2]
- etc...

Program-Specific Knowledge and Skills (technical skills, teamwork, productivity)

Graduates of Florida Community College's program in [program] will be able to:

- [outcome 1]
- [outcome 2]
- etc...

Evidence of students' competency in these areas will be gathered from: (list general assessment methods, e.g. course-embedded assessment, exit tests, licensure exams, portfolios, etc)

- 1.
- 2.
- 3.

Workforce Program Assessment – Core Competencies

Aircraft Airframe Mechanics
Aircraft Powerplant Mechanics

Literacy (verbal, written, quantitative)

Graduates of Florida Community College’s program in Aircraft Mechanics will be able to:

- Demonstrate the ability to effectively give a basic explanation of any aircraft structural composition, system, or powerplant system operation.
- Demonstrate the ability to write appropriate entries on Federal Aviation Administration maintenance forms and corresponding aircraft maintenance records.
- Demonstrate the ability to read, comprehend, and apply information contained in technical reference material.

Problem-Solving

Graduates of Florida Community College’s program in Aircraft Mechanics will be able to:

- Demonstrate the ability to perform basic troubleshooting skills using appropriate test and measuring instruments.
- Evaluate an aircraft repair whether it is actual or hypothetical and determine it is classified as a major repair or a minor repair.
- Demonstrate the ability to perform system troubleshooting to determine the source of system failure.

Program-Specific Knowledge and Skills (technical skills, teamwork, productivity)

Graduates of Florida Community College’s program in Aircraft Mechanics will be able to:

- Demonstrate the ability to perform the manipulative skills that are specific to the aviation maintenance technician, i.e. proper safetying techniques, proper use of hand tools, etc.
- Demonstrate the ability to work as a team member or lead a team in performing a maintenance task.
- Evaluate the requirements of a maintenance task and complete it in a timely manner meeting industry standards.

Evidence of students’ competency in these areas will be gathered from: (list general assessment methods, e.g. course-embedded assessment, exit tests, licensure exams, portfolios, etc)

1. Course project assignments.
2. Lesson or unit final exams
3. Oral exams
4. Licensure exams.

Florida Community College at Jacksonville

Workforce Program Assessment – Core Competencies

Cisco CCNP Technician Program

Literacy (verbal, written, quantitative)

Graduates of Florida Community College's Computer Technician program will be able to:

- Demonstrate grammatical and format proficiency in written business documents such as e-mails to end users, helpdesk tickets, and reports.
- Demonstrate proficiency in communicating orally both in classroom discussions, formal presentations, and during the internship.
- Demonstrate the ability to conduct research via Internet, magazine articles, and other resources and put information together in a logical and concise written report or presentation.

Problem-Solving

Graduates of Florida Community College's Computer Technician program will be able to:

- Demonstrate the ability to perform basic troubleshooting skills using appropriate logic and operating system tools.
- When presented with problem scenarios or design scenarios, students will demonstrate problem-solving abilities and critical thinking skills by performing appropriate configuration, design, assessment, and/or solution(s).
- Demonstrate proficiency in dealing with end-users, customers (internal and external), supervisors, and fellow students who come from diverse backgrounds, age groups, socioeconomic groups, including those with complaints, problems, and aggressive behaviors utilizing analytical and problem-solving tools.

Program-Specific Knowledge and Skills (technical skills, teamwork, productivity)

Graduates of Florida Community College's Computer Technician program will be able to:

- Demonstrate proficiency in designing, installing, upgrading, and repairing wired and wireless networks.
- Demonstrate proficiency in utilizing network tools including cable testers, network analyzers, and commands that output detailed network information.
- Demonstrate teamwork skills necessary for working in a technological environment.

Evidence of students' competency in these areas will be gathered using the following:

1. Rubrics
2. Course-embedded written assessments
3. Course-embedded hands-on assessments
4. Documents embedded in an e-portfolio
5. Case studies
6. Group projects

Florida Community College at Jacksonville

Workforce Program Assessment – Core Competencies

DRAFT

Culinary Management - 2259

Literacy (verbal, written, quantitative)

Graduates of Florida Community College's program in Culinary Management will be able to:

- ✓ Develop and execute, in both written and oral formats, such foodservice management concepts as a: *menu plan, personal resume, restaurant concept overview, purchasing specification, food production schedule, hospitality job description and catering contract proposal*
- ✓ Express themselves clearly and accurately during group and individual presentations to fellow classmates and instructors
- ✓ Communicate with customers using language and verbal demeanor in a professional manner, and in keeping with hospitality management norms
- ✓ Demonstrate proficiency in conducting research via Internet, hospitality trade journals and other foodservice reference materials, and to gather and synthesize information into grammatically appropriate formats

Problem-Solving

Graduates of Florida Community College's program in Culinary Management will be able to:

- ✓ Write and prepare daily menus using underutilized and perishable ingredients in a limited period of time
- ✓ Evaluate foodservice case studies in such areas as sexual harassment, workplace conflicts, budgetary shortfalls and employee theft, and summarize plans of action for successfully dealing with each scenario
- ✓ In work based internship courses utilizing the approved journal format, accurately summarize workplace challenges, and detail appropriate responses and courses of action

Program-Specific Knowledge and Skills (technical skills, teamwork, productivity)

Graduates of Florida Community College's program in Culinary Management will be able to:

- ✓ Demonstrate leadership and exemplary interpersonal skills while performing in groups simulating such foodservice settings such as an a la carte kitchen, commercial bakery and an upscale dining room

- ✓ Utilizing standardized recipes provided in the curriculum, prepare menu items, utilizing correct weights and measures, as demonstrated
- ✓ Demonstrate correct execution of cooking methods utilizing safe and sanitary practices guided by industry recognized nutritional principles

Evidence of students' competency in these areas will be gathered from:

7. Rubrics
8. Certification Exams
9. Practical Exams
10. Internship Journals
11. Standard Tests and Quizzes
12. Student Projects

Florida Community College at Jacksonville

Workforce Program Assessment – Core Competencies

COSMETOLOGY

Literacy (verbal, written, quantitative)

Graduates of Florida Community College’s COSMETOLOGY program will be able to:

- ✓ Develop and execute, in both written and oral formats, Cosmetology concepts such as a: *business plan, personal resume, employment opportunities search, appreciation for profession via history, cosmetology job description and client consultations*
- ✓ Express themselves clearly and accurately during group and individual presentations to fellow classmates and instructors.
- ✓ Communicate with customers using language and verbal demeanor in a professional manner, and in keeping with cosmetology norms.
- ✓ Demonstrate proficiency in conducting research via Internet, cosmetology trade journals and other cosmetology reference materials, and to gather and synthesize information into grammatically appropriate formats
- ✓ Demonstrate knowledge of Florida Law

Problem-Solving

Graduates of Florida Community College’s Cosmetology program will be able to:

- ✓ Evaluate client requests and analyze hair and scalp conditions in preparing treatment plans to be utilized when rendering client services.
- ✓ Evaluate possible contraindications to proposed services and plan the most appropriate treatment plan for individual clients.
- ✓ Practice time management by rescheduling appointments if clients are excessively late for appointments or have requested more services than originally scheduled.
- ✓ Demonstrate with proficiency the ability to transfer what is read and learned into physical services, whether on the manikin or client

Program-Specific Knowledge and Skills (technical skills, teamwork, productivity)

Graduates of Florida Community College's Cosmetology program will be able to:

- ✓ Demonstrate leadership and exemplary interpersonal skills while performing in groups simulating salon settings such as an independent owner salon, an in-store chain salon(or franchise) and an independent contractor salon(booth rental)
- ✓ Utilizing standardized techniques provided in the curriculum, execute haircuts, permanent waves, relaxers, highlights and style clients' hair utilizing correct products and applications, as demonstrated
- ✓ Demonstrate correct execution of all cosmetology techniques utilizing safe and sanitary practices guided by industry recognized decontamination principles and guidelines
- ✓ Demonstrate evidence of respect for diversity

Evidence of students' competency in these areas will be gathered from:

13. Rubrics
14. Certification Exams
15. Practical Exams
16. Journals
17. Standard Tests and Quizzes
18. Student Projects

Florida Community College at Jacksonville

Workforce Program Assessment – Core Competencies

Health Information Management
DRAFT

Literacy (verbal, written, quantitative)

Graduates of Florida Community College’s program in Health Information Management will be able to:

- Demonstrate grammatical format proficiency both written and oral in such as management reports, memorandums and emails
- Demonstrate proficiency in communicating orally in classroom presentations and with health related professionals/users of health information data using appropriate medical terminology
- Demonstrate the ability to research via Internet, professional HIM and related publications, medical books into logical written reports.

Problem-Solving

Graduates of Florida Community College’s program in [program] will be able to:

- Demonstrate problem solving abilities to assign code(s) using patient records
- Demonstrate problem solving abilities using health data to summarize, analyze and make recommendations
- Demonstrate problem solving abilities to trouble shoot minor computer software and or operational problems

Program-Specific Knowledge and Skills (technical skills, teamwork, productivity)

Graduates of Florida Community College’s program in [program] will be able to:

- Demonstrate proficiency in data compilation and analysis
- Demonstrate proficiency in using various classification systems
- Demonstrate teamwork within the health information management environment
- Demonstrate proficiency in the use of record management techniques
- Demonstrate the ability to apply supervisory techniques Demonstrate proficiency in applying HIPAA guidelines

Evidence of students’ competency in these areas will be gathered from: (list general assessment methods, e.g. course-embedded assessment, exit tests, licensure exams, portfolios, etc)

1. Internship evaluations
2. Comprehensive Exams
3. Course project assignments
4. Rubrics

Florida Community College at Jacksonville

Workforce Program Assessment – Core Competencies

Office Administration

Literacy (verbal, written, quantitative)

Graduates of Florida Community College’s program in Office Administration will be able to:

- Demonstrate grammatical and format proficiency in written business documents including business letters, e-mails, and reports.
- Demonstrate proficiency in communicating orally both in classroom discussions and in formal oral presentations.
- Demonstrate the ability to conduct research via Internet, magazine articles, and other resources and put information together in a logical and concise written report.

Problem-Solving

Graduates of Florida Community College’s program in [program] will be able to:

- Demonstrate problem-solving abilities by being able to troubleshoot minor computer operational problems.
- When presented with typical business scenarios for which there are no obvious solutions, student will demonstrate problem-solving abilities and creative/critical thinking skills by selecting correct resources and actions to deal with the scenarios.
- Demonstrate proficiency in how to deal with customers (internal and external which would include fellow students) who come from diverse backgrounds, age groups, socioeconomic groups, and those with complaints, problems, and aggressive behaviors utilizing analytical and problem-solving tools.

Program-Specific Knowledge and Skills (technical skills, teamwork, productivity)

Graduates of Florida Community College’s program in Office Administration will be able to:

- Demonstrate proficiency in Microsoft Word, Excel and PowerPoint.
- Demonstrate keyboarding proficiency of 50wpm with 3 errors or less
- Demonstrate teamwork skills necessary for working in an office environment.
- Demonstrate the ability to prioritize projects and assignments, use effective time management techniques, and employ effective records management techniques.

Evidence of students’ competency in these areas will be gathered using:

1. Rubrics
2. Course-embedded assessments
3. Exit exams
4. Portfolios

Florida Community College at Jacksonville

Workforce Program Assessment – Core Competencies

Paramedic Program

Literacy (verbal, written, quantitative)

Graduates of Florida Community College’s paramedic program will be able to:

- Demonstrate grammatical and format proficiency in written patient care reports.
- Demonstrate proficiency in communicating orally both in classroom discussions and on rescue radio reports.
- Demonstrate the ability to conduct research via Internet, magazine articles, and other resources and put information together in a logical and concise written report.

Problem-Solving

Graduates of Florida Community College’s paramedic program will be able to:

- Demonstrate problem-solving abilities by being able to properly triage patients in a simulated mass casualty incident.
- When presented with simulated patient scenarios students will demonstrate problem-solving abilities and critical thinking skills by selecting appropriate assessment and treatment modalities for the simulated patients.
- Demonstrate proficiency in how to deal with patients, preceptors, and fellow students who come from diverse backgrounds, age groups, socioeconomic groups, and those with complaints, problems, and aggressive behaviors utilizing analytical and problem-solving tools.

Program-Specific Knowledge and Skills (technical skills, teamwork, productivity)

Graduates of Florida Community College’s paramedic program will be able to:

- Demonstrate proficiency in establishing intravenous lines.
- Demonstrate proficiency in performing endotracheal intubation.
- Demonstrate teamwork skills necessary for working in an EMS environment.
- Demonstrate knowledge of the didactic portion of the program.

Evidence of students’ competency in these areas will be gathered using:

1. Rubrics
2. Course-embedded assessments
3. Exit exams
4. FISDAP reports

Florida Community College at Jacksonville

Workforce Program Assessment – Core Competencies

Practical Nursing Program

Literacy (verbal, written, quantitative)

Graduates of Florida Community College's Practical Nursing program will be able to:

- Demonstrate grammatical and format proficiency in written documentation of patient care.
- Demonstrate proficiency in communicating orally both in classroom discussions and in clinical setting utilizing medical terminology.
- Demonstrate the ability to conduct research via Internet, magazine articles, and other resources and put information together in a logical and concise manner utilizing the nursing process to implement a formal care plan on assigned clients.

Problem-Solving

Graduates of Florida Community College's Practical Nursing program will be able to:

- Demonstrate problem-solving abilities by being able to prioritize patient care in the clinical setting based on Maslow's hierarchy of needs theory.
- Demonstrate pharmacological knowledge, the principals of medication administration and the ability to calculate drug dosages and administer medication by various routes.
- Demonstrate proficiency in how to manage conflict (internal and external which would include follow students, patients, and members of the health care team) who come from diverse backgrounds, age groups, socioeconomic groups, and those with complaints, problems, and aggressive behaviors utilizing therapeutic communication techniques.

Program-Specific Knowledge and Skills (technical skills, teamwork, productivity)

Graduates of Florida Community College's Practical Nursing program will be able to:

- Demonstrate proficiency with the insertion of a nasogastric tube using medical asepsis.
- Demonstrate proficiency with the insertion of a foley catheter using sterile asepsis.
- Demonstrate proficiency donning sterile gloves and maintaining sterile techniques.
- Demonstrate proficiency taking vital signs accurately.
- Demonstrate the ability to prioritize patient care utilizing effective time management techniques, and employ effective documentation of care given.
- Demonstrate proficiency maintaining patient safety.
- Demonstrate proficiency maintaining patient confidentiality.

Evidence of students' competency in these areas will be gathered using:

1. Rubrics
2. Course-embedded assessments
3. Skills walk-thru demonstration
4. NCLEX

Program Assessment Rubric

To provide a framework for determining how well a program is progressing in its implementation of program assessment, and to enable departments engaged in program assessment a means to track their own progress, we developed a Program Assessment Rubric, shown on the following page. The rubric addresses all components of an effective program assessment initiative, including defining outcomes, developing assessment methods, gathering data, and using the data in program improvement. The Faculty Fellows use this rubric in discussions with departments about their accomplishments and plans for the future. Each year at the Fall “Kick-Off” meeting, all participants are asked to use the rubric to gauge their current status and their expected status by the end of the year.

Workforce Program Assessment Rubric

Level	Learning Outcomes	Assessment Methods	Data Collection	Improvement Processes
<p><u>Excelling</u></p> <p>Strong plans and processes established, provides a model for other programs</p>	<ul style="list-style-type: none"> Core competencies determined and reviewed/updated regularly with full constituency input (e.g. advisory committee) Core competencies include key outcomes in the areas of communications, critical thinking, teamwork, and productivity, as well as technical skills 	<ul style="list-style-type: none"> Complete curriculum map developed that shows where and how assessment data will be collected throughout the program Assessment methods include direct and indirect measures of student learning, on all core competencies Assessment methods used provide highly informative data that can be used by program staff, external constituencies, and students 	<ul style="list-style-type: none"> Systematic records kept of data collection and analysis activities Assessment data is collated and analyzed in the context of other program data (e.g. demographics, enrollments, completions, retention rates) Program staff meet regularly to collaboratively interpret assessment results 	<ul style="list-style-type: none"> A formal, comprehensive continuous improvement plan is documented, and is regularly reviewed by constituents Assessment results are clearly linked back to curriculum and learning activities All program elements and activities are reviewed regularly in the context of knowledge about best practices to support program improvement
<p><u>Working</u></p> <p>Plans and processes in place and functioning well</p>	<ul style="list-style-type: none"> Core competencies developed, may need constituency input and review Process to review and update competencies is largely informal but functioning 	<ul style="list-style-type: none"> Curriculum map developed that shows where and how assessment data will be collected Assessment methods include direct and indirect measures of student learning, on most core competencies Assessment methods provide useful data 	<ul style="list-style-type: none"> Preliminary assessment data gathered, analyzed, and collaboratively interpreted 	<ul style="list-style-type: none"> A formal continuous improvement plan is in place Assessment results are linked back to curriculum Assessment results are used to make program improvements
<p><u>Developing</u></p> <p>Plans and processes drafted or in pilot stage, but more work needed</p>	<ul style="list-style-type: none"> Core competencies are in development Process to review and update competencies is being considered but not yet operational 	<ul style="list-style-type: none"> Curriculum map is being developed Assessment methods are being developed and/or piloted 	<ul style="list-style-type: none"> Preliminary assessment data being gathered, analysis and/or interpretation pending 	<ul style="list-style-type: none"> A continuous improvement plan is being developed Curriculum modifications needed to implement assessment are in the works Plans for the use of assessment results for program improvement are being developed
<p><u>Beginning</u></p> <p>Much work needed</p>	<ul style="list-style-type: none"> No core competencies defined No process in place to review and update objectives 	<ul style="list-style-type: none"> No curriculum map No assessment methods developed, or assessment methods do not provide evidence of student achievement of core competencies 	<ul style="list-style-type: none"> No data collected, or only informal or anecdotal data collected No analysis or interpretation 	<ul style="list-style-type: none"> No continuous improvement plan No clear linkage between results and curriculum or program activities Program improvements are anecdotal and/or limited to ad hoc efforts

Section 5

Project Leadership

Faculty Fellows

Margaret Fisher, Office Administration, Downtown Campus

Wayne Singletary, Legal Studies/Business, Kent Campus

Ron Wolf, Culinary/Hospitality, North Campus

Project Teams

Aviation Maintenance:
David Dagenais and Tom Chronister, Cecil Aviation Center

Building Construction:
Michele Lamarsh, Downtown Campus

Cosmetology:
Deborah Williams, Nancy Weekly, Myra Jowers, and Maura Scali-Sheahan,
North Campus

Culinary/Hospitality:
Ron Wolf and Bob Mark, North Campus

Early Childhood Education:
Dani Emerson and Carole Byrd, Downtown Campus

EMS/Paramedic:
Marcie Fisher, North Campus

Health Information Management:
Skip Thomas, North Campus

Legal Assisting:
Wayne Singletary, Kent Campus

Network Engineering Technology:
Cheryl Schmidt, Kevin Hampton, and Ernie Friend, ATC

Office Administration:
Margaret Fisher and Andrea McKeon, Downtown Campus

Physical Therapy Assisting:
Gloria Young, North Campus

Practical Nursing:
Deborah Brabham and Kathleen Hastings, North Campus

Respiratory Care:
Jim Woods, North Campus

Sign Language:
Randy McDavid, South Campus

Section 6

Program Assessment Workshops and Events

Date	Event	Participants
<i>Workshops at Florida Community College</i>		
17 August 2004	Workforce Program Assessment Fall Meeting, workshop by Dr. Gloria Rogers, Rose-Hulman Institute of Technology	Project faculty teams and administrators
16 August 2005	Workforce Program Assessment Fall Meeting, workshop by Dr. Sharon Hamilton, IUPUI	Project faculty teams and administrators
22 August 2006	Workforce Program Assessment Fall Meeting, workshop by Dr. Paula Krist, University of Central Florida	Project faculty teams and administrators
<i>Other meetings at Florida Community College</i>		
6 January 2005	Workforce Program Assessment Mid-Year Meeting	Project faculty teams
30 September 2005 and 2 December 2005	Core Competencies Development Meetings	Workforce and liberal arts faculty
6 January 2006	Workforce Program Assessment Mid-Year Meeting	Project faculty teams
10 May 2006	Workforce Program Assessment Spring Meeting	Project faculty teams
<i>Other workshops and professional development</i>		
28-30 January 2005	American Association of Higher Education workshop, "Assuring Improvement in Student Learning," Tampa, FL (by application only, proposal follows)	6 faculty, 6 administrators
<i>Conference presentations</i>		
June 2005	League Learning College Summit, Chicago, IL: presentation on Workforce Program Assessment Initiative by Deborah Morris and Wayne Singletary	
March 2007	AAC&U General Education and Assessment Conference, Miami, FL (upcoming): presentation on Workforce Program Assessment Initiative by Deborah Morris, Wayne Singletary, Margaret Fisher, Ron Wolf, and Cheryl Schmidt	