

**BASIC PROGRAM INFORMATION**

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.*

**Department Name:** Primary Care Associate Program

**Division Name:** Biological and Health Science

Please list all team members who participated in this Program Review:

Name	Department	Position
Lucinda Hirahoka	Primary Care Associate Program	Former Program Director

**Number of Full Time Faculty:**

7

**Number of Part Time Faculty:**

6

**Please list all existing Classified positions:** Example: Administrative Assistant I

Director of Admissions  
 Director Student Affairs  
 Coordinator Admission and Finance  
 Data manager  
 Preceptor coordinator  
 Program scheduler  
 Finance manager  
 Adminstrative assistant

**List all programs covered by this review and indicate the program type:**

Primary Care Associate Program/Certificate and AS	Certificate	AA / AS	AD-T	Pathway
	Certificate	AA / AS	AD-T	Pathway
	Certificate	AA / AS	AD-T	Pathway
	Certificate	AA / AS	AD-T	Pathway
	Certificate	AA / AS	AD-T	Pathway

**SECTION 1: PROGRAM DATA & ENROLLMENT**

**1A. Transcriptable Program Data:** Data will be posted on Institutional Research's [website](#) for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2013-2014	2014-2015	2015-2016
A.S. Degree	35	41	48
Certificate of Achievement	41	42	49

**1B. Non-Transcriptable Program Data:** Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2013-2014	2014-2015	2015-2016


Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

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**1C. Department Level Data:**

	2013-2014	2014-2015	2015-2016
<b>Enrollment</b>	<b>141</b>	<b>142</b>	<b>129</b>
<b>Productivity</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Course Success</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>
<b>Full-Time Load (FTEF)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Part-Time Load (FTEF)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

**1D. Enrollment Trend:**

Program Enrollment (Over Past 3 Years): Increase Steady/No Change **Decrease**

The program enrollment has been steady (50 students per year) until the Summer 2016 when the number of admitted students was decreased to 32. The decreased was the result of a decrease in the number of clinical placements available and was recommended by Stanford School of Medicine leadership to ease up the transitional process to the master program in the Fall 2017

**1E. Course Success Trends:** Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

**Program-Level Trend**

**College-Level Comparison**

	<b>Increase</b>	<b>Steady/No Change</b>	<b>Decrease</b>	<b>Above</b>	<b>At Level</b>	<b>Below</b>
African American		100%			66%	
Asian		100%			82%	

Filipino	93%	79%
Latino/a	98%	73%
Native American	20%	76%
Pacific Islander	N/A	67%
White	100%	83%
Decline to State	N/A	85%

**1F. Course Success Demographics:** Please compare the program-level course success rate data for the following student groups with the college-level data.

Male:	Above Level	At Level	Below Level	Program 99%	College 80%
Female:	Above Level	At Level	Below Level	Program 99%	College 80%
<25 Years Old:	Above Level	At Level	Below Level	Program 100%	College 80%
>25 Years Old:	Above Level	At Level	Below Level	Program 99%	College 82%

**1G. Equity:** One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

The program's course success rate is higher than the College's course success rate. The program institutes early remediation plans to address academic difficulties and to help the students succeed in the program

**1H. Course Enrollment:** If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

No issues with course enrollment

**1I. Productivity:** Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: Increase Steady/No Change Decrease

Program Productivity (Compared to College): Above Goal At Goal Below Goal

Please discuss what factors may be affecting your program's productivity.

The data provided shows N/A under productivity

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

## SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

**2A. Institutional Standard:** This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion: **Above Standard** At Standard Below Standard

Targeted Student Course Completion: **Above Standard** At Standard Below Standard

Online Student Course Completion: **Above Standard** At Standard Below Standard

In-Person/Hybrid Course Completion: **Above Standard** At Standard Below Standard

**2B. Institutional Effectiveness (IEPI) Goal:** This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion: **Above Goal** At Goal Below Goal

Targeted Student Course Completion: **Above Goal** At Goal Below Goal

Online Student Course Completion: **Above Goal** At Goal Below Goal

In-Person/Hybrid Course Completion: **Above Goal** At Goal Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

The Program is continuously reviewing and evaluating the curriculum. The program is a 21 month very intense academic and clinical educational program. The students need to complete each level course in order to progress to the next level. Students with early academic challenges are identified early at the start of the program. The program provides remediation tools and if the student doesn't show acceptable progress they are dismissed from the program

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

**2C. Faculty Discussion:** Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? **Yes** No

Does meaningful dialogue currently take place around equity and course success rates?  Yes  No

If yes, in what venues do these discussions take place? (Check all that apply)

Department Meetings  Opening Day  Online Discussions  Other: Student Progress Committee

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

**2D. Course-Level:** How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

The program uses two types of assessment- formative and summative- for each course

The program uses the data of both assessments to evaluate if the students learning outcomes were accomplished. The program uses this data to review and update the overall course goals and objectives and to add any additional content to improve the quality of course

All course level goals and objectives are being met

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

N/A

**2E. Program-Level:** How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

The ARC-PA, who is the national accreditation body for PA programs, has established a national standard that all PA programs need to provide a master degree at the completion of the program. The sponsoring academic institution needs to provide the master degree. The program will be transitioning to a master degree program under the Stanford School of Medicine starting Fall 2017

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

If your department has a Workforce/CTE program, please complete Section 2F.

If your department does not have a Workforce/CTE program, please skip to Section 3.

**2F. Workforce/CTE Programs:** Refer to the program review [website](#) for labor market data.

What is the regional three-year projected occupational growth for your program?

What is being done at the program-level to assist students with job placement and workforce preparedness?

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

### SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

**3A. Past Program Objectives:** Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Continue to provide outreach in target areas to increase number of underrepresented minorities	Year: 2014	<b>Completed</b>	Ongoing	No Longer a Goal
Prepare students to address community health issues and health disparities in the context of societal and economic systems by participating in a Community Health project	Year: 2015	<b>Completed</b>	Ongoing	No Longer a Goal
Expose students to interprofessional experiences to improve health care team dynamics	Year: 2015	<b>Completed</b>	Ongoing	No Longer a Goal

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2016-2017

Create an introduction to research course to include evidence base medicine	Year: 2015	Completed	Ongoing	No Longer a Goal
	Year:	Completed	Ongoing	No Longer a Goal
	Year:	Completed	Ongoing	No Longer a Goal
	Year:	Completed	Ongoing	No Longer a Goal
	Year:	Completed	Ongoing	No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

Please provide rationale behind any objectives that are no longer a priority for the program.

**3B. New Program Objectives:** Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	Winter 2016 Term	Course Enrollment
The program will be transitioning to a master degree program at Stanford School of Medicine Fall 2017		

**3C. EMP Goals.** Please refer to the Educational Master Planning (EMP) [website](#) for more information.

Indicate which EMP goals are supported by your program objectives (Check all that apply).

Create a culture of equity that promotes student success, particularly for underserved students.

Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.

Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

The Primary Care Associate Program has been in line with the goals and objectives of the College. The program has done outreach to underrepresented candidates from many target areas in California. The program has graduated many underrepresented and underserved students that are now PAs working in underserved areas of California and serving the underserved communities.

**3D. Resource Requests:** Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment

**3E. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

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**3F.** Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

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#### SECTION 4: PROGRAM SUMMARY

**4A. Prior Feedback:** Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments

**4B. Summary:** What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

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#### SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

**5A. Attach 2015-2016 Course-Level Outcomes:** Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**5B. Attach 2015-2016 Program-Level Outcomes:** Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

#### SECTION 6: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

**6A. Strengths and successes of the program as evidenced by the data and analysis:**

The PCA program is an excellent program. Due to the changes in requirements of accredited PCA programs, the program will transition to the Stanford School of Medicine in Fall 2017 so that students will graduate with a Masters degree beginning in 2019.

**6B. Areas of concern, if any:**

The transition of this program to Stanford Medical School has been challenging for some students. The transition occurred sooner than was anticipated but was required due to changes mandated by the accrediting body. Stanford Medical School and Foothill College have been working collaboratively to ensure that all curricular requirements are met for the current students during this transition.

A meeting between Foothill Departments of Counseling, A&R, Financial Aid, the BHS Division Dean and the VPI took place to ensure that everyone at the college understood the timeline for the transfer of the program to Stanford. The meeting also served to ensure that all departments would give accurate information to students who might continue to contact Foothill College regarding application to the PCA program.

**6C. Recommendations for improvement:**

The BHS Division will submit proper Program Discontinuation paperwork through the Division curriculum process and then forward along to the College Curriculum Committee

**6D. Recommended Next Steps:**

Proceed as Planned on Program Review Schedule  
 Further Review / Out-of-Cycle In-Depth Review

**This section is for the Vice President/President to provide feedback.**

**6E. Strengths and successes of the program as evidenced by the data and analysis:**

The PCA program provided a unique opportunity for our students and will be missed.

**6F. Areas of concern, if any:**

The transition.

**6G. Recommendations for improvement:**

My recommendation is to follow through on support of our students during the transition and completing the paperwork to notify the community that the program is being discontinued.

**6H. Recommended Next Steps:**

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

*Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*

# Unit Course Assessment Report - Four Column

## Foothill College

### Department - Primary Care Associate (PCA)

**Mission Statement:** The mission of the primary Care Associate program is:

- to educate physician assistants for practice in primary care and in medically underserved communities in California
- to increase the enrollment and deployment of underrepresented minorities
- to respond to the needs of our communities and stakeholders, including Stanford medical center

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Primary Care Associate (PCA)	<b>Assessment Method:</b> Quizzes, final exam	<b>Assessment Method Type:</b> Exam - Course Test/Quiz	<b>Result:</b> Target Met
- PCA 290 - ENRICHMENT COURSE DIDACTIC PRINCIPLES - A. medical knowledge - A. The student will be able to demonstrate mastery of knowledge of basic science principles pertinent to the practice of primary care medicine	<b>Target for Success:</b> 80% of the students will achieve 75% grade in their final exam	<b>Year This Assessment Occurred:</b> 2012-2013	<b>GE/L-SLO Reflection:</b> Target was met and students were able to demonstrate mastery of basic science principles.
(Created By Department - Primary Care Associate (PCA))			
<b>Course-Level SLO Status:</b>			
Active			
Department - Primary Care Associate (PCA)	<b>Assessment Method:</b> Quizzes, final exam		
- PCA 290 - ENRICHMENT COURSE DIDACTIC PRINCIPLES - A. medical knowledge_1 - B. The student will be able to apply appropriate critical thinking skills necessary for the practice of medicine	<b>Assessment Method Type:</b> Exam - Course Test/Quiz		
(Created By Department - Primary Care Associate (PCA))	<b>Target for Success:</b> 80% of the students will achieve 75% grade in their final exam		
<b>Course-Level SLO Status:</b>			
Active			
Department - Primary Care Associate (PCA)	<b>Assessment Method:</b> preceptor evaluation, final exam		
- PCA 291 - PRECEPTORSHIP ENRICHMENT COURSE - Clinical skills - A- Assessment Method Type: The student will demonstrate all clinical skills and techniques previously experience and learned in primary care courses	<b>Assessment Method Type:</b> Field Placement/Internship		
B- The student will be able to interpret information gathered from the patient assessment data and formulate a	<b>Target for Success:</b> Students will obtained a rate higher than 3 in the preceptor evaluation form. 80% of the students will get 75% grade on their final exam		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>comprehensive treatment plan for each patient (Created By Department - Primary Care Associate (PCA))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Preceptor evaluation, final exam</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> Students will received a ranking of 3 and above in their preceptor evaluation</p> <p>80% of students will receive a 75% grade on their final exam</p>		
<p>Department - Primary Care Associate (PCA) - PCA 50 - ORIENTATION TO PRIMARY CARE ASSOCIATE PROGRAM - health stream modules - A successful student will be able to access and complete the following health stream modules: HIPAA, safety, professional behavior, needs and rights of patients, and abuse reporting (Created By Department - Primary Care Associate (PCA))</p> <p><b>Start Date:</b> 04/01/2012</p> <p><b>End Date:</b> 06/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> completion of portfolio</p> <p><b>Assessment Method Type:</b> Portfolio Review</p> <p><b>Target for Success:</b> 100% of students need to complete the portfolio in order to advance in the program</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p> <p><b>GE/L-SLO Reflection:</b> Students entering the PA program during Summer 2015 and 2016 completed all on line health stream modules. Students from class 2015 had to update some of the modules during the Summer 2016</p>	<p>03/02/2017 - 100% of the students completed their portfolio on time</p> <p><b>Result:</b> Target Met</p> <p>01/31/2012 - The portfolio is an important component of the student's progress in the program. The information is updated every year and the students use it to complete additional requirements during their clinical training. The completion of the portfolio requires the student to communicate with PCAP faculty regarding their portfolio requirements and show high level of professionalism in completing their portfolio.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Primary Care Associate (PCA)</p> <p>- PCA 50 - ORIENTATION TO PRIMARY CARE ASSOCIATE PROGRAM - Identify educational learning style - A successful student will be able to identify their own specific learning style and use the specific educational tools from each learning style to help them succeed in the program</p> <p>(Created By Department - Primary Care Associate (PCA))</p>	<p><b>Assessment Method:</b> Student will complete a series of questionnaires and surveys on learning styles.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 100% of the students will receive the results of the questionnaires</p>	<p>03/02/2017 - 100% of the students were able to identify their specific learning style and apply the skills through the length of the program</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p> <p><b>GE/L-SLO Reflection:</b> This addresses core competencies of Communication, computation, creative and analytical thinking and community and global consciousness and responsibility</p>	
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Primary Care Associate (PCA)</p> <p>- PCA 51A - BASIC SCIENCE/MICROBIOLOGY/INFECTIOUS DISEASE - cell structure - A successful student will be able to describe and explain the structure and function of a living cell.</p> <p>(Created By Department - Primary Care Associate (PCA))</p> <p><b>Start Date:</b> 07/05/2012</p> <p><b>End Date:</b> 09/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> weekly self assessment on line quizzes</p> <p>mid-term exam</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of the students will receive a grade of 75% or higher in the final test</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p> <p><b>GE/L-SLO Reflection:</b> The Basic Science course includes concepts in Microbiology, cell physiology, molecular basis of biological processes including genetics and the immune response. The data shows that the students were able to learn the concepts taught in this course and will be able to apply them in the future courses, and meets the IL-GLO creative, critical, and analytical thinking.</p>	<p>03/02/2017 - At the end of the quarter 91% of students received a grade higher than 75%. This year we have three students that failed the course and withdrew from the program. One of 45 students needed additional instruction to succeed in this course</p> <p>11/29/2012 - Continue to use weekly self assessment assignments to help understand all the concepts taught in this course.</p>	
<p>Department - Primary Care Associate (PCA)</p> <p>- PCA 51A - BASIC SCIENCE/MICROBIOLOGY/INFECTIOUS</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>DISEASE - B. Microorganisms - 1. The student will be able to identify the causative role of microorganisms in disease process</p> <p>2. The student will be able to describe strategies for differentiating minor infection or illness from life-threatening infection</p> <p>(Created By Department - Primary Care Associate (PCA))</p>	<p><b>Target for Success:</b> 80% of students will receive a grade of 75% in their final examination</p>		
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Primary Care Associate (PCA)</p> <p>- PCA 52A -</p> <p>ANATOMY/PHYSIOLOGY/PATHOPHYSIOLOGY I - general systems survey - A</p> <p>successful student will be able to recognize manifestations of normal anatomic and physiologic principles of the systems of the human body (Created By Department - Primary Care Associate (PCA))</p> <p><b>Start Date:</b> 07/06/2012</p> <p><b>End Date:</b> 09/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> self assessment quizzes, mid-term and final exam</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of students will receive a 75% grade of the final exam</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p> <p><b>Resource Request:</b> Continue to use the anatomy/cadaver lab</p> <p><b>GE/L-SLO Reflection:</b> The success of this course helps fulfill the IL -GLO of communication, creative, critical, and analytical thinking.</p>	<p>03/02/2017 - At the end of Summer 2015 90% of students received a grade of 75%. The students were able to recognize normal and physiologic principles of the systems of the human body. There were two students that needed additional tutoring to succeed in this course</p>	
<p>Department - Primary Care Associate (PCA)</p> <p>- PCA 52A -</p> <p>ANATOMY/PHYSIOLOGY/PATHOPHYSIOLOGY I - B. Pathophysiology - 1. The student will be able to discuss the normal tissue response to infection or damage, with emphasis on immune response, inflammation and healing (Created By Department - Primary Care Associate (PCA))</p> <p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Primary Care Associate (PCA)</p> <p>- PCA 52B -</p> <p>ANATOMY/PHYSIOLOGY/PATHOPHYSIOLOGY II - Body response to disease - A</p> <p>successful student will be able to recognize, analyze and integrate understanding of the pathophysiology mechanism in disorders that affect the systems of the human body.</p> <p>(Created By Department - Primary Care Associate (PCA))</p> <p><b>Start Date:</b> 09/23/2013</p> <p><b>End Date:</b> 12/13/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Weekly self assessment quizzes, mid-term exam, and final exam</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of students will receive a 75% on the final exam</p>	<p>03/02/2017 - 94% of the students received a grade higher than 75% on their final exam.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p> <p><b>GE/L-SLO Reflection:</b> The students were able to recognize, analyze and integrate understanding of the pathophysiology mechanism in disorders that affect the systems of the human body. The added teaching done by the Anatomy Instructor from the Stanford Anatomy laboratory has helped the students understand concepts and integrate them better.</p> <p><b>GE/L-SLO Reflection:</b> The students were able to recognize, analyze and integrate understanding of the pathophysiology mechanism in disorders that affect the systems of the human body. The added teaching done by the Anatomy Instructor from the Stanford Anatomy laboratory has helped the students understand concepts and integrate them better. The success of this course meets the IL-GLO of creative, critical, and analytical thinking.</p>	
<p>Department - Primary Care Associate (PCA)</p> <p>- PCA 52B -</p> <p>ANATOMY/PHYSIOLOGY/PATHOPHYSIOLOGY II - B. Gross anatomy - 1. The student will be able to correlate gross anatomy findings from cadaver with the physiology and pathophysiology related to diseases</p> <p>(Created By Department - Primary Care Associate (PCA))</p> <p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Primary Care Associate (PCA)</p> <p>- PCA 53A - PHARMACOLOGY I - B</p> <p>Prescribing Medications - 1. The student will be able to compare and contrast the indications and dosing of medications with children, adults, pregnant/lactating women and elders (Created By Department - Primary Care Associate (PCA))</p>	<p><b>Assessment Method:</b> weekly self assessment quizzes, mid-term and final exam</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of the students will receive a 75% grade on their final exam.</p> <p><b>Start Date:</b> 07/06/2012</p> <p><b>End Date:</b> 09/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>03/02/2017 - At the end of Summer 2015 94% of students received higher grade than 75% for the course.</p> <p>This year the pharmacology curriculum continue to include additional review of basic pharmacology concepts and more case base presentation. The results showed that students had a good understanding of the basic pharmacology principles. In addition, there were new faculty added to teach this course which helped with providing the content of the course</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p> <p><b>GE/L-SLO Reflection:</b></p> <p>The success of this course meets the IL-GLO of communication, computation and creative, critical, and analytical thinking.</p>	<p>09/20/2013 - 98% of students received a 75% grade or higher in this course, 2% received a grade below 75%</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/L-SLO Reflection:</b></p> <p>This addresses core competences of Computation, Creative, Critical, and Analytical thinking</p>
<p>Department - Primary Care Associate (PCA)</p> <p>- PCA 53A - PHARMACOLOGY I - B</p> <p>Prescribing Medications - 1. The student will be able to compare and contrast the indications and dosing of medications with children, adults, pregnant/lactating women and elders (Created By Department - Primary Care Associate (PCA))</p>			

Course-Level SLO Status	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active  Department - Primary Care Associate (PCA) - PCA 53B - PHARMACOLOGY II - Drug function in management of disease - A successful student will be able to demonstrate competency in pharmacologic choices in disease management (Created By Department - Primary Care Associate (PCA)) <b>Start Date:</b> 07/05/2013 <b>End Date:</b> 09/30/2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> PCA 53B - PHARMACOLOGY II - Drug function in management of disease - A weekly self assessment quizzes, mid-term, final exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Department - Primary Care Associate (PCA)) 80% of students will receive a grade of 75% in the final exam  <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2016-2017 <b>GE/L-SLO Reflection:</b> This addresses the core competences of Computation, Creative, Critical, and Analytical Thinking	03/02/2017 - 90% of students received a grade higher than 75%. One students received a grade lower than 70% in the final exam. The student received additional tutoring and was able to succeed and pass the course	
Department - Primary Care Associate (PCA) - PCA 53B - PHARMACOLOGY II - B. Medication use - 1. The student will be able to describe the indications, contraindications, adverse effects, drug-drug interactions, and cost effectiveness of medications used to treat disorders treated in a primary care setting (Created By Department - Primary Care Associate (PCA)) <b>Course-Level SLO Status:</b> Course-Level SLO Status:	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>GE/L-SLO Reflection:</b> This course fulfills the IL-GLO of creative, critical and analytical thinking. the concepts learned will help the student with problem solving, judgement, decision making, synthesis and evaluation	12/16/2013 - 100% of students received a grade of 75% or higher in the final examination	

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - Primary Care Associate (PCA)</p> <p>- PCA 53C - PHARMACOLOGY III - Chronic Disease and multisystem - A successful student will be able to discuss with physician the pharmacological management of chronic diseases and multisystem diseases seen in the outpatient setting (Created By Department - Primary Care Associate (PCA))</p>	<p><b>Assessment Method:</b> This course will use quizzes, midterm and final exam as evaluation tools</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of students will receive a grade of 75% in the final exam</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p>	<p>03/02/2017 - 99% of students received a grade above 75% in the final exam. One student failed the course and received remediation and was able to succeed and pass the course</p> <p><b>Result:</b> Target Met</p>	<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Primary Care Associate (PCA)</p> <p>- PCA 53C - PHARMACOLOGY III - Hospital/ ER - A successful student will be able to discuss with physician the pharmacological management of patients in the hospital or emergency room setting (Created By Department - Primary Care Associate (PCA))</p> <p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Primary Care Associate (PCA)</p> <p><b>Assessment Method:</b> Performed history taking of standardized skills and screening physical examination - A successful student will be able to obtain an accurate medical history and will be able to perform a complete screening examination (Created By Department - Primary Care Associate (PCA))</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 80% of students will pass the history taking and screening physical examination with a 75% grade</p> <p><b>GE/L-SLO Reflection:</b> This course teaches the PA student to learn basic skill on taking a thorough patient history and performed a basic screening physical examination. According to the evaluation data the course was able to fulfill the stated goals. The outcome of this course are in direct relationship with the Foothill College ILO. The students need to demonstrate competency in communication,</p>
<p><b>Start Date:</b> 07/06/2012</p> <p><b>End Date:</b> 09/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Department - Primary Care Associate (PCA)</b>  <b>- PCA 54A - PRE-CLINICAL I - B. Differential Diagnosis</b> - 1. The student will be able to identify two to three differential diagnoses associated with the presenting symptom 2. The student will be able to discuss the influence of age, gender, risk factors, past medical history and family history in the identification of the differential diagnoses</p> <p>(Created By Department - Primary Care Associate (PCA))</p>	<p>creative, critical, and analytical thinking and have a global perspective of their patients and communities.</p> <p>03/02/2017 - 100% of students received a grade 75% or higher in their final exam. One student withdrew from the program.</p>	<p><b>Result:</b>  <b>Target Met</b></p> <p><b>Year This Assessment Occurred:</b>  <b>2016-2017</b></p> <p><b>GE/L-SLO Reflection:</b>  This course fulfills the IL-GLO for communication and community/global consciousness and responsibility. This course prepares students to communicate with patients and families. Provide respect, empathy, cultural awareness and sensitivity while encountering patients</p>	
<p><b>Course-Level SLO Status:</b>  <b>Active</b></p> <p><b>Department - Primary Care Associate (PCA)</b> <b>Assessment Method:</b>  <b>- PCA 54B - PRE-CLINICAL II - history taking of patients with behavioral issues - A</b> weekly quizzes, history taking of standardized patients, physical exams of standardized patients, test evaluation tools to identify and diagnose behavioral issues like depression, anxiety, addiction, personality disorders, and others.</p>	<p><b>Assessment Method Type:</b>  Observation/Critique</p> <p><b>Target for Success:</b></p>	<p>03/02/2017 - 96% of students received a grade 75% in their final exam. Two students needed remediation plans and were able to succeed and pass the course</p>	<p><b>Result:</b>  <b>Target Met</b></p> <p><b>Year This Assessment Occurred:</b>  <b>03/02/2017 5:32 PM</b></p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>(Created By Department - Primary Care Associate (PCA))</p> <p><b>Start Date:</b> 09/09/2012</p> <p><b>End Date:</b> 12/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>80% of students will receive a grade of 75% in the final test</p>	<p>2016-2017</p> <p><b>GE/L-SLO Reflection:</b> The students were able to demonstrate effective skills to interview and complete a physical exam in a simulated outpatient visit. Students were video taped during the encounter so they can get feedback. The students were able to demonstrate skills on interviewing a difficult patient. Students were video taped interviewing a simulated patient.</p> <p>This course fulfills the IL-GLO for communication, creative, critical and analytical thinking and community/global consciousness and responsibility</p> <p><b>GE/L-SLO Reflection:</b> The students were able to demonstrate effective skills to interview and complete a physical exam in a simulated outpatient visit. Students were video taped during the encounter so they can get feedback. The students were able to demonstrate skills on interviewing a difficult patient. Students were video taped interviewing a simulated patient.</p>	
<p>Department - Primary Care Associate (PCA)</p> <p>- PCA 54B - PRE-CLINICAL II - Special physical exam techniques - A successful student will be able to perform special physical exam techniques to differentiate abnormal physical findings from normal findings of the human body</p> <p>(Created By Department - Primary Care Associate (PCA))</p> <p><b>Start Date:</b> 09/09/2012</p> <p><b>End Date:</b> 12/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> weekly quizzes, history taking of standardized patients, physical exams of standardized patients, test</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 80% of students will receive a grade of 75% in the final test</p>	<p>2016-2017</p> <p><b>GE/L-SLO Reflection:</b> The students were able to demonstrate effective skills to interview and complete a physical exam in a simulated outpatient visit. Students were video taped during the encounter so they can get feedback. The students were able to demonstrate skills on interviewing a difficult patient. Students were video taped interviewing a simulated patient.</p> <p>This course fulfills the IL-GLO for communication, creative, critical and analytical thinking and community/global consciousness and responsibility</p> <p><b>GE/L-SLO Reflection:</b> The students were able to demonstrate effective skills to interview and complete a physical exam in a simulated outpatient visit. Students were video taped during the encounter so they can get feedback. The students were able to demonstrate skills on interviewing a difficult patient. Students were video taped interviewing a simulated patient.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Primary Care Associate (PCA) - PCA 54C - PRE-CLINICAL III - Geriatric/pediatric patients. Domestic violence/death and dying/technical skills - A successful student will be able to take a complete history and do a physical exam on a geriatric and pediatric patient. (Created By Department - Primary Care Associate (PCA))</p> <p><b>Start Date:</b> 01/06/2013  <b>End Date:</b> 03/29/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will complete an interview and perform a physical exam on a standardized patient with a complaint of chronic health problem that affects the geriatric patient</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target for Success:</b> 80% of students will receive a grade of 75% on their final exam</p>	<p><b>Year This Assessment Occurred:</b> 2016-2017</p> <p><b>GEL-SLO Reflection:</b> This course meets the IL-GLO of communication, creative, critical and analytical thinking as well as community/global consciousness and responsibility</p> <p><b>GEL-SLO Reflection:</b> This course meets the IL-GLO of communication, creative, critical and analytical thinking as well as community/global consciousness and responsibility.</p>	<p>03/01/2017 - 99% of students received a grade higher than 75% on their final exam. Student were able to address the health problems brought up by the geriatric patient during the medical encounter.</p> <p><b>Result:</b> Target Met</p>
<p>Department - Primary Care Associate (PCA) - PCA 54C - PRE-CLINICAL III - Geriatric/pediatric patients. Domestic violence/death and dying/technical skills 1 - A successful student will be able to identify and use special tools to help address issues of domestic violence/ death and dying issues. (Created By Department - Primary Care Associate (PCA))</p> <p><b>Start Date:</b> 01/09/2012  <b>End Date:</b> 03/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 54C - PRE-CLINICAL III - Office procedures - A successful student will be</p>			<p>Generated by TracDat a product of Nuventive.</p>

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>able to demonstrate appropriate technical skills to perform procedures in the outpatient setting (Created By Department - Primary Care Associate (PCA))</p> <p><b>Start Date:</b> 01/09/2012</p> <p><b>End Date:</b> 03/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Primary Care Associate (PCA) <b>Assessment Method:</b> - PCA 54D - PRE-CLINICAL IV - medical knowledge/ clinical skills - A successful student will demonstrate the skills to participate in the care of patients in the outpatient,pediatric, and OB/GYN settings. (Created By Department - Primary Care Associate (PCA))</p> <p><b>Start Date:</b> 09/22/2012</p> <p><b>End Date:</b> 12/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> preceptor evaluation, demonstration of skills in history taking, physical examination, assessment, diagnosis, oral presentation, medical record documentation</p> <p><b>Assessment Method Type:</b> Field Placement/internship</p> <p><b>Target for Success:</b> 80% of students will be able to obtain a score of higher than 3 in a scale of 1 to 5 on the preceptor evaluation form.</p>	<p>01/07/2015 - 100% of students received a score of 3 or higher on the preceptor evaluation form. Students were able to show competency in history taking, physical exam skills, assessment, oral presentation, diagnosing and complete medical records documentation successfully</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/L-SLO Reflection:</b> This course fulfills the IL-GLO for communication, creative, critical, and analytical thinking, computation, and community/global consciousness and responsibility</p>	
<p>Department - Primary Care Associate (PCA) <b>Assessment Method:</b> - PCA 54D - PRE-CLINICAL IV - medical knowledge/ clinical skills - A successful student will demonstrate the skills to participate in the care of patients in the outpatient,pediatric, and OB/GYN settings. (Created By Department - Primary Care Associate (PCA))</p> <p><b>Start Date:</b> 09/22/2012</p> <p><b>End Date:</b> 12/30/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> preceptor evaluation, demonstration of skills in history taking, physical examination, assessment, diagnosis, oral presentation, medical record documentation</p> <p><b>Assessment Method Type:</b> Field Placement/internship</p> <p><b>Target for Success:</b> 80% of students will be able to obtain a score of higher than 3 in a scale of 1 to 5 on the preceptor evaluation form.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - Primary Care Associate (PCA)</p> <p>- PCA 55A - PROFESSIONALISM/CULTURAL MEDICINE I - PA profession/cultural competence - A successful student will be able to describe the history and current trends of the PA profession. (Created By Department - Primary Care Associate (PCA))</p> <p><b>Start Date:</b> 07/06/2011</p> <p><b>End Date:</b> 09/26/2011</p> <p><b>Course-Level SLO Status:</b> Active</p> <p><b>Assessment Method:</b> The student will write a self reflection paper comparing their prior role and it's impact in the transition to the PA profession. The paper should discuss prior professional scope of practice, legal and ethical responsibilities.</p> <p><b>Target for Success:</b> 80% of the students will get a 100% passing rate in their papers</p>	<p><b>Assessment Method:</b> The student will write a self reflection paper comparing their prior role and it's impact in the transition to the PA profession. The paper should discuss prior professional scope of practice, legal and ethical responsibilities.</p> <p><b>Target Met</b></p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/L-SLO Reflection:</b> This course introduce students to the PA profession history and national trends on PA education. The students were able to compare and contrast their prior health care experiences and the transition to the PA role.</p> <p>The outcomes of this course satisfy the Foothill College ILLO because the students were able to demonstrate communication skills, creative, critical and analytical thinking.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/L-SLO Reflection:</b> This address competencies of Communication, Creative and analytical thinking. It also addresses competencies in the Community/Global Consciousness and Responsibility</p>	<p>11/24/2015 - At the end of the quarter 100% of students received a grade of 100%</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/L-SLO Reflection:</b> This course introduce students to the PA profession history and national trends on PA education. The students were able to compare and contrast their prior health care experiences and the transition to the PA role.</p> <p>The outcomes of this course satisfy the Foothill College ILLO because the students were able to demonstrate communication skills, creative, critical and analytical thinking.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/L-SLO Reflection:</b> This address competencies of Communication, Creative and analytical thinking. It also addresses competencies in the Community/Global Consciousness and Responsibility</p>	<p>11/24/2015 - At the end of the quarter 100% of students received a grade of 100%</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/L-SLO Reflection:</b> This course introduce students to the PA profession history and national trends on PA education. The students were able to compare and contrast their prior health care experiences and the transition to the PA role.</p> <p>The outcomes of this course satisfy the Foothill College ILLO because the students were able to demonstrate communication skills, creative, critical and analytical thinking.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/L-SLO Reflection:</b> This address competencies of Communication, Creative and analytical thinking. It also addresses competencies in the Community/Global Consciousness and Responsibility</p>
<p>Department - Primary Care Associate (PCA)</p> <p>- PCA 55A - PROFESSIONALISM/CULTURAL MEDICINE I - cultural competence - A successful student will be able to explain and discuss cultural competence and its relationship to the delivery of cultural</p>	<p><b>Assessment Method:</b> The student will write a self reflection paper comparing their prior role and it's impact in the transition to the PA profession. The paper should discuss prior professional scope of practice, legal and ethical</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
appropriate health care (Created By Department - Primary Care Associate (PCA))	The student will write a self reflection paper discussing their awareness of their health belief and its impact on their role as a physician assistant.		
<b>Start Date:</b> 07/06/2011			
<b>End Date:</b> 09/26/2011			
<b>Course-Level SLO Status:</b> Active			
<b>Assessment Method Type:</b> Essay/Journal			
<b>Target for Success:</b> 80% of the students will get a 100% passing rate in their papers			
Department - Primary Care Associate (PCA)			
- PCA 55B - PROFESSIONALISM/CULTURAL MEDICINE II - PA profession ethics/PA profession accreditation. - A successful student will be able to describe the accreditation process for PA programs. The student should be able to compare the functions of the various national and state regulatory PA organizations (Created By Department - Primary Care Associate (PCA))	<b>Assessment Method:</b> final exam on professionalism. Paper discussing two articles regarding the incidence of cardiovascular disease on diverse populations due to language barriers, socioeconomic status, health literacy and health beliefs. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of students will receive a 100% passing grade for the test and the paper.	11/24/2015 - 100% of students received a grade above 80% <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/L-SLO Reflection:</b> These addresses core competencies in Community/Global Consciousness and Responsibility	
<b>Start Date:</b> 09/26/2013			
<b>End Date:</b> 12/26/2013			
<b>Course-Level SLO Status:</b> Active			
Department - Primary Care Associate (PCA)			
- PCA 55B - PROFESSIONALISM/CULTURAL MEDICINE II - Cultural Medicine:health literacy - A successful student should be able to define and discuss the ethical principles that guide the PA profession (Created By Department - Primary Care Associate (PCA))	<b>Assessment Method:</b> final exam on professionalism. Paper discussing two articles regarding the incidence of cardiovascular disease on diverse populations due to language barriers, socioeconomic status, health literacy and health beliefs. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of students will receive a 100% passing grade for the test and the paper.	12/20/2013 - 100% of the students received a grade of 80% and higher on their assignment <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>GE/L-SLO Reflection:</b> This addresses the core competencies of communication, Creative, Critical and Analytical Thinking as well as the Community/Global Consciousness and Responsibility	
<b>Start Date:</b> 09/26/2011			
<b>End Date:</b> 12/26/2011			

Course-Level SLO Status:		Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active				
Department - Primary Care Associate (PCA)	<b>Assessment Method:</b> final exam on professionalism.			
- PCA 55B -				
PROFESSIONALISM/CULTURAL MEDICINE II - language barriers - The student will be able to discuss the effect of health literacy and language barriers in the delivery of health care. (Created By Department - Primary Care Associate (PCA))	Paper discussing two articles regarding the incidence of cardiovascular disease on diverse populations due to language barriers, socioeconomic status, health literacy and health beliefs.			
<b>Start Date:</b> 09/26/2011	<b>Assessment Method Type:</b> Exam - Course Test/Quiz			
<b>End Date:</b> 12/26/2011	<b>Target for Success:</b> 80% of students will receive a 100% passing grade for the test and the paper.			
<b>Course-Level SLO Status:</b> Active				
Department - Primary Care Associate (PCA)	<b>Assessment Method:</b> final exam on professionalism.			
- PCA 55B -				
PROFESSIONALISM/CULTURAL MEDICINE II - health disparities_1 - The student should be able to analyze the causes of health disparities in the delivery of health care to diverse populations. (Created By Department - Primary Care Associate (PCA))	Paper discussing two articles regarding the incidence of cardiovascular disease on diverse populations due to language barriers, socioeconomic status, health literacy and health beliefs.			
<b>Start Date:</b> 09/26/2011	<b>Assessment Method Type:</b> Exam - Course Test/Quiz			
<b>End Date:</b> 12/26/2011	<b>Target for Success:</b> 80% of students will receive a 100% passing grade for the test and the paper.			
<b>Course-Level SLO Status:</b> Active				
Department - Primary Care Associate (PCA)	<b>Assessment Method:</b> Final exam	01/07/2015 - 100% of students received a grade above 80%		
- PCA 55C -				
PROFESSIONALISM/CULTURAL MEDICINE III - PA profession laws and regulations in California - A successful student will be able to discuss the laws and regulations that govern the PA profession in California (Created By Department - Primary Care Associate (PCA))	Paper discussing the effect of providers social cognitive mechanism (stereotyping) and its effect of health disparities.	<b>Result:</b> Target Met		
	<b>Assessment Method Type:</b> Exam - Course Test/Quiz	<b>Year This Assessment Occurred:</b> 2014-2015		
	<b>GE/L-SLO Reflection:</b> This addresses the core competencies of			
		80% of students will receive a 100% grade in		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Start Date:</b> 01/09/2012 <b>End Date:</b> 03/30/2012	the exam and paper	Community/Global Consciousness and responsibility	
<b>Course-Level SLO Status:</b> Active			
Department - Primary Care Associate (PCA) - PCA 55C - PROFESSIONALISM/CULTURAL MEDICINE III - Cultural medicine : medical underserved areas - A successful student will be able to define and describe the factors that determine the medically underserved areas and populations (Created By Department - Primary Care Associate (PCA))	<b>Assessment Method:</b> Final exam Paper discussing the effect of providers social cognitive mechanism (stereotyping) and its effect of health disparities. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of students will receive a 100% grade in the exam and paper		
<b>Start Date:</b> 01/09/2012 <b>End Date:</b> 03/30/2012			
<b>Course-Level SLO Status:</b> Active			
Department - Primary Care Associate (PCA) - PCA 55C - PROFESSIONALISM/CULTURAL MEDICINE III - ethnogeriatrics - A successful student will be able to identify risk factors that affect the ethnogeriatric populations (Created By Department - Primary Care Associate (PCA))	<b>Assessment Method:</b> Final exam Paper discussing the effect of providers social cognitive mechanism (stereotyping) and its effect of health disparities. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of students will receive a 100% grade in the exam and paper		
<b>Start Date:</b> 01/09/2012 <b>End Date:</b> 03/30/2012			
<b>Course-Level SLO Status:</b> Active			
Department - Primary Care Associate (PCA) - PCA 55D - PROFESSIONALISM/CULTURAL MEDICINE IV - PA profession prep for practice. Cultural medicine: end of life practice. Cultural medicine: end of life	<b>Assessment Method:</b> Final exam Reflection paper discussing a clinical experience with end of life issues	01/07/2015 - 100% of students received a grade above 80% <b>Result:</b> Target Met	
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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
issues/mental health - A successful student will be able to identify key components related to preparation for clinical practice: certification, licensing, medical liability, medical malpractice, delegation of services document.	<b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of students will achieve 100% passing rate on the final exam and paper	<b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/L-SLO Reflection:</b> This addresses core competences of Communication as well as Creative, Critical and Analytical Thinking. It also addresses core competencies of Community/Global Consciousness and Responsibility	
A successful student will be able to discuss end of life issues and mental health diagnoses in a cultural sensitive way.			
(Created By Department - Primary Care Associate (PCA))			
<b>Start Date:</b> 01/09/2013			
<b>End Date:</b> 03/30/2013			
<b>Course-Level SLO Status:</b>	Active		
Department - Primary Care Associate (PCA) - PCA 55D - PROFESSIONALISM/CULTURAL MEDICINE IV - B. PA practice - 1. The PA student will be able to compare and contrast the role of the PA in the various health care delivery systems 2. The PA student will be able to use skills on resume writing, and negotiation of employment contracts. (Created By Department - Primary Care Associate (PCA))			
<b>Course-Level SLO Status:</b>	Active		
Department - Primary Care Associate (PCA) - PCA 56A - CORE MEDICINE I - A. Medicine Knowledge B. Clinical skills - A. The student will be able to describe the alterations in anatomic/physiologic/biochemical function of the hematologic, dermatologic, musculo-skeletal, neurologic, ophthalmological, ear, nose, mouth/throat, and respiratory system caused by common infections found in primary care	<b>Assessment Method:</b> Quizzes, final exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of students will achieve a 75% passing rate in the final test <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2016-2017 <b>GE/L-SLO Reflection:</b>	03/02/2017 - 90% of the students received a grade above 75% in the final exam. This is a very challenging course because it covers all the medical content and disease processes for each body system	
03/02/2017 5:32 PM			

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
B. Students can utilize their ability to recognize physical and functional abnormalities in order to diagnose common disorders in primary care (Created By Department - Primary Care Associate (PCA))		This addresses the core competencies of Communication, Computation, Creative, Critical, and Analytical Thinking.	
Course-Level SLO Status:			
Active			
Department - Primary Care Associate (PCA) - PCA 56A - CORE MEDICINE I - Diagnostic tools - A successful student will be able to describe the various diagnostic tools used in a primary care setting and be able to use them appropriately to help diagnosed patients conditions (Created By Department - Primary Care Associate (PCA))	<p><b>Assessment Method:</b> The successful student will take various quizzes, mid-term and final exam</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> The successful student will receive 80% passing grade on their final exam</p>		
Course-Level SLO Status:			
Active			
Department - Primary Care Associate (PCA) - PCA 56B - CORE MEDICINE II - A. Medicine knowledge B. Risk factors for disease - A. The student will be able to describe the alterations in anatomic/physiologic/biochemical function of the cardiovascular, gastrointestinal, renal-urologic, reproductive-obstetrics, endocrine, psychiatric/behavioral, multisystem-rheumatologic that results in disease and disorders common in primary care B. The student will be able to describe risk factors for the development of disorders in the cardiovascular, gastrointestinal, renal-urologic, reproductive-obstetrics, endocrine, psychiatric/behavioral, multisystems-rheumatologic common in primary care (Created By Department - Primary Care Associate (PCA))	<p><b>Assessment Method:</b> quizzes, final test</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of students will achieve a 75% passing grade on the final exam</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p> <p><b>GE/L-SLO Reflection:</b> This addresses the core competencies of Communication, Computation, Creative, Critical, and Analytical Thinking</p>	03/02/2017 - 98% of students received a grade above 75%. One student failed the final exam and received remediation and passed the course	Target Met
Course-Level SLO Status:			
Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Primary Care Associate (PCA) - PCA 56B - CORE MEDICINE II - Differential diagnosis - The successful student will be able to provide a list of various differential diagnosis based on patient complaint to help with the diagnosis of the most common diseases seen in Primary Care (Created By Department - Primary Care Associate (PCA))	<b>Assessment Method:</b> Student will complete various quizzes, mid-term and final exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Student will receive a grade of above 80% in the final exam		
<b>Course-Level SLO Status:</b> Active			
Department - Primary Care Associate (PCA) - PCA 56C - CORE MEDICINE III - A. Pediatric care and elder care B. Emergency care - A. The students will be able to differentiate signs, symptoms and management in the pediatric, adult and elder populations B. The student will be able to differentiate the emergent presentation from the acute and chronic disease presentations (Created By Department - Primary Care Associate (PCA))	<b>Assessment Method:</b> quizzes, final exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of students will receive a 75% grade in the final exam <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2016-2017 <b>GE/L-SLO Reflection:</b> This addresses the core competencies of Communication, Computation, Creative, critical, and Analytical Thinking	03/02/2017 - 90% of students received a grade above 75%. There were five students that failed the exam and received remediation and completed the course successfully	
<b>Course-Level SLO Status:</b> Active			
Department - Primary Care Associate (PCA) - PCA 56C - CORE MEDICINE III - C. Primary Care principles - A successful student will be able to apply primary care principles in the outpatient clinical to assess and diagnosed acute health problems (Created By Department - Primary Care Associate (PCA))			
<b>Course-Level SLO Status:</b> Active			
Department - Primary Care Associate (PCA) - PCA 56D - CORE MEDICINE IV - A. Primary Care Adult Medicine - A. The student will be able to recognize, assess and	<b>Assessment Method:</b> weekly quizzes, mid-term, final written exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz	03/02/2017 - 100% of students received a grade above 75% for this course <b>Result:</b> Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
coordinate treatment for selected chronic diseases (Created By Department - Primary Care Associate (PCA))	<b>Target for Success:</b> 80% of student will get a 75% or above grade in the course	<b>Year This Assessment Occurred:</b> 2016-2017	<b>GE/L-SLO Reflection:</b> This addresses the core competencies of Communication, Computation, Creative, Critical, and Analytical Thinking
<b>Course-Level SLO Status:</b> Active			
Department - Primary Care Associate (PCA) - PCA 56D - CORE MEDICINE IV - B. Evidence base medicine - B. the student will be able to access up-to-date practice guidelines and other evidence base resources for optimal managing of chronic diseases (Created By Department - Primary Care Associate (PCA))	<b>Assessment Method:</b> weekly quizzes, mid-term and final written exams <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of students will get a grade of 75% or above in the course		
<b>Course-Level SLO Status:</b> Active			
Department - Primary Care Associate (PCA) - PCA 56E - CORE MEDICINE V - A. Public Health - A. The student will be able to discuss and describe the epidemiologic principles underlying Public Health (Created By Department - Primary Care Associate (PCA))	<b>Assessment Method:</b> Final exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of students will receive a grade of 75% or above for the course	<b>Year This Assessment Occurred:</b> 2016-2017 <b>GE/L-SLO Reflection:</b> This addresses the core competencies of Communication, Computation, Creative, Critical, and Analytical Thinking. It also addresses the core competencies of Community/Global Consciousness and Responsibility	<b>Year This Assessment Occurred:</b> 2016-2017
<b>Course-Level SLO Status:</b> Active			
Department - Primary Care Associate (PCA) - PCA 56E - CORE MEDICINE V - B. System-based practice - 1. The student will use the appropriate referrals and utilization of the Public Health services to benefit the patient's outcome. 2. The student will develop a patient based	<b>Assessment Method:</b> final written exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of the students will get 75% or above grade in the course		

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
project utilizing your understanding of the function of the Public Health Department (Created By Department - Primary Care Associate (PCA))			
<b>Course-Level SLO Status:</b> Active			
Department - Primary Care Associate (PCA) <b>Assessment Method:</b> - PCA 56F - CORE MEDICINE VI - A. Global Health - 1. The student will be able to describe the epidemiologic principles of Global Public Health (Created By Department - Primary Care Associate (PCA)) 80% of the students will receive a 75% or above grade in the course	<b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of the students will receive a 75% or above grade in the course	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2016-2017	<b>GE/L-SLO Reflection:</b> This addresses the core competencies of Communication and Community/Global Consciousness and Responsibility
Department - Primary Care Associate (PCA) <b>Assessment Method:</b> - PCA 56F - CORE MEDICINE VI - B. Global health prevention - 1. The student will be able to recognize the emerging conditions of global Public Health concern 2. The student will be able to recognize primary, secondary and tertiary approaches to prevention and their deployment in global settings (Created By Department - Primary Care Associate (PCA))	<b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of students will receive 75% or above grade in the course		
<b>Course-Level SLO Status:</b> Active			
Department - Primary Care Associate (PCA) <b>Assessment Method:</b> - PCA 56G - CORE MEDICINE VII - A. Core medicine - 1. The student must demonstrate competency in managing disorders of pediatric, adult and elder populations (Created By Department - Primary Care Associate (PCA))	<b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of students will receive a grade of 75%	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	<b>GE/L-SLO Reflection:</b>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<b>Information literacy and evidence base medicine</b> - 1. The student will demonstrate competence in information literacy and evidence base medicine 2. The student will demonstrate mastery of skills necessary to present a Ground Round case to medical peers (Created By Department - Primary Care Associate (PCA))	<b>Assessment Method:</b> - PCA 56G - CORE MEDICINE VII - B. Information literacy and evidence base medicine <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of the students will receive a grade of 75% or above in the course	This addresses the core competencies of Communication, Computation, Creative, Critical, and Analytical thinking as well as the Community/Global Consciousness and Responsibility
<b>Course-Level SLO Status:</b> Active	<b>Department - Primary Care Associate (PCA) - PCA 60A - PRECEPTORSHIP I - A.</b> <b>Communication skills</b> - A. The student will be able to apply communication skills appropriately during a clinical patient encounter  (Created By Department - Primary Care Associate (PCA))	<b>Assessment Method:</b> quizzes, preceptor evaluation, rotation exam <b>Assessment Method Type:</b> Field Placement/Internship <b>Target for Success:</b> 80% of students will get a passing preceptor evaluation	
<b>Course-Level SLO Status:</b> Active	<b>Department - Primary Care Associate (PCA) - PCA 60A - PRECEPTORSHIP I - B.</b> <b>Clinical skills</b> - 1. The student will be able to obtain an accurate, complete and focused medical history on a patient with a single acute problem. Perform a complete and focused physical examination. Identify appropriate diagnostic studies to develop a differential diagnosis. Interpret information gathered from the patient assessment data.	<b>Assessment Method:</b> Students will be evaluated by interviewing, examining and writing a note on a standardize patient <b>Assessment Method Type:</b> Observation/Critique <b>Target for Success:</b> 80% of students will received a grade of 75% Target Met <b>Year This Assessment Occurred:</b> 03/02/2017	This addresses the core competencies of Communication, Computation, Creative, Critical, and Analytical thinking as well as the Community/Global Consciousness and Responsibility

Course-Level SLOs	Means of Assessment & Targets for Success/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Develop an accurate diagnosis based on a single acute problem (Created By Department - Primary Care Associate (PCA))			
<b>Course-Level SLO Status:</b> Active			
Department - Primary Care Associate (PCA) - PCA 60B - PRECEPTORSHIP II - A. Chronic care - 1. The student will be able to take an accurate history and perform a physical examination on a patient with multiple chronic problems. 2. The student will be able to address any changes in the chronic disease process and provide accurate and safe updates to the treatment plan (Created By Department - Primary Care Associate (PCA))	<b>Assessment Method:</b> Performed a standardized patient interview, physical examination, assessment and treatment plan. <b>Assessment Method Type:</b> Exam - Standardized <b>Target for Success:</b> 80% of students will received a grade 75% or higher	<b>GE/L-SLO Reflection:</b> This addresses the core competencies of Communication, Creative, Critical, and Analytical thinking and also the Consciousness and Responsibility	2016-2017 <b>GE/L-SLO Reflection:</b> This addresses the core competencies of Communication, Creative, Critical, and Analytical thinking and also the Consciousness and Responsibility
<b>Course-Level SLO Status:</b> Active			
Department - Primary Care Associate (PCA) - PCA 60B - PRECEPTORSHIP II - B. pediatric, Obstetric/Gynecological, elder care - 1. The student will be able to obtain an accurate, complete and focused medical history on a pediatric, OB/GYN, and elder patient. Perform a complete and focused physical examination. Identify appropriate diagnostic studies to develop a differential diagnosis. Interpret information gathered from the patient assessment data. 2. The student will be able to assess and evaluate pediatrics, obstetric/gynecological and elder patients based on medical knowledge learned in the medicine courses. (Created By Department - Primary Care Associate (PCA))	<b>Assessment Method:</b> quizzes, rotation test, preceptor evaluation <b>Assessment Method Type:</b> Field Placement/internship <b>Target for Success:</b> 80% of students will receive a passing preceptor evaluation.	03/02/2017 - 90% of students received a grade higher than 75%. Four students failed the final exam and they received remediation and were able to successfully pass the course. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2016-2017 <b>GE/L-SLO Reflection:</b> This addresses the core competencies of Communication, Creative, Critical, and Analytical Thinking and also the Consciousness and Responsibility	2016-2017 <b>GE/L-SLO Reflection:</b> This addresses the core competencies of Communication, Creative, Critical, and Analytical Thinking and also the Consciousness and Responsibility

Course-Level SLO Status:	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Active</b>  <b>Course-Level SLO Status:</b>  <b>Active</b>	<p><b>Department - Primary Care Associate (PCA) - PCA 60C - PRECEPTORSHIP III - A.</b>  <b>Longitudinal care - 1.</b> The student will maintain the Evaluate patient tracking system logging in the number of patients and the frequency in which they are following the same patients in the primary care setting</p> <p><b>2.</b> The student will monitor the patient's progress overtime to include reassessment of subjective and objective data, reconsideration of differential diagnosis, and modification of management plans, based on patient's health status and adherence issues</p> <p>(Created By Department - Primary Care Associate (PCA))</p>	<p><b>Assessment Method:</b>  <b>Exam - Course Test/Quiz</b>  <b>Target for Success:</b>  80% of students will receive a grade of 75% in the final exam</p> <p><b>Assessment Method:</b>  <b>End of rotation exam</b></p> <p><b>Assessment Method Type:</b>  <b>Exam - Course Test/Quiz</b></p> <p><b>Target for Success:</b>  80% of the students will receive a grade of 75% or above in the course</p>	<p><b>03/02/2017 - 90% of students received a grade higher than 75%. One students needed to retake the exam and successfully passed it.</b></p> <p><b>Result:</b>  <b>Target Met</b></p> <p><b>Year This Assessment Occurred:</b>  2016-2017</p> <p><b>GE/L-SLO Reflection:</b>  This addresses the core competencies of Communication, computation, creative, critical and analytical thinking as well as Community/Global Consciousness and responsibility</p>
<b>Course-Level SLO Status:</b>  <b>Active</b>	<p><b>Department - Primary Care Associate (PCA) - PCA 60C - PRECEPTORSHIP III - B.</b>  <b>Interprofessional team - 1.</b> The student will be able to provide patient center care using the inter-professional team approach</p> <p>(Created By Department - Primary Care Associate (PCA))</p>	<p><b>Assessment Method:</b>  <b>End of rotation exam</b></p> <p><b>Assessment Method Type:</b>  <b>Exam - Course Test/Quiz</b></p> <p><b>Target for Success:</b>  80% of the students will receive a grade of 75% or above in the course</p>	
<b>Course-Level SLO Status:</b>  <b>Active</b>	<p><b>Department - Primary Care Associate (PCA) - PCA 60D - PRECEPTORSHIP IV - A.</b>  <b>Geriatric care - 1.</b> The student will be able to use his/her clinical skills in providing medical care to the geriatric population in the outpatient setting.</p> <p><b>2.</b> The student will be able to identify specific clinical problems related to the aging population</p> <p>(Created By Department - Primary Care Associate (PCA))</p>	<p><b>Assessment Method:</b>  end of rotation exam, OSCEs, clinical practicum</p> <p><b>Assessment Method Type:</b>  <b>Exam - Standardized</b></p> <p><b>Target for Success:</b>  80% of students will receive 75% or a higher grade for the course</p>	<p><b>03/02/2017 - 90% of students received a grade of 75% or higher. Three students failed the exam but after tutoring passed the course successfully.</b></p> <p><b>Result:</b>  <b>Target Met</b></p> <p><b>Year This Assessment Occurred:</b>  2016-2017</p> <p><b>GE/L-SLO Reflection:</b>  This addresses the core competencies of Communication, computation, creative,</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		critical, and analytical thinking as well as Community/Global consciousness and responsibility	
Department - Primary Care Associate (PCA) - PCA 60D - PRECEPTORSHIP IV - B. Hospital rotation - 1. The student will participate in hospital rotations as a member of the medicine, surgical or emergency room medical team.	2. The student will be able to apply their medical knowledge and clinical skills in providing care to hospitalized patients (Created By Department - Primary Care Associate (PCA))	<p><b>Assessment Method:</b> final exam, end of rotation exam, clinical testing</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target for Success:</b> 80% of the students will receive a 75% or higher grade in this course</p>	
Course-Level SLO Status: Active			
Department - Primary Care Associate (PCA) - PCA 60E - PRECEPTORSHIP V - A- Geriatric care in a hospital setting - 1- The student will assess, evaluate and develop treatment plans for geriatric patients in the hospital setting.	<p><b>Assessment Method:</b> preceptor evaluation, end of rotation test</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 80% of the students will get a score of 75% in their end of rotation exam</p> <p><b>Result:</b> 100% of students will receive 3 or above on their preceptor evaluation</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/L-SLO Reflection:</b> This addresses the core competencies of Communication, computation, creative, critical, and analytical thinking as well as community/global consciousness and responsibility</p>	01/07/2015 - 100% of the students received a score of 75% or higher in their exam and 100% of students received a preceptor evaluation with scores 3 or higher	
(Created By Department - Primary Care Associate (PCA))			
Course-Level SLO Status: Active			
Department - Primary Care Associate (PCA) - PCA 60E - PRECEPTORSHIP V - B. Mental Health - 1. The student will be able to (Created By Department - Primary Care Associate (PCA))	<p><b>Assessment Method:</b> final exam, OSCEs, clinical test</p> <p><b>Assessment Method Type:</b></p>		
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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>provide health care to individuals with mental health problems.</p> <p>2. The student will develop treatments plans that are inter-professional and include mental health care providers as well as primary care providers (Created By Department - Primary Care Associate (PCA))</p>	<p>Exam - Standardized</p> <p><b>Target for Success:</b> 80% of students will receive 75% or higher grade in this course</p>		
<b>Course-Level SLO Status:</b> Active			
<p>Department - Primary Care Associate (PCA)</p> <p>- PCA 61A - PROFESSIONALISM/CULTURAL MEDICINE I - PA profession - A successful student will be able to describe the history and current trends of the PA profession (Created By Department - Primary Care Associate (PCA))</p>	<p><b>Assessment Method:</b> Final exam at the end of course</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of the students will receive a grade of above 75% in the final exam</p>	<p>03/02/2017 - 100% of the students received a grade above 75% in the final exam. Students completed oral presentation on trends and National and State PA organizations to help them increase their awareness of the PA profession</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p> <p><b>GE/L-SLO Reflection:</b> This addresses core competencies of Communication, Creative, critical, and analytical thinking, and Community/Global Consciousness and Responsibility</p>	
<p>Department - Primary Care Associate (PCA)</p> <p>- PCA 61A - PROFESSIONALISM/CULTURAL MEDICINE I - Cultural competence - A successful student will be able to explain and discuss cultural competence and its relationship to the delivery of cultural appropriate health care (Created By Department - Primary Care Associate (PCA))</p>			
<p><b>Start Date:</b> 07/01/2014</p> <p><b>End Date:</b> 12/19/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Primary Care Associate (PCA)</p> <p>- PCA 61A - PROFESSIONALISM/CULTURAL MEDICINE I - Cultural competence - A successful student will be able to explain and discuss cultural competence and its relationship to the delivery of cultural appropriate health care (Created By Department - Primary Care Associate (PCA))</p>			
<p><b>Start Date:</b> 07/01/2014</p> <p><b>End Date:</b> 12/19/2014</p> <p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Primary Care Associate (PCA) - PCA 61B - PROFESSIONALISM/CULTURAL MEDICINE II - PA profession - A successful student will be able to describe the accreditation process for PA programs	<b>Assessment Method:</b> Final exam at the end of the course <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 80% of students will receive a grade of above 75% in the final exam	03/02/2017 - 100% of students received a grade above 75% in their final exam. Students were introduced to US Health Disparities and Healthy People 2020. Student selected topics on health disparities and provided oral presentations	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2016-2017
Department - Primary Care Associate (PCA)) Course-Level SLO Status: Active			
Department - Primary Care Associate (PCA) - PCA 61B - PROFESSIONALISM/CULTURAL MEDICINE II - Language Barriers - The student will be able to discuss the effect of health literacy and language barriers in the delivery of health care (Created By Department - Primary Care Associate (PCA))			
Course-Level SLO Status: Active			
Department - Primary Care Associate (PCA) - PCA 61C - PROFESSIONALISM/CULTURAL MEDICINE III - PA prep for practice - A successful student will be able to identify key components related to clinical practice, certification, licensing, medical liability and	<b>Assessment Method:</b> Students will take a final exam and will also do oral presentation on various PA professional issues <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
malpractice, and delegation of services (Created By Department - Primary Care Associate (PCA))	100% of students will receive a grade of at least 75% in their final exam		
<b>Course-Level SLO Status:</b> Active	<p>Department - Primary Care Associate (PCA)</p> <p>- PCA 61C -</p> <p><b>PROFESSIONALISM/CULTURAL MEDICINE III -</b> Cultural medicine and end of life - A successful student will be able to discuss end of life issues in a cultural sensitive way (Created By Department - Primary Care Associate (PCA))</p> <p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Primary Care Associate (PCA)</p> <p>- PCA 62A - BEHAVIORAL MEDICINE I - Interviewing skill - A successful student will be able to use effective interviewing skills during a patient encounter (Created By Department - Primary Care Associate (PCA))</p> <p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Primary Care Associate (PCA)</p> <p>- PCA 62A - BEHAVIORAL MEDICINE I - Difficult patient encounter - A successful student will be able to use effective techniques to interview difficult patients (Created By Department - Primary Care Associate (PCA))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will interview a standardize patient and will be able to demonstrate interviewing skills successfully</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target for Success:</b> 100% of students will be able to demonstrate successfully interviewing skills and be able to gather an accurate patient history</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2016-2017</p> <p><b>GEL-SLO Reflection:</b> This addresses core competencies in Communication, creative, critical, and analytical thinking, and Community/Global Consciousness and Responsibility</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Primary Care Associate (PCA) - PCA 62B - BEHAVIORAL MEDICINE II - Patients with Behavioral Diagnosis - A successful student will be able to use evaluations tools to assess and diagnose behavioral diagnosis like depression, anxiety, addiction, personality disorders (Created By Department - Primary Care Associate (PCA))	<b>Assessment Method:</b> Students will use evaluation tools to assess and diagnose behavioral diagnosis during a patient encounter <b>Assessment Method Type:</b> Exam - Standardized <b>Target for Success:</b> 100% of the students will use evaluation tools correctly to help evaluate and diagnose behavioral diagnosis during a patient encounter	03/02/2017 - 100% of students were able to successfully use evaluation tools to assess and diagnose behavioral diagnosis during a patient encounter <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2016-2017	
<b>Course-Level SLO Status:</b> Active		<b>GE/L-SLO Reflection:</b> This addresses the core competencies of Communication, Creative, critical, and analytical thinking and Community/Global Consciousness and responsibility	
Department - Primary Care Associate (PCA) - PCA 62B - BEHAVIORAL MEDICINE II - Abuse/Domestic violence - A successful student will be able to assess, identify and report cases of abuse and domestic violence (Created By Department - Primary Care Associate (PCA))			
<b>Course-Level SLO Status:</b> Active			
Department - Primary Care Associate (PCA) - PCA 62C - BEHAVIORAL MEDICINE III - Chronic disease - A successful student will be able to provide effective patient education to patients with chronic disease by using motivational interviewing skills (Created By Department - Primary Care Associate (PCA))	<b>Assessment Method:</b> Student will interview standardized patients during a testing event. Students will be able to demonstrate the skills learned during the course <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 90% of students will receive 75% grade on their final exam	03/02/2017 - 100% of students received 75% grade for the final exam <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2016-2017	
<b>Course-Level SLO Status:</b> Active			
Department - Primary Care Associate (PCA) - PCA 62C - BEHAVIORAL MEDICINE III - Adolescent, and pediatric patients - A			

Course-Level SLOs	Means of Assessment & Targets for Success/Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>successful student will be able to use effective communication skills with adolescents and family members of the pediatric patient (Created By Department - Primary Care Associate (PCA))</p> <p><b>Course-Level SLO Status:</b> Active</p>			

## Unit Assessment Report - Four Column

### Foothill College

### Program (BHS-PCA) - Primary Care Associate Program AS/CA

**Primary Core Mission:** Workforce  
**Secondary Core Mission:** Workforce

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BHS-PCA) - Primary Care Associate Program AS/CA - 1 - Upon completion of the Primary Care Associate Program the student will be able to demonstrate competency skills to practice primary care services with physician supervision.	<b>Assessment Method:</b> The student will complete a comprehensive final exam of 240 questions and a final clinical test (practicum) with a standardized patient at the completion of all program requirements	03/01/2017 - The graduating class 2016:100% of students met the target	03/01/2017 - The students received a comprehensive review of the Core Medicine course during the 2016 Winter quarter.
<b>SLO Status:</b> Active	<b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 98% of students will get a grade of above 70% in both test	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016  <b>GE/L-SLO Reflection:</b> The program will continue to provide excellent education to PA students and teach them all expected competencies of the PA profession	  <b>GE/L-SLO Reflection:</b> The program will continue to provide excellent education to PA students and teach them all expected competencies of the PA profession
	<b>Result:</b> 03/01/2017 - 100% of the students obtained a grade of above 70% of their comprehensive final exam.	<b>Result:</b> 100% of the students obtained a grade of above 70% on their clinical test.	<b>Result:</b> 03/01/2017 - The students demonstrated acquisition of physician assistants competencies in the various didactic and clinical evaluations. The students received passing evaluations from their clinical preceptors
	<b>Year This Assessment Occurred:</b> 2015-2016		
<b>Resource Request:</b> Would like more computer lab for testing			
<b>GE/L-SLO Reflection:</b> The period 2015-16 the Program was able to access computer labs at the main Foothill campus as well as the Middlefield campus for testing events		03/28/2013 - Overall the students demonstrated achievement of the expected Physician Assistant competencies which will help them practice in primary care settings. The students demonstrated knowledge of medical information and the use of such knowledge in the development of treatment plans.	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (BHS-PCA) - Primary Care Associate Program ASCA - 2 - Upon completion of the Primary Care Associate Program the student will demonstrate knowledge of the national and state regulations for the practice of the physician assistant</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Preparation for practice final test. The test covers questions about national and state Physician Assistant laws and regulations</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 100% of the students will received a 75% grade on the final test</p>	<p>03/01/2017 - 100% of students met the target</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	<p>03/01/2017 - Students demonstrated knowledge and awareness of the national and state regulations that govern Physician Assistant's practice</p>
	<p>03/01/2017 - 100% of students passes the final test with an 85% average</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p> <p><b>Resource Request:</b> computer lab for testing</p> <p><b>GE/L-SLO Reflection:</b> At the completion of the program the students had a good understanding of the laws and regulations governing the PA profession. They were knowledgeable of the scope of practice of the role of the PA as part of the health care team. They were also aware that they were practicing under the supervision of a physician.</p>	<p>03/28/2013 - The students demonstrated knowledge and understanding of the laws and regulations governing the PA profession. The students understood the PA scope of practice and their role in the health care team. They also understood their role as dependent professionals working under the supervision of a physician</p>	