

Unit Course Assessment Report - Four Column

Trinidad State Junior College

Mission Statement: Trinidad State Junior College enriches the academic, technical, and cultural life of our diverse community. We are committed to offering traditional and alternative approaches to education, providing quality instruction, and promoting lifelong learning.

Course Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
<p>Program - Addictions Counseling - CSL-245 - Ethical Issues in the Alcohol and Drug Setting - Examine ideas using critical reasoning - Students will be able to describe Colorado Mental Health Statute and ADAD Counselor Certification Regulations, as well as list DORA database requirements and Colorado and federal regulations governing confidentiality within alcohol and drug treatment.</p> <p>Outcome Status: Active</p>	<p>Assessment Method: A final examination that covers state competencies.</p> <p>Assessment Method Category: Comprehensive Test</p> <p>Benchmark: Students will pass the final exam with the state required 70% or better.</p>		
<p>Program - Addictions Counseling - CSL-249 - Differential Assessment/Substance Use Disorders - Examine ideas using critical reasoning - Students will be able to distinguish among diagnosis, identification, and assessment, identify and describe main diagnostic and assessment models and relate issues of diagnosing and assessment to drug and alcohol treatment.</p> <p>Outcome Status: Active</p>	<p>Assessment Method: A final examination that covers the required state competencies.</p> <p>Assessment Method Category: Comprehensive Test</p> <p>Benchmark: Students will pass the final exam with the state required 70% or better.</p>		
<p>Program - Addictions Counseling - CSL-250 - Motivational Interviewing - Explain and defend ideas orally and in writing - Students will demonstrate knowledge of how the Stages of Change model underlies the Motivational Interviewing models and demonstrate the therapeutic skill set within the Motivational Interviewing model. Students will practice using feedback to improve clinical ability to teach clients skills.</p>	<p>Assessment Method: A final examination that covers required state competencies.</p> <p>Assessment Method Category: Comprehensive Test</p> <p>Benchmark: Students will pass the final exam with the state required 70% or better.</p>		

Course Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
<p>Outcome Status: Active</p>			
<p>Program - Addictions Counseling - CSL-251 - Pharmacology I - Examine ideas using critical reasoning - Students can describe the relationship of pharmacology to alcohol and drug counseling and identify and describe the major classes of drugs. Students can describe the use of pharmacological treatment methods and identify drug interactions and impact as well as symptoms of addiction and withdrawal.</p>	<p>Assessment Method: A final examination that covers state required competencies. Assessment Method Category: Comprehensive Test Benchmark: Students will pass the final exam with the state required 70% or better.</p>		
<p>Outcome Status: Active</p>			
<p>Program - Addictions Counseling - CSL-252 - Pharmacology II - Examine ideas using critical reasoning - Students can discuss major alcohol and drug related physical disorders and recognize the relationship of commonly used substances to the Federal and State Controlled Substances Act. Students can compare the social, psychological, and developmental factors that influence drug use and identify social control measures to curb drug use and abuse.</p>	<p>Assessment Method: A final examination of state required course competencies. Assessment Method Category: Comprehensive Test Benchmark: Students will pass the final exam with the state required 70% or better.</p>		
<p>Outcome Status: Active</p>			
<p>Program - Addictions Counseling - CSL-253 - Cognitive Behavioral Therapy - Examine ideas using critical reasoning - Students will comprehend the behavioral and cognitive philosophies of treatment and how Cognitive Behavioral Therapy arose and its place in drug and alcohol treatment. Students will demonstrate the therapeutic skill set within Cognitive Behavior Therapy and practice using feedback to improve</p>	<p>Assessment Method: A final examination that covers state required competencies. Assessment Method Category: Comprehensive Test Benchmark: Students will pass the final exam with the state required 70% or better.</p>		

Course Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
<p>clinical skills.</p> <p>Outcome Status: Active</p>			
<p>Program - Addictions Counseling - CSL-255 - Infectious Diseases - Examine ideas using critical reasoning - Students will identify connection between HIV/AIDS, TB, Hepatitis A,B,C, and drug and alcohol use and abuse and describe rationale and methods for screening drug and alcohol clients for infectious disease. Students will describe counseling techniques for discussing sexual behavior and identify methods useful in developing prevention and risk reduction.</p> <p>Outcome Status: Active</p>	<p>Assessment Method: A final examination that covers state required competencies. Assessment Method Category: Comprehensive Test Benchmark: Students will pass the final exam with the state required 70% or better.</p>		
<p>Program - Addictions Counseling - CSL-260 - Client Record Management - Examine ideas using critical reasoning - Students will describe Colorado drug laws and federal confidentiality regulations and discuss basic pharmacology. Students will identify create an adequate written documentation of treatment planning, client progress, and case review.</p> <p>Outcome Status: Active</p>	<p>Assessment Method: A final examination Assessment Method Category: Comprehensive Test Benchmark: Students will pass the final exam with the state required 70% or better.</p>		
<p>Program - Addictions Counseling - CSL-265 - Diversity in Treatment Populations - Examine ideas using critical thinking - Students will demonstrate an understanding of the federal poverty guidelines, describe sociocultural and humanistic factors in poverty, including poverty myths, and show critical thinking by incorporating Maslow's theory into treatment planning.</p> <p>Outcome Status: Active</p>			

Course Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
<p>Program - Addictions Counseling - CSL-268 - Addiction Counseling Skills - Explain and defend ideas orally and in writing - Students will identify the determinants of the substance use response and list specific drug actions and effects. Students will describe broad theoretical explanations for drug use disorders and identify specific models for drug dependence. They will then orally demonstrate the effective use of basic counseling skills.</p> <p>Outcome Status: Active</p>			
<p>Program - Addictions Counseling - CSL-269 - Principles of Addictions Treatment - Examine ideas using critical thinking - Students will describe the major theories of addiction in an historical context. Students will test the application of these major theories through case analysis and elaborate on NIDA's 13 Principles of Drug Addiction Treatment.</p> <p>Outcome Status: Active</p>			
<p>Program - Astronomy/Physics - AST-101 - Astronomy I: SC1 - Key Ideas - Explain key concepts such as apparent motions of constellations during different time periods (hr, dy, mo, yr), orbital size and period, planet characteristics, and solar system structure and formation.</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Quizzes, mid-term, and final exam. Assessment Method Category: Comprehensive Test Benchmark: At least 75% of students scores will be satisfactory or higher on all competencies.</p>	<p>12/16/2009 - RE apparent star motion and orbital period: 96% (cf 71% last year b/c I pointed this out using online planetarium software) of students correctly answered the question RE difference in the sky at different time intervals, but only 63% (not asked last year) got the related question about a hypothetical change in the Earth's spin and orbit conditions. RE orbit details: 35% on Kepler's Laws (not asked last year) RE planet characteristics and solar system structure - 81% (cf 85%) differentiating terrestrial from gas planets, 62% (cf 73%) could explain why gas giants are huge RE solar system formation - 65% (cf 63%) and</p>	<p>01/08/2010 - Need to focus more on the central themes of orbital dynamics, planet and moon formation, and the facts, theories, and logic connecting these. Describing and explaining some of these 3D concepts will require special simulations for online delivery. (rp)</p> <hr/>

Course Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>(cf 78%) (rp) Result Type: Benchmark Not Met Action Status: Action Plan In Progress</p> <hr/> <p>08/06/2010 - Attended the COSMOS 2010 national conference Astronomy of the Pacific Aug 1-3 in Boulder, CO and presented a poster entitled "Gamma Ray Bursts in an Online Classroom." Attended Tim Slater's "Lecture Tutorials" session, which I plan to use in the fall in AST101. Result Type: Benchmark Met Action Status: Action Plan In Progress</p>	
<p>Program - Astronomy/Physics - AST-102 - Astronomy II: SC1 - Key Ideas - Explain key concepts such as luminosity, HR-diagrams, standard candles, etc. and distinguish between different concepts within a topic.</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Mid-term exam is 20 question, free form short answer test; questions are grouped by key concepts (parallax, luminosity, HR-diagram, nuclear physics, EM-radiation, etc.)</p> <p>Assessment Method Category: Standardized Test Benchmark: Average raw scores for each question group exceeds 50%.</p>	<p>05/22/2010 - Spring 2010 course was online - 14 quizzes and a final, but no midterm. The lowest scores were 25% for 'Describe how to measure stellar distance when parallax inadequate? 'Describe Hubble's law? 53%, then 'List most compelling evidence for black holes? 55%, and 'How does one distinguish glob clusters and galaxies? 56%. Some of these lowest-scored questions require knowledge of multiple ideas plus synthesis. The Hubble question was low probably because it was very near the end of the semester and several students 'ran out of gas' then. (rp)</p> <p>Result Type: Benchmark Not Met Action Status: Action Plan In Progress</p>	<p>05/22/2010 - Online course needs more interaction, so I plan to institute a live chat time (like office hours) and also require that the question-and-answer discussions be used. (rp)</p> <hr/>
		<p>05/08/2009 - Given to 30 students in three versions where the question order was random for all three versions.</p> <p>By far the worst performance was on the angle=width/distance formula. Average score on ?given parallax, compute distance? was 30%,</p>	<p>06/08/2009 - Need a more complete worksheet assignment (perhaps two) for angle manipulation and parallax.</p> <p>Create laboratory exercise where</p>

Course Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>for ?describe how an astronomer might measure parallax,? and finally an actual angle computation given width and distance (64%). The other questions which had average scores below 70% were: ?How to measure and use B-V for star temperature,? 39%; ?EM radiation speed,? 45%; 57% for ?describe the nuclear reactions taking place in the center of the sun;? 66% for ?explain Wien's Law;? 68% for ?what frequencies constitute thermal emission?? and 68% for explanation of apparent constellation motion.</p> <p>Result Type: Benchmark Not Met Action Status: Action Plan In Progress</p>	<p>peak wavelength is measured. Also a lab exercise with B and V filters ? would need a bolometer (\$\$\$).</p> <p>Continue with thermal emission simulations; enhance follow-up questions to make peak wavelength clear.</p> <p>Need to spend more time explaining the difference between atoms and their nuclei, chemical and nuclear reactions, prior to stellar nuclear physics. (rp)</p>
<p>Program - Fine Woodworking - PSY-101 - General Psychology I: SS3 - power tools - Students will be able to use identify the power tools in the shop safely .</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Students will be able to demonstrate and identify the machines. Students will be able to choose the correct tools to accomplish a task.</p> <p>Assessment Method Category: Lab/Practicum/Clinical</p> <p>Benchmark: Students will be able to identify 90% of the machines correctly.</p>	<p>08/28/2009 - 70% completed</p> <p>Result Type: Benchmark Not Met Action Status: Action Plan In Progress</p>	<p>08/28/2009 - Spend more time on each machine with with students. (JR)</p>
	<p>Assessment Method: Test contains 5 SECTIONS - math, vocab, geom, physics, safety. Scores will be broken out accordingly.</p> <p>Assessment Method Category: Pre/Post-Test</p>		
<p>Program - History / Political Science - GEO-105 - World Regional Geography: SS2 - Spatial Relationships - Understand the spatial relationships between and among the geographic regions of the world.</p>	<p>Assessment Method: A portion of the final exam ...</p> <p>Assessment Method Category: Pre/Post-Test</p> <p>Benchmark:</p>		

Course Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
<p>Outcome Status: Active</p>	<p>All gain at least 20%</p>		
<p>Program - History / Political Science - HIS-101 - Western Civilization I - Hist of the West I - Students * explore events, peoples, groups, ideas, institutions, and trends that have shaped Western Civilization from the prehistoric era to 1650. * gain perspective on gender, class, religion, and ethnic groups. * understand the skills historians use while constructing knowledge in this discipline.</p> <p>Outcome Status: Active</p>	<p>Assessment Method: The pre-test is identical to the post-test, and consists of fill-in-the-blank and multiple choice questions. Assessment Method Category: Pre/Post-Test</p>		
<p>Program - History / Political Science - HIS-102 - Western Civilization II: HI1 - Hist of the West II - Students * explore events, peoples, groups, ideas, institutions, and trends that have shaped Western Civilization from 1650 to the present. * gain perspective on gender, class, religion, and ethnic groups. * understand the skills historians use while constructing knowledge in this discipline.</p> <p>Outcome Status: Active</p>	<p>Assessment Method: The pre-test is identical to the post-test, and consists of fill-in-the-blank and multiple choice questions. Assessment Method Category: Pre/Post-Test</p>	<p>05/12/2009 - Results: This was another fairly small polycom class with students at 3 different locations. 15 students took the pre-test during the first week of classes, and 13 students took the post-test during the finals week. The average on the pre-test was 28.3% and the average on the post-test was 51.5%. The 13 students who took both tests averaged 27.0% on the pre-test and 51.5% on the post-test.</p> <p>Analysis: The class average on the pre-test was no better than average, and may have been slightly below average. The score on the post-test was somewhat above average, but the percentage improvement was substantially above average, especially for those students who got th higher grades. Even the student who got a 75% on the pre-test improved to 90% on the post-test. 7 of the other students improved by 25 points or more. Only one student scored above 50% on the pre-test. 6 students scored above 50% on the post-test. 9 students in the class got either an A or B, and generally these were the same students who got the higher post-test scores.</p>	<p>05/12/2009 - Changes: Try to introduce power-point as part of the instructor presentation to make class more interesting.</p> <p>Continuance: Required oral presentations and written study question assignments help student understanding of material. Students did a good job on the oral presentations and that helped class performance and performance on assessment exercise. Handouts of chapter outlines to students also helped.</p> <p>Results of Prior: Written study question assignments appear to helping class performance and performance on assessment exercises. (BB)</p> <hr/>

Course Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		(BB) Result Type: Benchmark Not Met Action Status: Action Plan In Progress	
<p>Program - History / Political Science - HIS-202 - United States History II: HI1 - Hist of US II - Students</p> <ul style="list-style-type: none"> * explore events, peoples, groups, ideas, institutions, and trends that have shaped United States History between the period of the American Civil War and the present. * gain perspective on gender, class, religion, and ethnic groups. * understand the skills historians use while constructing knowledge in this discipline. <p>Outcome Status: Active</p>	<p>Assessment Method: The pre-test is identical to the post-test, and consists of fill-in-the-blank and multiple choice questions.</p> <p>Assessment Method Category: Pre/Post-Test</p>	<p>05/12/2009 - Results: This was a much larger than normal class for United States History II. As of the census date 45 students were enrolled on the Trinidad Campus, 5 students on the Alamosa Campus, and 6 students at Hoehne High School. That many students at 3 different locations made the class difficult to motivate and teach. Many of the students were most interested in simply picking up the 3 credits and getting an adequate grade. This was reflected in their class performance and the assessment exercise. 48 students took the pre-test during the first week of classes, and 48 students took the post-test during finals week. The test was identical and consisted of fill-in-the-blank and multiple choice questions. The average on the pre-test was 37.4% and the average on the post-test was 47.7%. The 43 students who took both tests, averaged 37.7% on the pre-test and 46.6% on the post-test.</p> <p>Analysis: This class probably performed above average on the pre-test, but about average on the post-test with less average improvement than most previous U.S. History II classes. The large class size and overall lack of motivation of a significant portion of the students seems to have contributed to this. The same pattern appeared in terms of overall class performance. The percentage of subpar students was probably about average for this class, but there seems to have been an exceptionally low percentage of outstanding students for a large history class (25 or more students). 37 out of 48 students ranged</p>	<p>05/12/2009 - Changes: Try to incorporate power-point as part of the instructor presentation in an effort to make the material more interesting for a class of this size.</p> <p>Continuance: Required oral presentations and written study question assignments appear to be fairly effective in promoting greater student understanding of class material. The latter was probably more effective in a class of this size. Too many students try to get by on the minimum effort in terms of the oral presentation. Chapter outlines handed out to the students seems to help, especially those students who are motivated to take advantage of the material.</p> <p>Results of Prior: Requiring students to turn in written answers to study questions has been fairly effective in improving student performance, although perhaps not as effective in this particular class. (BB)</p>

Course Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
		<p>from 25% to 45% on the pre-test. 35 out of 48 students ranged from 40% to 60% on the post-test. Only 4 students scored above 60% on the post-test, a very low figure for a class of this size.</p> <p>(BB)</p> <p>Result Type: Benchmark Not Met Action Status: Action Plan In Progress</p>	
<p>Program - History / Political Science - POS-111 - American Government : SS1 - Knowledge - Know the essential ingredients of the US Consitution and how it works in American government.</p> <p>Outcome Status: Active</p>	<p>Assessment Method: The pre-test and the post-test are identical and consist of fill-in-the-blank and multiple choice questions. The pre-test is given during the first week of classes and the post-test is given during finals week. The pre-test is not handed back to the students, so the students cannot use the test to study for the post-test or other exams.</p> <p>Assessment Method Category: Pre/Post-Test</p> <p>Benchmark: ??</p>	<p>05/12/2009 - This class had 9 students; all of whom took the post-test. 8 took the pre-test, and 7 took both tests. The average on the pre-test was 31.3%. The average on the post-test was 52.2%. The 7 students who took both tests averaged 32.9% on the pre-test and 52.9% on the post-test. The scores on the pre-test ranged from 20% to 40%. The scores on the post-test ranged from 35% to 80%.</p> <p>Analysis: The greatest numerical correlation was between the results of the last exam and the post-test. The 5 students with the highest scores on the exam, scored between 55% and 85% on the post-test. The 4 students with the lowest scores on the exam scored either 35% or 40% on the post-test. A tiny percentage of the questions were identical on both exam and post-test. All students in the class received A`s or B`s. The level and percentage of improvement between pre-test and post-test was probably slightly above the average for past American Government classes. (BB)</p> <p>Result Type: Benchmark Not Met Action Status: Action Plan In Progress</p>	<p>09/18/2009 - Changes: Allocate coverage of topics in the class to avoid a lack of time late in the Semester for those topics which seem to interest students the most: Criminal defendant rights, the First Amendment, Civil Rights.</p> <p>Continuance: Required oral presentations and Study Question assignments help students to better understand course material. Students are also provided with Chapter Outlines.</p> <p>Results of Prior: Requiring students to turn in written answers to four sets of study questions seems to have contributed to some improvement. (BB)</p>

Course Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
<p>Program - Massage Therapy - HHP-100 - Complementary Healing Methods - Demonstrate understanding of appropriate use - The student shall demonstrate an appreciation for and appropriate use of, the wide variety of healing modalities in the field. 70% proficiency or higher in assessment</p>	<p>Assessment Method: The student will prepare a portfolio demonstrating an appreciation of and appropriate application of 12 different modalities. Assessment Method Category: Portfolio Benchmark: all students will achieve a grade of 70% or higher</p>	<p>01/11/2010 - Trinidad: 99% of students demonstrated understanding & appropriate use. Benchmark: 99% of students achieved 70% or higher Result Type: Benchmark Met Action Status: Action Plan In Progress</p>	<p>01/11/2010 - Trinidad: Continue current format for this class</p>
<p>Program - Massage Therapy - HHP-101 - Infant Massage - Demonstrate understanding - The student will demonstrate respect and well being for infants and children through touch and promote positive interaction between caregiver and infant using systematic manual manipulations of soft tissues of the body, incorporating movements such as rubbing, pressing and rolling for therapeutic</p>			
<p>Program - Massage Therapy - HHP-103 - Introduction to the Circle of Healing - Demonstrates Awareness - The student will demonstrate an awareness of using different energy methods in order to work as part of a healing group.</p>			
<p>Program - Massage Therapy - HHP-108 - Aromatherapy - Demonstration of</p>			

Course Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
Understanding - Students will achieve a total grade of 70% or higher			
Program - Massage Therapy - HHP-130 - Reiki Level One - Demonstrate understanding - The student will receive Reiki attunements to prepare for the Reiki energy work. and learn to give and receive Reiki hands-on treatment.			
Program - Massage Therapy - HHP-145 - Digestive Wellness - Demonstrate understanding - Each student will demonstrate knowledge of the anatomy and physiology of the digestive tract , its response to the environment. Each student will demonstrate a basic understanding of the commonly available natural therapies for digestive problems.			
Program - Massage Therapy - HHP-160 - Learn To Meditate - Demonstration of understanding - The student will demonstrate an understanding of the benefits of meditation through practice.			
Program - Massage Therapy - HHP-161 - Meditation for Health - Demonstrates understanding - The student will demonstrate the practice of fundamental techniques for training the mind to be quiet and peaceful; to focus your thoughts on what you choose; to stimulate the Mind-Body conversation to enhance your own health.			
Program - Massage Therapy - HHP-166 - Introduction To Reflexology - Demonstrate understanding - Through several reflexology techniques, the student will demonstrate a basic understanding of bringing balance to areas of general anatomy, through various	Assessment Method: Trinidad: Final practical exam Assessment Method Category: Lab/Practicum/Clinical		

Course Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
hand holds and points on the feet.	<p>Benchmark: Trinidad: Each student will acheive 70% or higher</p> <p>Assessment Method: Trinidad: Final theory exam</p> <p>Assessment Method Category: Comprehensive Test</p> <p>Benchmark: Trinidad: Each student will acheive 70% or higher</p>		
<p>Program - Massage Therapy - HHP-200 - Bach's Essences: Health Through Mental Harmony - Demonstrate knowledge - The student will demonstrate the identification of the impact of stressors on health, prepare flower essences appropriately for use on self and others to aid in restoring balance and harmony to their lives.</p>			
<p>Program - Massage Therapy - HHP-208 - Advanced Musculoskeletal Anatomy - Demonstrate Identification - The student will identify the different types of bone and boney landmarks throughout the body, using correct anatomical terminology. Through palpation, the student will identify the major muscles of the body, using correct anatomical direction and terminology.</p>			
<p>Program - Massage Therapy - HHP-218 - Acupressure - Demonstration - Student will demonstrate appropriate and safe use of acupoints during treatment routine.</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Each student will perform practical routine</p> <p>Assessment Method Category: Lab/Practicum/Clinical</p> <p>Benchmark: Each student will perform this routine with a 70% or higher score</p>		

Course Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
<p>Program - Massage Therapy - HHP-223 - Jin Shin Level I - Demonstrate knowledge - The student will identify, access, open and balance the energy of self and others within the Jin Shin system using appropriate professional relationship and documentation.</p>			
<p>Program - Massage Therapy - HHP-224 - Introduction to Massage Therapy - Demonstrate understanding - Through the performing of a swedish massage routine, the student will demonstrate an understanding of various techniques of massage therapy.</p>	<p>Assessment Method: Trinidad: First level knowledge assessed via quizzes Assessment Method Category: Embedded Course Assessment Benchmark: Trinidad: Each student will achieve 70% or higher</p> <hr/> <p>Assessment Method: Trinidad: Practical Test of basic knowledge Assessment Method Category: Lab/Practicum/Clinical Benchmark: Trinidad: each student will acheive 70% or higher</p>		
<p>Program - Massage Therapy - HHP-225 - Expanded Concepts of Massage - Adaption of skills - The student will be able to develop a massage environment, communication skills and appropriate techniques to best serve individuals with special needs.</p>			
<p>Program - Massage Therapy - HHP-230 - Jin Shin Level Two - Demonstrate knowledge - The student will expand Jin Shin Level One material and demonstrate reading combination pulses and to do flows that balance the body at deeper levels.</p>			

Course Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
<p>Program - Massage Therapy - HHP-235 - Mind, Body Healing and Health - Demonstrate knowledge and awareness - The student will demonstrate awareness of the inner-connectedness of mind and body and spirit and describe an holistic approach to healing.</p> <p>The student will demonstrate an appreciation of eastern and western health care and the many available choices that could enhance health and well-being.</p>	<p>Assessment Method: Trinidad: Multiple choice test</p> <p>Assessment Method Category: Comprehensive Test</p> <p>Benchmark: Trinidad: each student will achieve 70% or higher</p> <hr/> <p>Assessment Method: Trinidad: In class review</p> <p>Assessment Method Category: Embedded Course Assessment</p> <p>Benchmark: Trinidad: each student will achieve 70% or higher</p>		
<p>Program - Massage Therapy - HHP-242 - Healing Touch Level I - Describe and Demonstrate - The student will describe the concept of the human energy field and demonstrate the use of therapeutic touch within it.</p>			
<p>Program - Massage Therapy - HHP-246 - Second Degree Reiki - Demonstrate knowledge - The student will demonstrate the necessary preparation of a Reiki therapist in offering treatments and appropriately apply each of the three Usui symbols.</p>			
<p>Program - Massage Therapy - MST-105 - Lifestyle Wellness - Demonstrate understanding - The student will demonstrate an understanding of the principles of health and wellness and how they effect the mind, body and spirit.</p>			

Course Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
<p>Program - Massage Therapy - MST-106 - A & P for Massage Therapy - Describe anatomy and physiology - The student will describe in general the anatomy and physiology of the body systems.</p>			
<p>Program - Massage Therapy - MST-111 - Basic Massage Therapy - Demonstration of knowledge - The student will demonstrate an understanding of the theory and techniques of therapeutic massage, including an understanding of the physiological benefits of massage and its contraindications, as well as proper body mechanics and appropriate draping.</p>	<p>Assessment Method: Trinidad: Exam - short answer and multiple choice Assessment Method Category: Comprehensive Test Benchmark: Trinidad: each student will achieve 70% or higher</p>	<p>12/15/2010 - 100% of students achieved benchmark Result Type: Benchmark Met Action Status: Action Plan Completed</p>	
	<p>Assessment Method: Trinidad: Practical exam Assessment Method Category: Lab/Practicum/Clinical Benchmark: Trinidad: each student will achieve 70% or higher</p>		
<p>Program - Massage Therapy - MST-113 - Professional Massage - Demonstration of Integrating Techniques - The student will demonstrate the ability to integrate various therapeutic massage techniques with an emphasis on assessing and meeting clients needs.</p>			
<p>Program - Massage Therapy - MST-184 - Clinical Massage - Demonstration of integrated learning - The student will in a professional manner perform integrated massage therapy sessions with appropriate documentation in a supervised setting.</p>	<p>Assessment Method: Trinidad: Observation of student during clinic and fieldwork Assessment Method Category: Lab/Practicum/Clinical Benchmark: Trinidad: each student will achieve 70% or higher</p>	<p>12/15/2010 - 99% of students achieved benchmark Result Type: Benchmark Not Met Action Status: Action Plan Completed</p>	

Course Outcomes	Means of Assessment & Benchmarks / Tasks	Results	Action & Follow-Up
<p>Program - Massage Therapy - MST-204 - MST Business Practices - Demonstrate recognition and understanding - The student will demonstrate awareness of the professional boundaries, ethics and legal requirements of their profession. They will demonstrate an understanding of concepts of developing and maintaining a professional practice.</p>			
<p>Program - Massage Therapy - MST-216 - Pathology for Massage Therapy - Demonstrate understanding - The student will demonstrate an understanding of the disease process and describe conditions that benefit from massage therapy and conditions that contraindicate massage therapy.</p>			
<p>Program - Massage Therapy - MST-284 - Clinical Massage - Demonstrate appropriate skills - The student will demonstrate appropriate massage therapy skills in a clinical setting. They will demonstrate improving communication skills with clients and other health professionals as well as documentation of massage sessions.</p>			
<p>Program - Massage Therapy - MST-289 - Capstone - Demonstrates Culmination of Learning - The student will prepare a study plan, application for a National Examination in Massage Therapy and application for Colorado registration.</p>			