INSTITUTIONAL ASSESSMENT PLAN

(Five-year Cycle)

Prepared By

The Office of Assessment and Institutional Effectiveness

Contents

Mission Statement

Eastern International College is a student-centered and career-oriented institution of higher education dedicated to the professional development of its diverse student body. Through innovative curricula, leading-edge technology, experiential ("hands-on") learning, and caring and responsive student services, EIC will provide:

- Challenging health sciences curricula and environments that maximize student success by equipping and engaging students to critically appraise and apply knowledge and skills necessary to succeed in their chosen profession, in the service of others, and in their communities.

- Scholarly faculty and dedicated staff who encourage and support diversity and promote excellence in teaching, learning and service as the college's primary focus.

- Academic programs that foster ethical and critical thinking informed and enriched by nationally recognized general education standards and professionally accredited career competencies to ensure a quality collegiate experience.

- Leadership with innovative and responsive health science programs designed to anticipate and respond to healthcare market needs and provide the foundation for lifelong learning - skilled in, and adaptable to new information and technologies.

Core Values

1. Professional Competency
2. Technical Proficiency
3. Student-Centered
4. Lifelong learning
5. Diversity

Assessment Plan

The main purpose of the assessment is to determine how well EIC is achieving its mission. Five core values and assessment measures are identified. The key staff who are involved in the assessment and the frequency of assessment measures are established. The assessment aggregates are pooled and analyzed within a three-year cycle.

Core Value	Assessment Measure *What results, outcomes, and specific evidence should we look at indicating that we are actually making a difference in accordance with our mission?*
Professional Competency	Employer Survey Alumni Survey
Technical Proficiency	Employer Survey, Graduate Survey, Alumni Survey, Licensure/certification exam passing rate, externship evaluation, Systematic Program Evaluation (**Nursing**)
Student-Centered	Student Satisfactory Survey, Alumni Survey, Graduate Survey
Lifelong Learning*	Alumni Survey
Diversity	Diversity Survey

***Lifelong Learning** is the active pursuit of continuing education, licensure and certification, community service, and volunteerism.

Frequency of Assessment

Survey	Frequency	Person Responsible
Students-Focused instruments		
Alumni Survey	Every semester, at least 3 months after a student's graduation	Campus Director, Coordinator of Student Services and Academic Support, Director of Institutional Effectiveness
Student Satisfaction Survey	Annually	Director of Assessment and Institutional Effectiveness, Campus Director, Coordinator of Student Services and Academic Support
Graduate Survey	Rolling Assessment	Registrar, Director of Institutional Effectiveness

Employees-Focused Instruments		
Staff and Employees' Evaluation	Annually	Campus Director, Director of Institutional Effectiveness
Faculty Evaluation by Students Survey "**All Academic Departments**"	Every Semester	Dean of Academic Affairs, Dean of Nursing, Chair of Dental Hygiene, Chair of DMS, Director of Assessment and Institutional Effectiveness
Faculty Evaluation Report (**All Academic Departments**)	Every Semester	Dean of Academic Affairs, Dean of Nursing, Chair of Dental Hygiene, Chair of DMS
Programs-Focused Instruments		
Program Systematic Assessment Plan (**Nursing**)	Annually	Dean of Nursing
Program Systematic Assessment Plan (**General Education**)	Annually	Dean of General Education
Annual Assessment Report (**General Education**)	Annually	Dean of General Education
Annual Assessment Report (**Dental Hygiene**)	Annually	Chair of Dental Hygiene
Annual Assessment Report (**Diagnostic Medical Sonography- DMS**)	Annually	Chair of DMS
Dental Hygiene Skills Evaluation	Annually	Chair- Dental Hygiene
Externship Evaluation	Rolling Assessment	Chair- Diagnostic Medical Sonography, Externship Evaluator
Annual Assessment Reports- **Non-Academic units** (Registrar- Financial Aid-Accounting- IT- Admission- Campus Director office- Human Resources- Social Media and Marketing)	Annually	No-academic Units Heads

Diversity Survey	Every two years	Director of Assessment and Institutional Effectiveness

Date of Data Analysis Report and Areas for Improvement
Annual Reporting

Data Gathering Status

Survey	Data Collection Status	Current Target Date of Completion
Diversity Survey	**Not Started**	2025
General Student Satisfaction Survey	**In progress**	December 2024
Satisfaction Survey- Admission and Recruitment	**Ongoing**	December 2024
Satisfaction Survey- Financial Aid	**Ongoing**	December 2024
Satisfaction Survey- Registrar	**Ongoing**	December 2024
Satisfaction Survey- IT Help Desk	**Ongoing**	December 2024
Clinical Evaluation (DMS)	**Ongoing**	Summer 2025
Graduate Survey	**Ongoing**	December 2024
Program Systematic Plan "**Nursing**"	**In progress**	December 2024
Dental Hygiene Skills Evaluation	**In progress**	December 2024
Faculty Evaluation Reports	**Spring 2024**	July 2024

Survey	Data Collection Status	Current Target Date of Completion
Program Systematic Plan "**General Education**"	**In Progress**	December 2024

Institutional Outcomes Assessment (On Campus- Online)

Eastern International College (EIC) identifies essential values and characteristics that are included in the mission statement and strategic plan. These values, characteristics, and other categories are included in EIC's institutional assessment. EIC adheres to an assessment principle that involves every college unit for institutional effectiveness. All institutional assessment results are aggregated and integrated for general data analysis. The following categories and subcategories are assessed:

I. Academic Excellence
- a. Institutional Learning Outcomes Assessment
- b. Assessment of General Education
- b. Programmatic Assessment for Career and Professional Competencies
- c. Ethical Reasoning
- d. Programmatic Assessment Plans

II. A Student-Centered College
- a. Academic Support Services
- b. Student Services
- c. Instruction
- d. Counseling
- e. Library and Information Technology
- f. Default Management

III. Institutional Units
- a. Financial Aid
- b. Registrar/Bursar
- c. Career Service
- d. Admissions
- e. Social media

Outcomes Assessment Approach and Model

The Outcomes Assessment model for Eastern International College is a combination of theories from Huba & Freed (2000) and Driscoll & Wood (2007) and their updated versions that emphasize a learner-centered and outcomes-based assessment. Both models put primary focus on linking learning outcomes and assessment methods and putting emphasis on data-driven quality improvement.

Eastern International College adapts an outcomes assessment approach that adheres to the following steps:
- a. Defining and formulating intended learning outcomes and goals
- b. Identifying and/or developing assessment measures
- c. Providing and creating experiences leading to outcomes attainment
- d. Employing assessment measures to determine achievement of intended learning outcomes and goals
- e. Disseminate data and/or results to stakeholders
- f. Discuss, evaluate, and use assessment results or data to develop and improve student learning and institutional unit and student services (**Closing the Loop**)

Figure 1: *Outcomes Assessment Approach Model (Adapted from* Huba & Freed, 2000; Driscoll & Wood, 2007)
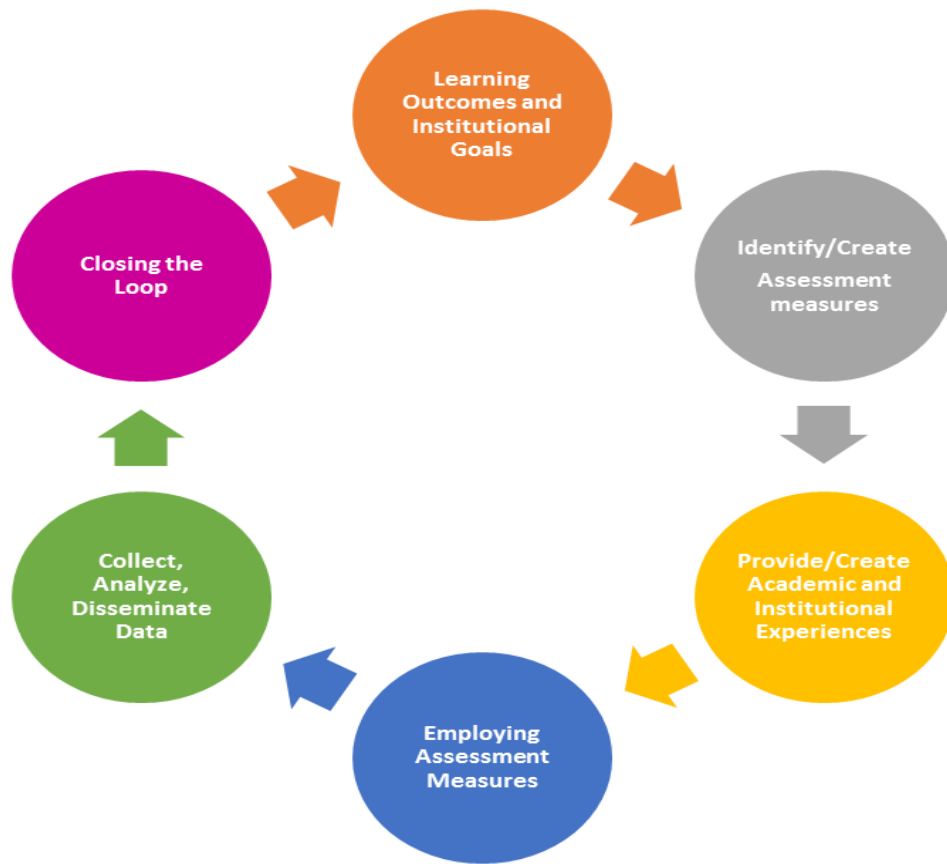
Aggregating and analyzing students' work

Classroom work and student artifacts are collected and aggregated for use by departments, general education and/ or institutions adopting the following framework:

Figure 2: Evaluating Student's Classroom Work: Sequence and Options

Decision makers: Departments, General education Program, Institutional Committees

Analyzing and aggregating instructor's reports

Each instructor evaluates his/ her student's work using rubrics and course set of assessment criteria

Faculty reader evaluates students work from classes not their own. The evaluator uses the departmental set of rubrics and criteria.

Student Classroom work and artifacts

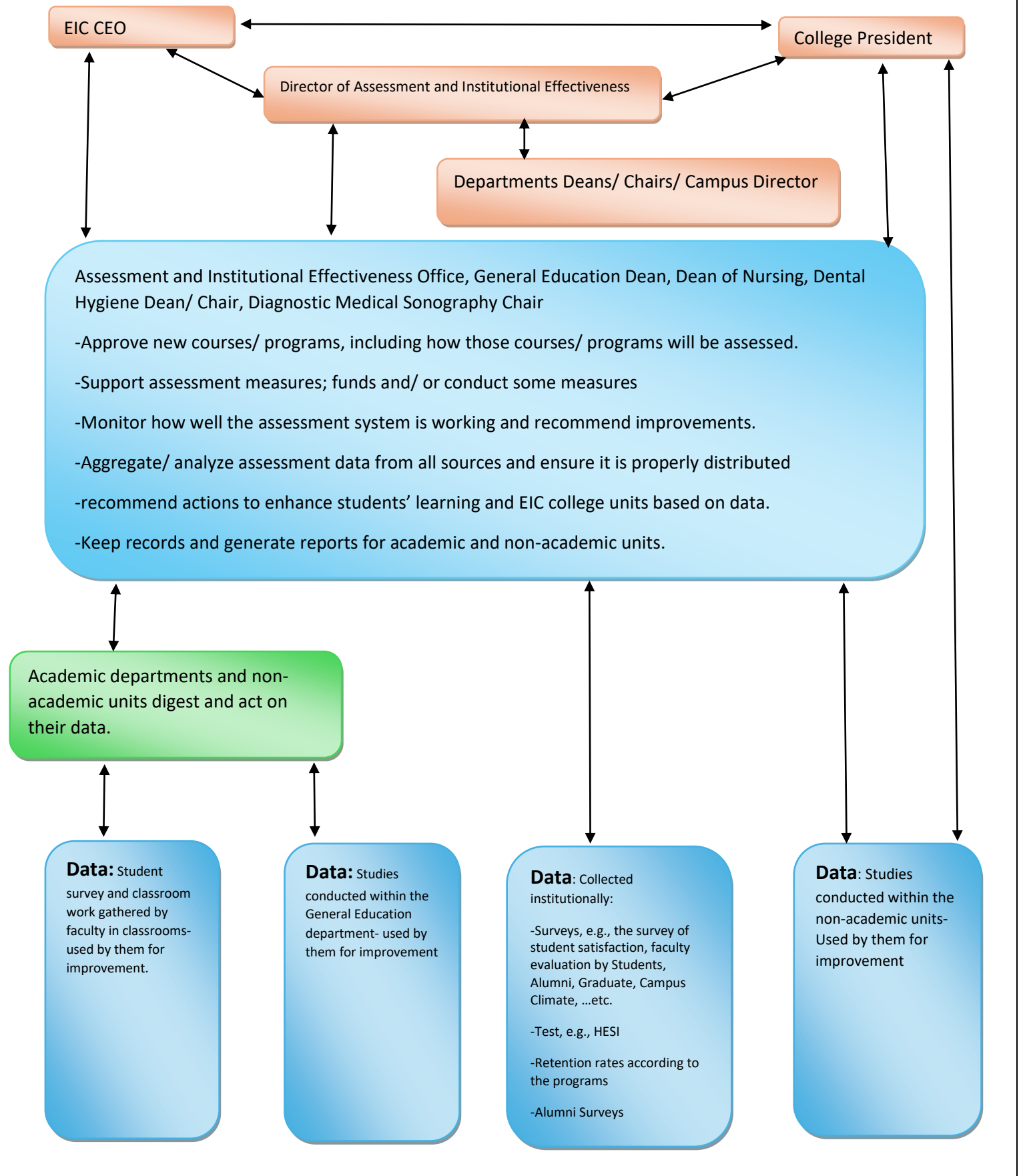*EIC Assessment Framework: Mechanism and procedures*

The EIC data collection procedures and processes shape the way of using them for improvement. The following table presents the data flowing to decision-making sites. There are six functions/ tasks EIC completes to make the collected data into its decision-making sites. These functions are:

1-Approving new courses/ programs and regularly reviewing general education courses, including the requirement that those courses are regularly being assessed.

2-Supporting and coaching assessment efforts at the course, department, program, and general education levels.

3-Monitoring the effectiveness of the overall assessment system and offering recommendations to improve it.

4-Agregating, interpreting, and disseminating assessment information to centers of decision-making where they can be best used.

5-Recommending ways to improve student learning, based on the data analyses and sending those recommendations to centers of decision-making where they can be used.

6-keeping records and writing reports about assessment to various audiences, internal and external.

The six functions are achieved through the collaborative work of the College President, College CEO, Director of Assessment and Institutional Effectiveness, General Education Dean, Dean of Nursing, Dean/ Chair of Dental Hygiene, Chair of Diagnostic Medical Sonography Department, Campus Director, Units Heads (IT, Registrar, Financial Aids, Admission, Library, Accounting, Social Media and Marketing, and Human Resources).

Figure 3: EIC Assessment System

EIC CEO ⟷ College President

Director of Assessment and Institutional Effectiveness

Departments Deans/ Chairs/ Campus Director

Assessment and Institutional Effectiveness Office, General Education Dean, Dean of Nursing, Dental Hygiene Dean/ Chair, Diagnostic Medical Sonography Chair

-Approve new courses/ programs, including how those courses/ programs will be assessed.

-Support assessment measures; funds and/ or conduct some measures

-Monitor how well the assessment system is working and recommend improvements.

-Aggregate/ analyze assessment data from all sources and ensure it is properly distributed

-recommend actions to enhance students' learning and EIC college units based on data.

-Keep records and generate reports for academic and non-academic units.

Academic departments and non-academic units digest and act on their data.

Data: Student survey and classroom work gathered by faculty in classrooms- used by them for improvement.

Data: Studies conducted within the General Education department- used by them for improvement

Data: Collected institutionally:

-Surveys, e.g., the survey of student satisfaction, faculty evaluation by Students, Alumni, Graduate, Campus Climate, …etc.

-Test, e.g., HESI

-Retention rates according to the programs

-Alumni Surveys

**Data**: Studies conducted within the non-academic units- Used by them for improvement

- *Institutional Learning Outcomes Assessment*

Institutional Learning Outcomes Assessment assesses a student's overall educational experience, focusing on skills and competencies the student is expected to demonstrate before and after graduation. It involves assessments of general education, programmatic outcomes, and ethical reasoning.

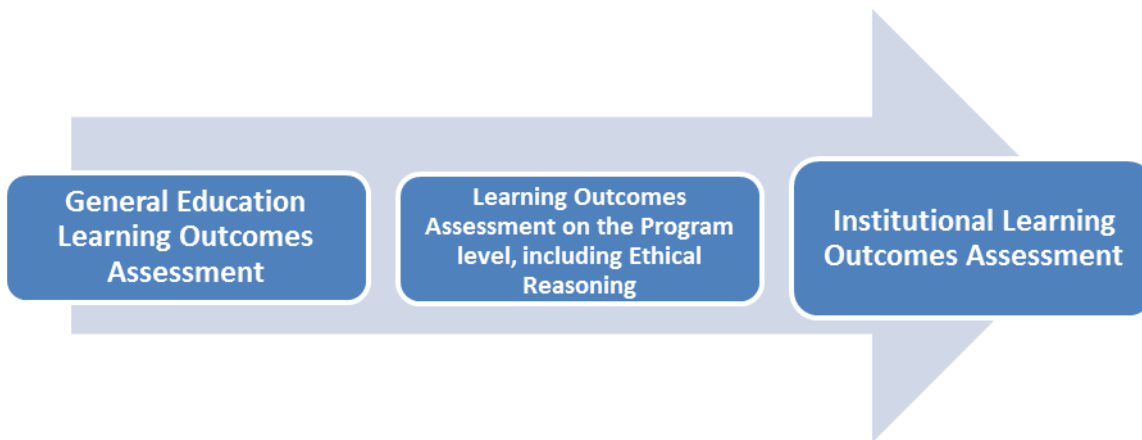- *The Institutional Learning Outcomes Plan*

The process of institutional learning outcomes assessment at Eastern International College (EIC) starts with the formulation of an institutional learning outcomes plan. This plan provides a framework that shows the link or relationship between EIC's Institutional Learning Outcomes, the College's Mission, and Strategic Goals. This relationship is shown in the diagram below:

Figure 4: *EIC Assessment Dynamics*
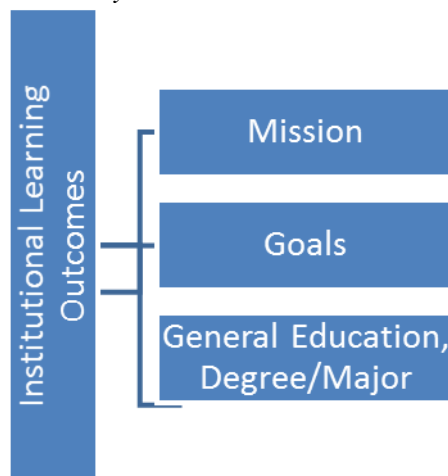
Institutional Learning Outcomes are drawn and/or formulated from the Mission and Goals, General Education, and programmatic outcomes. The diagram below aptly shows this relationship.

Figure 5: *The relationship between Institutional Outcomes, Mission, and Goals*

From the diagram shown above, institutional learning outcomes assessment includes general education assessment, programmatic assessment, and ethical reasoning. Assessment in the program level encompasses assessment of career competencies, professionalism, and lifelong learning. Ethical reasoning, **although data are gathered in the program level**, **is assessed independently**.

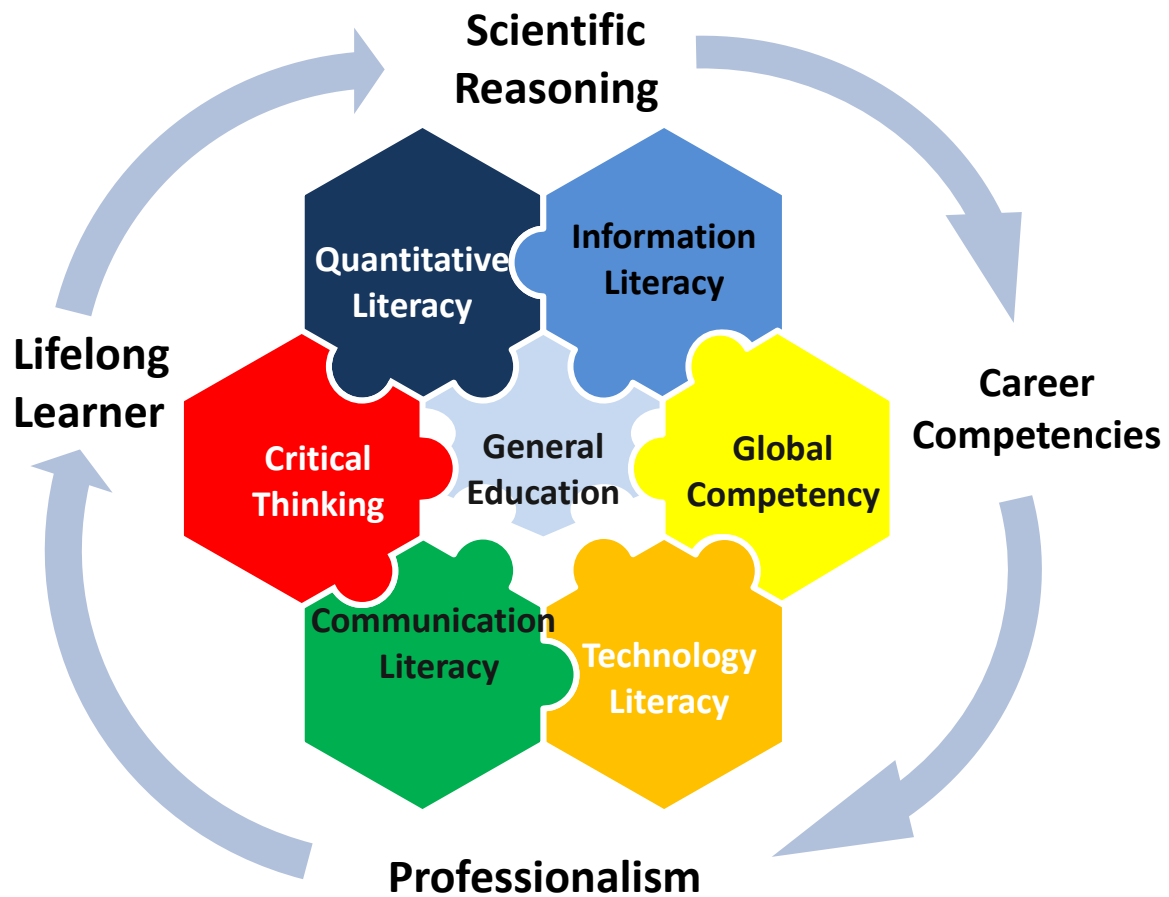### *Institutional Learning Outcomes*

The student will be able to:

1. Speak and write effectively to convey an evidenced-based argument and positively relate to, communicate with and influence others
2. Retrieve information and apply media and communication technology effectively
3. Responsibly and ethically use appropriate technology to access, manage, integrate, evaluate, create, and communicate information to improve learning across subject areas
4. Utilize numerical data accurately and effectively to solve real-world problems
5. Reflect, analyze and draw informed conclusions
6. Experience and promote inclusivity and diversity in school, work and community settings, and demonstrate cultural competency through varied medium of expressions.
7. Demonstrate, at minimum, entry-level technical/clinical and professional competencies expected of him/her as a graduate of his/her specific degree program.
8. Demonstrate understanding of ethical values and the social context of problems in different settings, ethical theories and their application to personal and social situations, and ethical decision-making

The assessment of General Education includes quantitative literacy, global competency, technology literacy, communication literacy, critical thinking, information literacy, and quantitative literacy. Career competencies, professionalism, and lifelong learning are assessed at the program level. **Ethical reasoning** is assessed independently at the program level.

Figure 6: Eastern International College Educational Competencies

Assessment of General Education

The assessment of student learning outcomes for General Education at Eastern International College (EIC) aims to determine whether students achieve learning outcomes after finishing general education courses.

The *Association of American Colleges and Universities* (AACU) *Valid Assessment of Learning for Undergraduate Education* (VALUE) rubrics are generally used to assess General Education Competencies. Course embedded institutional assessment rubrics developed by faculty members are also used to assess student artifacts and performances in some of the courses. Alumni participate in the assessment through the Alumni Survey.

General Education Assessment Process

1. General Education assessment is a cyclical and continuous process.
2. All General Education courses being offered each semester will be assessed. All assessments utilizing the **AACU VALUE Rubrics** are done online at the end of each semester. Student artifacts are collected each semester and assessed using institutional rubrics.
3. **A graduate survey** is administered at any time during the year right after a student graduates
4. **Alumni survey** is administered at least three months after a student graduates.
5. Assessment data are collected every semester, including the Summer Semester, and analyzed every year. The cycle of data collection is Fall Semester → Spring Semester → Summer Semester. Data are analyzed annually. The Graduate Survey data are analyzed yearly at the end of each Summer Semester.
6. Information Literacy, which is integrated into Composition and level 300/400 courses, is assessed, and data are analyzed on the same cycle as the other General Education courses.
7. Dissemination of data and results and identification of strengths and weaknesses.
8. Recommendations based on data and results and creation of a plan of action.
9. Completion of report, including data/results, analysis of results, recommendations, and plan of action to be submitted to the President for Academic Affairs.

General Education Student Learning Outcomes

a. **Oral and Written Communication**

Student Learning Outcomes

The student will be able to speak and write effectively to convey an evidence-based argument and positively relate to, communicate with, and influence others. The learners will be able to:

1. Demonstrate a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focus on all elements of the work.
2. Use appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding and shaping the whole work.

3. Demonstrate detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s), including organization, content, presentation, formatting, and stylistic choices.
4. Demonstrate skillful use of high-quality, credible, relevant sources to develop ideas appropriate for the discipline and genre of the writing.
5. Use appropriate language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.
6. Demonstrate organizational presentation skills that are clear, consistently observable, and cohesive.
7. Demonstrate creative and memorable language choices appropriate to the audience
8. Make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.
9. Able to present a compelling central message (precisely stated, appropriately repeated, memorable, and strongly supported).

Assessment Measures: AACU VALUE Rubric for Oral and Written Communication
Faculty Developed Rubric for Oral and Written Communication, Alumni Survey

b. **Information and Technology Literacy**
Information Literacy is integrated into all English Composition courses and level 300 and/or 400 courses. The College Librarians coordinate with respective faculty members and participate in the programmatic assessment activities specific to Information Literacy.

Student Learning Outcomes

The student will be able to responsibly and ethically use appropriate technology to access, manage, integrate, evaluate, create and communicate information to improve learning across subject areas. The learners will be able to:

1. Define the scope of the research question or thesis, and determine key concepts and types of information (sources) selected directly relate to concepts or answer research questions
2. Access information using effective, well-designed search strategies and the most appropriate information sources.
3. Cite a variety of information sources in APA format appropriate to the scope and discipline of the research question.
4. Communicate, organize, and synthesize information from sources to fully achieve a specific purpose with clarity and depth.
5. Demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
6. Analyze the intended and unintended impacts of technology use.
7. Evaluate, select, and integrate technologies into school, home, and/or community.
8. Evaluate and select technology methods that best accommodate research, communication, and presentation collaboration.
9. Integrate security, ethical and legal standards in technology use.

Assessment Measures: AACU VALUE Rubric for Information Literacy Faculty Developed Rubric for Information Literacy, Alumni Survey

c. **Quantitative Literacy**

Student Learning Outcomes

The student will be able to utilize numerical data accurately and effectively to solve real-world problems. Learners will be able to:

1. Provide accurate explanations of information presented in mathematical forms and make appropriate inferences based on that information.
2. Convert relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.
3. Perform calculations successfully to solve mathematical problems.
4. Use the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.
5. Describe assumptions and provide a rationale for why each assumption is appropriate. Show awareness that the accuracy of the assumptions limits confidence in final conclusions.
6. Uses quantitative information in connection with the argument or purpose of the work and presents it in an effective format.

Assessment Measures: AACU VALUE Rubric for Quantitative Literacy
                                    Alumni Survey

d. **Critical Thinking**

Student Learning Outcomes

The student will be able to reflect, analyze, and draw informed conclusions. The learners will be able to:

1. Identify an issue/problem that can be considered critically and described comprehensively, delivering all relevant information necessary for full understanding.
2. Interpret/evaluate information that is taken from source(s) to develop a comprehensive analysis or synthesis.
3. Analyze own and others' assumptions and carefully evaluate the relevance of contexts when presenting a position.
4. Synthesize a specific position (perspective, thesis/hypothesis), taking into account the complexities of an issue and the limitations of one's personal point of view.
5. Draw logical conclusions and outcomes (consequences and implications) that reflect informed evaluation and the ability to place evidence and perspectives.

Assessment Measures: AACU VALUE Rubric for Critical Thinking, Faculty Developed Rubric for Critical Thinking, Alumni Survey

e. **Global Competency**

Student Learning Outcomes

The student will be able to experience and promote inclusivity and diversity in school, work, and community settings and demonstrate cultural competency through varied expressions. The learners will be able to:

1. Address significant issues in the natural and human world based on articulating one's identity in a multicultural context.
2. Demonstrate an understanding of multiple worldviews, experiences, and power structures in their coursework.
3. Address ethical, social, and environmental challenges in multicultural settings.
4. Address complex multicultural problems using interdisciplinary perspectives independently or with others in their coursework.

Assessment Measure: AACU VALUE Rubric for Global Competency, Faculty Developed Rubric for Global Competency, Alumni Survey

Faculty Participation in the General Education Assessment Process

Assessment of General Education is done on the **program level**, not on the **course level**; however, faculty members perform the most important role in the assessment process. Course assignments are aligned with course outcomes, which are aligned with program outcomes. Assessment rubrics developed by faculty members are aligned with the AACU Value Rubrics. Faculty members assess student abilities at the end of the semester using the **AACU Value Rubrics** that are uploaded on Survey Monkey.

All faculty members teaching General Education courses are oriented with the General Education assessment model process and are encouraged to participate in the program assessment activity. Faculty members (Full-time and adjunct) are advised to collect artifacts every semester and submit them to the Chair of General Education. These artifacts are randomly selected during the assessment process and are reviewed by a selected team.

CURRICULUM MAPPING

Curriculum mapping indicates which courses address specific learning outcomes. The process of mapping involves a team composed of general education faculty members. They identify courses that have explicit connections with any of the General Education outcomes, and when a connection is established, the course is included in the assessment. The College Librarians participate in mapping for Information Literacy.

COURSES		LEARNING OUTCOMES							
	Oral Communication	Written Communication	Information Literacy	Technology Literacy	Quantitative Literacy	Critical Thinking	Scientific Reasoning	Ethical Reasoning	Global Competency
ENG 101 English Composition I		X	X	X					
ENG 102 English Composition II	X	X	X						
SPC 101 Interpersonal Communications	X	X							
PSY 101 General Psychology						X			
PSY 102 Developmental Psychology						X			
COM 101 Computer Skills				X					
SOC 101 Introduction to Sociology						X			X
ART 101 Art Appreciation									X
BIO 101 Anatomy and Physiology I						X	X		
BIO 102 Anatomy and Physiology II						X	X		
CHE 101 Chemistry						X	X		
PHY 101 Fundamentals of Physics					X				

BIO 110/MIC 101 Microbiology						X	X		
HIS 101 American History I						X			
HIS 201 American History II						X			
MAT 103 College Algebra					X				
MAT 204 Fundamentals of Statistics					X				
MAT 300 Basic Statistics with Microsoft Excel Applications					X				
ENG 303 Research Design and Writing	X	X	X						
ENG 301 Early American Literature		X							
REL 302 World Religions						X			X
SOC 301 Cultural Diversity								X	X
ART 302 Art and Pop Culture									X
HEA 402 Global Health							X		X
HEA 403 Women and Health						X	X	X	X
PHI 401 Bioethics						X	X	X	

ASSESSMENT OF GENERAL EDUCATION STUDENT LEARNING OUTCOMES PROCESS

The assessment of student learning outcomes involves a cyclical and continuous process of quality improvement. It includes articulating learning outcomes; identifying and/or creating appropriate assessment measures; providing and/or creating learning experiences; collecting, analyzing and disseminating assessment data, and closing the loop by utilizing data for continuous improvement and decision-making.

A summary of the assessment process is listed below.

1. General Education assessment is a cyclical and continuous process
2. Learning outcomes are assessed every three years
3. EIC uses the Association of American Colleges and Universities (AACU) Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics to assess learning outcomes for General Education
4. Assessment data are collected every semester and analyzed every year. The cycle of data collection is Fall, Spring, and Summer Semesters.
5. Data are analyzed and disseminated annually.
6. Identifying strengths and weaknesses and creating action plans and recommendations by the faculty are done during **May**. A summary of recommendations for improvement based on data and results is completed in the month of **June** and submitted by the **Chair of General Education to the Dean**
7. Faculty recommendations for improvement include adjusting instructional strategies to meet students' needs, using student growth data to evaluate effectiveness, and using data for curriculum improvement.
8. Completion of an annual report by the Dean annually

SCHEDULE OF ASSESSMENTS

General Education learning outcomes assessment follows a cyclic three-year assessment schedule summarized in the table below.

Three year-period assessment

GENERAL EDUCATION COMPETENCIES	ASSESSMENT PERIOD	COURSE/S ASSESSED
Oral Communication	Year one	SPC 101. ENG 102
Written Communication	Year one	ENG 101, ENG 102, ENG 303
Information Literacy	Year one	MAT 103, MAT 204, PHY 101
Quantitative Literacy	Year two	PHY 101, MAT 103, MAT 204, MAT 300
Technology Literacy	Year two	ENG 101, COM 101
Critical Thinking	Year two	PSY 101, PSY 102, PHI 401
Scientific Reasoning	Year three	BIO 101, BIO 102
Global Competencies	Year three	SOC 101, ART 302, SOC 301
Ethical Reasoning	Year Three	PHI 401, HEA 403, SOC 301

Programmatic Assessment for Career and Professional Competencies

Career and professional competencies and lifelong learning are assessed at the program level. EIC offers five on-campus degree programs (Bachelor of Science in Nursing, Bachelor of Science in Dental Hygiene, Bachelor of Science in Diagnostic Medical Sonography, Associate of Applied Science in Nursing, Associate of Applied Science in Cardiovascular Technology) and three purely online completion programs (Bachelor of Science in Health Leadership, Bachelor of Science in Nursing-RN to BSN, and Bachelor of Science in Dental Hygiene).

Student Learning Outcomes

The student will demonstrate, at minimum, entry-level technical/clinical and professional competencies expected of him/her as a graduate of his/her specific degree programs.

1. Performs satisfactorily clinical and diagnostic procedures that are within the scope of the profession.
2. Provides safe and quality patient care.
3. Demonstrates technical knowledge in the use and operation of medical equipment and materials necessary in the workplace and externship/clinical sites.
4. Utilizes knowledge and clinical/technical competencies to provide current and comprehensive care for patients.
5. Adheres and practices legal and professional standards and protocols in the workplace and externship/clinical sites.
6. Communicates professionally with the inter-professional healthcare team.
7. Demonstrates cross-cultural knowledge and sensitivity in dealing with patients and the healthcare team.
8. Demonstrates lifelong learning through continuing education, volunteerism, and civic activity involvement.

Assessment Measures: Nursing Clinical Evaluation Tool
HESI Evaluation Tool
TalEval Software (Dental Hygiene)
Externship Evaluation
Alumni Survey
Employer Survey
Professional Certifications

The faculty members and the Program Director address the overall design, timetable, guidelines, and decisions for assessing student learning outcomes in their department. They formulate learning outcomes, provide appropriate educational experiences, carry out outcomes assessment measures, collect, analyze**,** discuss data and/or results, and use assessment results in program planning**,** curriculum reviews, and changes to improve student learning.

Ethical Reasoning

Ethical Reasoning skill is assessed programmatically through the Medical Law and Ethics courses and some identified courses that integrate Medical Law and Ethics.

Student Learning Outcomes

The student will be able to demonstrate an understanding of ethical values and the social context of problems in different settings, ethical theories and their applications to personal and social situations, and ethical decision-making. Learners will be able to:

1. Analyze the nature and origin of core beliefs (Ethical awareness).
2. Discuss in-depth ethical theories
3. Recognize ethical issues and dilemmas in different contexts
4. Apply ethical perspectives and concepts to specific situations
5. Evaluate different ethical perspectives using knowledge of ethical theories

Assessment Measures: AACU VALUE Rubric for Ethical Reasoning, Alumni Survey

Programmatic Assessment Plans-Overview

All assessments using AACU VALUE and institutional rubrics are uploaded and done online through Survey Monkey. EIC has designed Survey Monkey as a repository for all assessment data. Data are analyzed, summarized, compiled and disseminated by the Director of Assessment to the program directors, chairs, faculty members and administration. Individual faculty evaluation results are given out to respective faculty members. An annual assessment report will be submitted to the President by the Director of Assessment.

Closing the Loop

General education and program faculty members, institutional and support services heads, and administrators will meet annually in their respective areas to review data, identify trends, discuss and recommend improvements and or change. Faculty members and program directors discuss ways of improving the level of student achievement, and institutional unit and student support services heads will meet every two semesters to discuss possible improvements in their respective areas.

Learning Outcomes Assessment and Assessment Measures Summary

Institutional Learning Outcomes Assessment Measures	
Unit Being Assessed	**Assessment Measures Employed**
General Education	• Association of American Colleges and Universities (AACU) Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics • Faculty Developed Rubrics • Alumni Survey • Focus Group Discussions (*To be implemented in the next cycle*)
Program Level (Nursing, Dental Hygiene, Diagnostic Medical Sonography) **Lifelong Learning**	• Clinical Skills Evaluation Tool for Nursing • Graduate Survey • HESI Evaluation Tool for Nursing • Externship Evaluation • TalEval Evaluation Tool for Dental Hygiene • Alumni Survey • Employer Survey • Professional Certifications
Ethical Reasoning	• Association of American Colleges and Universities (AACU) Valid Assessment of Learning in Undergraduate Education (VALUE) Rubric for Ethical Reasoning • Alumni Survey • Graduate Survey

Frequency of Assessment of Institutional Learning Outcomes

Unit	Frequency of Assessment	Responsible Parties
General Education	1. General Education assessment is a cyclical and continuous process. 2. All General Education courses being offered each semester will be assessed. All assessments utilizing the AACU VALUE Rubrics are done online at the end of each semester. Student artifacts are collected each semester and assessed using faculty developmental rubrics. 3. Alumni surveys are administered at any time during the year. 4. Assessment data are collected every semester, including Summer Semester, and analyzed every year. The cycle of data collection is Fall Semester → Spring Semester → Summer Semester. Data are analyzed after each Summer Semester. Analysis of the Graduate Survey data is done yearly at the end of each Summer Semester.	General Education Faculty members and coordinated by General Education Chair. Data collection, analysis, and dissemination of results are coordinated by the Director of Assessment. Completion of annual report is coordinated by the Deans and Director of Assessment. Summary of recommendations and creation of action plan (**closing the loop**) is done by the faculty members and are coordinated by the Dean of

	5. Information Literacy, which is integrated in Composition and level 300/400 courses are assessed, and data are analyzed on the same cycle as the other General Education courses. 6. Dissemination and analysis of data and results are done annually. 7. Recommendations and creation of plan of action are based on data and results. 8. Completion of annual report to be submitted to the President for Academic Affairs.	Education
Programs	1. Clinical and professional competencies are assessed every semester. 2. Externship competency checklists are administered every semester. 3. Alumni surveys are administered throughout the year. 4. Departmental assessment checklists are administered every semester. 5. Assessment data are collected every semester, including Summer Semester, and analyzed every year. The cycle of data collection is Fall Semester → Spring Semester → Summer Semester. Data are analyzed annually. Analysis of the Alumni Survey and Employer survey is done yearly at the end of each Summer Semester. 6. All data and results are combined in an aggregate summary. 7. Dissemination and analysis of data and results are done annually. 8. Recommendations and creation of plan of action are based on data and results. 9. Completion of annual report, including data/results, analysis of results, recommendations, and plan of action will be submitted to the President for Academic Affairs.	All assessments in the program level are facilitated by faculty members (including externship preceptors and clinical instructors) and coordinated by the Program Director. Alumni and employer surveys are facilitated by the Director of Career Services The graduate survey is facilitated by the Registrar
Ethical Reasoning	1. Ethical Reasoning will be assessed in all Law and Ethics courses, including program courses that integrate ethics. Program Directors identify courses that will be assessed. 2. Assessment is done every semester for	The assessment of ethical reasoning is done in all Law and Ethics courses and courses that integrate ethics. It is facilitated by respective faculty members.

	which the courses are being offered. 3. Assessment data are collected every semester, including Summer Semester, and analyzed every year. The cycle of data collection is Fall Semester → Spring Semester → Summer Semester. Data are analyzed annually. 4. Summarized data will be combined with the data from General Education and assessment results at the program level.	Assessment measures use the AACU VALUE Rubric for Ethical Reasoning and the alumni survey. The alumni survey is implemented by the Director of Career Services

A Student-Centered College

Eastern International College adheres to the principle that the end purpose and goal of student service is the student. The following services are assessed:

- **Academic Support Services**

Academic support services are services and resources offered to students to support successful educational and learning outcomes achievement. Eastern International College offers the following academic support services: *library, information technology, academic advising, tutoring, and information literacy. Information Literacy services are integrated into the library service.*

Assessment Measures: Alumni Survey, Support Services Survey

- **Student Services**

The Student Services Department focuses on activities to the busy commuter student. Student Life activities range from social to professional, and are support–focused in nature based on the needs and desires of the student body.

Assessment Measures: Alumni Survey, Support Services Survey

- **Instruction**

Eastern International College supports diversity in pedagogy. Faculty members are encouraged to explore and apply student-centered approaches and other methodologies to support and/or enhance student learning.

Assessment Measures: Faculty Evaluation by Students, Course Evaluation by Students

- **Counseling**

Counseling services are offered to students all throughout the academic year, and counseling schedules are posted every semester.

Assessment Measure: Alumni Survey, Support Services Survey

- **Library and Information Literacy**

Technology assistance and Library services are offered to faculty members and students, and computer services can be readily accessed on campus in the computer laboratories and the Library.

Assessment Measure: Alumni Survey, Support Services Survey

Institutional Units

Similar to Student Services, the different institutional units in EIC exist for the purpose of serving the student body in the most efficient way possible. The following institutional units are assessed:

- **Financial Aid**
The Financial Aid Office at Eastern International College works to assist students in finding feasible and sustainable means for financing their education.

*Assessment Measures***:** Student Satisfactory Survey, Alumni Survey

- **Registrar/Bursar/Accounting**
The Registrar's Office at Eastern International College works closely with the college community to ensure timeliness and completeness of student records. The Registrar's Office maintains and reviews student records for registration, graduation, and course progression, including, but not limited to transcripts, schedules, and attendance logs.

The Bursar works closely with students, the Financial Aid, and Accounting offices to ensure the accuracy of student accounts as reported in campus-based software as well as to third-party agencies.

The Accounting Department provides fiscal stability, institutional accountability, budgeting, and fiscal transparency.

Assessment Measures: Student Satisfactory Survey, Alumni Survey

- **Career Services**
The primary mission of Career Services is to coach, prepare and support students and graduates to become the best career ready applicants through educational and student learning experiences. In collaboration with companies, area colleges, community partners, faculty, alumni and staff, they assist students with job-related preparations.

Assessment Measure: Student Satisfactory Survey, Alumni Survey

- **Admissions**
The Admissions Office guides, screens, and recommends qualified students for enrollment in the different degree programs. The Admissions Office also works with other units to assist students in becoming acclimated with the culture of the institution.

Assessment Measure: Student Satisfactory Survey, Alumni Survey

- **Social Media**
The Social Media department increases awareness of our college to prospective students, promotes open houses, announces program news, and showcases our campus culture via social media, including Facebook, Twitter, etc. The Social Media department coordinates with Career Services to build alumni connections with the community and potential job leads.

Assessment Measure: Student Satisfactory Survey, Alumni Survey

Frequency of Assessment of Student Services (Student-centered College) and Institutional Units.

Survey	Frequency	Person Responsible
Alumni Survey	Every semester at least 3 months after a student graduates	Career Service Office
Support Services Survey	Every semester	Librarian in coordination with instructors
Faculty Evaluations by Students	Every Semester	Program Directors coordinate with faculty members
Course Evaluations by Students	Every Semester	Program Directors coordinate with faculty members
Employer Survey	Semi-Annually	Career Service Office

General Analysis and Dissemination of Data from Institutional Learning Outcomes, Program Level Assessment, Support Services Assessment, and Institutional Unit Assessment.

The Director of Assessment integrates all assessment results and data analysis and writes reports to be submitted to the President for Academic Affairs. The Director of Assessment coordinates with the Deans and Program Directors for the dissemination of results to all institutional units, support services, and the academic community.

Closing the Loop

The institutional units, support services, general education, and different degree programs use outcomes-based data from the surveys as the basis for discussion, improvement recommendations, development and modification of learning outcomes, and formulation of new policies and goals.

References

Driscoll, A & Wood, S. (2007). Developing outcomes-based assessment for learner-centered_
   education. Sterling, Virginia: Stylus Publishing, LLC.

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   from teaching to learning. New York, New York: Prentice Hall.

Programmatic Assessment Plans

Basic Skills Assessment and Developmental Education

Basic Skills/Developmental Courses

Basic skills or developmental courses at Eastern International College fall under the General Education Department. The table below shows three developmental courses, which include reading, writing, and elementary algebra.

Course Number	Course Title
ENG 098	Developmental Writing
ENG 099	Developmental Reading
MAT 099	Elementary Algebra

Course Descriptions

ENG 099 (Developmental Reading): This course examines various selected readings and provides the student with skills in composing coherent, well-developed response writings. Focused writing exercises are designed to enhance vocabulary through analysis and interpretation.

ENG 098 (Developmental Writing): This course emphasizes the correctness and effectiveness of written expression with particular attention to grammar, punctuation, spelling, sentence structure, and vocabulary as they relate to the effective composition of the paragraph.

MAT 099 (Elementary Algebra): This course is an introduction to the basic principles and skills of algebra. Topics include a review of pre-algebra concepts, the real number system, linear equations and inequalities, graphs of linear equations and inequalities, and systems of linear equations.

Basic Skills Assessment and Placement Policy

All incoming/new student applicants for the AAS- Diagnostic Medical Sonography (DMS), BS-Diagnostic Medical Sonography, and AAS at Eastern International College (EIC) undergo a basic skills assessment. This assessment requires that new students demonstrate basic skill proficiencies in reading, writing, and elementary algebra. This requirement is met through the college-administered ACCUPLACER test. Students whose assessment scores do not meet the minimum cutoff set by Eastern International College are required to take remedial classes.

The ACCUPLACER is waived for any of the following reasons:

a. Combined SAT score of 1100 or better for English and Math
b. Earned associate degree (or higher) obtained from a nationally or regionally accredited institution (in the United States) with an official transcript of record. An accredited agency for US degree equivalency must evaluate a degree earned outside the United States. A transcript evaluation is the responsibility of the applicant

c. Earned credits for college-level English and Elementary Algebra (or higher) with a grade of "C" or better (and with an official transcript of record) from a nationally or regionally accredited institution (in the United States)
d. Earned English Composition and Math credits through the College Level Examination Program (CLEP). CLEP score must conform to EIC's transfer policy.
e. An Advanced Placement (AP) score of "3" or better in both College Math and English

Required Remediation

Students who do not meet Eastern International College's ACCUPLACER cutoff are required to enroll in and successfully complete remedial courses. The remedial courses offered at EIC are Elementary Algebra (MAT 099), Developmental Writing (ENG 098), and Developmental Reading (ENG 099).

In the remedial reading course, the student learns essential college-level reading skills such as vocabulary, reading comprehension, analysis, and interpretation of texts. The remedial writing course teaches the student grammar, punctuation, spelling, vocabulary, and sentence structure as they relate to the effective composition of a paragraph. The student also learns proofreading skills, generates topics, and develops them into multi-paragraph essays using diverse writing modes.

Developmental math at EIC teaches students elementary algebra, including developing proficiencies in topics like pre-algebra skills (fractions and decimals, proportions, and percentages), solving linear equations and inequalities mathematically and graphically, solving systems of linear equations, and writing equations of lines.

Developmental courses are three credits each, equivalent to 45 contact hours. EIC's Repeating a Course policy covers failing and repeating developmental courses.

Goal of the Developmental Education

The goal of the developmental education program at Eastern International College is to enable a student to develop and/or improve his/her basic skills in reading, writing and elementary algebra in preparation for college level English and math.

Student Learning Outcomes

Elementary Algebra (MAT 099)

At the end of the semester, the student should be able to

1. Demonstrate proficiency in fractions and decimals
2. Demonstrate proficiency in manipulating signed numbers
3. Solve linear equations and inequalities algebraically and graphically
4. Graph linear equations and inequalities in two variables
5. Solve systems of linear equations
6. Write equations of lines

Developmental Writing (ENG 098)

At the end of the semester, the student should be able to

1. Compose sentences using correct sentence structure and grammar
2. Develop paragraphs in a variety of rhetorical modes- description, narration, comparison and contrast, cause and effect, and definition
3. Write a coherent essay of 3-5 paragraphs including an introduction, body, and a conclusion

Developmental Reading (ENG 099)

At the end of the semester, the student should be able to

1. Identify the main idea, transitions, and major/minor supporting details of a reading selection
2. Make inferences and predictions while reading
3. Discern fact from opinion and develop critical reading skills
4. Draw conclusions and identify inferences that are logically supported
5. Identify the author's tone and primary purpose for writing
6. Summarize information into organized notes from reading selections
7. Compose response writings to reading selections

Elementary Algebra (MAT 099)

The assessment of the remedial math course at Eastern International College will be done through a rubric developed by the math faculty members. It covers six areas: pre-algebra (fractions and decimals), integers, linear equations and inequalities (algebraic and graphing methods), systems of linear equation, and writing equation of lines. The rubric areas are aligned with the student learning outcomes. The rating is divided into five scoring points: 4 (above average), 3 (average), 2 (sufficient), 1 (developing), and 0 (needs improvement).

Elementary Algebra (MAT 099) Rubric

Area	4 Above Average	3 Average	2 Sufficient	1 Developing	0 Needs Improvement
Fractions and Decimals	Performs correctly (90-100%) the four fundamental operations, and simplify fractions to their lowest forms	Performs correctly (80-89%) the four fundamental operations, and simplify fractions to their lowest forms	Perform correctly (70-79%) the four fundamental operations, and simplify fractions to their lowest forms	Performs correctly (60-69%) the four fundamental operations, and simplify fractions to their lowest forms	Performs correctly (<60%) the four fundamental operations, and simplify fractions to their lowest forms
Integers	Performs correctly (90-100%) the four fundamental operations following rules for signed numbers	Performs correctly (80-89%) the four fundamental operations following rules for signed numbers	Performs correctly (70-79%) the four fundamental operations following rules for signed numbers	Performs correctly (60-69%) the four fundamental operations following rules for signed numbers	Performs correctly (<60%)the four fundamental operations following rules for signed numbers
Linear Equations and Inequalities:	Solves correctly (90-100%) linear equations and inequalities and applies rules for signed numbers	Solves correctly (80-89%) linear equations and inequalities and	Solves correctly (70-79%) linear equations and inequalities and	Solves correctly (60-69%) linear equations and inequalities and	Solves correctly (<60%) linear equations and inequalities and

Algebraic solution		applies rules for signed numbers	applies rules for signed numbers	applies rules for signed numbers	applies rules for signed numbers
Linear Equations and Inequalities: Graphing solution	Graphs correctly (90-100%) linear equations and inequalities	Graphs correctly (80-89%) linear equations and inequalities	Graphs correctly (70-78%) linear equations and inequalities	Graphs correctly (60-69%) linear equations and inequalities	Graphs correctly (<60%) linear equations and inequalities
Systems of Linear Equation	Solves correctly (90-100%) systems of linear equation and applies rules for signed numbers	Solves correctly (80-89%) systems of linear equation and applies rules for signed numbers	Solves correctly (70-79%) systems of linear equation and applies rules for signed numbers	Solves correctly (60-69%) systems of linear equation and applies rules for signed numbers	Solves correctly (<60%) systems of linear equation and applies rules for signed numbers
Equation of a line	Simplifies equation, performs necessary operations, solves equation and writes correctly (90-100%) equation of a line	Simplifies equation, performs necessary operations, solves equation and writes correctly (80-89%) equation of a line	Simplifies equation, performs necessary operations, solves equation and writes correctly (70-79%) equation of a line	Simplifies equation, performs necessary operations, solves equation and writes correctly (60-69%) equation of a line	Simplifies equation, performs necessary operations, solves equation and writes correctly (<60%) equation of a line

Analyzing Results

Rubric results will be analyzed collectively and cumulatively each semester. The area or areas with the lowest bar will be considered a weakness and the area or areas with the longest bar as strength. At the end of the first cycle (third semester), all results will be analyzed and compared to identify the established pattern of weaknesses/strengths.

Post-Analysis Use of Results

The general results of the first cycle will be used during the annual course review as basis for discussion on possible course improvement for Elementary Algebra.

Developmental Reading (ENG099) and Writing (ENG098)

The assessment of EIC's remedial reading and writing courses will be done through grading rubrics developed by English faculty members. The rubric areas are aligned with the student learning outcomes.

The Examination for Developmental Writing (ENG098)

The End-of-the-Semester (EOTSE) is a common essay examination developed by the Developmental Writing instructors. The essay examination is a writing examination designed to measure the student's competency to write a college-level essay based on the intended student learning outcomes derived from the course learning objectives. The examination is assessed according to the Developmental Writing grading rubric.

Developmental Writing (ENG098) Grading Rubric

Score	Supporting Ideas	Organization	Style	Grammar and Usage	Summary
5	Develops a position on a topic with compelling, persuasive supporting examples and reasons	Clear organizational structure with a logical progression, linking ideas to supporting points from start to finish.	Excellent use of a wide variety of sentence structures and lengths, showing a superior control of word choice with a clear, concise style	Demonstrates excellent control of writing, with strong grammar, mechanics, and usage, with little to no errors	A 5 response is a well-articulated, precise analysis of the issue or argument, and demonstrates mastery of the elements of effective writing.
4	Develops a position on a topic with relevant supporting examples and reasons	Organized structure with a progression of ideas, linking ideas to supporting points from start to finish	Good use of a variety in sentence structures, showing control of word choice with a clear style	Demonstrates good control of language, with strong grammar, mechanics, and usage with few minor errors	A 4 response is a well-developed analysis of the issue and demonstrates good control of the elements of effective writing.
3	Develops a position on a topic with some examples and reasons	Organized with some progression of ideas, linking ideas and supporting points with some consistency	Some, to little, variety in sentence structure, showing adequate control of word choice with an inconsistently clear style	Demonstrates control of standard English but contains some flaws	A 4 response is a satisfactory analysis of the issue and demonstrates adequate control of the elements of writing.
2	Develops a position on a topic with few examples or limited reasons	Limited organization and provides few, if any, relevant links between ideas and examples	A lack sentence variety, showing imprecise use of word choice with an inconsistent, wordy style	Demonstrates lack of control in grammar, mechanics and usage, containing occasional major flaws with more frequent minor flaws	A 2 response has inadequacies in its analysis of the issue and in its control of the elements of writing. .
1	Inadequate development of position on a topic with unclear or irrelevant ideas	Poorly organized with unclear links between ideas and supporting points	Frequent problems with word choice and sentence structure, showing a lack of style	Demonstrates lack of control in grammar, mechanics, and usage, containing numerous, repeated errors	A 1 response has fundamental deficiencies and weaknesses in analytical writing.
0	Provides little to no evidence of the ability to develop a position in response to a topic or argument	No organization or logic, containing irrelevant details and examples with little to no distinction between the two	Severe and persistent errors in word choice, language, and sentence structure, showing no real style	Demonstrates a complete lack of control in grammar, mechanics, and usage, making the essay unreadable and incomprehensible	A 0 response demonstrates a complete lack of analytical writing skills.

Analyzing Results

Rubric results will be analyzed collectively and cumulatively each semester. The area or areas with the lowest bar will be considered a weakness and the area or areas with the longest bar as strength. At the end of the first cycle (third semester), all results will be analyzed and compared to identify established pattern of weaknesses/strengths.

Post- Analysis Use of Results

The general results of the first cycle will be used during the annual course review as basis for discussion on possible course improvement for Developmental Writing.

The Examination for Developmental Reading (ENG099)
The End-of-the-Semester (EOTSE) is a common essay examination developed by the Developmental Reading instructors. The essay examination is a final "response to literature" examination based the intended student learning outcomes derived from the course learning objectives. The examination is assessed according to the Developmental Reading grading rubric.

Developmental Reading (ENG099) Rubric

Area	4	3	2	1	0
Identify the main idea, transitions, and major/minor supporting details of a reading selection	Clearly and accurately identifies the main idea(s), and includes most of the relevant supporting details.	Identifies the main idea(s) correctly, and includes many supporting details.	Identifies the main idea(s), and includes some supporting details.	Attempts to identify the main idea(s); however, the main idea may be stated incorrectly or may be missing.	Response is not adequate for scoring.
Make inferences and predictions while reading	Makes logical and relevant inferences about character(s) and/or event(s). Details from the story support the inferences made.	Makes a general inference about character(s) and/or event(s) with some supporting details, or uses irrelevant details.	Makes a general inference about character(s) and/or event(s) with few/no supporting details, or uses irrelevant details.	Fails to make an inference, or makes an inference which is illogical or irrelevant.	Response is not adequate for scoring.
Discern fact from opinion and develop critical reading skills	Excellent identification of the logic and accuracy of evidence in support of the writer's main idea. Applies critical reading skills to differentiate between fact and opinion.	Good identification of the logic and accuracy of evidence in support of the writer's main idea, and differentiate between fact and opinion.	Identification of the logic and accuracy of evidence in support of the writer's main idea needs improvement.	Little to no application of critical reading skills to differentiate between fact and opinion.	Response is not adequate for scoring.
Draw conclusions and identify inferences that are logically supported	Draws logical and relevant conclusion(s) and uses supporting details from the text.	Draws a conclusion, and uses some supporting details from the text.	Draws a conclusion but conclusion is unsupported, illogical, or irrelevant.	Fails to draw a conclusion (may give a summary instead).	Response is not adequate for scoring.
Identify the author's tone and primary purpose for writing	Accurately identified the author's theory or primary purpose for writing and any of the author's bias used in the writing	Identified the author's theory or primary purpose for writing, and identified some subtle forms of bias used in the writing.	Identification of the author's theory or primary purpose for writing needs improvement, but had difficulty identifying subtle forms of bias used in the writing.	Difficulty in identifying the author's theory or primary purpose for writing. The student is unaware of any forms of bias the author may have used in the writing.	Response is not adequate for scoring.
Summarize information into organized notes from reading selections	Accurately and completely summarizes the main events in correct sequence, the main characters, and the setting.	Summarizes the main events, the main characters, and the setting (minor flaws)	Summarizes most of the events, most of the main characters, and the setting (major flaws).	Unable to satisfactorily summarize events, most of the main characters, and the setting (major flaws).	Response is not adequate for scoring

Analyzing Results
Rubric results will be analyzed collectively and cumulatively each semester. The area or areas with the lowest bar will be considered a weakness and the area or areas with the longest bar as strength. At the end of the first cycle (third semester), all results will be analyzed and compared to identify established pattern of weaknesses/strengths.

Post- Analysis Use of Results

The general results of the first cycle will be used during the annual course review as basis for discussion on possible course improvement for Developmental Reading.

Diagnostic Medical Sonography (DMS)- BS

Mission Statement

The BS in Diagnostic Medical Sonography (DMS) program is committed to prepare competent sonographers who are proficient in sonographic procedures within the Diagnostic Medical Sonography scope of practice. In addition, the DMS program seeks to provide a student-centered education that promotes a commitment to the performance of quality imaging, develops critical thinking, effective communication skills, and cultural competencies necessary for a sonographer to work effectively in a diverse healthcare environment.

Program Objective

The objective of the Diagnostic Medical Sonography is to provide a competency-based education that combines theoretical (cognitive), professional and ethical (affective) concepts, and clinical practice (psychomotor) to prepare students for entry level jobs as diagnostic medical sonographers.

Student Learning Outcomes

The BSDMS graduate will demonstrate entry level skills, knowledge and behavior competence in procedural and clinical functions in non-invasive diagnostic medical sonography.

1. **Content (Cognitive)**
   Outcome A: Demonstrate knowledge of anatomy and physiology, cross-sectional anatomy, and pathology
   Outcome B: Demonstrate knowledge of legal and ethical standards in the practice of the diagnostic medical sonography profession
2. **Competencies (Psychomotor)**
   Outcome C: Perform effective procedures covered in non-invasive diagnostic medical sonography.
   Outcome D: Demonstrate proficiency in patient care including vital signs and patient safety.
   Outcome E: Demonstrate competency in obtaining, recording, and printing scanned images.
3. **Affective (Dispositions)**
   Outcome F: Demonstrate professional conduct in the workplace and/or externship site.
   Outcome G: Demonstrate effective interpersonal communication and cultural sensitivity when dealing with patients and the healthcare team.
   Outcome H: Apply ethical and legal standards in dealing with patient information and in communicating this information with the healthcare team.

CURRICULUM MAPPING
Bachelor of Science in Diagnostic Medical Sonography

COURSES	PROGRAM OUTCOMES							
	Outcome A	Outcome B	Outcome C	Outcome D	Outcome E	Outcome F	Outcome G	Outcome H
Cross-Sectional Anatomy (DMS 101)	X							
Pathology (DMS 102)	X							
Patient Care (DMS 103)		X		X				
Law and Ethics (DMS 104)		X						
Abdominal Sonography I (DMS 200)			X		X			
Abdominal Sonography II (DMS 201)			X		X			
OB/GYNE Sonography I (DMS 202)			X		X			
OB/GYNE Sonography II (DMS 203)			X		X			
Vascular Sonography (DMS 204)			X		X			
Advanced Vascular Sonography (DMS 312)			X		X			
Abdomen Sonography III (DMS 311)			X		X			
Echocardiography II (DMS 315)			X		X			
Capstone (DMS 319)			X					
Externship			X	X	X	X	X	X

Assessment of Student Learning Outcomes Plan

Student Learning Outcome	Assessment Measure	Frequency of Assessment/Person Responsible
Demonstrate knowledge of anatomy and physiology, cross-sectional anatomy and pathology	DMS 200/DMS 201/DMS 204/DMS 315 Competency Rubrics	Every semester/Faculty
Demonstrate knowledge of legal and ethical standards in the practice of the sonography profession	Faculty created rubric for legal and ethical standards (new)	Every semester/Faculty
Perform effectively procedures covered in non-invasive diagnostic medical sonography	DMS 200/DMS 201/DMS 204/DMS 315 Competency Rubrics, Externship evaluation	During and after completion of DMS 200, DMS 201, DMS 204, DMS 315 and CVT 203, and completion of externship/Faculty and externship supervisor
Demonstrate proficiency in patient care, basic assessment and patient safety	Vital signs competency rubric, externship evaluation (Patient care)	Every semester, Completion of externship/faculty and externship supervisor
Demonstrate competency in obtaining, recording, printing and interpreting scanned images	DMS 200/DMS 201/DMS 204/DMS 315 Competency Rubrics, externship evaluation	During and after completion of DMS 200, DMS 201, DMS 204, DMS 315 and CVT 203, and completion of externship/Faculty and externship supervisor
Demonstrate effective interpersonal communication and cultural sensitivity when dealing with patients and the healthcare team	Externship evaluation	During and completion of externship/ externship supervisor
Demonstrate professional conduct in the workplace and/or externship site	Externship evaluation	During and completion of externship/ externship supervisor
Apply ethical and legal standards in dealing with patient information and in communicating this information with the healthcare team	Externship evaluation	During and completion of externship/externship supervisor

Congruence Between General Education Learning Outcomes and DMS Student Learning Outcomes

General Education Learning Outcomes	DMS Learning Outcomes
Communication Literacy The student will be able to speak and write effectively, convey an evidence-based argument, and positively relate to, communicate with, and influence others	- Demonstrate effective interpersonal communication and cultural sensitivity when dealing with patients and the healthcare team. - Apply ethical and legal standards in dealing with patient information and in communicating this information to the healthcare team.
Information Literacy The student will be able to retrieve information and apply media and communication technology into their projects	- Demonstrate effective interpersonal communication and cultural sensitivity when dealing with patients and the healthcare team.
Technology Literacy The student will be able to use appropriate technology to access, manage, integrate, evaluate, create, and communicate information in an ethical and responsible manner to improve learning across subject areas	-Demonstrate effective interpersonal communication and cultural sensitivity when dealing with patients and the healthcare team. -Apply ethical and legal standards in dealing with patient information and in communicating this information to the healthcare team. - Demonstrate competency in obtaining, recording, printing and interpreting scanned images.
Quantitative Literacy The student will be able to utilize numerical data accurately and effectively to solve real world problems	- Demonstrate proficiency in patient care including vital signs and patient safety. - Demonstrate competency in obtaining, recording, printing and interpreting scanned images.
Critical Thinking The student will be able to reflect and draw informed conclusions	- Demonstrate knowledge of anatomy and physiology, cross-sectional anatomy and pathology. - Demonstrate knowledge of legal and ethical standards in the practice of the DMS profession. - Perform effectively procedures covered in non-invasive diagnostic medical sonography.
Global Competency The student will be able to experience and promote inclusivity and diversity in school, work, and community settings, and demonstrate cultural competency through appreciation of art and interpersonal mediums of expressions	-Demonstrate effective interpersonal communication and cultural sensitivity when dealing with patients and the healthcare team. -Apply ethical and legal standards in dealing with patient information and in communicating this information to the healthcare team.

Scientific Reasoning The student will be able to demonstrate systematic and logical decision-making that involves empirical observations, investigations of validity of evidences, and developing evidence-based conclusions	- Demonstrate knowledge of anatomy and physiology, cross-sectional anatomy and pathology -Perform effectively procedures covered in non-invasive diagnostic medical sonography -Demonstrate competency in obtaining, recording, printing and interpreting scanned images

Assessment Measures

The DMS Program utilizes faculty-developed competency evaluations to assess student learning outcomes for all four scanning modalities, namely, abdominal sonography, echocardiography, vascular, and OB GYNE. The assessment for ethical knowledge utilizes the AACU Value rubric for ethical reasoning. The assessment for knowledge in the areas of Anatomy and Physiology, Cross-sectional Anatomy, and Pathology are incorporated in the scanning modality competency evaluations. The assessment for patient care and assessment is done in the Patient Care course.

Faculty Participation

All faculty members who teach the scanning modalities and the courses Law and Ethics and Patient Care participate in the assessment of learning outcomes. They are also the ones who recommend remediation measures based on the assessment results.

Table Assessment Activities Calendar Checklist for Continuous Improvement of the DMS Program

Program Assessment Activities	Year One Cycle One	Year Two Cycle Two	Year Three Cycle Three	Comment/s
Collect data for summative assessments through Survey Monkey (DMS 200, DMS 201, DMS 202, DMS 203, DMS 204, DMS 104, DMS 103	X	X	X	
Curriculum map review	X			
Review and revision of program SLOs		X		
Review of Program Mission		X		

Analyze summative assessment data	X	X	X	
Analyze summative assessment data after three cycles			X	
Develop department assessment report after three cycles			X	

Online Programs

A-STUDENT LEARNING OUTCOMES ASSESSMENT PLAN- BACHELOR OF SCIENCE IN HEALTH LEADERSHIP – Online COMPLETION

PROGRAM OVERVIEW

The Bachelor of Science in Health Leadership Completion Program is designed for allied health professionals who have completed Associate Degrees in any allied health field or health-related programs. It is intended for those who desire career advancement in healthcare related jobs and wish to assume positions of leadership. The HL program teaches students theoretical knowledge and skills to compete beyond entry-level positions in the field. Students complete 30 quarter credits of upper division General Education courses and 60 quarter credits of major courses.

CURRICULUM

General Education Courses

Course Number	Course Title	Quarter Credits
ENG 303	Research Design and Writing	6
SOC 301	Cultural Diversity	6
PHI 401	Bioethics	6
HEA 302	Global Health	6
ART 302	Art and Popular Culture	6

Major Program Courses

Course Number	Course Title	Quarter Credits
HCL 300	Introduction to Healthcare Management	6
HCL 301	Quality Management and Patient Safety	6
HCL 302	Organizational Theory and Leadership	6
HCL 303	Regulatory, Legal, and Ethical Issues in Healthcare	6
HCL 400	Research Methods in Healthcare Management	6
HCL 401	Finance and Budgeting in Healthcare	6
HCL 402	Leadership	6
HCL 403	Health Policy	6
HCL 404	Management of Human Resources and Health Professionals	6
HCL 405	Health Informatics	6

STUDENT LEARNING OUTCOMES

Upon completion of the program, the student should be able to:

1. Use theories of leadership and organizational behavior to define management practices in multicultural healthcare settings.
2. Explore the legal and ethical principles and responsibilities of healthcare organizations and healthcare professionals.
3. Apply principles of finance and budgeting to the management of resources within a healthcare organization.
4. Analyze qualitative and quantitative data for evidence-based decision-making leading to continuous quality improvement in healthcare settings.
5. Explore the impact of healthcare policy and politics on the delivery of healthcare services.
6. Explain the impact of technology and informatics on the delivery of healthcare services.

LEARNING OUTCOMES ASSESSMENT

Student Learning Outcomes (SLO)	Courses or Other Points in the Curriculum Where Outcomes are Assessed	Assessment Measures (Direct and Indirect)
Use theories of leadership and organizational behavior to define management practices in multicultural healthcare settings.	HCL 300 HCL 301 HCL 302 HCL 404 HCL 402	Faculty created course level assessment rubrics Student graduate survey.
Explore the legal and ethical principles and responsibilities of healthcare organizations and healthcare professionals	HCL 303	Faculty created course level assessment rubrics Graduate survey
Apply principles of finance and budgeting to the management of resources within a healthcare organization	HCL 401	Faculty created course level assessment rubrics Competency assessment tool, graduate survey
Analyze qualitative and quantitative data for evidence-based decision-making leading to continuous quality improvement in healthcare settings.	HCL 400	Faculty created course level assessment rubrics Competency assessment tool, graduate survey

Explore the impact of healthcare policy and politics on the delivery of healthcare services.	HCL 403	Faculty created course level assessment rubrics Graduate survey
Explain the impact of technology and informatics on the delivery of healthcare services.	HCL 405	Faculty created course level assessment rubrics, graduate survey

ASSESSMENT CYCLE- Cohort One (Spring)

Quarter Semester	Courses to be Assessed
Quarter I	HCL 300, SOC 301
Quarter II	HCL 301, ENG 303
Quarter III	HCL 302, HEA 402
Quarter IV	HCL 303, PHI 401
Quarter V	HCL 400, ART 302
Quarter VI	HCL 401, HCL 402
Quarter VII	HCL 403, HCL 404
Quarter VIII	HCL 405

B-STUDENT LEARNING OUTCOMES ASSESSMENT PLAN-BACHELOR OF SCIENCE IN DENTAL HYGIENE COMPLETION PROGRAM

PROGRAM OVERVIEW

The Bachelor of Science (BS) in the Dental Hygiene Completion Program online provides associate degree registered dental hygienists (RDH) with advanced educational opportunities to successfully fulfill new and broader roles within the profession of Dental Hygiene. The program teaches the student the essential theoretical knowledge and skills to compete beyond the entry-level positions in the field. Graduates of the program can extend the dental hygiene profession's reach to provide quality preventive oral health care in an expanded public health arena while developing and instituting diverse treatment plans for a multicultural population. Career paths in public health management, allied health education, pharmaceutical, research, sales and business affiliations are possibilities to the bachelor-degree trained dental hygienist.

The program has a total of 180 quarter credits with 90 credits transferred in from the associate in dental hygiene degree. The remaining 90 credits consist of 60 credits of upper division Dental Hygiene courses and 30 credits of upper division General Education courses. The program runs in quarters with ten-week courses.

CURRICULUM

General Education Courses (30 Quarter Credits)

Course Number	Course Title	Quarter Credits
ENG 303	Research Design and Writing	6
SOC 301	Cultural Diversity	6
PHI 401	Bioethics	6
HEA 302	Global Health	6
ART 302	Art and Popular Culture	6

Major Program Courses (60 Quarter Credits)

Course Number	Course Title	Quarter Credits
DH 300	Educational Methodology for Dental Hygiene	6
DH 301	Cultural Competency and Dental Hygiene care for Target Populations	6
DH 302	Grant Writing	6
DH 303	Statistical and Methodological Aspects of Oral Health Research	6
DH 400	Educational Concepts in Dental Hygiene	6
DH 401	Leadership Roles for the Dental Hygiene Professional	6

DH 402	Dental Hygiene Care for culturally Diverse and Special Needs Population	6
DH 403	Epidemiology of Oral Diseases	6
DH 404	Management of Oral Healthcare Delivery	6
DH 405	Dental Practice Management with Oral Health Promotion	6

STUDENT LEARNING OUTCOMES

Upon completion of the program, the student should be able to:

1. Use theories and principles of leadership to define the emerging dental hygiene practitioner as a leader who is a mentor, collaborator, and a proponent of transformational leadership.
2. Apply methodological aspects of research involving planning, conducting, and analyzing qualitative and quantitative data and outcomes to support evidence-based practices on emerging treatment modalities in dental hygiene.
3. Recognize the importance of cultural competence as it relates to effective communication, recognition of differences that may impact oral health, and the development of skills necessary to provide high-quality dental hygiene care to all patients.
4. Utilize various educational concepts, methodology, teaching techniques, technology, and active learning strategies in the planning, development, and presentation of a lesson plan intended for diverse learners.
5. Develop strategies for the delivery of culturally competent care to pediatric, geriatric, medically compromised, special needs patients, and population groups challenged by access to oral health care.
6. Explain basic epidemiological principles and methods in relation to public health focusing on oral disease prevention, education, health promotion, the impact of social and cultural health views on oral public health, and the role of the dental hygienist.
7. Identify current and emerging issues in the profession of dental hygiene affecting professional practice, oral health promotion, practice management, patient care management, and oral disease prevention.

LEARNING OUTCOMES ASSESSMENT

Student Learning Outcomes (SLO)	Courses or Other Points in the Curriculum Where Outcomes are Assessed	Assessment Measures (Direct and Indirect)
Use theories of leadership to define management practices in multicultural healthcare settings	DH 401	Faculty created course level assessment rubrics Student graduate survey
Apply methodological aspects of research involving planning, conducting, and analyzing qualitative and quantitative data and outcomes to support evidence-based practices on emerging treatment modalities in dental hygiene.	DH 303	Faculty created course level assessment rubrics Graduate survey
Recognize the importance of cultural competence as it relates to effective communication, recognition of differences that may impact oral health, and the development of skills necessary to provide high-quality dental hygiene care to all patients.	DH 301	Faculty created course level assessment rubrics and competency assessment tool Graduate survey
Utilize various educational concepts, methodology, teaching techniques, technology, and active learning strategies in the planning, development, and presentation of a lesson plan intended for diverse learners.	DH 300, DH 400	Faculty created course level assessment rubrics and competency assessment tool Graduate survey
Develop strategies for the delivery of culturally competent care to pediatric, geriatric, medically compromised, special needs patients, and population groups challenged by access to oral health care.	DH 402	Faculty created course level assessment rubrics Graduate survey

Explain basic epidemiological principles and methods in relation to public health focusing on oral disease prevention, education, health promotion, the impact of social and cultural health views on oral public health, and the role of the dental hygienist.	DH 403	Faculty created course level assessment rubrics Graduate survey
Identify current and emerging issues in the profession of dental hygiene affecting professional practice, oral health promotion, practice management, patient care management, and oral disease prevention.	DH 404, DH 405	Faculty created course level assessment rubrics Graduate survey

ASSESSMENT CYCLE- Cohort I (Fall)

Course Number	SLO #	Assessment Quarter
DH 300 ENG 303	I, II	Fall Quarter
DH 301 SOC 301	III, IV	Spring Quarter
DH 302 PHI 401	I, II	Summer Quarter
DH 303 HEA 302	II, III	Fall Quarter
DH 400 ART 302	II, III	Spring Quarter
DH 401 DH 402	IV, III	Summer Quarter
DH 403, 404, 405	II, IV,	Fall Quarter

C-STUDENT LEARNING OUTCOMES ASSESSMENT PLAN-BACHELOR OF SCIENCE IN NURSING (RN to BSN)

Program Overview

The RN to BSN Program is designed for registered nurses who want to earn a Bachelor of Science in Nursing degree. The curriculum provides opportunities for a nurse to develop critical thinking skills, cultural communication competence, decision-making skills, evidence-based practice, leadership skills, and incorporate research in practice and patient advocacy.

The program has a total of 180 quarter credits with 90 credits transferred in from the associate degree in nursing. Additional transfer credits will be accepted for General Education up to a total of 66 quarter credits based on grade in the course, the length of the course, course description, credit hours, among other factors. The program runs in quarters with ten-week courses. All level 300 Nursing courses must be completed in EIC.

CURRICULUM

Course Number	Course Title	Quarter Credits
SOC 301	Cultural Diversity	6.0
ENG 303	Research Design and Writing	6.0
MAT 300	Basic Statistics and Microsoft Excel Applications	6.0
HEA 402	Global Health	6.0
HEA 403	Women and Health	6.0
PHI 401	Bioethics	6.0
Total		36

Major Courses

Course Number	Course Title	Quarter Credits
NUR 301	Health Promotions	6.0
NUR 302	Nursing Informatics	6.0
NUR 303	Population-Centered Health Care in the Community	6.0
NUR 306	Advanced Health Assessment	6.0
NUR 307	Nursing and Evidence-Based Practice	6.0
NUR 406	Leadership in Nursing	6.0
NUR 407	Health Policy	6.0
NUR 409	Inter-professional Collaboration in Healthcare	6.0
NUR 410	Nursing Excellence: Focus on Innovation (Capstone)	6.0
Total		54

STUDENT LEARNING OUTCOMES

Upon completion of the program, the student can
1. Use theories of leadership and organizational behavior to define management practices in multicultural healthcare settings.
2. Explore the impact of interprofessional collaborative practice and the evidence base that supports its effectiveness in achieving healthcare outcomes and innovations.
3. Analyze qualitative and quantitative data for evidence-based decision-making leading to continuous quality improvement in the delivery of safe, efficient, and cost-effective patient care, and the evaluation of patient care outcomes.
4. Discuss the impact of healthcare policy and politics on the quality of patient care and delivery of other healthcare-related services.
5. Apply public health and community health nursing concepts in addressing community healthcare disparities, health education, population health goals, and the role of the nurse in the community.
6. Explain the impact of technology and informatics on the delivery of efficient and cost-effective healthcare services and evaluation of patient care outcomes.
7. Demonstrate clinical reasoning skills in health assessments on clients across the lifespan

LEARNING OUTCOMES ASSESSMENT

Student Learning Outcomes (SLO)	Courses or Other Points in the Curriculum Where Outcomes are Assessed	Assessment Measures (Direct and Indirect)
Use theories of leadership and organizational behavior to define management practices in multicultural healthcare settings.	Nur 406	Faculty created course level assessment rubrics, Student graduate survey
Explore the impact of interprofessional collaborative practice and the evidence base that supports its effectiveness in achieving healthcare outcomes and innovations.	NUR 409, NUR 410	Faculty created course level assessment rubrics, graduate survey
Analyze qualitative and quantitative data for evidence-based decision-making leading to continuous quality improvement in the delivery of safe, efficient, and cost-effective patient care, and the evaluation of patient care outcomes.	NUR 307	Faculty created course level assessment rubrics and competency assessment tool, graduate survey
Discuss the impact of healthcare policy and politics on the quality of patient care and delivery of other healthcare-related services.	NUR 407	Faculty created course level assessment rubrics and competency assessment tool, graduate survey
Apply public health and community health nursing concepts in addressing community healthcare disparities, health education and promotion, population health goals, and the role of the nurse in the community.	NUR 303, NUR 301	Faculty created course level assessment rubrics, graduate survey
Demonstrate clinical reasoning skills in health assessments on clients across the lifespan.	NUR 306	Faculty created course level assessment rubrics, graduate survey
Explain the impact of technology and informatics on the delivery of efficient and cost-effective healthcare services and patient care outcomes.	NUR 302	Faculty created course level assessment rubrics, graduate survey

ASSESSMENT CYCLE

Quarter Semester	Courses to be Assessed
Quarter I	NUR 301
Quarter II	NUR 302
Quarter III	NUR 303
Quarter IV	NUR 306
Quarter V	NUR 307
Quarter VI	NUR 406
Quarter VII	NUR 407
Quarter VIII	NUR 409, NUR 410

Nursing Program

END OF PROGRAM STUDENT LEARNING OUTCOMES	NLN Competencies	QSEN Competencies	OREM'S SELF CARE MODEL
1.The graduate will utilize the nursing process, critical thinking, and principles of advocacy as tools to make culturally sensitive client-centered clinical decisions in all health care settings	**Nursing Judgment** Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patient within the family and community context.	**Patient-Centered Care:** Recognize the patient as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.	Orem's Self care Model guides students to interrelate self care deficit to guide and improve practice consistent with laws and principles. The maintenance of the integrity of human structure and functioning.
2.The graduate will collaborate with clients and other members of the health care team using effective communication in the planning, coordination and provision of competent care	**Nursing Judgment** Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patient within the family and community context.	**Safety:** Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.	Use of the nursing process of assessment, diagnosis and creation of the nursing diagnosis, implementation and evaluation to enhance the interdisciplinary relationship, plan to achieve the objective of self-care, implement interventions and evaluate the extent to which the objectives of self-care are achieved.
3.The graduate will integrate the concepts of Orem's Self Care Deficit Theory into nursing practice.	**Spirit of Inquiry** Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.	**Evidence-Based Practice** Implement evidence-based practice in the provision of individualized health care	Defines and explains the roles and responsibilities of nurses while at the same time offering a clear goal of nursing care: to assist patients in achieving and maintaining an appropriate level of self-care.
4.The graduate will promote client and staff safety utilizing the process of quality improvement based on evidence-based practice.	**Professional Identity** Implement one's role as a nurse in ways that reflect. integrity, responsibility, ethical practices, and an evolving identity as a	**Teamwork and Collaboration** Function competently within own scope of practice as a member of the	Prepare the nurses to reflect on the assumptions and question the nursing values, thus further defining nursing and increasing the knowledge base.

	nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.	health care team	
5.The graduate will use information and technology for communication, knowledge development, professional development and clinical decision making.	**Spirit of Inquiry** Examine the evidence that underlies clinical nursing practice to challenge the status quo, questions underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.	**Teamwork and Collaboration** Function competently within own scope of practice as a member of the health care team	Orem's model uses assessment skills, builds a nurse–patient relationship, plans to achieve the objective of self-care, implements interventions and evaluates the extent to which the objectives of self-care are achieved.
6.The graduate will demonstrate leadership behaviors and professionalism when providing care to clients across the lifespan in all care settings.	**Human Flourishing** Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.	**Quality Improvement** Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.	Orem's Self-Care Model is considered a general theory with broad concepts and can be applied in many different situations where self-care requisites are the driving force for individuals and nurses.
7.The graduate will integrate legal, ethical, and professional standards into nursing practice.	**Nursing Judgment** Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patient within the family and community context	**Informatics** Incorporate information and technology within own scope of practice to support safe processes of care	Provides a perspective to understand the patient's situation and a way to organize information into the patient's daily care.

EOPSLO, Instructional Methods Progression, and Learning Activities

EOPSLOs	Instructional Method	Learning Activity
1.The graduate will utilize the nursing process, critical thinking, and principles of advocacy as tools to make culturally sensitive client-centered clinical decisions in all health care settings.	**Lecture** • Decision Making, Problem Solving, Critical Thinking, and Clinical Reasoning • Family, Social, Cultural, and Religious Influences on Child Health Promotion • Cultural Implications • The Nursing Process & Standards of Care • Critical Thinking in Nursing Practice **Group Discussion**	Nursing Care Plan Unfolding Case Study NCLEX Practice Questions Medication cards In-class activities Skills demonstration Discussion Board
2.The graduate will collaborate with clients and other members of the health care team using effective communication in the planning, coordination and provision of competent care	**Lecture** **Clinical Observation**	Clinical Assignment/Practice Nursing Simulation assignments In-class activities Skills demonstration
3.The graduate will integrate the concepts of Orem's Self Care Deficit Theory into nursing practice.	**Lecture** • Theoretical Foundations in Nursing Practice	Nursing Care Plan Clinical Assignment/Practice In-class activities Group Presentations
4.The graduate will promote client and staff safety utilizing the process of quality improvement based on evidence-based practice.	**Lecture** • Assessment Techniques and Safety in the Clinical Setting • Evidence-Based Practice • Patient Safety and Quality • Change project paper	Clinical Assignment/Practice Skill Validation Medication Math Calculation In-class activities Skills demonstration Change project presentation
5.The graduate will use information and technology for communication, knowledge development, professional development and clinical decision making.	**Lecture** • Informatics and Documentation • Observation and documentation in EMR at clinical settings	Utilize electronic health record and clinical practice guidelines In-class activities Skills demonstration Nursing Care Plan
6.The graduate will demonstrate leadership behaviors and professionalism when providing care to clients across the lifespan in all care settings.	**Lecture** • Classical Views of Leadership and Management • Management Case studies	In-class activities Skills demonstration Unit exams
7.The graduate will integrate legal,	**Lecture**	Case scenarios

ethical, and professional standards into nursing practice.	• Ethical Issues • Legal and Legislative Issues • Management Case studies	Compare and contrast In-class activities Skills demonstration Unit exams

EOPSLO Evaluation Method and Expected Level of Achievement

EOPSLO	METHOD	ELA
Upon completion of the nursing program, the graduate will be able to demonstrate comprehension and application of the nursing process in the provision of safe and quality care	1. Clinical Evaluation 2. Kaplan Predictor Exam 3. HESI Predictor Exam 4. Final Examinations 5. Nursing (ADN) Graduate Survey	• The graduating cohort will receive a passing grade for the clinical portion of the course evidenced by a Clinical Evaluation Tool score greater than "2" • The graduating cohort will earn a Kaplan score of 65 or above • The graduating cohort will earn a HESI score of 900 or above • The graduating cohort will earn a Final Exam score $\geq$ 80% • The graduating cohort will answer "YES" that they met the graduate outcomes on the End of Program Survey
Upon completion of the nursing program, the graduate will demonstrate course content competency to practice and promote competent and safe client care	1. Clinical Evaluation 2. Medication Math Calculation Test 3. Nursing (ADN) Graduate Survey 4. HESI Predictor Exam 5. Kaplan Predictor Exam	• The graduating cohort will receive a passing grade for the clinical portion of the course evidenced by a Clinical Evaluation Tool score greater than "2" • The graduating cohort will score 100 on the Medication Math Calculation Test • On the End of Program Survey, the graduating cohort will answer "YES" that they met the graduate outcomes • The graduating cohort will earn a HESI score of 900 or above • The graduating cohort will earn a Kaplan score of 65 or above
Upon completion of the nursing program, the graduate will use evidence-based decision-making skills to provide the most effective available care to improve patient outcomes	1. Nursing Care Plan assignment 2. HESI Predictor Exam 3. Nursing (ADN) Graduate Survey	• 100% of students will receive a passing grade for the clinical portion of the course evidenced by a Clinical Evaluation Tool score greater than "2" • 80% of students will earn a HESI score of 900 or above • On the End of Program Survey, 80% of graduates will answer "YES" that they met the graduate outcomes
Upon completion of the nursing program, the graduate will	1. Nursing (ADN) Graduate Survey	• On the End of Program Survey, 80% of graduates will answer "YES" that they met

demonstrate leadership conduct in a variety of health care settings across diverse client populations.		the graduate outcomes
Upon completion of the nursing program, the graduate will communicate effectively with clients and peers	1. Clinical Evaluation 2. Nursing (ADN) Graduate Survey	• On the End of Program Survey, 80% of graduates will answer "YES" that they met the graduate outcomes
Upon completion of the nursing program, the graduate will uphold the ethical and legal standards of the nursing profession	1. Clinical Evaluation 2. Unit Assessment in the following courses: NUR 207 3. Nursing (ADN) Graduate Survey	• On the End of Program Survey, 80% of graduates will answer "YES" that they met the graduate outcomes
Use information technology in a legal and ethical manner to support knowledge and decision-making.	1. Clinical Evaluation 2. Nursing Care Plan assignment 3. Nursing (ADN) Graduate Survey	• On the End of Program Survey, 80% of graduates will answer "YES" that they met the graduate outcomes

Dental Hygiene Program

Eastern International College
Bachelor of Science in Dental Hygiene (BSDH)
Program Assessment
Learning Outcomes & Program Review 2022-2023

Part A: Program Student Learning Outcomes

Program Objectives	Measurement	Program/Courses Measured	When Measured	Who Collects Data	Who Submits Data	Performance Standard or Benchmark	Results Compared to Standard	Is this Outcome Targeted for Improvement?
Provide students with a framework for the ethical care of patient	Professionalism Evaluation Form, Patient satisfaction surveys, TalEval, External Rotation Site Evaluations	DH 101, DH 200, DH 201, DH 404	Spring of 1st and 2nd and 3rd year, Summer and Fall of 2nd and 3rd year	Faculty, Rotation supervisor	Faculty, Rotation supervisor	-100% of students passing rate of 75% or better in clinic -100% of students passing rate of 75% or better in rotation site -90% satisfaction of patient surveys	Result are evaluated through a Treatment deficiency tracker, TalEval, and rotation evaluation forms -Treatment deficiency tracker: Has line item for professionalism -Each appointment, patients are asked to evaluate their experiences at the school. They respond to survey items that relate to their specific provider. -Rotation evaluation sheet includes area for instructor to	The outcome of the treatment deficiency tracker was started in the Spring of 2023 and will be measured after completion of 1 year. Patient satisfaction surveys are consistently positive. Over 90% of respondents "agree" or "Strongly agree" with positive statements. Patient satisfaction survey was updated in the Spring of 2023 to reflect changes recommended by CODA. -Rotation evaluation forms were

							comment on student's professionalism and ethical behaviors	implemented in Spring of 2023 and will be measured after completion of 1 full year of student rotations.
Provide instruction in current clinical practice with emphasis on patient-centered care	TalEval, Patient competences, completion of patient requirements, Patient satisfaction surveys	DH 101, DH 200, DH 201	Spring of 1st and 2nd year and Summer and Fall of 2nd year	Faculty	Faculty	-100% of students passing rate of 75% or better in clinical sciences -Completion of patient requirements in calculus, age, and periodontal level -90% satisfaction rate of patient's based on data collected in patient satisfaction survey	Results are evaluated through clinical assessment. Once patient care begins, student clinical records track data for each patient seen. Students are graded per patient visit. Faculty are instructed to provide notes and comments through TalEval so that students have a thorough understanding of the grade they have been assigned. Each appointment, patients are asked to evaluate their experiences at the school. They respond to survey items that relate to their specific provider.	-Historically, students have achieved clinical competence. From 2022-2023 100% of students completed all clinical requirements. Therefore this outcome is not targeted for improvement, but rather will continue to be monitored for stability. Patient satisfaction surveys are consistently positive. Over 90% of respondents "agree" or "Strongly agree" with positive statements

Provide broad-based and varied clinical experiences	Completion of patient requirements	DH 201	Spring 2nd year	Clinical Coordinator	Clinical Coordinator	100% completion of clinical requirements by 100% students.	As students progress through the curriculum, grading criteria becomes more stringent.	Nearly 100% of students have achieved competency in their clinical courses. Since the last accreditation only 1 student needed to remain an extra semester to achieve clinical competence. Therefore this outcome is not targeted fir improvement but rather will continued to be monitored for stability.
Provide clinical experiences in external settings	Evaluation Form National Board Examinations, Mock Board Examinations	DH 404	3rd year	Faculty	Faculty	100% passing rate of 100% of students	The National Board Examination is a benchmark of student didactic learning, content knowledge, and clinical judgement as measured through objective questions and case-based examples.	National Board Score average over time has remained consistent. In 2021 we saw a decrease in the pass rate which can be attributed to COVID and the need to switch to an online learning model. In 2022 the school returned to classes in person and we have seen National Board Scores increase from 2021. This outcome is targeted for improvement which will continue to be measured by

									board scores. Faculty discussed improvement of board scores which resulted in mock boards being offered starting in Spring 2022. Mock Board offered 3 times per year to ensure students can remediate if necessary.
Provide opportunity for critical thinking and the use of evidence-based research in provision of oral health care to patients	Periodontology Capstone Project	DH 203/DH 204	Spring of 2nd year	Faculty	Faculty	85% of student's pass with 75% or better on the Capstone Project	Since inception of project (Spring 2021) 98% of students passed project with 75% or better. Out of 192 students across the 3 years, 2 students fell below the benchmark of 75% (1 in 2022 and 1 in 2023)	This outcome is not targeted for improvement but rather the data shows that the general education courses and dental hygiene courses that assist students in analyzing evidence-based research are proving to be effective.

Based on faculty and administration feedback post CODA site-visit during Dental Hygiene Faculty meetings, the Program has decided to incorporate two additional goals. The chart below includes the following goals and measurements:

Program Objectives	Measurement	Program/Courses Measured	When Measured	Who Collects Data	Who Submits Data	Performance Standard or Benchmark	Results Compared to Standard	Is this Outcome Targeted for Improvement?
Empower students to engage in reflective self-	Patient competency self-assessment forms, Clinic journals, External Rotation	DH 101, DH 200, DH 201, DH 404, DH 102	Spring of 1st and 2nd and 3rd year and	Faculty	Faculty	100% of students complete all required radiographic	Since the last Accreditation visit, 100% of	As this is a new goal, all outcomes/forms will be re-evaluated after

assessment and self-directed learning for ongoing personal and professional growth	student self-evaluations/reflection journals, radiographic error evaluation sheet		Summer and Fall of 2nd and 3rd year			evaluation sheets 100% of students complete all required patient self-assessment competencies 100% of students complete 85% of clinical journals and rotation site journals/evaluation forms	students have completed required patient competency self-assessment evaluations -After 2023 Accreditation site visit, it was decided (based on CODA and faculty feedback) to include radiology self-assessment Clinic journals were incorporated starting in Fall of 2022. To date, students have completed a minimum of 85% of journal entries outlining patient treatment and experiences and self-reflecting on those experiences. Rotation self-reflection	1 full year in use.

							forms/journals were incorporated in Spring 2023.	
Provide students with a comprehensive understanding of foundational topics in dental hygiene	National Board scores, Student final course evaluations, Didactic course grades	All DH courses	Throughout years 1-3	Faculty, Program Director, Registrar Office	Faculty	100% passing rate of National Board by 100% of students 85% satisfaction rate of students in course evaluations 85% pass rate of students in DH courses	In 2023 , 93% of students passed their national board examination. Student course evaluations are implemented at the end of the semester and are utilized via electronic submission. Since the last accreditation period at least 85% of students have successfully completed all DH courses and graduated from the program.	-For national board scores that are below the average, the program director will meet with the course coordinator responsible for that content to consider course revision regarding teaching methods, evaluation mechanisms, or assigned learning activities. Faculty evaluations are consistently high. The Program Director reviews the standardized forms. Evaluation forms are then individually sent to the faculty member. Based on faculty evaluations, moving forward the Course Director will meet with

									faculty if positive changes are needed.
				65						Historically, none, one, or two students per year may need to repeat a didactic course, but they complete the course the next time. Course repeats are rare for students. Faculty consciously strive to coach students who need help during the semester to decrease the odds of failure. Should a student fail a course, students need to repeat them. Courses may only be repeated one time to remain in the program.

Program-level "Student Learning Outcomes"
Assessment Plan for Curricular Program

Goals:

GOAL A: Assist students in developing critical thinking skills, basic research skills and a respect for individual differences so that they and provide quality comprehensive patient-centered care to all patients.

GOAL B: Accept qualified students and provide them with the education and support they need to graduate and meet their professional/employment goals.

GOAL C: Provide students with opportunities for community service and professional participation so that they develop skills to become socially responsible.

GOAL D: Provide students with the knowledge and skills necessary to pursue alternative roles related to dental hygiene and public health.

Program Objectives:

1. Provide students with a framework for ethical care of patients
2. Provide instruction in current clinical practice with emphasis on patient-centered care
3. Provide broad-based and varied clinical experiences
4. Provide clinical experiences in external settings
5. Provide the opportunity for critical thinking and the use of evidence-based research in provision of oral health care to patients

Program-level Student Learning Outcomes (SLO)

Student-centered outcomes stated in terms of what the student should know and be able to do upon graduation.

Outcome 1: Interpret and apply aspects of dental sciences including: tooth morphology, head, neck and oral anatomy, embryology and histology, oral pathology, radiography, pain management and dental materials.

Outcome 2: Perform the following skills: oral health education and preventive counseling, health promotion, pain management, clinical dental hygiene, provision of services for and management of patients with special needs, community dental/oral health, addressing medical and dental emergencies, legal and ethical aspects of dental hygiene practice, adhering to infection and hazard control management for patient and operator safety.

Outcome 3: Participate in and analyze the dental hygiene process of care for individuals and community-based programs: (assess/collect data, analysis of data, establishing a plan, provision of services, evaluation of goals, and accurate documentation).

Outcome 4: Express a personal philosophy of social responsibility through various clinical and outreach experiences.

Outcome 5: Develop a personal philosophy of professional responsibility that is based on principles of ethical decision making and adhering to legal and regulatory concepts.

Outcome 6. Demonstrate effective communication and interpersonal skills to provide care in a clinical setting.

Outcome 7. Apply principles of evidence-based research in order to make decisions regarding delivery of care.

Outcome 8. Critically self-evaluate and implement corrective action to prepare for life-long learning.

Strategies to assess Program-level student learning:

Evidence in the aggregation of how well students have mastered the learning outcomes. Multiple strategies (measures) are used to provide evidence of student learning.

SLO	Assessment Strategy to be used	Performance Indicators	Evidence Collection: When and Where
1	DH 100- Exams DH 101- Exams DH 102- Radiographic interpretations DH 103- Exams DH 104- Exams, Project DH 105- Exams, Project DH 200- Exams DH 201- Exams DH 203- Exams DH 204-Exams, Capstone Project DH 206- Nutritional counseling National Licensure Exam Clinical Licensure Exam	Competency Goal for DH 101: 80% or above (passing) Competency Goal for DH 200: 85% or above (passing) Competency Goal for DH 201: 90% or above (passing) Competency Goal for all courses: 75% or above (passing) Licensure Pass Rate Goal: 85% Exit Interview	Every semester for clinical competencies, course exams, projects End of Spring for Licensure Exams
2	DH 100- Exams, Competencies DH 101- Exams, Competencies DH 200- Exams, Competencies DH 201- Exams, Competencies DH 202- Exams DH 203- Exams DH 204- Exams, Capstone Project, Case studies DH 206- Exams, Project DH 209- Exams, Competencies DH 300- Exams National Licensure Exam Clinical Licensure Exam	Competency Goal for DH 101: 80% or above (passing) Competency Goal for DH 200: 85% or above (passing) Competency Goal for DH 201: 90% or above (passing) Competency Goal for all courses: 75% or above (passing) Licensure Pass Rate Goal: 85%	Every Semester for course exams, clinical competencies, projects End of Spring for Licensure Exams
3	DH 203- Capstone Project DH 206- Project DH 208- Community Project DH 210- Exams, Project DH 300- Case studies	Exam/Project Goal- 75% or above (passing) Licensure Pass Rate Goal: 85%	Every Semester for course exams, clinical competencies, projects End of Spring for Licensure Exams

	DH 301- Project DH 303- Project DH 304- Exams, Project National Licensure Exam Clinical Licensure Exam		
4	DH 208- Evaluation of Community Project DH 403- Final Project DH 404- Rotation Evaluation National Licensure Exam Regional Licensure Exam Graduate Exit Interview	Exam/Project Goal- 75% or above (passing) Licensure Pass Rate Goal: 85% Graduate Exit Interview Goal- Student feels "very prepared"	Every Semester for course exams, clinical competencies, projects End of Spring for Licensure Exams End of Spring Exit Interview
5	DH 101- Competency DH 200- Competency DH 201- Competency DH 205- Exam, Project DH 401- Exam DH 403- Evaluation of Project DH 404- Rotation Evaluation National Licensure Exam Clinical Licensure Exam	Exam/Project Goal- 75% or above (passing) Competency Goal for DH 101: 80% or above (passing) Competency Goal for DH 200: 85% or above (passing) Competency Goal for DH 201: 90% or above (passing) Competency Goal for all courses: 75% or above (passing) Licensure Pass Rate Goal: 85%	Every Semester for course exams, clinical competencies, projects End of Spring for Licensure Exams
6	DH 101- Competency DH 200- Competency DH 201- Competency DH 208- Community Project DH 300- Presentation DH 402- Final Project DH 403- Final Project National Licensure Exam Clinical Licensure Exam	Exam/Project Goal- 75% or above (passing) Competency Goal for DH 101: 80% or above (passing) Competency Goal for DH 200: 85% or above (passing) Competency Goal for DH 201: 90% or above (passing) Competency Goal for all courses: 75% or above (passing)	Every Semester for course exams, clinical competencies, projects End of Spring for Licensure Exams

		Licensure Pass Rate Goal: 85%	
7	DH 202- Poster Presentation	Exam/Project Goal- 75% or above (passing)	Every Semester for course exams, clinical competencies, projects
	DH 204- Capstone Project		
	DH 208- Community Project	Licensure Pass Rate Goal: 85%	
	DH 303- Poster Project		End of Spring for Licensure Exams
	National Licensure Exam		
	Clinical Licensure Exam		
8	DH 101- Journal Entry	90% agreement on self-evaluation as compared to faculty evaluation	Once per semester during DH 101, DH 200, and DH 201
	DH 102- Self-Evaluation Form		
	DH 200- Journal Entry		
	DH 201- Journal Entry	Project Goal- 75% or above (passing)	Every Semester for projects
	DH 204- Capstone Project		
	DH 209- Self-Evaluation Form	Journal Entries regarding self-evaluation of clinical experiences	Once a year Survey to be released to all DH Alumni
	DH 300- Evaluation of project		
	DH 302- Evaluation of project		
	DH 403- Self-Evaluation form	Number of continuing education courses completed since graduation	
	DH 404- Reflection Paper		
	Assessment After Graduation		

Assessment Method/Data	Method for dissemination	Expected Result	When is it Assessed/Who Monitors	Results	Improvement of Action Resulting
Competencies Students must pass competencies at the required level for DH 100 at 75% or above, DH 101 at 80% or above, DH 200 at 85% or above, and DH 201 at 90% or above. 90% agreement on self-evaluation as compared to faculty evaluation of skill level.	All Dental Hygiene Faculty are responsible in supporting students to meet competency levels and evaluate student progress. Each faculty member reports significant findings to Clinical Coordinator and completes a Student Remediation Form and Instrument Tutoring Form as needed.	< 10% need remediation in more than one skill.	Ongoing: Every semester The results are shared at the monthly faculty calibration meetings	During 2022/2023 year: <10% needed remediation	Continue to monitor

Clinical Board Exams	Program Director shares results from licensure exams in the Fall with faculty and Advisors	85% pass rate on first attempt	First Fall Department Meeting/Program Director monitors	Clinical Board Exam: 100% pass rate Class of 2020	Continue to monitor performance
National Board Exams	Program Director shares results from licensure exams in the Fall with faculty and Advisors	85% pass rate on first attempt	First Fall Department Meeting/Program Director monitors	National Board Exam: __% pass rate Class of 2020	Continue to monitor performance

Assessment Method/Data	Method for dissemination	Expected Result	When is it Assessed/Who Monitors	Results	Improvement of Action Resulting
Senior Exit Survey & Interview	Each student completes survey with Program Director and discusses the program outcomes.	Students satisfied with curriculum content.	May of each year	Students (Class of 2020) are generally satisfied with the program	Program Director is working to improve survey questions and scale of the survey
Graduate Employment Survey	SurveyMonkey will be deployed in September to class of 2023	80% of students will be employed or pursuing advanced degree	September/Program Director	Data to be collected ending October 1, 2023	TBD in October (The first cohort graduated in May 2023)
Graduate Outcomes Survey	SurveyMonkey will be deployed in September to class of 2023	Students satisfied with Program meeting Outcomes and feel prepared for employment	September/Program Director	Data to be collected ending October 1, 2023	TBD in October (The first cohort graduated in May 2023)
Course Evaluations	EIC Administration disseminates surveys to all students via SurveyMonkey	All student evaluation of instruction shows above average satisfaction score	Every semester	All student evaluation of instruction shows above average satisfaction scores from Fall 2022	Continue to monitor faculty performance and calibration
Course Performance		95% of students pass all courses	Every semester/Program Director and Faculty	Current 2023: Over 95% of students passed courses in the Fall 2022. 1 student withdrew from program due to personal reasons)	Upon interview for admissions and upon new student orientation, discuss time management skills and rigor of the program.
				Year 2022: In Fall 2022 1 student failed DH200 and	Developed academic probation form in 2023.

				DH203 and _____ students failed _____	
Chart Audits		80% pass rate in patient chart audits	All faculty (2 times per semester)	In Spring 2023 significant deficiencies were found in patient charts. In April 2023, faculty identified several deficiencies in clinical note documentation.	In Summer 2023 faculty will be calibrated to complete chart audit process. The faculty will be responsible for ensuring student entries are being completed. A faculty calibration session for all faculty is planned for May 2023 to rectify deficiencies in documentation.
Occurrence Report	Any incident report that occurs with student or faculty that involves an instrument, needle or puncture wound is reported to Program Director and documented	The goal is for no occurrences with a maximum of 2 per semester.	Daily/Program Director and Supervising Dentist	Current: 2022/2023 year: No incidents have occurred	Track incidents and monitor trends

Institutional Outcomes

Data Presentation

Data Presentation

I.   Institutional Learning Outcomes

1. General Education Surveys
a. Oral and Written Communication Literacy
b. Quantitative Literacy
c. Global Competency
d. Information Literacy
e. Critical Thinking
f. Alumni Survey

2. Program Level Assessment Surveys
a. Externship Evaluation (DMS)
b. Clinical Evaluation Tool (Nursing)
c. HESI Evaluation Tool Nursing
d. Clinical Evaluation Dental Hygiene
e. Graduate Survey

3. Ethical Reasoning

I.   Student-Centered College Surveys
a. Campus Climate Survey
b. Faculty Evaluation by Students
c. Course Evaluation by Students
d. Alumni Survey

II.   Institutional Units Surveys
a. Alumni Survey
b. Student Satisfaction Survey