Pueblo Community College

Assessment of Student Learning

2013-14 Annual Report

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Pueblo Community College

Assessment of Student Learning Annual Report, 2013-14

Executive Summary

Assessment of student learning at Pueblo Community College is an essential component in both attaining and maintaining overall academic excellence. Student learning outcomes are essential in program accreditation and re-accreditation for career/technical and health science programs. Likewise, evidence of effective learning outcomes are also essential for Arts & Sciences students who plan to transfer to four year programs. But most importantly, assessment of student learning outcomes form the essential data that enables PCC to evaluate progress toward continuous academic improvement for all students. Faculty leadership in assessment of student learning provides PCC with a systematic focus on the effectiveness and strength of its academic and vocational courses and programs. A strong assessment program also provides new opportunities for faculty to direct and update instruction that impacts the improvement of student learning.

Destination 2015 is PCC's strategic plan, which was implemented in 2012. This three year plan enumerates six strategic imperatives that PCC identified as the central focus for all institutional efforts this three year period. The imperatives include the following: (1) Awareness and Access, (2) Student Engagement and Success, (3) Technology, Equipment, and Infrastructure, (4) Affordability and Financial Stability, (5) Continuous Quality Improvement, (6) High Performance Workforce. As the guiding document for achieving and maintaining excellence across the board at Pueblo Community College, the goals of *Destination 2015* encompass the entire operation of the college. Primarily, assessment of student learning results

guide faculty and department chairs in the evaluation of instructional progress and challenges related Strategic Imperatives Two and Five. [See Appendix A.]

Academic and vocational department chairs in conjunction with their faculty and deans develop assessment plans for the individual courses and programs within their disciplines. All disciplines are expected to participate, and with very few exceptions, most do. These plans specify the knowledge and skills that students are expected to demonstrate in the various disciplines. The identified course competencies are formulated to address the two most common student goals: to meet the expectations future employers will require for entry-level employment in specific disciplines and/or to obtain the strong academic foundation students will need to successfully complete their two-year degrees and transition to four-year colleges and universities. Departmental faculty and instructors are expected to follow a defined instructional plan, to follow a specific protocol for delivering the instruction, to collect relevant data during the assessment period, and to later analyze, interpret, and report their findings. Department chairs and faculty are later required to report the results of the analysis and use the information to improve courses and/or program in the future.

Introduction

The following report provides an overview of the history of Assessment of Student Learning at Pueblo Community College, the current committee structure, an explanation of the process, and summaries of the 2013-2014 assessment results. Assessment plans and reports are accessible to all PCC administrators, instructors, and staff via an internal college network drive (U:\Assessment of Student Learning). Upon administrative approval, this report will be posted on the PCC portal. Outside inquiries about assessment plans, outcomes, and reports may be

directed to Mr. Corey Shilling, Director of Institutional Effectiveness at 719-549-3195 or

mailto:Corey.Shilling@pueblocc.edu.

History

PCC adopted a formal Assessment of Student Learning (ASL) system in 1999-2000. Based on best practices of the time that were recommended by NCA, Assessment of Student Learning was managed through a faculty committee. The committee met twice a month to review departmental assessment plans, monitor implementation, validate results, and report to internal and external stakeholders. In the early 2000s, assessment oversight was assigned to a faculty member on .5 release time. This Assessment Coordinator chaired the ASL committee, but the committee gradually became less active and the Assessment Coordinator took on most of the responsibility of collecting, reviewing, and reporting all assessment information. For four years, a succession of faculty occupied the position. Without strong guidance in using valid research techniques, faculty developed a wide variety of assessment processes that often measured overall course or program outcomes rather than actual student learning outcomes.

During the 2008-2009 and 2009-10 academic years, the direction of assessment shifted from course level to program level assessment. Desired assessment outcomes were directed to become overall program review objectives. There was widespread confusion about the difference between course, program, and institutional SLOs and a general lack of expertise in assessment research practices. Faculty and administration recognized that PCC's Assessment of Student Learning program and processes needed to be strengthened. In May of 2010 the faculty voted and received administration approval to move away from the structure of one Assessment Coordinator for the college, and instead to appoint three co-leaders, one from each academic

division of the college, to lead the assessment process during the 2010-11 academic year. Job descriptions were developed, new Operating Procedures were drafted, and three Assessment Faculty Leads were identified to lead the assessment process the following year.

The 2010-11 academic year was a year of transition as the committee struggled with how to improve ASL participation and also to best manage the process. With input from each of the Assessment Faculty Leads ("Leads"), the committee began reviewing plans and reports during committee meetings. However, it became immediately evident that a full-committee review of each report would be too time-consuming. Accordingly, the committee eventually determined that review of the plans could be accomplished more efficiently in division sub-committees with guidance from each of the Leads. In addition, the director of Institutional Research advised the leads and the committee, and conducted in-house training workshops for all three academic divisions. New assessment forms were developed that focused more on significant and useful data and less on anecdotal evidence. The processes established for 2010-11 was maintained for the 2011-12 assessment cycle as well.

In 2012-13, the number of disciplines participating in ASL increased by 66%. However, there was a significant lag in submission of final assessment reports. This lag was attributed primarily to assessment results that were tied to national testing required for accreditation of some of the CTE and Health programs. The results were eventually reported, but the final report was delayed until late fall of 2012.

Responding to the on-going trend of delays in assessment reporting, in the 2012-13 the Arts & Sciences Division faculty under the guidance of their Lead, modified the assessment cycle so that data collection occurred primarily in the fall with analysis and reporting in the

spring.   There were some exceptions, of course, but the new approach resulted in much more timely reporting of results. For 2013-14, several other departments from the other divisions adopted this protocol as well. Faculty Leads were also proactive during the fall semester, scheduling meetings and follow-up meetings with department chairs to assist with their assessment plans; they also set spring deadlines within their own divisions and met with those who needed help with the reporting. Most departmental assessment reports were submitted to the faculty leads by mid-May. For 2014-15, this approach will continue as the recommended assessment cycle, although flexibility will be necessary for some programs.

Process Highlights

1. Faculty Leads scheduled appointments with individual Department Chairs early in the academic year to assist with planning and monitoring the assessment process and to provide guidance as needed.
2. Faculty Leads established set deadlines for submitting final assessment reports. Although flexibility with the deadlines was needed in some cases, most reports had been submitted prior to the end of May 2014.
3. Levels of participation from each division were improved from last year. In 2012-13, thirty-two disciplines participated; in 2013-14, there were forty-one.

Current Assessment Process

Recommended Assessment Actions for Fall Semesters

1. Department chairs and faculty review the previous year's SLOs, identify the recommendation from the previous assessment cycle, report on whether some or all of the

changes were implemented ("closing the loop"), evaluate the quality of the results, and determine the next steps.

2. After selecting the same or developing new SLOs, chairs and faculty then determine appropriate assessment methods, tools, scoring methods to use. Sampling, performance targets, and timeframes are projected.

3. Faculty members who will be involved in the assessment process are identified, if possible.

4. Finally, strategies and teaching methods for teaching each SLO are proposed.

5. Department chairs and/or faculty involved in assessment planning review the plan with the appropriate faculty lead.

Recommended Assessment Actions for Spring Semesters

1. Faculty report their assessment outcomes to the appropriate department chair, including the actual assessment method used, the timeframe followed, and the outcome(s). The report ends with conclusions and planned next steps, and the process is repeated for the next assessment cycle.

2. Department chairs and/or faculty involved in assessment reporting compile the report and review it with the appropriate faculty lead.

3. Assessment of Student Learning Committee members from each division assist the Faculty Lead with the review of plans and reports and provide feedback to the various departments.

4. Assessment Faculty Leads write summary reports for their respective divisions.

5. Assessment Committee Chair writes a final assessment report. Copies are distributed to the President, CAO, the academic deans, and the IR office. Electronic access to the full report is also available through the campus portal.

6. The process is then repeated for the next assessment cycle.

Arts and Sciences (A&S) Division

Introduction/Background

The A&S Division applied the assessment methodology adopted by Pueblo Community College in 2010-11. Because there are few actual Arts & Sciences programs, the focus of most departments was primarily on student learning outcomes (SLOs) at the course level.   Research-based process for collecting data, measuring outcomes, and analyzing/reporting findings were used. Summaries of Arts and Sciences results for 2013-14 follow.

Assessment Summaries by Discipline

The following brief descriptions are based on the full versions of discipline reports prepared by individual departments in the Arts and Sciences Division. The full reports can be found on the internal college network drive at [U:\Assessment of Student Learning\Assessment of Student Learning 2012-13\2012-13 Reports\Arts & Sciences 12-13 Results](#). [See Appendix B.}

ADVANCING ACADEMIC ACHIEVEMENT

A sample of 75 pre and post test scores from the overall MyStudentSuccessLab diagnostic assessments were collected. Post-test results showed an overall gain of .15 over pre-test results, which did not meet the performance target of 20% improvement.

The MSSL pre-testing created an individualized "Learning Path" for each student. Because the assigned work in the Learning Path was unique to each student, comparison on one overall

measure was not particularly meaningful.   While many students showed improvement of 20% or more from their work in individual modules, these were not improvements in the same modules; thus comparisons of the scores were not particularly relevant.

A similar issue occurred with assessing the financial literacy module. Because many students tested –out of the financial literacy module, there was very little participation in the pre and post testing, and thus a lack of meaningful data. For the next assessment cycle, the plan, methods, and tools will be completely revised.

ARTS & HUMANITIES

<u>*Art*</u>

Students taking ART 110 were assessed on two different fundamental skills of the discipline. Sampling occurred in Fall 2013 and was based on results from four sections of the course. Performance standards were set at 80%.

For the first competency, students were expected to define various media and techniques and to analyze a work of art using those definitions in an extended written response. Thirty-eight student critiques were sampled, and 84.21% were successful in meeting the objective. The departmental faculty will continue to assess this skill, but plan to strengthen the rubric and raise the performance standard to 85% for the next assessment cycle.

ART 110 students were also assessed on their ability to demonstrate visual elements of design in their use of art. Visual arts were evaluated throughout the semester using a departmental rubric, and final results were determined from a standardized exam (selected

response) that tested students' understanding of visual design vocabulary. While 85.5% of the students achieved 70% or better, only 59.42% of the sampled students met the benchmark of 80%. As this concept is crucial for the course, the department plans to redesign the course modules for more effective instruction and learning.

Foreign Languages

Spanish:

Competencies assessed in Spanish courses are considered to be essential elements of student proficiency in the discipline, and should be assessed annually. In the future, the department hopes to strengthen the assessment process by using an "outside interviewer" to evaluate student performance as opposed to the instructor of the course. In all Spanish courses, the performance target was for 90% of these students to attain a score of 80% or better as determined by the ACTFL (American Council on the Teaching of Foreign Languages) standards.

Seven SPA 111 students were assessed on their knowledge of basic Spanish vocabulary and grammar through a performance assessment combined with personal communication on their final course exam. ACTFL Novice level standards were the criteria used. Average student proficiency was 88%.

Students taking SPA 211 were assessed on their ability to articulate major contributions of the Spanish language and culture. These nine students researched a citizen from one of the many Spanish speaking countries and developed both a presentation and a composition about the individual and cultural contributions made by that person. Presentations and compositions were

scored by use of a rubric based on ACTFL Novice level standards. Average student proficiency was 93.2%.

In SPA 212, students were assessed on their proficiency at responding appropriately in simple Spanish conversations. This assessment was a portion of the final exam for the course, with ACTFL High/Intermediate/Low level used to establish the standards.   Average student proficiency was 88% for eight students.

French and Italian:

A performance assessment combined with personal communication was planned as a component of the final course exams for FRE 111 with the intent to assess basic French vocabulary and grammar in basic conversational situations. However, these disciplines were not assessed this year.

Humanities:

Twenty-seven students in HUM 121 created informative posters to demonstrate their ability to select and apply information from contemporary forms of technology. These posters were assigned a common theme and were assembled using a computer program. They were considered to be a performance assessment. Evaluation was conducted with a rubric that defined expectations of clarity and craftsmanship of the design. Ninety-five percent of students participating were expected to perform the tasks with proficiency (meeting at least 13 out of 25 possible points). Based on lessons learned from last year's assessment results, students were asked to submit a draft of their project prior to the final deadline in order to get feedback prior to

the final deadline. This practice has proved to be effective in that 98% of the students met the target goal.

Twenty-four HUM 121 students were also assessed on three different tasks: their ability to (1) role-play situations based on values of various world cultures, (2) to demonstrate professional behavior while performing the first task, and (3) to demonstrate their knowledge of ancient Greek civilizations through a selected response test. For the role-play and demonstration of professionalism, students were divided into two groups for participation in this project. This strategy resulted in a significant improvement in performance over last year's results. Ninety percent of the students completed the goals of the role-play and 99% demonstrated professional behavior. For the test over Greek culture, only 72% of the students met the performance target of 93%. The instructor will continue to work on strategies that help students improve their knowledge of ancient Greek culture, but plans to select other competencies to assess other than the role-play and professionalism tasks.

Philosophy:

In PHI 112 one competency was assessed to establish a departmental benchmark for application of major ethical theories as they relate to specific moral problems. A second competency on the application of ethical theories as they apply to current situations was planned. It was not assessed this year, but is planned for the next assessment cycle.

EARLY CHILDHOOD EDUCATION & EDUCATION

Early Childhood Education

The Early Childhood Education program was focused departmentally on students' ability to utilize the NAEYC (National Association for the Education of Young Children) Standard #6 Ethical Code of Conduct and Statement of Commitment throughout the courses in the program. In practice, this requires students to identify and evaluate principles that address and provide support for ethical dilemmas and ethical responsibilities that they will encounter in the workplace. The assessments consisted of pre and post assessments, individual and team presentations, and written evaluations of various ethical situations. The performance target in each case was that 75% of the students would increase their ability to identify elements of the Code by 65%, and that 75% of the students would also increase their ability to apply the Code by 65%. Results were as follows:

- ECE 208: 18 students were assessed; 83% met the performance standard.
- ECE 240—14 students were assessed; 85% met the performance standard.
- ECE 241 – 23 students were assessed; 87% met the performance standard.

There were plans for additional assessment in ECE 111, ECE 125, ECE 225, ECE 256, and ECE 260, but these courses were not assessed during this assessment cycle. In Fall of 2014, the ECE Department will implement a series of quizzes during the course of the semester to better identify strengths and weaknesses, target instruction, and provide support for the students who are struggling with mastery. Additionally, the Code will be introduced in additional ECE

courses during the next cycle. This competency will continue to be assessed for the long term as it a crucial element of professional practice.

Education and Library Technician

Assessment of students in EDU 221 courses were planned but were not completed. LTN was not assessed this cycle.

ENGLISH & COMMUNICATIONS

As planned during the previous assessment cycle, the English Department followed through with an overall assessment strategy focused on the rigor of students' entire learning process, which goes beyond mere grammatical concerns and looks at the overall product or presentation. Student Learning Outcomes were revised across all disciplines to enable a more holistic view of student work. With a few exceptions, extended written responses were evaluated in each case. For each discipline, the performance targets were consistent. In all cases, 75% of the students were expected to attain the performance target. This meant at least a "good" rating (3 out of 4) on all extended written responses as evaluated with the departmental scoring rubric of at least 80% using other grading tools.

The English and Communications Department will continue to work on establishing more consistency in teaching strategies and grading standards among full time and the many part time instructors who teach the same courses. For example, D2L "cafes" have been set up for the new CCR courses so that instructors will have opportunities to share ideas, lesson plans, and concerns across call campuses. Voluntary meetings have also been organized during the summer

of 2014 so instructors can talk face-to-face and learn from each other before the start of the Fall semester.

College Composition & Reading:

An extended written assessment was assigned to students in one section of CCR 092. As this was a new course, the assessment sample was limited so that the faculty could establish appropriate strategies and benchmarks for the course. Eighty percent of CCR 092 students in the sample achieved proficiency when assessed to determine their understanding of reading selections and their ability to incorporate relevant information into their essays. The instructor noted anecdotally that student confidence increased significantly as this process was repeated throughout the course.

For CCR 094, extended written assignments by 20 students were also assessed. An essential skill for novice writers is their ability to draft and revise introductions to their essays, making them meaningful for their intended audience and appropriate for their purpose. Fifty percent (10) of the students met the performance target in Fall 2013; most of the remaining students were partly proficient, but still needed to attain better mastery of this writing element.

The overall goal of CCR 094 is for students to be able to write well-structured essays. This skill was assessed as part of the final exam in Fall 2013. Of the 48 students sampled, 41 (or 85%) achieved proficiency on this competency. However, the sample included only students who remained in the class until the final exam. The departmental faculty is planning to broaden the number of course sections assessed during the next cycle and to consider ways to assess the skill earlier in the semester.

English Composition:

ENG 121

ENG 121 students were assessed on three learning outcomes. In a selected response quiz, student competency was measured on their ability to create a correct MLA (Modern Language Association) Works Cited List. In the Fall, eighty-one students were assessed, and 21% achieved the performance target. In the Spring, ninety-one students from six course sections were assessed. Proficiency levels for fall and spring were 21% and 37% respectively. Strategies to improve proficiency include increased direct teaching time and more practices and quizzes earlier in the semester.

Eighty-six student essays from seven ENG 121 sections were assessed on the quality of the paraphrasing students incorporated from relevant reading material. Assessment results showed 37% to be proficient and 28% part proficient. The department plans to revise strategies and improve instructional materials as well as to implement individual conferences with students.

Writing well-structured essays is the overall goal of ENG 121. From a sample of 116 essays, 76% were considered to be proficient, and thus, proficiency was attained. Even though the performance target was met, the department noted that students who were placed in CCR 094/ENG 121, outperformed the students who had been placed directly into ENG 121. More in-depth analysis of the data is planned, perhaps leading to a shift in placement cut scores.

ENG 122

Four desired learning outcomes were identified for ENG 122. Each outcome was based on student knowledge and application of using elements of MLA style and format identified for ENG 122. First, students were assessed on their skill in integrating source material into research papers with signal phrases and other integrating devices. Next, correct use of in-text citations was assessed. Third, students' skill in applying correct MLA documentation and formatting to Works Cited pages was assessed. Finally, students were assessed on correct MLA manuscript style standards as assessed by a checklist. For each SLO, performance measures were set at 3 out of 4 using a grading rubric. Instructors noted that student participation was good, but their performance lacked overall quality. Most notably, students showed overall lack of skill in integrating source material, poor application of a rigorous revision process, and failure to use and apply learning models. Curriculum materials will be developed for the next cycle that better address and reinforce these skills.

ENG 131

Fifty-one ENG 131 students demonstrated their proficiency in establishing a purpose for their written memos. Forty-three or 84% met the performance target. These students fell slightly below the performance target (67%) for demonstrating their ability to target written memos to different audiences. However, on a different performance measure, the evaluation of work in student portfolios, 90% of the students demonstrated competency of this skill. New learning outcomes will be assessed for the next assessment cycle.

LIT 115

LIT 115 students were assessed by selected responses on a quiz to assess their skills in identifying basic elements of poetry. In Fall 2013, 28 students took the quiz and 22 (78.6%) were proficient. In the Spring semester, 27 of 35 (71.1%) students who were tested demonstrated proficiency.   Since the 80% performance target was not met, assessment of these skills will be repeated next semester.

Communication

COM 115:

Small group (3-4 students) collaboration in creating and presenting an effective, professional-style group presentation was assessed in COM 115 during both the Fall 2013 and Spring 2014 semesters. Performance assessments revealed that 48% of students demonstrated proficiency for Fall and 57% for Spring. The instructor attributed the difference to his changing the strategy slightly in Spring, so that students had some intermediate opportunities to show organization and collaboration before the presentation. He attributed the low proficiency rates to several participants who refused to work in groups and/or who had poor attendance on group work days. This resulted in some students' behaviors negatively impacting the more conscientious and motivated students. He plans to continue assessing this skill during the next cycle and to develop additional strategies to encourage full participation.

COM 115 students were also assessed on their skills in identifying and analyzing rhetorical elements found in professional speeches. The speeches were featured on YouTube or saved on an .mp3 device. The skill was assessed during Fall of 2013, with proficiency at 54%.

The instructor attributed the low proficiency to a significant number of students who did not participate in the assignment. For Spring, he made a few changes and saw proficiency rise to 80%. He plans to continue assessing these skills and also to change some instructional strategies to include more critical thinking course components, to incorporate shorter writing assignments that provide more practice opportunities throughout the semester, and to change the timing of the assessment for earlier in the semester.

COM 125

Students in COM 125 created group presentations through collaboration in small groups, attaining 88% proficiency in the fall and 94% in the spring. A different student learning outcome will be assessed during the next assessment cycle.

HISTORY & GEOGRAPHY

HISTORY:

The History department selected an extended written response/analysis in HIS 111, HIS 112, and HIS 202 courses for their assessment project this year. Their goal was to teach students to select and use appropriate technology sources to find and select historical topics and to communicate those findings in writing or through oral communication. In all three classes, 65.25% of the students achieved 80% or better, falling short of their performance objective of 75%.

GEOGRAPHY:

GEO 105 students were assessed on the same student learning outcome using geography topics and aiming toward the same performance objectives. Students achieved an average score of 77.5%.

The SSCRJ Department will assess this skill in both courses for at least one more year, and will focus on more consistent delivery and assessment of the instructional strategies used within the department and shorten the timeframe during which the assessment is conducted.

MATHEMATICS

Because of the redesigned mathematics curriculum, the Mathematics Department used their assessment data this year to establish appropriate performance targets for the new courses. Students in MAT 050, 055, and 121 were assessed on their ability to perform problem-solving skills on applications within the individual courses. The assessments used in each course were selected responses on unit and final tests. Results were as follows:

- MAT 050 – 36.5%   --   2014-15 performance target will be 50%

- MAT 055 – 52.7%   --   2014-15 performance target will be 60%

- MAT 121 – 62.4%   --   2014-15 performance target to be determined

Students in MAT 120 were assessed on their ability to use mathematical language appropriately and responsibly. An extended written response on the final vocabulary exam was used as the assessment tool. The goal that 90% of the students would attain 80% or higher was not attained. The actual outcome was 28.2%. The instructor theorized that students did not take

the vocabulary test very seriously because it was not weighted more in the final grade. Next year, the evaluation of the course may be adjusted and the performance objective will be re-evaluated.

Components of a MAT 201 capstone lab were evaluated by extended written response and performance assessment. These components included correct use of technology, determination of correct answers, and analysis of results. The performance objective was that 75% of the students would achieve 80% or higher. Of the ten students who completed the capstone lab, nine earned 80% or better. The performance standard for next year is that 75% of the students will achieve 90% or better.

SCIENCES

Astronomy

Students in AST 101 were assessed on their ability to identify, discuss, and analyze major components chemistry, which aids in attaining mastery of astronomical concepts. The implementation of this objective was dependent upon using a smart-pen. As the instrument malfunctioned, the assessment of this SLO was delayed until Fall 2014.

Biology/Geology

One of the critical skills in all of the sciences is that students understand and accurately describe the various levels of *structural organization* within the various scientific disciplines. In BIO 201, students need an initial understanding of structural organizations of life forms. In Spring 2014, 105 students were assessed on this competency by selected response; 26% accurately

described the five levels. The Science Department recognized the immediate need to develop new mastering assignments and to re-assess this competency for the next academic year.

The Geology instructor conducted an interesting comparison between online and on-campus geology students. She sampled the same seven quiz items from both classes and analyzed the results. On-campus students performed significantly better than online students on those seven items. Because one major difference between the two classes is that the on-campus class has a hands-on lab and the online course does not, next year the department will implement a hands-on lab for online geology students. The same SLO will be assessed using the same quiz items to determine if the online students have improved.

Chemistry, Physiology, and Integrated Science

A calculation technique called *dimensional analysis* is an essential skill in understanding and applying concepts essential in the science disciplines. Students in CHE 101, PHY 111, and SCI 155 must understand and apply this skill on multiple levels. Seventy-five percent of students in these disciplines were projected to score at least 80% or better on a dimensional analysis final exam question. The skill was assessed in SCI 155 during Fall 2012 and CHE 101 and PHY 111 during Spring 2014. Eighty-three percent of SCI 155 students were able to solve the dimensional analysis question on the final exam. In CHE 111 eighty-two percent and in PHY 111 ninety-two percent met the standard.   Different SLOs will be selected in all three scientific disciplines for the academic year 2014-15.

In CHE 111, students were assessed on their skills in solving a stoichiometry problem on the final comprehensive exam. Ninety-one percent of students who took the course final

successfully used stoichiometry in their calculations. Different course objectives in chemistry courses will be assessed during the next assessment cycle.

PSYCHOLOGY, SOCIOLOGY, AND CRIMINAL JUSTICE

Psychology & Sociology

As planned last year, the Psychology department refined their instructional strategies on the skill of evaluating popular media articles on psychological topics. Students in PSY 101 located and analyzed an article for adherence to basic rules of research. In addition to applying psychological principles to the article, they were asked to think critically and abstractly about identifying false assumptions, correlation and variables of causation, potential for inappropriate actions if the article is taken seriously, and reframing the summary of research to accurately represent the findings. The performance objective was set at a class average of 80%. Results of Fall 2013 courses were 78%; for Spring 2014 they were 80.5%, which was up significantly from from the 68.5% of the Spring 2013 semester.

The same activity was assessed for students taking SOC 101. Extended written response was used to evaluate course results (one course) on the Pueblo campus only. The performance objective for students in this course was 75%. Performance results indicated a student average of 80%; however, the department chair felt that the part time instructor who led the activity and collected results had been lenient in grading the assignments involved. She plans to work with additional part-time instructors and to provide more guidance about assessment and grading prior to the start of the semester.

Assessment activities for PSY 235 students included evaluation of environmental factors associated with prenatal development followed by using the developmental theories of Erikson and Piaget to apply critical thinking skills for the benefit of future students and/or patients. A performance target of 80% average overall was established; however, the results were 45%. The department recognizes that significant improvement is needed in helping students understand and apply these concepts. An interesting trend was noted by instructors: either students do very well on the assignment or very poorly. Full and part time faculty will meet to discuss the assignment and results, and determine next steps.

Ethics

In ETH 200, students were assessed on their skills in defining and explaining ethnicity, including the following concepts: relevance, race, and implications for various academic and/or professional disciplines. Students worked with groups and individually to develop a presentation and a visual poster to convey the concepts, and their products were assessed by both performance assessment and personal communication. A performance goal of 80% was established for 75% of the students. Actual outcomes were that 66% of the students met the goal. As there is only one section of this course offered, the instructor will add more explicit instruction to address the goals of this assignment.

Business and Technology (B&T) Division

Introduction

The B & T Division used PCC's assessment methodology to assess student learning outcomes at the course and program levels. Participation in the assessment process increased significantly this year from two programs to twelve programs. Summaries of Business and Technology Division results for 2013-14 follow.

Assessment Summaries by Discipline

The following brief descriptions are based on the full versions of discipline reports prepared by individual departments in the Business and Technology Division. The full reports can be accessed on one of the internal college network drives at U:\Assessment of Student Learning\Assessment of Student Learning 2013-14\Reports 2013-14\Business & Technology. [See Appendix C.]

AUTOMOTIVE COLLISION TECHNOLOGY AND AUTOMOTIVE SERVICE TECHNOLOGY

The automotive programs at PCC consist of short term classes (3 – 4 weeks) organized as modules. Each module has a specific topic (related to collision repair or service maintenance and repair) which is delivered through lecture, discussion, online interaction, and hands-on labs. Automotive students are pre-tested during the first three days of each course which is followed by intensive instruction on the module topic – often up to five hours daily through the end of each course. Each course ends with a post test and each student must pass the test with a

minimum of 80% before moving on to the next module.   Pre-tests and post tests are rigorous, using ASE (Automotive Service Excellence) certification-style prep questions. Both tests incorporate a variety of assessment questions (60 total) that include selected response, extended written response, performance assessment, and personal communication.

Automotive Collision

Six students in ACT 221 and 232 were assessed during Fall 2013 on their skills with using proper equipment in the removal/repair of automotive glass. Student averages on the pre-test were at or above 85%.   These students attained an 89.17% average on their post tests.

Similarly, eighteen students in ACT 142 attained post test scores averaging 94.44%. In the advanced section, ACT 242, with a curriculum focused on more specific and technical skills, students post test scores averaged 75.64%,

Automotive Service

Thirty-five students in ASE 130 and ASE 260 were assessed on their ability to identify, diagnose, disassemble, and repair structural vehicle damage. 80% of the students passed with a score of 80% or better, which demonstrated strong competency in the skills.

Students in ASE 140 and ASE 240 were assessed on their skills in removal/replacement of steering suspension systems, and also their ability to diagnose, repair, and align these systems. Twenty-five students were assessed on pre and post tests. Post test results showed that 80% or the students attained post test scores of 90% or higher.

The automotive programs have been using DATO (Delmar Auto Training Online) and will incorporate Cengage's MindTap online managing system into Desire2Learn to expand and strengthen their departmental assessment capabilities starting in Fall 2014.

COMPUTER INFORMATION SERVICES

Eighteen students in CNG 124 were assessed on their ability to configure a functional network during the Spring of 2014. The assessment was conducted using a standardized test in which students selected their responses. The performance target was 75%, but the class average was 53%. For the next academic year, instructors will be directed to include more terminology in the introductory class and to incorporate more basic networking concepts into the CNG 124 course.

During the Fall of 2013, students in CIS 118 were assessed on their performance in conducting basic formatting in Microsoft Excel. The eighteen students whose results were assessed averaged 78%, just below the expected performance target of 80%. For next year, formatting exercises in Excel will be reviewed and modified.

For CIS 178, five students were assessed during the Spring of 2014. Their ability to troubleshoot, repair, and evaluate hardware components in an extended written response was assessed. Although the desired performance target was 80% proficiency, the class average was 72%. The small size of the sample indicates that the class performance was close to the goal and the CIS department intends to assess this objective again. The department also intends to add more emphasis to the basics of computing into a preliminary course, CIS 115.

BUSINESS

Accounting

Seventeen students in ACC 122 analyzed financial statements in order to communicate the purpose of each section of an SEC cash flow statement. The assessment was conducted during the Fall of 2013, using extended written response(s). The performance standard for all tasks was 80%, with 76% of the class performing at 90% or better. Plans for the next assessment cycle include a modification of the essay component (analysis) in ACC 122, and to add a preparation component for the cash flow statements in MAN 216 and 225, which are related courses.

Also, in Fall of 2013, sixty-five ACC 121students were assessed on recording and explaining journal entries (journalizing) in an extended written response. ACC 122 students were assessed on the same skill set, but with much higher levels of complexity. The performance standard was 80% in both classes. The ACC 121 students attained an average of 83% and the ACC 122 students attained an average of 65%.

Next steps will include additional lecture content and practice, especially in ACC 122 which has significantly more difficult transactions to process than does ACC 121.

Economics

Students in ECO 202 selected a controversial economic issue and then were directed to develop a presentation expressing the opposite point-of-view; an extended written explanation was also required. Courses assessed were two sections of ECO 202. The web-only section included 23 students; the other section was hybrid, and included 41 students. The performance target was

80%. Students in the web-only section averaged 72.3%, which was slightly lower than the hybrid section average of 77.7%. The instructor observed that, overall, students were able to conduct oral presentations more effectively than they were able to write and explain the issues. Additionally, he observed that students in the web-only section scored significantly lower than the students who were in hybrid classes. He plans to incorporate effective writing tips (possibly by bringing in peers from the English Department) and to explore additional technologies to assist web-only students with their presentations.

Business Management

Thirty-four Business Management students in MAN 225, MAN 216, and MAN 200 were assessed in Fall 2013. Students used extended written response and performance assessments on their use of business practices, economic thought, and critical thinking skills to solve complex mathematically-based business or economic problems. The performance target was 80% proficiency for 80% of the students. Overall, 74% of the students met the 80% proficiency level. For upcoming classes, the instructor plans to use a standardized type of calculator and spreadsheet application so that all students will literally be "on the same page."

CULINARY ARTS & HOSPITALITY STUDIES

Fifty six students from four different courses in the CUA program were assessed on their ability to apply critical thinking skills in a variety of customer service and industry settings during the Fall of 2013. Skills were assessed were defined using a Task List, and students' critical thinking skills were evaluated with a rubric which rated their proficiency from 1 to 4. The performance targets varied by course as indicated by the following:

- CUA 136:

    - Performance target = 90% to achieve a rating of 3 or better on a critical thinking task list.

    - Actual = 85% of the students achieved 3 or higher.

- CUA 233

    - Performance target = 90% to achieve a rating of 3 or better on task list.

    - Actual = 90% of the students achieved 3 or higher.

- CUA 190

    - Performance target = 87% to achieve a rating of 3 or better on task list.

    - Actual = 89% of the students achieved 3 or higher.

- CUA 191

    - Performance target = 100% to achieve 100% on ACFC Check List.

    - Actual = 100% of the students achieved 100%.

Planned improvements for the next academic year are to expand the assessment options for CUA 136 (Bartending) students when opportunities are limited through PCC's Conference Services; to more clearly articulate the performance standards for CUA 233; and to provide more consistent feedback to CUA 190 students.

Students from CUA 233 in both Fall of 2013 and Spring of 2014 were assessed on their ability to proficiently use technology common in food service operations. The performance target/national averages are established through the American Culinary Federation Check List Requirement. Class averages of 100% are the expectation. The fall class of 15 students attained 87% because two students were absent and there was no make-up session scheduled. A make-up

date was added for the following semester, and the spring class of 16 students attained 100% proficiency. The department chair noted that this assessment process is an annual requirement of the American Culinary Federation, the accrediting organization for the program. She also noted that as equipment is upgraded, the checklist must also be updated.

Eight students in CUA 234 and five students in CUA 191 from Fall 2013 were assigned to participate in the Grand Buffet, a capstone project for the CUA program. This project provides students with the opportunity to apply the skills and competencies learned throughout the many classes completed throughout the program. The performance target was for 90% of the students to achieve a rating of 3 (out of 4) on a competency checklist. Seventy-five % of the CUA 234 students achieved a rating of 3 or better, and 100% of the CUA 191 received a rating of 3% or better. The department chair noted that development of a Master Plan for the Grand Buffet is needed, and that individuals involved must be responsible for their part in the event. Additionally, the SLO will be revised to reflect the involvement of numerous classes (involving over 100 students) in organizing and implementing this event.

HEALTH INFORMATION TECHNOLOGY

Students in the medical terminology course (HPR 178) were assessed on their ability to communicate (speak, write, spell) in meaningful sentences using medical terms. The assessment was conducted during the Fall of 2013. Twenty-nine students participated in the mid-term, and 26 participated in the final exam. Together, 92.5% of the students met or exceeded the performance targets on their performance-based oral exams. This assessment procedure is crucial for the program and will continue to be integral for the program.

Performance on the Certified Coding Associate (CCA) Exam for eighteen students in HIT 268 were also assessed during the summer of 2013. CCA exam scores from AHIMA (the national professional sponsoring organization) are not reported to PCC and thus, results must be reported by students. The performance target was 70% on the exam, with 78% of the students passing, 3 failing, and one unknown. The instructors noted that students taking HIT 188 and HIT 268 concurrently, and those who stay in the established course rotation, achieve better examination results.

Pre and post tests were given to 16 HIT 220 students to assess their ability to assign ICD-10 (International Classification of Diseases) codes in Fall 2013. The performance target established for this assessment was that 80% or the students would be able to achieve at least 70% or higher on their final coding tests. The actual student success rate was 94% of the students attained scores of 70% or better.

The instructor noted that students seem to understand the ICD-10 concepts better than the actual skill of using ICD-10 coding. A stronger focus on the coding skills is planned for another course, HIT 252.

INDUSTRIAL ELECTRONICS

ELT assessments were conducted during the Spring of 2014. Eight students in ELT 258 were assessed on their skills related to the following: (1) to program and troubleshoot a programmable logic controller using an Allen Bradley SLC 500 PLC, and (2) to apply theoretical knowledge learned in basic electronics to diagnose and repair problems based on Ohm's Law and power formulas. A performance target was set at 85% of the students attaining an 80% or

better on a selected response test. In a final lab project, 100% of the students attained a score of 80% or better. A more comprehensive final project is planned as a next step so that there will be more emphasis placed on programmable logic controllers and less on timers and counters.

In ELT 101, 12 students were assessed on their ability to operate electronic test equipment needed to identify, diagnose, and troubleshoot electric circuits. The performance target was 85%. On a selected response test, the class average was 91%. In ELT 106, 11 students were also assessed on their ability to operate electronic test equipment needed to identify, diagnose, and troubleshoot electric circuits. The performance target was 85%. On a selected response test, the class average was 86%.

MACHINING

Machining students were evaluated using performance assessment with expected achievement standards of an 80% pass rate in Fall of 2013. Students in MAC 241 were assessed on a final project in which they had to apply Mastercam software, CNC Mills, and CNC lathes effectively. A pass rate of 90% was achieved, although the instructor noted that the solid modeling portion of the project needs to be improved.

In Spring 2014, six MAC 141 students were assessed on their knowledge of applied mathematics, NIMS standards/process planning, and mastery of the Manual Mill as part of a capstone class. The projected performance standard was an 80% pass rate. Overall, students' performance was assessed at 84%. They performed well all portions of the assessment. However, the instructor recognizes that moving forward, tighter tolerances are needed.

OFFICE ADMINISTRATION

To demonstrate job readiness, ten students in BTE 287 were assigned to develop and submit a professional resumes as part of a course emphasizing job search skills during the Spring 2014 semester. Professional expectations, appropriate dress, networking, and interviewing were also assessed. Performance expectations for this assessment were that 70% of the students would demonstrate appropriate skills to participate in job seeking. On the resume component, 90% of the students submitted a professional resume. In the job-readiness component, all students meet the performance target with scores of 83% or better. The department plans to continue to continually enhance the curriculum by including a pre-post job readiness assessment, focusing on professional-level writing skills, and concentrating more on listening/following directions

VISUAL COMMUNICATIONS

In the Visual Communications department, even beginning students are expected to demonstrate good understanding of fundamental design concepts before progressing to their upper level courses. To succeed in upper level courses, students also need to be skilled in developing visual and/or written responses that will solve communication problems. The mid-program evaluation is a way to evaluate students on their understanding of good design principles, their developing skill in solving communication problems, and their ability to recognize and address weaknesses well before degree completion. Students at the mid-point of their program should meet the following performance criteria on basic skill sets at the Mid-Evaluation point of their program: Students performing above average will score in the 80% range; students performing at average and on target will be within the 70% range; and students who are below standards will be in the

50% range or less. In this assessment cycle, students at the mid-point of the program were demonstrating a 45% average on the standards expected for graphic designers.

During Academic Year 2013-14, students who participated in the capstone class created a portfolio similar to that of the Mid-Evaluation. To demonstrate the skills necessary to obtain entry level employment in graphic design and production, students need a score in the 90% range. Average student performance that shows potential for gainful employment will be within the 78% range. Nine students in the Fall 2013 MGD 133 course attained an average of 86%, and thus are on-track, but may need more practice and/or coaching before being fully job-ready. One student in the Spring 2014 MGD 289 course attained a 92% average and demonstrated a readiness for entry level employment. The department chair plans to continue assessing these SLOs; however, data will come from summer and fall participation for the next assessment cycle.

Forty-eight students from four sections (both semesters) of MGD 111 were also assessed on their proficiency in using industry standard graphic design software. Students were given a selected response pre-test at the beginning of the course, followed by an identical post test at mid-term. Expected performance was that 80% of the students would attain 78% percent proficiency at mid-term. Significant improvement was demonstrated from pre to post tests for both semesters:

- 36% of the students scored at or above the 90 percentile level on the post test
- 78% of the students exceeded the minimum requirement (78%) on the post test.
- 0% of the students were below standards on the post test.

WELDING

During Fall 2013, students in WEL 230 were assessed using a selected response test on their ability to interpret principles and demonstrate mastery of the set up and operation of the Shielded Metal Arc Welder (SMAW). This test measured the information students retained from previous welding courses. Additionally, they participated in a performance assessment of the SMAW set up and operational process. Expected performance was that 90% of the students would achieve 75% or better on the theory tests and would demonstrate proficiency at least 80% on the set up and operation processes.

Thirty-five WEL 230 students were assessed and attained the following outcomes: 88% met the standard on the test and 100% attained proficiency on the performance assessment. The department chair plans to continue with the same assessment measures for WEL 230, but wants to imbed another assessment measure into WEL 140. Also, he will add in review questions to weekly worksheets so that WEL 230 students improve their mastery on the selected response test.

Health and Public Safety (H&PS) Division

Introduction

The Health and Public Safety Division applied the assessment methodology adopted by Pueblo Community College in 2010-11. Research-based processes for collecting data, measuring outcomes, and analyzing/reporting findings were used. Summaries of Health and Public Safety results for 2013-14 follow.

Assessment Summaries by Discipline

The following brief descriptions are based on the full versions of discipline reports prepared by individual departments in the Health and Public Safety Division. The full reports can be found in the college network at [U:\Assessment of Student Learning\Assessment of Student Learning 2013-14\Reports 2013-14\Health & Public Safety](#). [See Appendix D.]

Using assessment methods adopted by the Assessment of Student Learning Committee in 2010-11, the Health & Public Safety Division focused primarily on course and program outcomes. Other than slight revisions in the planning and reporting forms, the process for collecting data, measuring outcomes, and analyzing/reporting findings remained the essentially the same assessment forms. Programs in the H & PS division programs are sometimes more restricted than other programs in determining their assessment cycle because of their accreditation guidelines and national standards. Therefore, some of their results may not be available to include in this report. There were twelve H & PS programs participating in the assessment process this year.

COSMETOLOGY

Twelve students from NAT 110 were assessed on both a written exam and on a practical exam in Fall 2013. The performance goal was to meet or exceed Colorado State Board Averages, which are 43% for the written and 71% for the practical. On the selected response test, PCC student averages were 92.2%; on the performance assessment, student averages were 78.33%. Assessment of this competency is a crucial part of program completion, and will be continued. Based upon these results, the department chair determined that an improved rubric detailing more clearly defined processes and expectations was needed.

A planned assessment to determine level of student preparation for state board tests could not be completed because a new state board vendor had not released the new testing requirements before the end of the semester.

CERTIFIED NURSE AID

Fifty-three students in NUR 101 were assessed during both fall and spring semesters. Their task was to access and view videos in D2L prior to their participation in clinicals. One hundred percent participation was the performance goal. Ninety-eight percent of the students accessed and viewed the required videos in D2L, and 85% passed the follow-up test on the first try.

With a performance goal of 76% (the state average), sixty-five NUA students took the state certification test in hopes of passing it on the first attempt. Pass rates were as follows:

- Pueblo Campus – 88%
- Health Academy – 83%

- Fremont – 100%

- SCCC – 91%

Full and part time faculty plan to participate in a training session geared to the certification exam during the summer of 2014. They hope to develop improved instructional materials so that students will be able to attain an average score of 90% or better.

DENTAL ASSISTING

Twelve DEA 140 students had the opportunity to apply for and take the DANB simulated exam during the summer of 2013. The simulated exam measures their competency in dental assisting theory and application, and helps to prepare them for the Dental Assisting National Board. The performance target is 85% on the official exam; however the class average was 74%. The department chair hopes to increase the number of students who take both the practice and actual DANB exam, and to increase the class averages by at least 10%.

Although Colorado does not require dental assistants to be certified, those who pass the voluntary OSHA and Infection Control procedures gain an advantage for their employment prospects. The assessment is a combination of extended written responses, performance assessment, and personal communications, and performance standards vary for different sections of the test. In Fall 2013, eighteen DEA 126 students' were evaluated and met the benchmarks on the test, ranging from 85% to 95%. Additionally, eighteen DEA 125 students were assessed on their increased efficiency in the skill of x-ray mounting during Fall 2013. Students attained a class average of 90%, exceeding the performance target 70%.

DENTAL HYGIENE

In DEH 271, fourteen second year students prepared and presented one demonstration (performance assessment and personal communication) on the causes and effects of periodontal disease to the supervising dentist.   The performance target was for 100% of the students to perform the assessment at a 90% competency level. Ninety-three percent of the students attained the performance target, and the class average on the skill activity was 95.5%. For the next student cohort, the department chair plans to add a component of vocabulary and terminology to the existing skill sheet.

These fourteen students were also assessed on their ability to meet accreditation standards in performing procedures with adolescent patients ages twelve to seventeen. The performance target was 100% percent proficiency, and 100% of the students met the standard. Going forward, the department chair hopes to incorporate more patient experiences for future students.

EMERGENCY MEDICAL SERVICES

The Emergency Medical Services department planned to assess students from Fall 2013 and Spring 2014 on their ability to demonstrate professional behavior in the classroom and lab, as well as in the clinical and internship settings.   However, they discovered that their assessment instrument and procedures were difficult for instructors and preceptors to use effectively. They plan to revise the assessment instrument and to re-assess their identified learning outcome next year.

FIRE SCIENCE

Two performance assessments were used to evaluate students in the Fire Science program during the spring of 2014. First, fifteen students in FST 100 were expected to meet defined standards of professional behavior when wearing clothing that represents their affiliation with the PCC Fire Academy. As planned from the previous assessment cycle, the instructors introduced the evaluation rubric at the beginning of the semester and reinforced it throughout the semester. Presumably, the performance target was 100%, and 95% of the students met the standard. The department chair also reported hearing numerous comments from PCC faculty and staff about the polite and professional demeanor of the Fire Academy students.

Secondly, FST 100 students were expected to demonstrate entry level firefighter skills as identified by the National Fire Protection Association (NFPA). PCC students exceeded the benchmark of 80% with a 93.2% pass rate on the NFPA standards   However, the instructor found that the students continue to be distracted and anxious at having the JPR skill evaluators observing them, and hopes to determine some way to encourage students to be more comfortable while taking the exam. These two SLOs will be assessed again with some minor modifications for the next cycle.

LAW ENFORCEMENT ACADEMY

Sixty Law Enforcement Academy students taking LEA 103 and the LEA 103 lab were given a performance assessment to demonstrate their awareness of the importance of having a healthy lifestyle as it relates to being a law enforcement professional. In the LEA 103 labs for both fall and spring semesters, 100% of the students met the benchmark of 70% on the performance

assessment. During the next assessment cycle, the physical training will continue to be assessed and a diet and nutrition component will be added.

The Law Enforcement Academy also incorporated a leadership program into LEA 101, but lacked specific tools to perform an objective measurement of its impact. Going forward, LEA personnel plan to implement more specific leadership programs, such as Principle Centered Leadership and/or Situational Leadership.

MASSAGE THERAPY

From the Massage Therapy program, ten students in HHP 270 were evaluated by their clients on their professionalism in a clinical setting. This selected response survey was conducted in Fall 2013 at a clinical site located at CSU-P. Students were also evaluated by their instructors and all achieved competency.   In addition, students were asked to report their results from the national certification exam through personal communication; however, students had not yet received their results at the time of this report.

MEDICAL ASSISTING

Fifteen students in MOT 136 were assessed on their proficiency in performing correct blood pressure readings accurately and consistently. Eighty percent of the students were expected to perform the task was 70% accuracy, and 73% met the expected standard. The performance target was for 80% of the students to attain a score of 70% or better on the task. Adjustments for next semester will include more opportunities for practice before the actual assessment. The same fifteen students participated in an extended written response assessing their knowledge of legal and ethical parameters within a medical office. Students exceeded the benchmark with an

average score of 95.2%, and none performed below the benchmark. A different SLO will be assessed for the next cycle.

MEDICAL IMAGING TECHNOLOGIES

Patient/technologist communication skills for twenty-three students in RTE 181 (Fall 2013) and RTE 182 (Spring 2014) were assessed according to the AIDET model. All students demonstrated their ability to communicate the five AIDET components with 100% accuracy. During the summer of 2014, 19 students from RTE 289 demonstrated their knowledge of imaging procedures on a selected response registry test. 2014 graduates who have taken and passed the registry improved their scaled scores over graduates from 2013 by .5 percentage points.

NURSING

During Spring 2014, nursing participants taking NUR 106 (39 students) and NUR 230 (24 students) applied critical thinking and clinical reasoning to determine patient-centered care decisions. The performance target for NUR 106 students was 77% on selected response and extended written response items, with an expected increase of 25% from pre-test scores. Student averages using the grading rubric were at 92%, but the increase over the pre-test was only 20%. Target score for the prioritization component exceeded the performance standard by 3.5 percentage points, and thus exceeded the national average.

The same groups of students were also assessed for their participation and performance in interdisciplinary teams. Both classes exceeded the 90% performance target by four and five percentage points respectively. However, the department chair noted clear differences in the efficiency of communication among peers, physicians, and team members in comparing first and second year students. To improve Sim Charting with first year students, additional instructional components will be incorporated into the NUR 109 courses so that these students have more opportunities for collecting,

prioritizing, and communicating information. Additionally a communication rubric will be developed to facilitate improved clinical evaluations.

OCCUPATIONAL THERAPY ASSISTANT

OTA students must possess the ability to communicate their professionalism in order to function in their jobs effectively. The performance expectation was that was that 90% of the OTA 235 students would attain 9/10 correct responses (90%) on an assessment that included extended written response, performance assessment, and personal communication. Additionally, OTA 218 students applied extended written responses to demonstrate their reasoning skills as applied to treatment interventions. The performance target of 90% was exceeded by averages of 100% for both groups of OTA students.

PSYCHIATRIC TECHNICIAN

Eleven students from the PTE 116 course were assessed during the spring of 2014. The assessment was designed to measure their knowledge of factors that contribute to breakdowns in human behavior. On an in-class selected response test, 90% of the students achieved a competency level of 90%; however, the same group attained just a 60% level in "mental health concepts" on the standardized ATI test. Thus the performance standard of 70% was not achieved. The remedy planned to address this discrepancy is for the OTA faculty to revise the in-class test so that it is more current with the ATI. On an extended written response, this group of students met the performance standard of 90% in their ability to apply problem solving techniques to appropriately care for psychologically impaired persons.

PHYSICAL THERAPY ASSISTANT

PTA students were assessed during the Spring of 2014 on their ability to perform patient
assessments and/or modify treatment plans by applying their knowledge of bony landmarks. In a
selected response exam, 95% of HPR 117 students passed the post-test with 80% proficiency or
higher. On a performance assessment during their Final Clinical Internship, twenty-two students
in PTA 282 demonstrated their ability to synthesize information from a treatment plan into the
correct documentation needed for appropriate physical therapy services. All of the students
exceeded the 90% competency level. Different SLOs are planned for the PTA program during
the next assessment cycle.

Conclusion: Assessment of Student Learning 2013-14

Strengths

1. PCC's Assessment of Student Learning process adheres to widely accepted best practices in student learning assessment based upon information found in the following sources:

   - Victor M. H. Borden and Gary R. Pike 2007). Assessing and Accounting for Student Learning: Beyond the Spellings Commission, New Directions for institutional Research, Assessment Supplement, Edition Jossey-Bass, 94 pp.

   - J. Fredericks Volkwein (2009). Assessing Student Learning: Why, Who, What, How? New Directions for Institutional Research, Assessment Supplement, Edition Jossey-Bass, 171 pp.

2. One model of assessment is used across the entire institution. Forms that use the same definitions of basic terms (SLO, target population, assessment method, etc.) are being used both for planning and reporting across the college, although these have evolved during the past three years. Slight modifications exist in the forms for planning and for reporting among the three divisions. Some of the form modifications were also influenced by models that that were shared online by Salt Lake City Community College.

3. The ASL process is facilitated through an oversight system of "Assessment Lead Faculty," one for each division. Each lead works directly within his or her academic division to direct and support the unique assessment issues of that division.

4. Assessment plans and reports for 2009-10 through 2013-14 have been organized and made accessible for review by all campus users at [U:\Assessment of Student Learning](U:\Assessment of Student Learning).

Challenges

1. Branch campus involvement remains a challenge. Distance and lack of day-to-day interaction among chairs and part-time faculty is one contributing factor. Branch campus attendance at ASL faculty meetings is generally available through polycom, but the rooms and equipment needed is limited on each campus and not always available. Additionally, it is a cumbersome system for all participants.

2. Some issues with consistency of assessment methods, tools, and processes within departments were noted in this year's report. For the next assessment cycle, the assessment forms will be slightly updated and a rubric to evaluate both departmental plans and reports will be developed by the ASL Committee to provide more guidance on the process.

Recommendations

Based upon feedback from the committee chair and leads, the following are some recommendations for improvement of Assessment of Student Learning at PCC:

1. Broaden assessment focus to include more "terminal" academic skills/competencies, focusing more on the higher level skills/competencies that PCC graduates should possess.
2. Include the more branch campus involvement in assessment.
3. Devote more time in division/department/All Faculty meetings to the subject of ASL and how its ultimate purpose is to improve student learning.

Next Steps in Assessment of Student Learning at Pueblo Community College

During the 2014-15 Academic Year, department chairs will be encouraged to further expand and refine the scope of departmental assessment, as needed, so that appropriate competencies are identified and assessed within each discipline. Increasingly, PCC's goal is that our assessment process leads to continuous improvement in teaching and learning. Guidance from the chief academic officer, the deans, the department chairs, the Faculty Leads, and Assessment of Student Learning Committee members will continue to be. Appropriate deadlines for each of the divisions will again be established by the Assessment Faculty Leads.

Through development and use of a consistent assessment process that leads to improved student outcomes, PCC faculty have provided quality documentation of student learning and of academic program performance for several years. Through the leadership of the CAO, PCC will begin to explore how post-graduate outcomes can be used to gain additional information. According to the Higher Learning Commission, Level One is concerned with measurement of student learning outcomes at the classroom level. Level Two is measurement associated with program standards. Level Three Post-graduate outcomes will require additional data beyond those of the VE 135 reports currently being used. The overall assessment process, with the development of some additional measurement indicators, will continue to be expanded and refined in the academic year to come.