Assessment of Student Learning

2014-15 Annual Report

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Pueblo Community College

Assessment of Student Learning Annual Report, 2014-15

Executive Summary

Assessment of student learning at Pueblo Community College is essential for attaining and maintaining academic excellence. Demonstration of rigorous student learning outcomes is essential for program accreditation and re-accreditation, for career/technical and health science programs, and for student preparation for 4-year transfer programs of study. The Assessment of Student Learning process enables PCC to continuously evaluate and monitor academic improvement for students in all programs. Faculty leadership is at the heart of the assessment process at PCC. This process documents the PCC faculty's on-going, systematic focus on ensuring the effectiveness of academic and vocational courses and programs. The process ensures continual opportunities for faculty to update and improve instructional practices.

The current Pueblo Community College strategic plan, called *Destination 2015*, is now in the final year of implementation. For the past three years, six strategic imperatives have provided guidance for achieving and maintaining excellence at all levels of the college. These institutional imperatives are as follows: (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. Imperatives Two and Five [See Appendix A] pertain directly to the Assessment of Student Learning process.

Faculty from every academic discipline at PCC is expected to participate in the assessment of student learning process. The course competencies, known as student learning outcomes (SLOs) 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 lead this effort by defining a desired student learning outcome (SLO), developing strategies to deliver the needed instruction, collecting relevant data that evaluates student performance on achieving the SLO, and then analyzing, interpreting, and reporting their findings. Based upon the results of this assessment process, departmental faculty determine how to best apply the information to improve courses, instruction, and/or programs. Alternatively, they may determine that the instruction provided has achieved the desired goal, that the SLO and/or some of the assessment tools need modification, or that a different SLO should be assessed during the next cycle.

History

Table 1 provides an historical overview of the Assessment of Student Learning Process at PCC:

Table 1

Historical Overview of Assessment of Student Learning at PCC

Academic Year	Assessment Events/Changes/Progress
1999-2000	PCC adopted formal Assessment of Student Learning (ASL) system; entire process was managed by faculty committee thorough bi-monthly meetings
2001-08	Assessment oversight was assigned to Assessment Coordinator, a faculty member with .5 release time. Series of coordinators chaired the ASL committee. Coordinator gradually inherited more and more responsibility for collecting, reviewing, and reporting all assessment data. Committee met, but gradually became less actively involved in review process of plans and reports.
2008-10	Direction of ASL shifted from course level to program level assessment. Administration directed Dept. Chairs to implement overall program review. Faculty were confused by mixed messages and grappled with differences between course, program, and institutional SLOs. With many changes in top administrators, consistent leadership in assessment processes and research practices was needed.
2010-12	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. While most

	departments participated in the planning process, submission of final reports was inconsistent; thus, the college-wide report was also delayed. Three co-leaders (Assessment Faculty Leads), one from each academic division of the college, lead the assessment process. Job descriptions were developed, new Operating Procedures were drafted, and three Assessment Faculty Leads were identified to lead the assessment process the following year. New assessment forms were developed that focused more on significant and useful data and less on anecdotal evidence.
2012-13	Significantly increased participation under the Faculty Lead system occurred. In 2012-13, the number of disciplines participating in ASL increased by 66%. 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. The new approach helped address the need for timely reporting of results.
2013-present	In 2013-14, several other departments from the other divisions adopted the practice of assessing in the fall and reporting in the spring. Faculty Leads were also much more proactive during the fall semester, scheduling individual meetings and follow-up meetings with department chairs to assist with development of assessment plans. They also set spring deadlines within their own divisions with support from each of the academic deans. Those who needed help with the reporting were provided with additional support.

Common Learning Outcomes

The processes for determining common learning outcomes were developed in 1998 by the Assessment of Student Learning Committee. Their goal was to identify general education "core" competencies that every PCC graduate should possess. These competencies were crafted through college-wide discussions along with investigation of the practices used at other regional and national colleges. These core competencies have been revisited periodically and, so far, continue to be aligned with PCC's general educational philosophy and instructional practices. Slight revisions throughout the intervening time have been made. However, the substance of these core competencies has remained relevant to the college mission and continues to be aligned with course and program curricula.

The common learning outcomes, known as the Core Competencies, that guide the general education offerings at PCC are as follows:

- **Effective Communication**: Students should be able to read, write, speak, and listen.

- **Critical Thinking**: Students should be able to analyze and evaluate data, synthesize information, think creatively, make judgments, make decisions, and solve problems.
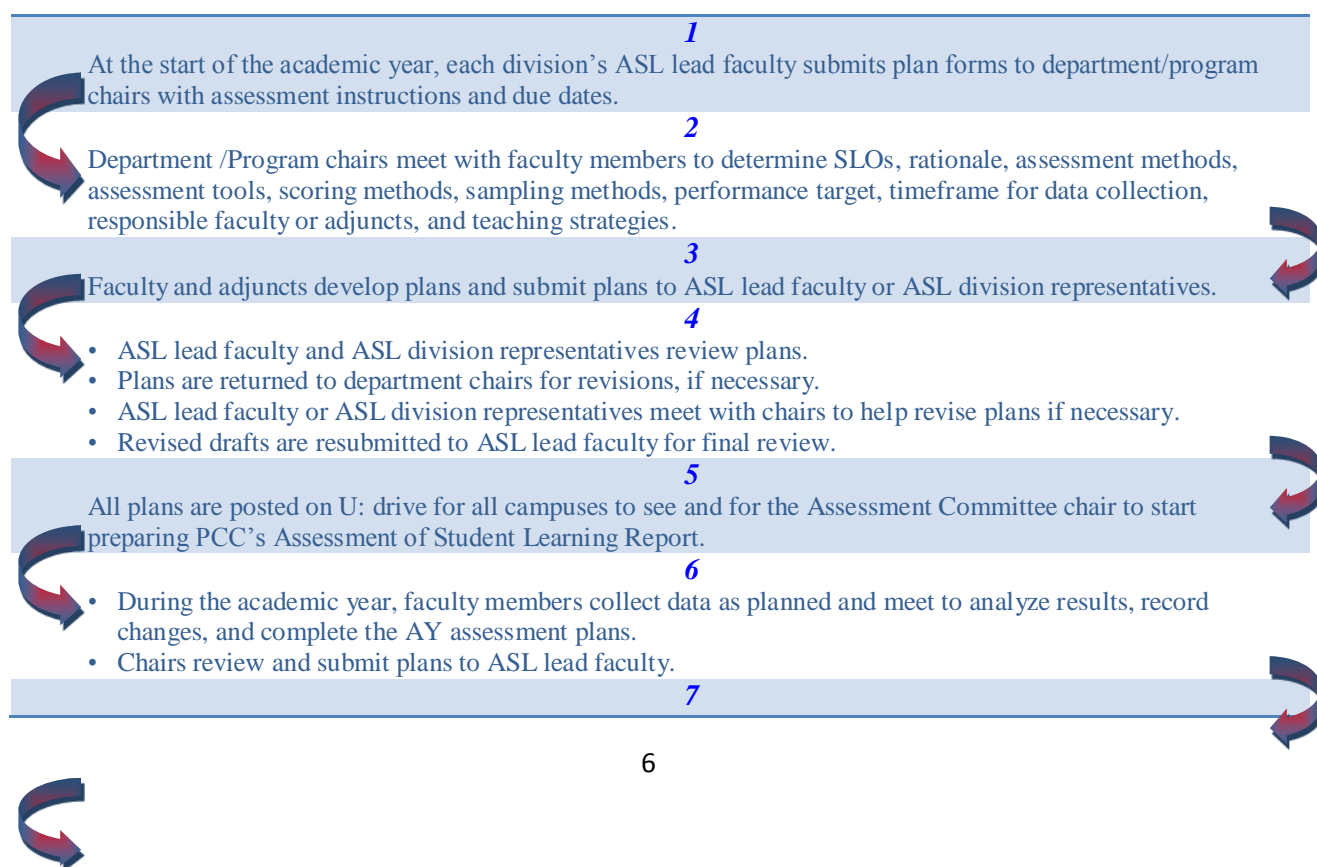
- **Information and Communication Technology Literacy**: Students should be able to identify, locate, interpret, evaluate, synthesize, present, and communicate accurate and reliable information.

- **Interpersonal Skills**: Students should be able to function effectively and appropriately in social and professional situations and settings.

- **Global and Cultural Perspectives**: Students should understand the cultural, social, historical, political, technological, linguistic, and economic interconnectedness of our world in order to interact respectfully and productively with citizens of other nations.

Assessment of Student Learning Process

Table 2 provides an overview of the Assessment of Student Learning process at Pueblo Community College:

Table 2

Assessment of Student Learning Process

1
At the start of the academic year, each division's ASL lead faculty submits plan forms to department/program chairs with assessment instructions and due dates.

2
Department /Program chairs meet with faculty members to determine SLOs, rationale, assessment methods, assessment tools, scoring methods, sampling methods, performance target, timeframe for data collection, responsible faculty or adjuncts, and teaching strategies.

3
Faculty and adjuncts develop plans and submit plans to ASL lead faculty or ASL division representatives.

4
- ASL lead faculty and ASL division representatives review plans.
- Plans are returned to department chairs for revisions, if necessary.
- ASL lead faculty or ASL division representatives meet with chairs to help revise plans if necessary.
- Revised drafts are resubmitted to ASL lead faculty for final review.

5
All plans are posted on U: drive for all campuses to see and for the Assessment Committee chair to start preparing PCC's Assessment of Student Learning Report.

6
- During the academic year, faculty members collect data as planned and meet to analyze results, record changes, and complete the AY assessment plans.
- Chairs review and submit plans to ASL lead faculty.

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Process Timeline

For the 2014-15 assessment cycle (as described in Table 2), many departments collected assessment data during the Fall 2014 semester, although several also included data from the Spring 2015 semester. National exam outcomes for programs that rely on those results for their assessment reporting do not have their most recent data available at the time of this reporting. Information about timelines for assessment within specific departments follows in this report.

Reporting

Assessment plans and reports from PCC's 2014-15 assessment cycle are accessible to all PCC administrators, instructors, and staff through an internal college network drive (U:\Assessment of Student Learning). Upon completion and approval by the Assessment of Student Learning Committee, the final version of this report will be posted on the U Drive. Upon administrative approval, it will also be accessible through the PCC portal.

During the 2014-15 assessment cycle, thirty-seven departments and/or programs from the three academic divisions participated. This number included approximately fifty-one academic disciplines, 121 courses, and 110 SLOs. Participation by division was as follows:

- In A & S, six departments conducted assessments in twenty disciplines.

- In B & TR, fourteen programs conducted assessments.

- In H & PS, seventeen programs conducted assessments.

Outside inquiries concerning PCC's Assessment of Student Learning processes and/or results may be directed to Mr. Corey Shilling, Director of Institutional Effectiveness at 719-549-3195 or mailto:Corey.Shilling@pueblocc.edu.

Arts & Sciences Assessment Summaries by Discipline

The Arts & Sciences Division applied the assessment methodology adopted by Pueblo Community College in 2010-11 and described in Table 2 to the overall assessment process. Because there are few actual Arts & Sciences programs, course-level student learning outcomes (SLOs) are the substance of assessment efforts. The Arts and Sciences Division prioritized the critical thinking and interpersonal skills core competencies for this assessment cycle.

In 2014-15, six A & S departments participated in the assessment process. Approximately 2500 students were assessed on fifty-four student learning outcomes in forty-four A & S courses. Full versions of discipline reports prepared by individual departments in the Arts and Sciences Division are accessible on the internal college network drive at U:\Assessment of Student Learning\Assessment of Student Learning 2014-15. A brief overview of each departmental report by discipline follows. [Also see Appendix B.]

EARLY CHILDHOOD EDUCATION & EDUCATION

For 2014-15, the Early Childhood Education program selected two different SLOs for their assessment plan. The SLOs for this year focused on planning, facilitating, and presenting at the students' Family Event final.

Discipline	Course Assessed	Assessment Timeline
ECE	ECE 241	Fall 2014
SLO 1	ECE 241 students will be able to research a specific topic, plan the event, create the Facilitator's Guide, and present at their Family Event final.	
PCC Gen. Education Competency	Read, Write, Speak Effectively; Interpret, Evaluate, & Synthesize Information; Use Interpersonal Skills Essential for their chosen fields.	
Method/Tools/Scoring	Extended Written Response; Performance Assessment; Tool – Teamwork Value Rubric	

Sampling/No. of Participants	15 students/3 teams were assessed
Performance Target	75% of students will achieve competency of 3 or better (4 point scale) on 4 elements: teamwork, research, communication, & presentation
Results	All teams met the performance target: 2 teams received 100% and 1 team received 90% on project
Use of Results	Clarify assignment instructions; create a list of topics for facilitator's manual; create specific rubric for oral presentations
Notes/Next Steps	Will not re-assess this SLO. Note: The success of this SLO in ECE 241 (Fall 2014) also impacted ECE 240 (Spring 2015). Many of the same students took ECE 240 the following semester and applied their presentation skills for a major class project in that course. The instructor noted significant improvement because of their prior experience with presentation planning.

Discipline	Course Assessed	Assessment Timeline
ECE	ECE 256	Spring 2015
SLO 2	ECE 256 students will be able to research a specific topic, plan the event, create the Facilitator's Guide, and present at their Family Event final.	
PCC Gen. Education Competency	Read, Write, Speak Effectively; Interpret, Evaluate, & Synthesize Information; Use Interpersonal Skills Essential for their chosen fields.	
Method/Tools/Scoring	Extended Written Response; Performance Assessment Use of rubrics: Parent Event Assignment & Teamwork Value Rubric	
Sampling/No. of Participants	13 students	
Performance Target	75% will achieve points at the "Practicing" or "Milestone 3" level or better in each of the four categories: teamwork, research, communication, and presentation.	
Results	90% of students achieved a 3 or better in teamwork, research, and communication; 80% of students achieved "Mastery" level for presentation	
Use of Results	Provide more instruction on preparation of facilitator's guide; review facilitator's guide prior to final presentation	
Notes/Next Steps	Will not re-assess this SLO	

ENGLISH & COMMUNICATIONS

Advancing Academic Achievement

During the previous assessment cycle, pre- and post-testing in AAA 098 was conducted within a supplemental program called MyStudentSuccessLab (MSSL), which was available to students through an access code that was bundled with the purchase of their textbooks. Last year's results indicated that MSSL was not an effective assessment tool. Consequently, by agreement of instructors and the department chair, the MSSL component was not renewed for this year. Omission of the access charge for students also resulted in lower textbook prices for them. For this assessment cycle, students were re-assessed on both SLOs. However, a different type of pre-/post-testing was implemented for SLO 1.

Discipline	Course Assessed	Assessment Timeline
AAA	AAA 098	Spring 2015
SLO 1	Students will assess the skills, knowledge, and/or personal qualities they have attained during the course as compared to the same skills, knowledge, and personal qualities they had at the beginning of the course.	
PCC Gen. Education Competency	Interpret, Evaluate, & Synthesize Information	
Method/Tools/Scoring	**Selected Response** on a Retrospective Pre-Test (survey) in which students rate themselves on the skills they have now as compared to when they began the course; uses a 1 – 10 scale (1=lowest and 10=highest).	
Sampling/No. of Participants	47 students; 7 course sections	
Performance Target	Average increase of 2 points	
Results	Average increase of 2.7	
Use of Results	Establish a baseline for expected student performance: collect data for at least one semester; also, include branch campus data in next cycle	
Notes/Next Steps	Will re-assess this SLO	
SLO 2	Students will collaborate with peers to construct and deliver an effective class presentation.	
PCC Gen. Education Competencies	Use Interpersonal Skills Essential For Their Chosen Fields	

Method/Tools/Scoring	**Performance Assessment**: Student groups organize and perform a presentation. Students and instructors rate presentations with same rubric. Student ratings were averaged and compared with instructor ratings.
Sampling/No. of Participants	22 students; four course sections
Performance Target	80% will score at level 3 "Good" on an evaluation rubric (on a four category scale)
Results	100% of the average of both student ratings and instructor ratings met the performance target of Level 3 (16-17) or better. Minimal difference (.23) between student ratings of each other and instructor rating of students (.23 difference).
Use of Results	More effective communication regarding the assessment plan, process, reporting, and participation expectations are needed across all campuses. Updated rubric planned for next cycle.
Notes/Next Steps	Will re-assess this SLO

Communication

Based upon assessment results from last year, the communications faculty determined that desired student learning outcomes for speech and communication assignments required a change in methodology. For this assessment cycle, SLOs were rewritten to focus on more basic elements of the communication processes that were assessed more globally last year. The changes resulted in additional instruction, practice, and review of the more basic communication concepts and their applications.

Discipline	Course Assessed	Assessment Timeline
COM	COM 115	Fall 2014

SLO 1	Students will construct and deliver an effective, appropriate, and meaningful conclusion to their speeches.
PCC Gen. Education Competency	Read, Write, and Speak Effectively
Method/Tools/Scoring	Performance Assessment on Persuasive Speech; assessed by departmental rubric
Sampling/No. of Participants	41 students were assessed
Performance Target	80% of students will be able to attain a score of 1 or higher on a scale of 0 – 2: 0 = ineffective); 1 = OK; 2 = Appropriate & Effective)

Results	85% of students met the performance target
Use of Results	Raise expectation level to 2 "Appropriate & Effective"
Notes/Next Steps	Will re-assess this SLO

Discipline	Course Assessed	Assessment Timeline
COM	COM 125	Fall 2014
SLO 1	Students will demonstrate the ability to identify breakdowns in communication due to violations of appropriate non-verbal behavior.	
PCC Gen. Education Competency	Read, Write, & Speak Effectively; Interpret, Evaluate, and Synthesize Information	
Method/Tools/Scoring	Extended Written Response in which students identify proxemics in a journal assignment; assessed by departmental rubric	
Sampling/No. of Participants	16 students	
Performance Target	75% of students will meet the performance target	
Results	56% met performance target in identification of proxemics; however, 87.8% provided reasonable alternative answers about communication breakdowns	
Use of Results	Expand question to ask for identifications of all forms of potential breakdowns in nonverbal communication. Identification of proxemics specifically will be measured by a new assignment	
Notes/Next Steps	Will re-assess this SLO	

Discipline	Course Assessed	Assessment Timeline
COM	COM 220	Fall 2014
SLO 1	Students will identify an example of a symbol and explain how members of a culture construct meaning for that symbol.	
PCC Gen. Education Competency	Apply Global and Cultural Perspectives	
Method/Tools/Scoring	Extended Written Response: research paper requiring analysis of graphic novel	
Sampling/No. of Participants	18 students	
Performance Target	75% will demonstrate their ability to identify a symbol and support their interpretation of it by achieving a score of 15 or higher as evaluated by departmental rubric	
Results	44% achieved the performance target	
Use of Results	Students could identify symbol, but were weak in citing evidence; Course is being redesigned for Fall 2015; assignment will change	
Notes/Next Steps	Will re-assess this SLO	

Discipline	Course Assessed	Assessment Timeline
COM	COM 220	Fall 2014
SLO 2	Students will demonstrate new perspectives about their own cultural rules and biases.	
PCC Gen. Education Competency	Apply Global and Cultural Perspectives	
Method/Tools/Scoring	Final Research Papers analyzing communication between at least two cultures; assessed by departmental rubric	
Sampling/No. of Participants	17 students	
Performance Target	75% will reach a Level 3 or "Milestone" score as defined on the Value Rubric	
Results	59% achieved the performance target	
Use of Results	Course is being redesigned for Fall 2015; cultural competency assignment will change	
Notes/Next Steps	Will re-assess this SLO	

College Composition & Reading:

As College Composition and Reading courses are newer courses, information from assessment data is crucial for continued development and refinement of the curricula in both CCR 092 and 094. For CCR 092, the SLO from last year was re-assessed but with a much larger sample for this year. Similarly, for CCR 094, SLO 2 from last year became SLO 1 this year, as correct overall essay structure is the most essential learning outcome for students at this course level. Both CCR 092 and 094 students were also assessed on the use of very basic source information in their essays.

Discipline	Course Assessed	Assessment Timeline
CCR	CCR 091 & 092	Fall 2014 & Spring 2015
SLO 1	Students will demonstrate the ability to understand reading selections and incorporate relevant information into their essays	
PCC Gen. Education Competency	Read, Write, and Speak Effectively	

Method/Tools/Scoring	Extended Written Response; Selected Response; assessed by departmental rubric and objective answer key
Sampling/No. of Participants	1. 42 CCR 092 students (sections that required guided reading assignments) 2. 6 CCR 091 students (sections with additional reading exercises assigned) 3. 12 CCR 092 students (sections that required in-text citations for four or more paragraphs) 4. 30 CCR 092 students (sections that required in-text citations for three or more paragraphs)
Performance Target	75% will demonstrate reading comprehension by scoring at least 70% on their final quiz; 75% will score 10 or better on the rubric for the written portion of the final
Results	1. CCR 092 – 88% met performance target for reading comprehension 2. CCR 091 – 50% demonstrated significant improvement in reading comprehension 3. CCR 092 – (4 or more practices) 80% met performance target 4. CCR 092 – (3 or fewer practices) 40% met performance target
Use of Results	CCR 092 instructors will be directed to provide 8 or more reading process practices; CCR 092 instructors will be directed to provide 4 or more practices on how to incorporate source material into paragraphs/essays; English Dept. will host at least one professional development opportunity in Fall 2015 to help instructors teach these skills.
Notes/Next Steps	Will re-assess this SLO

Discipline	Course Assessed	Assessment Timeline
CCR	CCR 094	Spring 2015

SLO 1	CCR 094 students will demonstrate an understanding of the structure of the essay by writing a well-organized essay in which they apply the principles of thesis, unity, coherence, support, and style.
PCC Gen. Education Competency	Read, Write, and Speak Effectively
Method/Tools/Scoring	Extended Written Response: departmental final writing exam; CCR 094/ENG 121 outcomes were compared with traditional ENG 121 outcomes; assessed by departmental rubric
Sampling/No. of Participants	CCR 094 – 27 students ENG 121 – 35 students
Performance Target	75% will write well-structured, coherent, unified essays, demonstrated by 3 or better on the evaluation rubric; 75% will demonstrate skill levels similar to or better than ENG 121 students in stand-alone courses
Results	67% of CCR 094 students scored 3 or better on writing well-structured essays; 68% of ENG 121 scored 3 or better on writing well-structured essays
Use of Results	Increase sampling next cycle; consider a different evaluation instrument
Notes/Next Steps	Will re-assess this SLO
SLO 2	Students will demonstrate their ability to paraphrase source information

PCC Gen. Education Competency	Interpret, Evaluate, & Synthesize Information
Method/Tools/Scoring	Extended Written Response: after instruction, students will paraphrase a quotation accurately.
Sampling/No. of Participants	14 students
Performance Target	80% will score 6 or higher
Results	71% met the performance target
Use of Results	Significant improvement since last assessment cycle; will develop additional strategies to teach this skill
Notes/Next Steps	Will not re-assess this SLO

English Composition

Composition is an essential skill impacting all academic disciplines, thus emphasis on essay structure, revision principles, and essential research skills is embedded in all courses. At the ENG 121 level, two of the three SLOs from last year were re-assessed this year, but re-ordered. The third SLO from last year (creating a Works Cited page) was moved to the ENG 122 level. It was replaced at the 121 level with an SLO on effective revision. These changes are part of the redesign of the course this year. At the ENG 122 level, SLOs 1 and 2 were re-assessed. Three additional SLOs were also added to emphasize the importance of effective research in this course.

Discipline	Course Assessed	Assessment Timeline
ENG	ENG 121	Fall 2014 & Spring 2015
SLO 1	ENG 121 students will demonstrate an understanding of the structure of the essay by writing a well-organized essay in which they apply the principles of thesis, unit, coherence, support, and style.	
PCC Gen. Education Competency	Read, Write, & Speak Effectively	
Method/Tools/Scoring	Extended Written Response: departmental final writing exam; CCR 094/ENG 121 outcomes were compared with traditional ENG 121 outcomes; assessed with departmental rubric	

Sampling/No. of Participants	CCR 094 – 27 students ENG 121 – 35 students
Performance Target	75% will demonstrate a rubric score of 3 or better
Results	67% of students in CCR 094/ENG 121 met performance target; 68% of traditional ENG 121 met performance target
Use of Results	Increase sampling; consider different measure of this SLO
Notes/Next Steps	Will re-assess this SLO
SLO 2	ENG 121 students will revise their essays to demonstrate a rigorous revision process.
PCC Gen. Education Competency	Read, Write, & Speak Effectively
Method/Tools/Scoring	Extended Written Response: Results from original delivery of ENG 121 compared to results from redesigned ENG 121
Sampling/No. of Participants	Fall 2014 – 49 students from 3 course sections Spring 2015 – 55 students from 5 course sections
Performance Target	75% will achieve a revision score of at least 2 "Moderately Revised"
Results	67% met performance target in Fall 78% met performance target in Spring
Use of Results	"Radical revision" process resulted in a higher level of revision and a stronger grasp of the process; implement "radical revision" assignment more fully;
Notes/Next Steps	Will re-assess this SLO
SLO 3	Students will demonstrate their ability to paraphrase source information
PCC Gen. Education Competency	Interpret, Evaluate, & Synthesize Information
Method/Tools/Scoring	Extended Written Response, evaluated with rubric
Sampling/No. of Participants	Spring 2015 – 24 students
Performance Target	80% will achieve 6 or higher
Results	75% achieved the performance target
Use of Results	Significant improvement since last assessment cycle; will develop additional strategies to teach this skill
Notes/Next Steps	Will not re-assess this SLO

Discipline	Course Assessed	Assessment Timeline
ENG	ENG 122	Fall 2014 & Spring 2015

SLO 1	ENG 122 students will integrate source material into their research papers using signal phrases and other integrating devices correctly.
PCC Gen. Education Competency	Interpret, Evaluate, & Synthesize Information
Method/Tools/Scoring	Extended Written Response: Students will use signal phrases and other integrating devices as assessed with departmental rubric
Sampling/No. of Participants	Fall 2014 – 15 students Spring 2015 – 49 students

Performance Target	75% will meet performance target
Results	Fall 2014 – 42% met performance target Spring 2015 – 74% met performance target
Use of Results	Expand sampling to other sections and campuses; develop other strategies to improving students' skills; possibly re-configure rubric
Notes/Next Steps	Will re-assess this SLO
SLO 2	ENG 122 students will incorporate in-text citations in their research papers correctly
PCC Gen. Education Competency	Read, Write, & Speak Effectively
Method/Tools/Scoring	Extended Written Response; assessed with departmental rubric
Sampling/No. of Participants	Spring 2015: 66 students
Performance Target	75% of students will attain rubric score of 3 or higher
Results	70% met performance target
Use of Results	Develop additional strategies to teach this skill
Notes/Next Steps	Will re-assess this SLO
SLO 3	ENG 122 students will construct MLA Works Cited lists that correctly document and format the types of primary and secondary sources required in the problem-solution research paper.
PCC Gen. Education Competency	Interpret, Evaluate, & Synthesize Information
Method/Tools/Scoring	Extended Written Response on final problem/solution paper; assessed with departmental rubric
Sampling/No. of Participants	Fall 2014 – 36 students Spring 2015 – 66 students
Performance Target	75% will attain rubric score of 3 or higher
Results	48% met performance target
Use of Results	Articulate expectations to all instructors/all campuses; revise rubric
Notes/Next Steps	Will not re-assess this SLO as written; plan to re-write SLO
SLO 4	Students will employ correct MLA manuscript style, including headings, pagination, and level of headings, in their research papers.
PCC Gen. Education Competency	Read, Write, & Speak Effectively
Method/Tools/Scoring	Extended Written Response assessed with departmental checklist
Sampling/No. of Participants	66 students
Performance Target	75% will achieve 3 or higher as assessed by rubric
Results	Headings/Sub-headings: 70% met performance target Pagination: 65% met performance target Papers w/no dropped quotations: 62%
Use of Results	Some improvements noted over last semester; however, checklist needs to be changed
Notes/Next Steps	Will re-assess this SLO

SLO 5	Students will demonstrate critical thinking by researching and finding a specific problem and communicating researched-based solutions to that problem.
PCC Gen. Education Competency	Interpret, Evaluate, & Synthesize Information
Method/Tools/Scoring	Extended Written Response; assessed with critical thinking value rubric
Sampling/No. of Participants	Fall 2014 – 23 students Spring 2015 – 40 students
Performance Target	75% will achieve 3 or higher as assessed by value rubric
Results	Fall 2014 – 63.4% met performance target Spring 2015 – 60.3% met performance target
Use of Results	Establish baseline; increase overall sampling
Notes/Next Steps	Will re-assess this SLO

Technical Writing

Based upon their 2013-14 results and subsequent analysis for ENG 131, the English &

Communications department closed last year's SLOs and formulated a new one for this

assessment cycle.

Discipline	Course Assessed	Assessment Timeline
ENG	ENG 131	Fall 2014 & Spring 2015
SLO 1	ENG 131 students will demonstrate an understanding of basic components of visual design by integrating graphics into their description reports.	
PCC Gen. Education Competency	Use Technology to Achieve Educational Objectives	
Method/Tools/Scoring	Extended Written Response; assessed with departmental rubric	
Sampling/No. of Participants	Fall 2014 – 18 students Spring 2014 – 18 students	
Performance Target	75% will achieve 3 or higher as assessed by rubric	
Results	Fall 2014 – 92% met performance target Spring 2014 – 83% met performance target	
Use of Results	Modular approach for integrating graphic design is working; students consistently met or exceeded this SLO	
Notes/Next Steps	Will not re-assess this SLO	

Literature

During the 2013-14 assessment cycle, the performance target for LIT 115 was not met. The instructors for the course conducted item analyses to identify which specific topics of instruction on which to concentrate their instructional improvements. Having identified analysis of "alliteration" and "meter" as the two most common deficiencies, changes were made in the content of the unit, instructional practices, and the timing in the semester of the test.

Discipline	Course Assessed	Assessment Timeline
LIT	LIT 115	Fall 2014
SLO 1	LIT 115 students will identify the basic elements of poetry.	
PCC Gen. Education Competency	Read, Write, & Speak Effectively Interpret, Evaluate, & Synthesize Information	
Method/Tools/Scoring	Selected Response	
Sampling/No. of Participants	Fall 2014 – 37 students	
Performance Target	80% will achieve 75% or higher as assessed by objective examination	
Results	Fall 2014 – 57% met performance target	
Use of Results	Teaching methodology has been modified; also, assessment tool will be changed to more closely reflect course content. Instructors have determined that some of the skills assessed on this test were more advanced than students are prepared for in a beginning level literature course.	
Notes/Next Steps	Will not re-assess this SLO	

FINE ARTS & HUMANITIES

Fine Arts

Last year's SLO 1 for ART 110 was closed at the completion of the assessment process. The second SLO was re-assessed again this year, although it was re-written with slightly more specific language. Instructional modules were updated and improved. Both SLOs for this year reflect a higher level of rigor for written assignments of the course.

Discipline	Course Assessed	Assessment Timeline
ART	ART 110	Fall 2014

SLO 1	ART 110 students will write using an academic voice
PCC Gen. Education Competency	Read, Write, & Speak Effectively
Method/Tools/Scoring	Extended Written Response
Sampling/No. of Participants	83 student papers from Pueblo and Fremont Campuses
Performance Target	80% of students will achieve 5 points or more on the academic writing component of the assignment as graded by departmental rubric
Results	33% of students achieved 5 or more points
Use of Results	Main skill deficiency was in correctly documenting sources or in neglecting to document at all. Department will consult with other departments for advice and create a guideline to be distributed to students
Notes/Next Steps	Will re-assess this SLO

SLO 2	ART 110 students will utilize visual literacy (Design Elements and Principles) to analyze works of art
PCC Gen. Education Competency	Read, Write, & Speak Effectively
Method/Tools/Scoring	Extended Written Response; assessed with departmental rubric
Sampling/No. of Participants	83 student papers from Pueblo and Fremont Campuses
Performance Target	75% of students will achieve 8 points or more on the visual literacy component of the assignment
Results	54% of student achieved 5 or more points
Use of Results	Students tended to focus on biographical information about artists rather than their artwork, which was the focus of the assignment. Main skill deficiency was students' analysis of particular design elements and principles of design; instructors also noted both lack of quality content and lack of editing. Department will consider adding more grade weight to the assignment.
Notes/Next Steps	Will re-assess this SLO

Humanities

For HUM 121, both of last year's SLOs were closed at the conclusion of the assessment process. This year, like in ART 110, the Art Department wanted to place more emphasis on academic writing for this course. Thus, the first SLO was identified for both courses. The

second SLO for HUM 121 was also selected as a way to emphasize students' academic writing

and research skills related to the course content.

Discipline	Course Assessed	Assessment Timeline
HUM	HUM 121	Fall 2014 and Spring 2015
SLO 1	HUM 212 students will write using an academic voice.	
PCC Gen. Education Competency	Read, Write, & Speak Effectively	
Method/Tools/Scoring	Extended Written Response on final research paper	
Sampling/No. of Participants	29 students from two sections of course	
Performance Target	80% of students will achieve 3 or better as evaluated by the departmental rubric	
Results	38% of students met performance target for academic writing	
Use of Results	More emphasis on academic writing as an instructional focus. Main skill deficiency was in correctly documenting sources and avoiding use of first person pronouns. Department will create an academic writing guideline to be distributed to students and will also require submission of a rough draft so that students can obtain early feedback.	
Notes/Next Steps	Will re-assess this SLO	
SLO 2	Students will analyze similarities and differences of a topic from the ancient world compared to an equivalent topic from the modern era.	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information Apply Global and Cultural Perspectives	
Method/Tools/Scoring	Extended Written Response on research papers	
Sampling/No. of Participants	29 students	
Performance Target	75% of students will achieve 3 or better on the critical thinking Value Rubric 75% of students will achieve 3 or better on the Global Perspectives Value Rubric	
Results	34% met the performance target for Critical Thinking 41% met the performance target for Global Perspectives	
Use of Results	Incorporate more complex theses and coach students to analyze from different points of view; introduce and discuss the rubric before the paper is assigned; require submission of a rough draft; work to get more branch campus involvement	
Notes/Next Steps	Will re-assess this SLO	

Philosophy

The ability to evaluate difference in schools of ethical thought is a fundamental skill of PHI 112 (Ethics), and aligns with the college goal of engaging students in critical thinking. This SLO was re-assessed this year.

Discipline	Course Assessed	Assessment Timeline
PHI	PHI 112	Spring 2015
SLO 1	PHI 112 students will evaluate the major ethical theories.	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information	
Method/Tools/Scoring	Selected Response	
Sampling/No. of Participants	34 students	
Performance Target	50% of students will achieve 70% or better on survey of ethical theories and philosophers.	
Results	12% met the performance target	
Use of Results	Most students were not able to match major philosophers with their theories. As this is a fundamental concept of the course, several solutions will be considered, including, but not limited to changing textbook, reviewing the assessment tool, and hiring faculty with more credentials in this discipline.	
Notes/Next Steps	Will re-assess this SLO	

Spanish

Last year's SLO for SPA 111 was re-assessed this year. However, phrasing of the SLO identified a general expectation that students would "demonstrate knowledge of vocabulary and grammar in conversational situations." For this year, the SLO was written as two more specific course expectations that identify the specific conversational situations being assessed.

Discipline	Course Assessed	Assessment Timeline
SPA	SPA 111	Spring 2015

SLO 1	SPA 111 students will interpret written and oral texts of various types dealing with daily topics to identify the main idea, keywords, and specific detail.
PCC Gen. Education Competency	Interpret, Evaluate, & Synthesize Information
Method/Tools/Scoring	Performance Assessment on answers to questions after viewing videos
Sampling/No. of Participants	30 students
Performance Target	80% of students will achieve 80% or better
Results	76.5% of students met the performance target
Use of Results	Follow chapter reading and listening activities with graded exercises; make assignments part of final grade
Notes/Next Steps	Will re-assess this SLO
SLO 2	SPA 111 students should be able to exchange personal information concerning everyday life, by asking and answering questions, expressing likes and dislikes, and making basic comparisons.
PCC Gen. Education Competency	Interpret, Evaluate, & Synthesize Information Apply Global and Cultural Perspectives
Method/Tools/Scoring	Performance Assessment & Personal Communication on final exam in which students communicate with a fluent Spanish speaker
Sampling/No. of Participants	30 students
Performance Target	80% of students will achieve 80% or better
Results	93% achieved the performance target
Use of Results	Incorporate more conversation activities throughout the semester to increase greater proficiency at the 90-100% level.
Notes/Next Steps	Will re-assess this SLO

MATHEMATICS

SLO 1 for both MAT 050 (Quantitative Literacy) and 055 (Algebraic Literacy) were re-assessed for 2014-15, although the wording of the SLO was slightly modified for this year. In both courses, instructors planned for more emphasis and consistency on applying math skills to problem-solving situations. They also developed an updated faculty guide for this year.

Discipline	Course Assessed	Assessment Timeline
MAT	MAT 050	Spring 2015
SLO 1	MAT 050 students will be able to analyze and evaluate data; then, synthesize the information to solve a variety of application problems.	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information	
Method/Tools/Scoring	Selected Response on selected unit tests and final exam: 8 exam questions	
Sampling/No. of Participants	300+ students	
Performance Target	Overall increase in average by 2% -- to 54.7%	
Results	49.3% met the target	
Use of Results	More in-class practice on application problems	
Notes/Next Steps	Will re-assess this SLO	

Discipline	Course Assessed	Assessment Timeline
MAT	MAT 055	Spring 2015
SLO 1	MAT 055 students will be able to analyze and evaluate data; then, synthesize the information to solve a variety of application problems.	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information	
Method/Tools/Scoring	Selected Response on selected unit tests and final exam: 21 exam questions	
Sampling/No. of Participants	120+ students	
Performance Target	Overall increase in average by 2% -- to 54.7%	
Results	55.8% met the performance target – a 3.1 increase over the baseline	
Use of Results	More in-class practice on application problems	
Notes/Next Steps	Will re-assess this SLO	

SLO 1 in MAT 120 was also repeated from 2013-14. The instructor planned to weight grades for fact checks and for the final exam more heavily this year, with the goal of getting students to prepare more thoroughly for the final exam.

Discipline	Course Assessed	Assessment Timeline
MAT	MAT 120	Spring 2015
SLO 1	Mat 120 students will correctly use mathematical language as responsible citizens.	
PCC Gen. Education	Interpret, Evaluate, and Synthesize Information	

Competency	
Method/Tools/Scoring	Selected Response on fill-in-the-blank final vocabulary exam
Sampling/No. of Participants	15 Students
Performance Target	50% of students will score above the mean (80%)
Results	40% scored above the mean (79% for this group)
Use of Results	Include more repetition of important concepts (activities, discussion, etc.); include mid-term exam written in same format as final exam; implement more gaming elements into the course
Notes/Next Steps	Will re-assess this SLO

SLO 1 for MAT 121 was re-assessed again this year. Instructors identified the need for more emphasis and consistency on application of algebra skills to problem-solving situations. They also identified a need to use standardized questions with the departmental assessment tool, rather than the previous practice of letting instructors select individual questions to assess certain concepts.

Discipline	**Course Assessed**	**Assessment Timeline**
MAT	MAT 121	Spring 2015

SLO 1	MAT 121 students will be able to analyze and evaluate data; then, synthesize the information to solve a variety of application problems.
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information
Method/Tools/Scoring	Selected Response in work from *MyLabsPlus*, unit and final tests
Sampling/No. of Participants	55 students, randomly selected
Performance Target	Overall increase in baseline average by 2% -- to 62.4%
Results	Overall average of 78.3% (increase of 15%)
Use of Results	Continue emphasis of application in course work; include chapter exams in next cycle of assessment
Notes/Next Steps	To Be Determined

SLOs for MAT 122 and MAT 135 we added to the Math Department assessment plan for this year.

Discipline	Course Assessed	Assessment Timeline
MAT	MAT 122	Fall 2014 & Spring 2015

SLO 1	MAT 122 students will be able to interact appropriately while learning about and solving problems that involve cyclic phenomena, and those relating angle and distance measures.
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information
Method/Tools/Scoring	Personal Communication on open-ended survey about impact of small group work
Sampling/No. of Participants	Fall 2014 - 22 Students Spring 2015 – 20 students
Performance Target	80% will report "Beneficial" on their summary check-off
Results	Fall 2014 – 91% met the performance target Spring 2015 – 90% met the performance target
Use of Results	Continue to implement group work, with adjustments made to meet individual needs
Notes/Next Steps	Will re-assess this SLO

Discipline	Course Assessed	Assessment Timeline
MAT	MAT 135	Fall 2014 & Spring 2015

SLO 1	MAT 135 students will be able to design an experiment to gather data; then, summarize and analyze the data using descriptive and inferential statistics on a final project.
PCC Gen. Education Competency	Read, Write, and Speak Effectively
Method/Tools/Scoring	Extended Written Response; Performance Assessment
Sampling/No. of Participants	Fall 2014 – 9 students Spring 2015 – 5 students
Performance Target	80% average on final project grade
Results	Fall 2014 – 64.7% average score Spring 2015 – 81.8 average score
Use of Results	Before administering the assessment in Spring 2015, instructions were revised, practice summaries were completed in group activities; example of well-written project was given as an example
Notes/Next Steps	Will re-assess this SLO

The Math Department has documented that student completion of a capstone lab in MAT 201 correlates with a high pass rate for the course. Thus, SLO 1 was re-assessed this year.

Discipline	Course Assessed	Assessment Timeline
MAT	MAT 201	Spring 2015
SLO 1	MAT 201 students will be able to correctly use technology , use proper techniques, arrive at correct answers, and analyze results by completing a Capstone Lab.	
PCC Gen. Education Competency	Read, Write, and Speak Effectively Interpret, Evaluate, and Synthesize Information	
Method/Tools/Scoring	Extended Written Response; Performance Assessment	
Sampling/No. of Participants	15 Students	
Performance Target	75% of students who complete the Capstone Lab will achieve 80% or higher	
Results	12 student met the performance target	
Use of Results	Math labs (20) were re-written, but need further refinement; more group work will be encouraged	
Notes/Next Steps	Will re-assess this SLO	

SCIENCE

At the conclusion of the 2013-14 assessment cycle, the Science Department identified four of their six SLOs as being completed (or closed), one to re-assess, and one to redesign with new mastering assignments. This year, an overarching scientific objective for all courses was identified. Students' abilities to explore topics, identify scientific components, interpret research, analyze results, and draw conclusions in each of the disciplines was assessed with various assessment tools specific to the content and complexity of the courses.

Astronomy

Discipline	Course Assessed	Assessment Timeline
AST	AST 101	Spring 2015
SLO 1	Astronomy students will be able to explore and interpret scientific research including the identification of the hypothesis and controls, as well as analyze results and conclusions	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information	
Method/Tools/Scoring	Selected Response on quiz	
Sampling/No. of Participants	38 Students	
Performance Target	75% of students will earn 72% or higher	

Results	94.7% or students passed with 72% or higher
Use of Results	Using this data to establish a baseline; for next assessment cycle, also include data from charts & graphs
Notes/Next Steps	To Be Determined

Discipline	Course Assessed	Assessment Timeline
AST	AST 102	Spring 2015
SLO 1	Astronomy students will be able to explore and interpret scientific research including the identification of the hypothesis and controls, as well as analyze results and conclusions.	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information	
Method/Tools/Scoring	Selected Response	
Sampling/No. of Participants	13 Students	
Performance Target	75% of students will earn 72% or higher	
Results	100% of students met the performance target	
Use of Results	Using this data to establish a baseline; for next assessment cycle, also include data from charts & graphs	
Notes/Next Steps	To Be Determined	

Biology

Discipline	Course Assessed	Assessment Timeline
BIO	BIO 106	Spring 2015
SLO 1	Biology students will be able to explore and interpret scientific research including the identification of the hypothesis and controls, as well as analyze results and conclusions.	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information	
Method/Tools/Scoring	Selected Response	
Sampling/No. of Participants	43 Students	
Performance Target	75% of students will earn 72% or higher	
Results	95.3% of students earned 72% or higher	
Use of Results	Using this data to establish a baseline; for next assessment cycle, also include data from charts & graphs	
Notes/Next Steps	To Be Determined	

Discipline	Course Assessed	Assessment Timeline
BIO	BIO 111	Spring 2015

SLO 1	Biology students will be able to explore and interpret scientific research including the identification of the hypothesis and controls, as well as analyze results and conclusions.
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information
Method/Tools/Scoring	Selected Response by quiz, requiring comprehension and analysis of scholarly article
Sampling/No. of Participants	69 students
Performance Target	75% of students will earn 72% or higher
Results	88.4% met performance target
Use of Results	Using this data to establish a baseline; for next assessment cycle, also include data from charts & graphs
Notes/Next Steps	To Be Determined

Discipline	Course Assessed	Assessment Timeline
BIO	BIO 201	Spring 2015

SLO 1	Biology students will be able to explore and interpret scientific research including the identification of the hypothesis and controls, as well as analyze results and conclusions.
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information
Method/Tools/Scoring	Selected Response by quiz, requiring comprehension and analysis of scholarly article
Sampling/No. of Participants	45 students
Performance Target	75% of students will earn 72% or higher
Results	91.1% of students met the performance target
Use of Results	Using this data to establish a baseline; for next assessment cycle, also include data from charts & graphs
Notes/Next Steps	To Be Determined

Discipline	Course Assessed	Assessment Timeline
BIO	BIO 202	Spring 2015

SLO 1	Biology students will be able to explore and interpret scientific research including the identification of the hypothesis and controls, as well as analyze results and conclusions.
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information

Method/Tools/Scoring	Selected Response by quiz, requiring comprehension and analysis of scholarly article
Sampling/No. of Participants	47 students
Performance Target	75% of students will earn 72% or higher
Results	83% met the performance target
Use of Results	Using this data to establish a baseline; for next assessment cycle, also include data from charts & graphs
Notes/Next Steps	To Be Determined

Chemistry & Physics

Discipline	Course Assessed	Assessment Timeline
CHE	CHE 101	Spring 2015

SLO 1	Chemistry students will be able to explore and interpret scientific research including the identification of the hypothesis and controls, as well as analyze results and conclusions.
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information
Method/Tools/Scoring	Selected Response by quiz, requiring comprehension and analysis of scholarly article
Sampling/No. of Participants	20 students
Performance Target	75% of students will earn 72% or higher
Results	95% of students met the performance target
Use of Results	Using this data to establish a baseline; for next assessment cycle, also include data from charts & graphs
Notes/Next Steps	To Be Determined

Discipline	Course Assessed	Assessment Timeline
CHE	CHE 102	Spring 2015

SLO 1	Chemistry students will be able to explore and interpret scientific research including the identification of the hypothesis and controls, as well as analyze results and conclusions.
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information
Method/Tools/Scoring	Selected Response quiz, requiring comprehension/analysis of scholarly article
Sampling/No. of Participants	15 students
Performance Target	75% of students will earn 72% or higher
Results	100% of the students met the performance target

Use of Results	Using this data to establish a baseline; for next assessment cycle, also include data from charts & graphs
Notes/Next Steps	To Be Determined

Discipline	Course Assessed	Assessment Timeline
CHE	CHE 112	Spring 2014

SLO 1	Chemistry students will be able to explore and interpret scientific research including the identification of the hypothesis and controls, as well as analyze results and conclusions.
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information
Method/Tools/Scoring	Selected Response by quiz, requiring comprehension and analysis of scholarly article
Sampling/No. of Participants	5 students
Performance Target	75% of students will earn 72% or higher
Results	83% of students met the performance target
Use of Results	Using this data to establish a baseline; for next assessment cycle, also include data from charts & graphs
Notes/Next Steps	To Be Determined

Discipline	Course Assessed	Assessment Timeline
PHY	PHY 112	Spring 2015

SLO 1	Physics students will be able to explore and interpret scientific research including the identification of the hypothesis and controls, as well as analyze results and conclusions.
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information
Method/Tools/Scoring	Selected Response by quiz, requiring comprehension and analysis of scholarly article
Sampling/No. of Participants	9 students
Performance Target	75% of students will earn 72% or higher
Results	100% or the students met the performance target
Use of Results	Using this data to establish a baseline; for next assessment cycle, also include data from charts & graphs
Notes/Next Steps	To Be Determined

SOCIAL SCIENCES

For the 2014-15 academic year, the Social Sciences Department adopted a new assessment strategy aligned with the mission of the department. This strategy included an overarching learning objective for the geography, history, and political science courses. Because these disciplines rely heavily on fair and accurate research, departmental faculty felt that it should be considered an essential in all disciplines. Students were assessed on their abilities to evaluate appropriate academic sources, to identify topics relevant to the subject and historical context, and to communicate their findings in writing. Assessment tools and methods specific to the content and complexity of the courses were selected and used for each discipline.

Geography, History, & Political Science

Discipline	Course Assessed	Assessment Timeline
GEO	GEO 105	Spring 2015
SLO 1	Students will identify appropriate and a required number of academic sources within contemporary forms of technology, select topics that are relevant to the academic subject and time-frame, and communicate those findings effectively in written form.	
PCC Gen. Education Competency	Read, Write, and Speak Effectively Interpret, Evaluate, and Synthesize Information Use Technology to Achieve Educational Objectives	
Method/Tools/Scoring	Extended Written Response scored with departmental rubric	
Sampling/No. of Participants	30 students	
Performance Target	70% of students will attain scores of 4 (out of 5) in three areas: communication, critical thinking, and information & communication technology literacy	
Results	86% met the performance target	
Use of Results	Results are well above the performance target, and consistent with last year's results. Department to make minor adjustments to the rubric used and to ensure that sampling is sufficient by inclusion of data from the branch campuses. Department has video resources for how and why to use outside source material.	
Notes/Next Steps	Will re-assess this SLO	

Discipline	Course Assessed	Assessment Timeline
HIS	HIS 111	Fall 2014 & Spring 2015

SLO 1	HIS 111 students will identify appropriate and a required number of academic sources within contemporary forms of technology, select topics that are relevant to the academic subject and time-frame, and communicate those findings effectively in written form.
PCC Gen. Education Competency	Read, Write, and Speak Effectively; Interpret, Evaluate, and Synthesize Information; Use Technology to Achieve Educational Objectives
Method/Tools/Scoring	Extended Written Response on historical topic writing assignment scored with a rubric
Sampling/No. of Participants	Fall 2014 – 90 students Spring 2015 – 71 students
Performance Target	70% of students will attain scores of 4 (out of 5) in three areas: communication, critical thinking, and information & communication technology literacy
Results	Fall 2014 – 79% met the performance target Spring 2015 – 65% met the performance target 2014-15 Overall – 73% met the performance target
Use of Results	More accurate and rigorous rubric was implemented for 2015, resulting in more standardized results across all sections. Instructors are encouraged to access and use video resources that reinforce how and why to use outside source material. Also, department wants to include data from branch campuses
Notes/Next Steps	Will re-assess this SLO

Discipline	Course Assessed	Assessment Timeline
HIS	HIS 112	Fall 2014 & Spring 2015

SLO 1	HIS 112 students will identify appropriate and a required number of academic sources within contemporary forms of technology, select topics that are relevant to the academic subject and time-frame, and communicate those findings effectively in written form.
PCC Gen. Education Competency	Read, Write, and Speak Effectively; Interpret, Evaluate, and Synthesize Information; Use Technology to Achieve Educational Objectives
Method/Tools/Scoring	Extended Written Response on historical topic writing assignment scored with a rubric
Sampling/No. of Participants	Fall 2014 – 38 students Spring 2015 – 47 students
Performance Target	70% of students will attain scores of 4 (out of 5) in three areas: communication, critical thinking, and information & communication technology literacy
Results	Fall 2014 – 89% met performance target; Spring 2015 – 79% met performance target; 2014-15 Overall – 84% met performance target

Use of Results	More accurate and rigorous rubric was implemented for 2015, resulting in more standardized results across all sections. Instructors are encouraged to access and use video resources that reinforce how and why to use outside source material. Also, department wants to include data from branch campuses
Notes/Next Steps	Will re-assess this SLO

Discipline	Course Assessed	Assessment Timeline
HIS	HIS 121	Fall 2014 & Spring 2014
SLO 1	HIS 121 students will identify appropriate and a required number of academic sources within contemporary forms of technology, select topics that are relevant to the academic subject and time-frame, and communicate those findings effectively in written form.
PCC Gen. Education Competency	Read, Write, and Speak Effectively Interpret, Evaluate, and Synthesize Information Use Technology to Achieve Educational Objectives
Method/Tools/Scoring	Extended Written Response on historical topic writing assignment scored with a rubric
Sampling/No. of Participants	Fall 2014 – 25 students Spring 2015 – 60 students
Performance Target	70% of students will attain scores of 4 (out of 5) in three areas: communication, critical thinking, and information & communication technology literacy
Results	Fall 2014 – 96% met performance target Spring 2015 – 82% met performance target 2014-15 Overall – 86% met performance target
Use of Results	More accurate and rigorous rubric was implemented for 2015, resulting in more standardized results across all sections. Instructors are encouraged to access and use video resources that reinforce how and why to use outside source material. Also, department wants to include data from branch campuses
Notes/Next Steps	Will re-assess this SLO

Discipline	Course Assessed	Assessment Timeline
HIS	HIS 122	Fall 2014 & Spring 2015
SLO 1	HIS 122 students will identify appropriate and a required number of academic sources within contemporary forms of technology, select topics that are relevant to the academic subject and time-frame, and communicate those findings effectively in written form.
PCC Gen. Education Competency	Read, Write, and Speak Effectively; Interpret, Evaluate, and Synthesize Information; Use Technology to Achieve Educational Objectives
Method/Tools/Scoring	Extended Written Response on historical topic writing assignment scored with a rubric

Sampling/No. of Participants	Fall 2014 – 25 students Spring 2015 – 60 students
Performance Target	70% of students will attain scores of 4 (out of 5) in three areas: communication, critical thinking, and information & communication technology literacy
Results	Fall 2014 – 85% met the performance target Spring 2015 – 78% met the performance target
Use of Results	More accurate and rigorous rubric was implemented for 2015, resulting in more standardized results across all sections. Instructors are encouraged to access and use video resources that reinforce how and why to use outside source material. Also, department wants to include data from branch campuses
Notes/Next Steps	Will re-assess this SLO

Discipline	Course Assessed	Assessment Timeline
HIS	HIS 247	Spring 2015

SLO 1	HIS 247 students will identify appropriate and a required number of academic sources within contemporary forms of technology, select topics that are relevant to the academic subject and time-frame, and communicate those findings effectively in written form.
PCC Gen. Education Competency	Read, Write, and Speak Effectively; Interpret, Evaluate, and Synthesize Information; Use Technology to Achieve Educational Objectives
Method/Tools/Scoring	Extended Written Response on historical topic writing assignment scored with a rubric
Sampling/No. of Participants	Spring 2015 – 21 students
Performance Target	70% of students will attain scores of 4 (out of 5) in three areas: communication, critical thinking, and information & communication technology literacy
Results	Spring 2015 – 95% met the performance target
Use of Results	More accurate and rigorous rubric was implemented for 2015, resulting in more standardized results across all sections. Instructors are encouraged to access and use video resources that reinforce how and why to use outside source material. Also, department wants to include data from branch campuses
Notes/Next Steps	Will re-assess this SLO

Discipline	Course Assessed	Assessment Timeline
POS	POS 111	Spring 2015

SLO 1	POS 111 students will identify appropriate and a required number of academic sources within contemporary forms of technology, select topics that are relevant to the academic subject and time-frame, and communicate those findings effectively in written form.

PCC Gen. Education Competency	Read, Write, and Speak Effectively Interpret, Evaluate, and Synthesize Information Use Technology to Achieve Educational Objectives
Method/Tools/Scoring	Extended Written Response on historical topic writing assignment scored with a rubric
Sampling/No. of Participants	Spring 2015 – 60 students
Performance Target	70% of students will attain scores of 4 (out of 5) in three areas: communication, critical thinking, and information & communication technology literacy
Results	Spring 2015 – 83% met the performance target
Use of Results	More accurate and rigorous rubric was implemented for 2015, resulting in more standardized results across all sections. Instructors are encouraged to access and use video resources that reinforce how and why to use outside source material. Also, department wants to include data from branch campuses
Notes/Next Steps	Will re-assess this SLO

Psychology

SLO 1 was re-assessed in PSY 101 and in PSY 235 during this cycle. The departmental faculty worked together to implement strategies for students to achieve the desired outcomes, including incorporation of more in-class examples, class exercises, rewording of frequently-missed test items, and clarification of instructions. Results indicated continuing improvement during the year, and they planned to re-assess after refining the materials and strategies they developed for this purpose.

Discipline	Course Assessed	Assessment Timeline
PSY	PSY 101	Fall & Spring 2015
SLO 1	PSY 101 students will be able to evaluate a popular media article on a psychological topic for adherence to the basic rules of research to include a) identifying false assumptions presented as fact, b) correlation and variable of causation, c) potential for inappropriate actions if the article is taken seriously, and d) reframing the summary of research (title) to more accurately represent the findings.
PCC Gen. Education Competency	Read, Write, and Speak Effectively; Interpret, Evaluate, and Synthesize Information; Use Technology to Achieve Educational Objectives
Method/Tools/Scoring	Extended Written Response rated by rubric: Students read selected article

	and complete a written assignment consisting of three questions, two of which require paragraph-length answers.
Sampling/No. of Participants	Spring 2015 – 60 students
Performance Target	Class average of 80% or higher
Results	Spring 2015 – 80% met the performance target
Use of Results	Goal for achieving this SLO has been met.
Notes/Next Steps	Will not re-assess this SLO

Discipline	Course Assessed	Assessment Timeline
PSY	PSY 235	Spring 2015*

SLO 1	PSY 235 students will be able to evaluate environmental factors associated with, and affecting prenatal development and then apply possible outcomes using the developmental theories of Erikson and Piaget.
PCC Gen. Education Competency	Read, Write, and Speak Effectively; Interpret, Evaluate, and Synthesize Information; Use Technology to Achieve Educational Objectives
Method/Tools/Scoring	Extended Written Response rated by rubric: Students select environmental factors, identify the impact on a fetus, and research the long and short term effects of that factor on a developing child.
Sampling/No. of Participants	Spring 2015 – 60 students (Results of full year 2013-14 were compared with results so far 2014-15)
Performance Target	Class average of 80% or higher
Results	70% met the performance target (Spring 2015)
Use of Results	Comparison of 2013-14 results with 2014-15 results show increase of 25 percenage points; will use a different format and/or assessment tool in future
Notes/Next Steps	Will re-assess this SLO

Business and Advanced Technology (B&T) Division

The Business and Advanced Technology Division uses the assessment protocols adopted by Pueblo Community College in 2010-11. Full versions of plans and reports prepared by individual departments and the Assessment Faculty Lead can be found in the college network at U:\Assessment of Student Learning\Assessment of Student Learning 2014-15.   [See Appendix C for the 2014-15 the comprehensive B & T Division Report.]

For the 2014-15 assessment cycle, twelve B & T programs participated in the assessment process this year. Approximately 545 students were assessed on twenty-four student learning outcomes in B & T programs.

Assessment Summaries by Discipline

Accounting

The previous assessment cycle indicated many ACC 121 and 122 students struggled with the concepts needed to effectively analyze increasingly complex financial transactions and, accordingly, to prepare correct financial statements as they moved through the courses. While some improvements were noted in the last cycle, these skills must be re-assessed with each new cohort to make sure students clearly understand the fundamental principles of basic accounting and financial record-keeping. Selected skills to be analyzed remained the same for this assessment cycle. However, some slight modifications to SLO 1 were made by adding more specific language. SLO 2 remained the same. For both SLOs, the instructor made significant modifications in the lectures, discussions, and assignments leading up to and associated with the assessment method and tools.

Discipline	Course Assessed	Assessment Timeline
ACC	ACC 121 & 122	Fall 2014

SLO 1	Students will be able to prepare and analyze financial statements [income statement; balance sheet; statement of owner's equity in ACC 121 and to complete an analysis of the Cash Flow Statement in ACC 122.
PCC Gen. Education Competency	Read, Write, and Speak Effectively Interpret, Evaluate, and Synthesize information
Method/Tools/Scoring	Extended Written Response ACC 121 – Preparation of Financial Statements ACC 122 – Preparation of Cash Flow Statements
Sampling/No. of Participants	ACC 122 – 11 students ACC 121 – 16 students
Performance Target	80% on project
Results	Performance Targets not met: Fall 2014 – ACC 122: 78% Fall 2014 – ACC 121: 74%
Use of Results	Modify lecture content on adjusting entry transactions with more focus on three-step thought process: Operating, Investing, & Financial Activities; collect data from branch campuses
Notes/Next Steps	To Be Determined

SLO 2	Students will be able to journalize [record transactions in the accounting general journal] and explain the impact of both business and adjusting journal entry transactions.
PCC Gen. Education Competency	Read, Write, and Speak Effectively Interpret, Evaluate, and Synthesize information
Method/Tools/Scoring	Extended Written Response to test students' ability to prepare financial statements: Income Statement, Statement of Owner's Equity and the Balance Sheet. ACC 121 assessment tested students' abilities to prepare financial statements
Sampling/No. of Participants	Two sections with beginning enrollments of 23 & 18
Performance Target	80% on project
Results	Fall 2014 – ACC 121: 74% Adjustment of entry transactions – performance target not met Entry of business transactions – performance target was met.
Use of Results	Develop lecture content on adjusting entry transactions; further modify and clarify essay component for the three essay sections within the cash flow statement; include data from branch campuses
Notes/Next Steps	Will re-assess this SLO

Automotive Collision Technology

Automotive programs at PCC are organized into short term classes (3 – 4 weeks) separated into 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 assessments incorporate a variety of assessment questions (60 total) that include selected response, performance assessment, and personal communication.

In 2014, the automobile collision repair program incorporated CourseMate into their curriculum. It provides online quizzes and continual assessment of course concepts. The program is seeing positive results as demonstrated by results from pre and post-tests.

Disciplines	Courses Assessed	Assessment Timeline
ACT	ACT 122	Spring 2015

SLO 1	Students will be able to identify, diagnose, prepare and repair nonstructural panels on today's vehicles.
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information; Use Technology to Achieve Educational Objectives; Use Interpersonal Skills Essential for Their Chosen Fields
Method/Tools/Scoring	Selected Response; Performance Assessment; Personal Communication
Sampling/No. of Participants	6 students
Performance Target	80% on post test
Results	ACC 122: Pre-test = 87.4 Post-Test = 91.2
Use of Results	CourseMate is working well
Notes/Next Steps	No changes

Discipline	Course Assessed	Assessment Timeline
ACT	ACT 142	Spring 2015
SLO 2	Students will be able to identify types of painting materials and supplies as well as surface preparation fillers and proper mixing procedures for priming and painting vehicles.	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information Use Technology to Achieve Educational Objectives	
Method/Tools/Scoring	Selected Response; Performance Assessment; Personal Communication	
Sampling/No. of Participants	4 students	
Performance Target	80% on posttests	
Results	98.33% on pre-tests; 97.92% on post-tests	
Use of Results	Advanced-level students; averages will be higher; continue to use pre/post tests	
Notes/Next Steps	No changes	

Automotive Service Technology

The automobile service program uses CourseMate into their curriculum. This program uses ASE certification style quiz questions so that continual assessment of course concepts in every module can occur. Like the Automotive Collision Technology program, this program is seeing significant growth of student knowledge as demonstrated by the pre and post-tests.

Discipline	Courses Assessed	Assessment Timeline
ASE	ASE 102, 110, 132	Fall 2014
SLO 1	Students will participate in on-line training and earn completion certificates from an industry supplier – GATES Rubber Corp, Valvoline Oil Comp and/or WIX filtration	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information Use Technology to Achieve Educational Objectives	
Method/Tools/Scoring	Selected Response, Performance Assessment, & Personal Communication; students take pre-tests and post-tests	
Sampling/No. of Participants	59 students	
Performance Target	80% on post-test	

Results	90% class average
Use of Results	Industry training has been valuable addition; Implement more thorough tracking of pre/post tests
Notes/Next Steps	No changes

Discipline	Course Assessed	Assessment Timeline
ASE	ASE 102	Fall 2014
SLO 2	Students will be able to understand shop procedures, operations, identify and correctly use shop equipment. Student will be able to diagnose and determine necessary repair of vehicle electrical systems.	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information Use Technology to Achieve Educational Objectives	
Method/Tools/Scoring	Selected Response, Performance Assessment, & Personal Communication; students take pre-tests and post-tests	
Sampling/No. of Participants	19	
Performance Target	80% on post-tests	
Results	28% pre-test average 83% (includes results from 2 students who did not take tests) 94% average of students who took post-test	
Use of Results	Significant improvement for each student; Continue to use instructional model; update curriculum with CourseMate materials and ASE style prep questions.	
Notes/Next Steps	No Changes	

Business Management/Economics

All sections of the first and second level economics courses and business management courses were assessed on SLO 1 and SLO 2 for this assessment cycle.   For SLO 1, student performance met the desired outcomes this year – an improvement over last year. For SLO 2, since the courses assessed this year are different from the ones assessed last year, a true comparison of class averages yields no significant information. However, the instructor did recommend more emphasis on accurate mathematical computations for all courses.

Discipline	Course Assessed	Assessment Timeline
ECO	ECO 201, ECO 202, MAN 226	Fall 2014

SLO 1	Students will be able to articulate and understand both sides of controversial issues.
PCC Gen. Education Competency	Read, Write, and Speak Effectively Interpret, Evaluate, and Synthesize Information
Method/Tools/Scoring	Extended Written Response; Performance Assessment
Sampling/No. of Participants	ECO 201 – 77 students ECO 202 – 81 students MAN 226 – 19 students
Performance Target	80%
Results	All courses met performance target ECO 201 – 83.67%; ECO 202 – 81.22%; MAN 226 – 80.33%
Use of Results	Although performance target was met for overall courses, nearly 20% of students in one or more of these courses attained scores below 80%. (Average performance across classes was raised by some students with very high scores.) Additional time will be spent on current events and controversial topics. Will also experiment with partnering lower performing students with higher performing students.
Notes/Next Steps	Will re-assess this SLO
SLO 2	Students will be able to use mathematical skills to solve economic or business problems.
PCC Gen. Education Competency	Read, Write, and Speak Effectively Interpret, Evaluate, and Synthesize Information
Method/Tools/Scoring	Selected Response; Performance Assessment
Sampling/No. of Participants	ECO 201 – 77 students ECO 202 – 81 students MAN 226 – 19 students
Performance Target	80%
Results	ECO 201 – 79.12% ECO 202 – 80.44% MAN 226 – 77.89%
Use of Results	As students benefit from practice, additional problems will be selected to evaluate.
Notes/Next Steps	Will re-assess this SLO

Computer Information Services

As identified in the previous assessment cycle, the CIS department re-assessed two of the same SLOs making some modifications in their instructional emphasis. Specifically, they wanted more emphasis on basic knowledge and concepts students need to successfully transfer from course to course. These concepts are essential background knowledge in this career field.

Discipline	Courses Assessed	Assessment Timeline
CIS	CNG 121, CIS 178	Fall 2014
SLO 1	Students will be able to troubleshoot, repair, and evaluate all major hardware components	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information Use Technology to Achieve Educational Objectives	
Method/Tools/Scoring	Selected Response; Performance Assessment	
Sampling/No. of Participants	16 students - CNG 121 (Computer Technician I) 14 students - CIS 178 (Seminar/Workshop)	
Performance Target	80% average	
Results	CNG 121 – 91% average; CIS 178 – 76% average Students in CNG 121 (usually 1st & 2nd semester students) were tested on knowledge of basic hardware; Students in CIS 178 (usually 4th semester students) were tested on general computer knowledge in the Technical test. While the two exams do not assess exact same material, students usually take both courses approx. one year apart.	
Use of Results	Students tested one year apart on same conceptual material show a definite trend that many are not retaining essential information from the early classes. Stress basic principles in lectures and implement more hands-on practice in CIS 115 where the basics are first introduced. Also emphasize basic concepts in the later classes so the students understand and apply what they've learned in earlier classes.	
Notes/Next Steps	Will re-assess this SLO	

Discipline	Course Assessed	Assessment Timeline
CIS	CNG 124, CNG 178	Fall 2014
SLO 2	Students will be able to configure a functional network.	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information Use Technology to Achieve Educational Objectives	
Method/Tools/Scoring	Selected Response; Performance Assessment	
Sampling/No. of Participants	CNG 124 - 23 students CIS 178 - 14 students	

Performance Target	80% on tests in both courses
Results	CNG 124 – 60% class average CIS 178 – 69% class average
Use of Results	CNG 124: Students take general networking test CIS 178: Students take a Technical test (similar to assessments given to candidates applying for employment) Trends show that students do not retain information that is not used in a future class even if it is essential knowledge for their career. Implement more hands on work with networking in CIS 115 and CNG 124.
Notes/Next Steps	Will re-assess this SLO

Culinary Arts & Hospitality Studies

As planned, the Culinary Arts program followed through with more hands-on experiences with additional feedback opportunities for students during this year. With the occasional acquisition of new equipment, the department was also conscientious about keeping the program checklists updated. With last year's assessment process, the department chair noted that the capstone project (Grand Buffet) was supported by numerous courses in the program, since over 100 students typically participate in the event. For this year, the SLO was assessed in multiple courses.

Discipline	Courses Assessed	Assessment Timeline
CUA	CUA 136, 233, 190, 191, 234	Spring 2015
SLO 1	Students will be able to apply critical thinking skills in a variety of customer service and industry settings.	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information Use Interpersonal Skills Essential for Their Chosen Fields	
Method/Tools/Scoring	Performance Assessment	
Sampling/No. of Participants	CUA 136 – 11 students; CUA 233 – 13 students; CUA 190 – 16 students; CUA 191 – 6 students; CUA 234 – 12 students (58 students total)	
Performance Target	Rating of 3 or higher on Task List (highest rating of 4)	
Results	**CUA 136** – 100% met performance target; **CUA 233**: (1) Organize/supervise work stations – 3.0 average; (2) Apply cooking methods – 3.3 average; (3) Read/interpret checks – 3.15 average; **CUA 190** – (1) Deal w/complaints - 2.78 average; (2) Special Cust. Needs – 2.94 average; **CUA 191** – (1) Deal w/complaints – 3.0 average; (2) Special Cust. Needs – 2.94 average; **CUA 234** –	

	Critical Thinking – 3.06 average
Use of Results	CUA 136 may be discontinued in CUA program; if so, it will not be re-assessed. Provide mid-semester feedback in all courses assessed next cycle; prepare results sooner (end of week 14) to assessment committee. For CUA 190, provide techniques for dealing with customer complaints earlier in semester.
Notes/Next Steps	To Be Determined. (CUA 136 may be discontinued in CUA program; if so, it will not be re-assessed)

Discipline	Course Assessed	Assessment Timeline
CUA	CUA 233, 190, 191	Spring 2015
SLO 2	Students will be able to use technology common to industry settings in food service operations	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information Use Interpersonal Skills Essential for Their Chosen Fields	
Method/Tools/Scoring	Performance Assessment on Checklist Requirements	
Sampling/No. of Participants	CUA 233 – 13 students CUA 190 – 17 students CUA 191 – 6 students	
Performance Target	90% CUA 190, 191 95% CUA 233	
Results	CUA 233 – 89% accuracy CUA 190 – 100% accuracy CUA 191 – 90% accuracy	
Use of Results	More instruction/practice on use of griddle (new piece of equipment) New POS (point-of-sale) system anticipated for Fall 2015 – if purchased by fall	
Notes/Next Steps	Will re-assess this SLO	

Discipline	Courses Assessed	Assessment Timeline
CUA	CUA 134, CUA 234, CUA 191	Spring 2015
SLO 3	Students will be able to complete a Capstone Project which demonstrates the ability to apply skills and competencies from previous classes, thus serving as a culminating department assessment tool.	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information Use Interpersonal Skills Essential for Their Chosen Fields	
Method/Tools/Scoring	Performance Assessment; Extended Written Response	
Sampling/No. of Participants	CUA 134 – 16 students CUA 234 – 12 students CUA 191 – 6 students	
Performance Target	CUA 134 -- 100% of students to participate in Grand Buffet; 85% of participants to achieve overall rating of 2.5 or better CUA 234 -- 100% of students to participate in Grand Buffet; 85% of participants to achieve overall rating of 2.75 or better	

Results	CUA 134 – overall rating 90 % participation CUA 234 – overall rating 2.9 for tasks; 3.06 for written component CUA 191 – 5/6 students had overall rating of 3.0 or higher
Use of Results	Consider use of NutriCalc in CUA 156 or explore other user-friendly software for nutrient analysis; work to improve timelines for recipes and management of costs and production schedules.
Notes/Next Steps	To Be Determined

Engineering Technology

The engineering technology program has not been assessed for the past few years due to high instructor turn-over. Thus, the SLOs for this department are new for this cycle.

Discipline	Courses Assessed	Assessment Timeline
EGT	AEC 102, EGT 143	Fall 2014
SLO 1	Students will be able to apply a variety of techniques, skills, and tools appropriate to a range of the civil engineering technology activities	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information Use technology to Achieve Educational Objectives	
Method/Tools/Scoring	Performance Assessment for drawing assignments based on industry examples	
Sampling/No. of Participants	AEC 102 – 8 students EGT 143 – 7 students	
Performance Target	80%	
Results	AEC 102 – 90% EGT 143 – 100%	
Use of Results	Computer labs will be upgraded to accommodate newer software	
Notes/Next Steps	To Be Determined	

Discipline	Course Assessed	Assessment Timeline
EGT	EGG 100, AEC 121, AEC 102	Fall 2014
SLO 2	Students will be able to demonstrate an introductory level of comprehensive knowledge of sustainability concepts and principles for Global Perspective for Design, as they pertain to building methods, materials and systems	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information Use technology to Achieve Educational Objectives	
Method/Tools/Scoring	Extended Written Response	
Sampling/No. of Participants	EGG 100; AEC 121; AEC 102: Numbers not reported	

Performance Target	80%
Results	EGG 100/AEC 121 – 86% on Societal Sustainability; 80% on Personal Sustainability AEC 102 – 95% could identify negative or non-productive design flaws; 92% were able to select environmentally friendly materials for use in homes
Use of Results	Results were very difficult to compile because of teacher turnover for past two years; full-time instructors in program will be more pro-active in establishing assessment processes and leadership for other instructors.
Notes/Next Steps	To Be Determined

Health Information Technology

New SLOs were selected for the HIT program because of its transition this year into a

fully-online program.

Discipline	Courses Assessed	Assessment Timeline
HIT	HPR 178, HPR 102	Spring & Fall 2014
SLO 1	Students will be able to effectively communicate using Medical Terms – specifically demonstrate the ability to pronounce medical terms.	
PCC Gen. Education Competency	Read, Speak, and Write Effectively	
Method/Tools/Scoring	Performance Assessment of online audio files	
Sampling/No. of Participants	HPR 178 – 24 students @ mid-term; 22 students @ final HPR 102 – 24 students @ mid-term; 18 students @ final	
Performance Target	70%	
Results	HPR 178 – mid-term: 82% average ; final: 88% average HPR 102 – mid-term: 84.7% average; final: 84% average	
Use of Results	This approach has been a good teaching tool. Add additional exercises that may be beneficial to outcomes	
Notes/Next Steps	Will re-assess this SLO	

Discipline	Course Assessed	Assessment Timeline
HIT	HIT 261	Spring 2015
SLO 2	Students will be able to identify components, use, and management of medical records.	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information	
Method/Tools/Scoring	Performance Assessment	

Sampling/No. of Participants	29 students on Quiz 1 23 students on Quiz 2
Performance Target	80% of students should attain at least 70% competency
Results	Students met the performance target: Quiz 1 – 92.3% average; Quiz 2 – 87% average
Use of Results	Instructors noted early in the semester that students needed more basic background knowledge about medical records and devised a method to reinforce these basic concept; next cohort of students will see presentation and slides (online course) for three separate practices; quiz at beginning and end will be continued.
Notes/Next Steps	Will re-assess this SLO

Industrial Electronics

A new SLO was selected for the Industrial Electronics program for the 2014-15 assessment cycle.

Discipline	Courses Assessed	Assessment Timeline
ELT	ELT 101	Fall 2014 & Spring 2015

SLO 1	Students will be able to apply critical thinking skills in building electronic circuits.
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information Use technology to Achieve Educational Objectives
Method/Tools/Scoring	Performance Assessment—evaluated by rubric
Sampling/No. of Participants	Fall 2014 – 12 students Spring 2014 – 10 students
Performance Target	50% will achieve 90% or higher
Results	Fall 2014 – 83% met performance target Spring 2014 – 56% met performance target
Use of Results	Instructional process is effective; although rubric may be modified slightly
Notes/Next Steps	Will not re-assess this SLO

Office Administration

The assessment cycle was modified for the Office Administration program to better conform with the recommended sequence of courses. Also, going forward, there will be a

required emphasis on building job readiness skills. Course requirements may change and additional online self-paced components will be added. To accommodate these program changes, the program is currently on a one year delay for participation for this cycle.

Visual Communications

In the Multimedia & Graphic Design program, one SLO was re-assessed for this year in two different courses: Adobe Photoshop I and Web Design I. Student proficiency in using multiple types of software is crucial for success in this discipline.

Discipline	Courses Assessed	Assessment Timeline
MGD	MGD 111	Fall 2014 & Spring 2015
SLO 1	Students [in MGD 111] will be able to demonstrate proficiency in a variety of industry standard software.	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information Use Technology to Achieve Educational Objectives	
Method/Tools/Scoring	Performance Assessment; Personal Communication	
Sampling/No. of Participants	MGD 111 Fall 2014 – 14 students MGD 111 Spring 2015 – 17 students	
Performance Target	70%	
Results	Fall 2014 – 85.71% Spring 2015 – 74.29%	
Use of Results	Students who are have prior knowledge of Adobe Photoshop progress in the course at a faster pace. Challenges remain with students who lack technical ability, good study habits, and/or effective retention of information. Additionally, software updates are needed frequently to stay current in the discipline. Thus, testing material will need to be updated to reflect the latest technology available on campus.	
Notes/Next Steps	To Be Determined	

Discipline	Course Assessed	Assessment Timeline
MGD	MGD 141	Fall 2014
SLO 2	Students [in MGD 141] will be able to demonstrate proficiency in a variety of industry standard software.	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information Use Technology to Achieve Educational Objectives	

Method/Tools/Scoring	Selected Response; Performance Assessment
Sampling/No. of Participants	16 students
Performance Target	86%
Results	89%
Use of Results	Pre and post-tests help instructor stay current with student skill levels and course pacing; implement pre and post-test more directly correlated to each other.
Notes/Next Steps	To Be Determined

Welding

Discipline	Courses Assessed	Assessment Timeline
WEL	WEL 230	Spring 2014
SLO 1	Students will be able to interpret principles and demonstrate mastery of the set up and operation of the SMAW [SHIELDED METAL ARC WELDING] welding process in all positions.
PCC Gen. Education Competency	Interpret, Evaluate, & Synthesize Information Use Technology to Achieve Educational Objectives
Method/Tools/Scoring	Selected Response; Performance Assessment
Sampling/No. of Participants	3 classes: 34 total students
Performance Target	90% will achieve 75% or better on final theory test 90% will achieve 80% or better on physical set-up and operation lab final
Results	100% met the performance target
Use of Results	10 questions were added from the final test to the weekly worksheets to test student comprehension throughout the semester and on the final exam.
Notes/Next Steps	To Be Determined

Discipline	Course Assessed	Assessment Timeline
WEL	WEL 150, WEL 125	Fall 2014
SLO 2	Students will be able to interpret principles and demonstrate mastery of the set up and operation of the FCAW [ARC WELDING] welding process in all positions.
SLO 3	Students will be able to interpret principles and demonstrate mastery of the set up and operation of the OFC-P welding process in all positions.
PCC Gen. Education Competency	Interpret, Evaluate, & Synthesize Information Use Technology to Achieve Educational Objectives
Method/Tools/Scoring	Interpret, Evaluate, & Synthesize Information; Performance Assessment

Sampling/No. of Participants	10 PCC traditional students 10 CHAMP grant participants (certificate)
Performance Target	30% of students will pass at least one plate test for their certification
Results	**Traditional Students**: 90% of passed at least one plate test; 100% passed OFC-P portion for both plates CHAMP Grant Students: 90% of passed at least one plate test; 100% passed OFC-P portion for both plates
Use of Results	No skill difference was observed between traditional students and CHAMP grant participants; continue to stress proper sequence of AWS guided bend test to improve weld quality; use resources created for CHAMP grant students for all students.
Notes/Next Steps	To Be Determined

Health and Public Safety (H&PS) Division

The Health and Public Safety Division applied the assessment protocols adopted by Pueblo Community College in 2010-11. Brief descriptions of the assessment process and outcomes are based on the full versions of discipline plans and reports prepared by individual departments, the Assessment Faculty Lead, and the Academic Excellence Administrator. Full plans and reports can be found in the college network at U:\Assessment of Student Learning\Assessment of Student Learning 2014-15.   [See Appendix D for the 2014-15 Health & Public Safety Division Report.]

Other than slight revisions in the planning and reporting forms, the process for collecting data, measuring outcomes, and analyzing/reporting findings has remained essentially the same. Many of the programs in PCC's Health & Public Safety division programs base assessment criteria on accreditation guidelines and national standards. Therefore, national exam results are not available to include in this report. There were seventeen H & PS programs that participated in the assessment process this year, up five from the last assessment cycle. Approximately 500 students were assessed on thirty-three student learning outcomes in H & PS programs.

Assessment Summaries by Program:

Certified Nurse Aide

The CNA program selected a new SLO and also re-assessed one of the same SLOs from last year. Previously, students had been tested over video materials which were followed-up with a post-test. The instructor noted that many students tried to pass the tests without watching the videos, and thus had to retest in order to attain the required score. One solution proposed was

to set-up videos and tests so that students could not to attempt tests before viewing the videos. The departmental report did not indicate whether such change attempted, or even whether it was logistically possible. However, a different SLO based on the demonstration of practical skills was selected. To improve outcomes for SLO 2, instructors attended certification exam training during the summer of 2014 that was provided by the Board of Nursing with the goal of seeing student gains on the actual state test for this academic year.

Discipline	Course Assessed	Assessment Timeline
NUR	NUR 101 & 102	Fall 2014
SLO 1	Students will be able to demonstrate understanding of the 5 top skills missed on the state certification exam which includes: Donning and Removing PPE, Giving Modified Bed Bath, Positions on Side, PROM of One Knee/Ankle, and PROM of One Shoulder.	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information Use interpersonal Skills Essential for their Chosen Fields	
Method/Tools/Scoring	Performance Assessment	
Sampling/No. of Participants	20 students	
Performance Target	100% will achieve at least 75% competency on each of the five skills	
Results	Skills 1, 2, 4, & 5: 18 students met the performance target Skill 3: 19 students met the performance target	
Use of Results	Dept. chair noted that practice time has the most impact on success. Top five skills missed will be assessed with a new cohort; may or may not be the same skills depending on results from this year's certification exam.	
Notes/Next Steps	Will re-assess this SLO	
SLO 2	Students will be able to pass the state certification exam on the first attempt.	
PCC Gen. Education Competencies	Interpret, Evaluate, and Synthesize Information Use interpersonal Skills Essential for their Chosen Fields	
Method/Tools/Scoring	Performance Assessment	
Sampling/No. of Participants	20 students	
Performance Target	80% will pass the state certification exam on the first attempt	
Results	75% of the students passed the state certification on their first attempt.	
Use of Results	Encourage students to spend more time in practice lab so they are better able to deal with the test anxiety associated with the state exam.	
Next Steps	Will re-assess this SLO	

Cosmetology

Based upon results from the previous assessment cycle, the department chair determined that an improved rubric detailing more clearly defined processes and expectations was needed for more accurate assessment. Previously, NAT 110 was assessed. For this cycle, the new rubric was developed and implemented with a new course, NAT 108. The NAT 108 course also featured a clinical portion of the course, which NAT 110 did not have.

New guidelines from the Colorado State Board of Cosmetology were issued in during the summer of 2014. These guidelines assisted department personnel in clearly and accurately defining the tasks and their required completion steps that are expectations of the state licensing board. Thus, expectations were more clearly defined for the students and for the instructors evaluating them. The department chair noted that these guidelines and the resulting rubrics created from them worked exceptionally well during this assessment cycle.

Discipline	Course Assessed	Assessment Timeline
COS	NAT 108	Fall 2014 Pueblo Campus Spring 2015 SCCC
SLO 1	Students will be able to perform a basic manicure by the end of the course.	
PCC Gen. Education Competency	Interpret, Evaluate, & Synthesize Information	
Method/Tools/Scoring	Performance Assessment: Colorado State Board of Cosmetology Practical Exam	
Sampling/No. of Participants	13 students – Pueblo campus (Not offered at SCCC this year)	
Performance Target	77% average score on exam	
Results	90% average score on exam	
Use of Results	New rubric has worked well; benchmark met or exceeded	
Notes/Next Steps	Will not re-assess this SLO	

Discipline	Course Assessed	Assessment Timeline
COS	COS 261	Fall 2014 Pueblo Campus

		Spring 2015 SCCC
SLO 2	Students will be able to demonstrate knowledge for the practical state board examination.	
PCC Gen. Education Competency	Interpret, Evaluate, & Synthesize Information	
Method/Tools/Scoring	Performance Assessment: Colorado State Board of Cosmetology Written Exam	
Sampling/No. of Participants	10 students – Pueblo campus 8 students - SCCC	
Performance Target	79% of students will attain 79/112 points on exam (70%)	
Results	100% achieved or exceeded performance target on exam (Pueblo campus results; SCCC results pending) Note: State Board does not provide scores, but issues grades of pass or fail	
Use of Results	New rubric has worked well; benchmark was met/exceeded	
Notes/Next Steps	Will not re-assess this SLO	

Dental Assisting

A redesign of some basic courses in the Dental Assisting program resulted in the selection of two entirely new SLOs for the 2014-15 assessment cycle. This new focus for their assessment enables students refine their skills in patient education, customer interaction, and sound business principles. Through Amendment 50 funding during the 2014-15 academic year, dental manikins were purchased for the Dental Assisting program. The new manikins provided a more realistic oral cavity and gave the students a more authentic experience in chairside assisting with restorative procedures in DEA 124 and DEA 128. Additionally, students benefitted from additional practice in patient education using the "script sheets" and simulated patient dental charts developed by their instructors – both of which became part of an overall course portfolio.

Discipline	Courses Assessed	Assessment Timeline
DEA	DEA 104, 124, 128, 134	Spring 2015

SLO 1	Students will be able to explain pre and post-operative instructions as prescribed by a dentist to a patient during chairside assistive procedures in pre-clinical labs with two or more clinicians/instructors
PCC Gen. Education Competency	Interpret, Evaluate, & Synthesize Information Use technology to achieve educational objectives
Method/Tools/Scoring	Selected response, extended written response, performance assessment & personal communication; assessment tools were skill sheets and dental charts; scores determined through direct assessment with skill evaluation sheets and rubrics.
Sampling/No. of Participants	12 students – Pueblo campus
Performance Target	82% or better on four competency areas: • DEA 104: Oral maxillofacial surgical procedures • DEA 124: Composite procedure: • DEA 128: Amalgam procedures: • DEA 134: Coronal polishing:
Results	100% met or exceeded the performance target on the four exams: • Oral maxillofacial surgical procedure: 100% achieved 88% or above • Composite procedure: 100% achieved 91% or above • Amalgam procedures: 100% achieved 93% or above • Coronal polishing procedure: 100% achieved 90% or above
Use of Results	Make additional minor adjustments in procedures to clarify tasks; raise the benchmark by 10%;
Notes/Next Steps	Will re-assess this SLO

Discipline	Course Assessed	Assessment Timeline
DEA	DEA 111	Spring 2015

SLO 2	Students will demonstrate and apply knowledge and skills required to facilitate a professional dental practice management system for the practical state board examination.
PCC Gen. Education Competency	Interpret, Evaluate, & Synthesize Information Use Technology to Achieve Educational Objectives
Method/Tools/Scoring	Selected response, performance assessment, personal communication: Post-test and final project portfolio; scoring with evaluation sheet/rubric
Sampling/No. of Participants	12 students – Pueblo campus
Performance Target	82% or better
Results	83% achieved 83% or better on 10 tasks
Use of Results	Reword language of some tasks to further clarify process; raise benchmark by 3%
Notes/Next Steps	Will re-assess this SLO

Dental Hygiene

The DEH department's previous assessment results noted that an additional component of vocabulary/terminology was planned as an addition to the existing skills sheet; also, a strategy was needed for incorporating more patient experiences for students. Both components were addressed through a change in the introductory course itself. In the previous introductory course DEH 103, students participated in one 3 hour didactic session dedicated to oral hygiene instruction. For DEH 105, the newly designed course, each topic is divided into two sessions: one didactic and one clinical. The new course provides students with additional time to learn basic dental hygiene theory and skills. The curriculum changes were determined through student feedback collected during program focus group activities. Building on past assessment findings, an Oral Hygiene Instruction Skill Sheet was also developed and utilized in the clinical setting.

Discipline	Course Assessed	Assessment Timeline
DEH	DEA 221	Spring 2015
SLO 1	Students will be able to perform at or above the national average on the National Board Dental Hygiene Exam (NBDHE)	
PCC Gen. Education Competency	Interpret, evaluate, and synthesize information	
Method/Tools/Scoring	Selected response test	
Sampling/No. of Participants	13 Students	
Performance Target	100% or better on NBDHE exam	
Results	100% met the overall standard in 14 categories, which represents a 29% average gain over last year's results.	
Use of Results	Review curriculum content in categories of the test in which students (from AY 2014) performed below the national average: Micro-Immunology, Pharmacology, Management of DH Care and Community. Identify potential course and/or program improvements.	
Notes/Next Steps	Will re-assess this SLO	

Discipline	Course Assessed	Assessment Timeline
DEH	DEH 105	Fall 2014
SLO 2	Based on the development and introduction of a new DEH course, Introduction to Dental Hygiene, the students will be better prepared to	

	successfully treat patients in the spring 2015 semester.
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize information
Method/Tools/Scoring	Performance Assessment
Sampling/No. of Participants	16 Students
Performance Target	13/16 or 81% will achieve 85% (or higher) on exams 15/16 or 94% will achieve 90% (or higher) on instruction skill sheet
Results	100% of the students achieved the performance target: • Quiz 1: 92% average • Quiz 2: 89% average • Quiz 3: 93% average • Quiz 4: 86% average
Use of Results	This course was added in Fall 2014 to give students additional instruction on dental hygiene theory, vocabulary, and practices.
Notes/Next Steps	Will re-assess this SLO

Discipline	Course Assessed	Assessment Timeline
DEH	DEH 268 & /DEH 270	Fall 2014
SLO 3	At the completion of DEH 270, all students will have completed the Cavitron Slim-Line skill check off meant to enhance their effectiveness and efficiency when working on complicated patients in clinic.	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize information	
Method/Tools/Scoring	Performance Assessment on skill check off	
Sampling/No. of Participants	13 Students	
Performance Target	13/13 or 100% will achieve 85% (or higher) on advanced summative skill check off	
Results	• 100% completed formative proficiency by mid-term • 92% completed summative proficiency by end of course • 100% completed proficiency to advance to DEH 271	
Use of Results	Additional practice time and one-on-one instructor feedback has increased student competency and confidence; will continue with additional practices	
Notes/Next Steps	Will not re-assess this SLO	

Emergency Medical Services

Discipline	Courses Assessed	Assessment Timeline
EMS	EMS 226, 228, 230, 232, 234, 203, 205	Fall 2014 & Spring 2015

SLO 1	Students will demonstrate the ability to be effective team leaders and team members with the cognitive, psychomotor and affective skills necessary for an appropriate entry level EMS provider.
PCC Gen. Education Competency	Interpret, evaluate, & synthesize information Use interpersonal skills essential for their chosen fields
Method/Tools/Scoring	Performance Assessment
Sampling/No. of Participants	17 students All paramedic and EMT intermediate-level students
Performance Target	100% of 2nd semester students will score total minimum of 10 pts on team leader evaluation tool, with no critical criteria failures; also, they will score at least 6 pts on the team member evaluation with no critical failures.
Results	100% of students achieved objective.
Use of Results	Improve assessment tool and implement additional training on scenario evaluation and debriefing for preceptors. Develop/host a summer workshop on scenario evaluation and debriefing for all instructors.
Notes/Next Steps	Will re-assess this SLO

Discipline	Course Assessed	Assessment Timeline
EMT	EMS 121, 122, & 123	Fall 2014 & Spring 2015

SLO 2	Students will demonstrate the ability to be effective team leaders and team members with the cognitive, psychomotor and affective skills necessary for an appropriate entry level EMS provider.
PCC Gen. Education Competency	Interpret, evaluate, & synthesize information Use interpersonal skills essential for their chosen fields
Method/Tools/Scoring	Performance Assessment: Instructors observe students in lab setting. Evaluation tool: EMT lead/team member evaluation tool
Sampling/No. of Participants	60 students
Performance Target	100% of 2nd semester students will score total minimum of 10 pts on team leader evaluation tool, with no critical criteria failures; also, they will score at least 6 pts on the team member evaluation with no critical failures.
Results	Not reported
Use of Results	EMS faculty have concluded that students in this level of the program are not yet prepared to be assessed with team leader criteria.
Notes/Next Steps	SLO will be modified so that team leader criteria is omitted.

Fire Science

Like the last assessment cycle, two performance assessments were used to evaluate students in the Fire Science program during the spring of 2015. Essential professionalism standards must be established at the beginning of the training and maintained throughout the entire program for each new cohort. A detailed evaluation rubric is introduced at the beginning of each semester and reinforced throughout the program.

Discipline	Course Assessed	Assessment Timeline
FST	FST 100	Spring 2015
SLO 1	Students will be able to demonstrate professional behavior in the classroom as well as on the campus, at off-site training and public venues whenever wearing clothing representing affiliation with the PCC Fire Academy.	
PCC Gen. Education Competency	Use interpersonal skills essential for their chosen fields	
Method/Tools/Scoring	Performance Assessment assessed by professionalism rubric	
Sampling/No. of Participants	12 students	
Performance Target		
Results	100% of students were introduced to the criteria (on a rubric) early in the semester. Rubric was regularly reviewed throughout the semester.	
Use of Results	Assessment of this SLO will continue in future classes. Regular and more frequent revisiting of the rubric will further improve the feedback loop between the students and the instructors. However, greater frequency in revisiting the rubric will also be incorporated.	
Notes/Next Steps	The SLO will be assessed again, although with the addition of a planned midterm and final one-on-one meeting.	
SLO 2	Students will be able to perform skills appropriate to the entry level firefighter as defined by the National Fire Protection Association (NFPA) Standard 1001.	
PCC Gen. Education Competencies	Interpret, evaluate, and synthesize information Use interpersonal skills essential for their chosen field	
Method/Tools/Scoring	Performance Assessment. The students physically performed the relevant tasks to demonstrate mastering the skills as defined by the "Colorado Division of Fire Safety Firefighter-I JPRs (NFPA 1001, 2008 Edition)."	
Sampling/No. of Participants	12	
Performance Target	80% pass rate	
Results	100% class average on PCC test; JPR results are pending.	
Use of Results	The PCC Fire Science Technology Advisory Board recommended no	

	longer using this certification testing.
Notes/Next Steps	Will not re-assess this SLO

Law Enforcement Academy

Law Enforcement Academy cadets in LEA 103 were assessed on the same SLOs as last cycle. The department chair noted performance improvements for both SLOs, but still identified potential program enhancements. Further improvements pertaining to each SLO are planned.

Discipline	Course Assessed	Assessment Timeline
LEA	LEA 103	Fall 2014 & Spring 2015
SLO 1	Students will be able to identify and practice an appropriate wellness program to recognize the impact that a healthy lifestyle has on the law enforcement profession.	
PCC Gen. Education Competencies	Read, Write, & Speak Effectively; Interpret, Evaluate, & Synthesize Information; Use Technology to Achieve Educational Objectives	
Method/Tools/Scoring	Performance Assessment: Initial fitness pre-test with measure of improvement on post-test	
Sampling/No. of Participants	26 students	
Performance Target	100% will attain 70% or better	
Results	Class average 88%	
Use of Results	Positive feedback from participants that program instills confidence; plan to build on positive results; improve program by addition of diet and nutrition components	
Notes/Next Steps	Change SLO as a complete wellness program and re-assess	
SLO 2	Students will interpret and analyze the personality traits desirable of a leader and a follower.	
PCC Gen. Education Competencies	Read, Write, & Speak Effectively; Interpret, Evaluate, & Synthesize Information; Use Technology to Achieve Educational Objectives; Use interpersonal Skills Essential for Their Chosen Fields	
Method/Tools/Scoring	Performance Assessment; Selected Response; Extended Written Response	
Sampling/No. of Participants	26 students	
Performance Target	At the end of LEA 101, 100% of the students will have completed their written papers, assignments, quizzes and examinations – course imbedded -- with grade of 75% or higher	

Results	88% class average
Use of Results	Leadership program as planned had good results, but Dept. Chair found it to be too general; implement specific leadership paradigms
Notes/Next Steps	Will re-assess this SLO

MASSAGE THERAPY

For 2014-15, the Massage Therapy program implemented one new SLO and re-assessed

an essential SLO that is applicable to each new cohort.

Discipline	Courses Assessed	Assessment Timeline
MST	MST 184	Spring 2014

SLO 1	Students will be able to compose SOAP notes in correct format.
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information Use Interpersonal Skills Essential for Their Chosen Fields
Method/Tools/Scoring	Performance Assessment with grading rubric: SOAP notes are worth 2 points per week (15 weeks); SOAP notes binder is worth 1 point each week (15 weeks). Midterm notes and binders were compared with final week notes and binders.
Sampling/No. of Participants	8 students
Performance Target	80% of students will score 90% or greater on the final week's SOAP notes.
Results	90% of students attained scores of 90% or better on the final week's SOAP notes; 100% of students attained 100% on the SOAP binder.
Use of Results	Initiate tutoring and mentoring sessions on SOAP note writing. Provide instruction in 1-on-1 format to identify and assist non-performers sooner. Postural Analysis instruction must take place sooner, i.e. at start of Spring semester vs. end of Spring semester. Start spring semester with assignments that familiarize students with SOAP Notes writing & develop quiz; change textbook
Notes/Next Steps	Will reassess this SLO.

Discipline	Course Assessed	Assessment Timeline
MST	MST 111; MST 113	Fall 2014 & Spring 2015

SLO 2	Students will be able to demonstrate competence in performing a whole body routine.

PCC Gen. Education Competencies	Read, Write, and Speak Effectively Interpret, Evaluate, and Synthesize Information Use Interpersonal Skills Essential for Their Chosen Fields
Method/Tools/Scoring	Performance Assessment Ten items each worth 10 points.
Sampling/No. of Participants	8 students
Performance Target	80% of students score 90% or better on final evaluation. 80% of students score 90% or better on final evaluation.
Results	91% Fall 2015; 94% (mid-term) Spring 2014
Use of Results	Course instructors noted improvements; however, recognized need for a more structured grading rubric; also, plan to adjust evaluation form to align with ELAP objectives.
Notes/Next Steps	Will re-assess this SLO Note: Department looks to realign course objectives in overall program: • HHP 224 focus on basic strokes (excluding friction) • MST 111 focus on competence in friction and basic 1 hour ("no frills") routine; followed with, practice on body segments in clinicals (HHP 270) and whole routine on mentors. • Second ½ of fall semester MST 111 focus on providing instruction and practice on "extra time" routines for body segments with evaluation by mentors.

Medical Assisting

So that students would have more opportunities to receive feedback and practice their skills this academic year, instructors of MOT 136 began teaching students how to perform blood pressure readings earlier in the course, with more performance competency testing throughout the course. Additionally, with the purchase of upgraded stethoscopes, students had better, more reliable tools to use in their practice. For their second SLO, the department focused on techniques students will need for collecting and accurately reporting medical histories of patients.

Discipline	Course Assessed	Assessment Timeline
MOT	MOT 136	Fall 2014
SLO 1	Students will be able to perform a blood pressure reading accurately and consistently in the lab with 80% proficiency.	

PCC Gen. Education Competencies	Extended Written Response, Performance Assessment
Method/Tools/Scoring	Performance Assessment
Sampling/No. of Participants	17 students Pueblo campus 9 students SCCC campus
Performance Target	80% of students will achieve 70% or higher
Results	Pueblo campus: 80% of students attained 80% or better SCCC campus: 100% of students attained 90% or better
Use of Results	Improved results from last year; this competency must always be achieved for students in program, and program will continue to strive for 80% of students passing at 90% accuracy level.
Notes/Next Steps	Will not re-assess
SLO 2	Students will be able to accurately collect and document a patient's history
PCC Gen. Education Competencies	Performance Assessment; Extended Written Response; Personal Communication
Method/Tools/Scoring	Extended Written Response, Performance Assessment, and Personal Communication
Sampling/No. of Participants	17 students Pueblo campus 9 students SCCC campus
Performance Target	80% will achieve 70% or higher
Results	Pueblo campus: 88% of students attained 80% accuracy SCCC campus: 100% of students attained 90% accuracy
Use of Results	This competency must always be achieved for students in program, and program will continue to strive for improvement
Notes/Next Steps	Will not re-assess

Medical Imaging Technologies

For first year program participants, the essential SLO for equipment operation and quality control was assessed with the new cohort. The focus of the second SLO was also upon quality operation of equipment. Plans remain to restructure the RTE 289 Capstone course as a hybrid course with reviews, lectures, work sheets, exams, and a an ARRT registry review resource.

Discipline	Courses Assessed	Assessment Timeline
RTE	RTE 181, 182, and 121	Fall 2014 & Spring 2014

SLO 1	Students will be able to produce a diagnostically acceptable chest radiograph in the clinical setting.
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information Use Technology to Achieve Educational Objectives
Method/Tools/Scoring	Performance Assessment
Sampling/No. of Participants	31 students from Pueblo and SCCC campuses
Performance Target	90% of students will receive a score of 75% or better on the lab competency and the clinical competency for PA and lateral chest radiographs.
Results	100% for all students
Use of Results	No changes are needed
Notes/Next Steps	Will not re-assess this SLO

Discipline	Course Assessed	Assessment Timeline
RTE	RTE 289	Spring 2015

SLO 2	Students will demonstrate knowledge in equipment operation and quality control upon graduation.
PCC Gen. Education Competencies	Interpret, Evaluate, and Synthesize Information Use Technology to Achieve Educational Objectives
Method/Tools/Scoring	Selected response
Sampling/No. of Participants	30 students from Pueblo and SCCC campuses
Performance Target	The overall score for all graduates will improve from a 7.9 to an 8.2 scaled score.
Results	Results are pending
Use of Results	To be determined
Notes/Next Steps	To be determined

Nursing

Both SLOs are crucial components that are developed and built upon in each course throughout the Nursing Program. The department recognizes that assessment tools and techniques always need further development. In the previous assessment report, the department also stated their plans to include prioritizing patient care interventions earlier in the program.

Discipline	Course Assessed	Assessment Timeline
NUR	NUR 106, 109	Spring 2014

SLO 1	Students will be able to engage in critical thinking and clinical reasoning to make patient-centered care decisions.
PCC Gen. Education Competencies	Interpret, Evaluate, and Synthesize information
Method/Tools/Scoring	Selected Response; Extended Written Response
Sampling/No. of Participants	NUR 109 - 30 students NUR 106 – 30 students
Performance Target	Rubric Scores – 10/13 or 77% Post simulation scores – 25% increase from pre-test scores Prioritization score – meet/exceed 68.1
Results	NUR 109 – results pending NUR 106 – class average of 94.5 on care plans
Use of Results	Continue to focus on prioritization of care during initial program courses with reinforcement in each course/clinical. Continue pre-post simulation assessment.
Notes/Next Steps	Will re-assess this SLO

SLO 2	Students will be able to use information management principles, techniques, and systems and patient care technology to communicate, manage knowledge, mitigate errors, and support decision making.
PCC Gen. Education Competencies	Interpret, Evaluate, and Synthesize information Use technology to achieve educational objectives
Method/Tools/Scoring	Selected Response
Sampling/No. of Participants	NUR 109 - 30 students NUR 106 – 30 students
Performance Target	90% of students should rate satisfactory in areas of communication and documentation
Results	Results pending
Use of Results	Use graded assessment tool in the next cycle
Notes/Next Steps	Will re-assess this SLO

Occupational Therapy Assistant

OTA students must possess the ability to communicate their professionalism in order to function in their jobs effectively. Additionally, they must be able to document their interactions with patients accurately and efficiently. SLO 1 was previously assessed in OTA 235. This year,

however, the SLO was assessed in OTA 106, a course which typically is completed prior to OTA

235. A different SLO was selected for assessment of OTA 221 during this cycle.

Discipline	Courses Assessed	Assessment Timeline
OTA	OTA 106	Fall 2014
SLO 1	Students will be able to self-reflect and communicate professional qualities they feel are needed to be successful Occupational Therapy Assistants.	
PCC Gen. Education Competency	Read, Write, and Speak Effectively Interpret, Evaluate, and Synthesize Information	
Method/Tools/Scoring	Extended written response, Performance Assessment, and Personal Communication	
Sampling/No. of Participants	19 Students	
Performance Target	90% of students will recognize issues with professionalism and provide at least one solution on how to address it	
Results	Class average was 89%	
Use of Results	Include comment/suggestion area on ways to improve and utilize as a weekly check in instead of midterm and final only. Incorporate more problem solving skills as to how to improve these areas. This does not need to be addressed as an SLO in the next year. However, the	
Notes/Next Steps	Will not reassess this SLO <u>Note</u>: Professionalism Rubric will continue to be used in order to maintain open communication with instructor, self-reflect, and prepare for Fieldwork and future career.	

Discipline	Course Assessed	Assessment Timeline
OTA	OTA 221	Fall 2014
SLO 2	Students will document efficiently in order to be competent with written communication skills.	
PCC Gen. Education Competencies	Read, Write, and Speak Effectively Interpret, Evaluate, and Synthesize Information	
Method/Tools/Scoring	Extended Written Response; Personal Communication	
Sampling/No. of Participants	20 students	
Performance Target	90% of students will complete a documentation assignment within 10 minutes and with a score of 85% or better.	
Results	50% of class completed with score of 85% or better 30% completed within 10 minutes	
Use of Results	Determine how improve completion together with content knowledge; will consider changing to a less formal testing situation and/or include comparison of results from two different courses.	
Notes/Next Steps	Will re-assess this SLO	

Phlebotomy Technician

Discipline	Course Assessed	Assessment Timeline
HPR	HPR 113	Fall 2014, Spring 2014
SLO 1	Students will be able to perform a venous puncture and blood collection.	
PCC Gen. Education Competencies	Interpret, Evaluate, and Synthesize Information Use Interpersonal Skills Essential for their Chosen Fields	
Method/Tools/Scoring	Performance Assessment using a lab skill check-off and evaluated with a rubric	
Sampling/No. of Participants	39 students	
Performance Target	80% will achieve 83% or better.	
Results	Performance target was met. Fall 2014: Class average 86.5% Spring 2014: Class average 95%	
Use of Results	Higher scores in spring classes was attributed to having an additional lab instructor that resulted in a lower instructor/student ratio; Continue with 2nd lab instructor for the future. Additional skill is planned for assessment in the next cycle.	
Notes/Next Steps	To Be Determined	

Physical Therapy Assistant

In the previous assessment cycle, performance targets for the PTA program were met or exceeded. For academic year 2014-15, the department selected two new SLOs for PTA program participants.

Discipline	Courses Assessed	Assessment Timeline
PTA	PTA 278	
SLO 1	Students will be able to apply knowledge of diseases and how they impact the treatment of a patient in physical therapy in order to provide safe and effective treatments and make any modifications to treatments.	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information	
Method/Tools/Scoring	Selected Response	
Sampling/No. of Participants	19 students	
Performance Target	90% of students should score 65% or better on Section II of PEAT Practice Exam	

Results	73.6% of students met the performance target
Use of Results	Results showed average improvement of 13.5 points over last year's outcomes. Instructor updated learning objectives, added assignments, and created study guides for course.
Notes/Next Steps	Will re-assess next cycle.

Discipline	Course Assessed	Assessment Timeline
PTA	PTA 282	Spring 2015

SLO 2	Students will be able to implement and adjust components of treatment in order to provide appropriate progression of the physical therapy plan of care as a physical therapist assistant under the direction and supervision of a physical therapist.
PCC Gen. Education Competencies	Interpret, Evaluate, and Synthesize Information; Use Technology to Achieve Educational Objectives; Use Interpersonal Skills Essential for Their Chosen Fields
Method/Tools/Scoring	Performance Assessment on analog scale for Clinical Performance Instrument indicators #11 and #12
Sampling/No. of Participants	19 Students
Performance Target	90% of students will score at 9 or above on visual analog scale for CPI, indicators #11 & #12
Results	89% met performance standard
Use of Results	Comments were positive for all students on the indicator; level 9 was within reach of all.
Notes/Next Steps	To Be Determined

Psychiatric Technician

SLOs 1 and 2 from the previous academic year were re-assessed this year. However, updates were made with several test questions and the evaluation rubric.

Discipline	Course Assessed	Assessment Timeline
PTE	PTE 116	Spring 2015

SLO 1	Students will be able to exhibit knowledge of the biological, social, emotional, and spiritual factors that contribute to a breakdown in human functions and behavior.
PCC Gen. Education Competencies	Interpret, Evaluate, and Synthesize Information

Method/Tools/Scoring	Selected Response on 20 question competency test
Sampling/No. of Participants	4 students
Performance Target	80% or better score
Results	93% average competency
Use of Results	Revise some test questions; Plan to use ATI (standardized testing), specifically in area of mental health concepts
Notes/Next Steps	Will re-assess this SLO
SLO 2	Students will be able to apply a problem-solving perspective and an attitude of inquiry for learning new approaches to care of the psychologically impaired person.
PCC Gen. Education Competencies	Interpret, Evaluate, and Synthesize Information
Method/Tools/Scoring	Extended Written Response evaluated with rubric
Sampling/No. of Participants	4 students
Performance Target	90%
Results	Results Pending
Use of Results	To Be Determined
Notes/Next Steps	To Be Determined

Respiratory Care Assistant

The Respiratory Care program did not identify specific courses assessed for this report. Instead, a holistic report of the overall program was assessed in terms of results from the national registry examination for practitioners.

Discipline	Courses Assessed	Assessment Timeline
RCA	RCA Program	2014-2015
SLO 1	At the completion of the Respiratory Care program, the students will be able to perform at or above the national average on the National Board of Respiratory Care Exam (NBRC-RRT Exam)	
PCC Gen. Education Competency	Interpret, Evaluate, and Synthesize Information	
Method/Tools/Scoring	National Board of Respiratory Care Exam (NBRC-RRT Exam)	
Sampling/No. of Participants	9 Students	

Performance Target	80% will attain 78% or better (passing level)
Results	2014 Results: 8/9 passed at CRT level; 6/9 passed at the RRT level 2015 Results: Pending (June or July 2015)
Use of Results	Review curriculum content in test categories for which students commonly perform below the national average. Graduates will be able to sit for national exam after May 2015.
Notes/Next Steps	Re-assess next cycle.

Discipline	Course Assessed	Assessment Timeline
RCA	RCA Program	2014-15
SLO 2	At the end of the Spring semester of 2015, first year and second year students will be to collectively analyze and recommend appropriate treatment based on the guidelines set by the NBRC for specifically assigned patient case studies.	
PCC Gen. Education Competencies	Interpret, Evaluate, and Synthesize Information Use Interpersonal Skills Essential for Their Chosen Fields	
Method/Tools/Scoring	Performance Assessment; Extended Written Response; Personal Communication	
Sampling/No. of Participants	11 students	
Performance Target	100% will achieve 85% or better	
Results	Cohorts from 2014 and 2015 both met performance targets	
Use of Results	Graduates will be able to sit for national exam after May 2015; program will continue to solicit feedback through student evaluations and make continuous improvements as needed.	
Notes/Next Steps	Will not re-assess this SLO	

Surgical Technology

The Surgical Technology program was new this year, and first assessment results follow:

Discipline	Course Assessed	Assessment Timeline
STE	STE 103	Fall 2014
SLO 1	Students will be able to perform a counted method surgical hand scrub using proper technique.	
PCC Gen. Education Competencies	Interpret, Evaluate, and Synthesize Information	
Method/Tools/Scoring	Performance Assessment	

Sampling/No. of Participants	10 students
Performance Target	80% of Students will show minimum proficiency on 14/16 steps and attain a minimum rating of 5/7 on the Skill Assessment 12-1F Evaluation Tool.
Results	10/10 (100%) of the students attained maximum scores both during and at the end of the Fall 2014 semester
Use of Results	The specific skill check off will continue to be used to ensure that students maintain high program standards
Notes/Next Steps	Will not re-assess this SLO
SLO 2	Students will be able to classify and differentiate the usage of surgical instrumentation, supplies, and equipment.
PCC Gen. Education Competencies	Interpret, Evaluate, and Synthesize Information
Method/Tools/Scoring	Extended Written Response on comprehensive final examination covering 366 instruments, supplies, and pieces of equipment.
Sampling/No. of Participants	10 students
Performance Target	70% of students will score 70% or better on final exam
Results	Performance target was exceeded; average student score was 90% or above
Use of Results	Will continue to assess and monitor these skills to ensure high program standards
Notes/Next Steps	Will not re-assess this SLO

Conclusion: Assessment of Student Learning 2014-15

Strengths

1. PCC's Assessment of Student Learning process was adapted from best practices in student learning assessment based upon information found in the following sources:

   - Borden, Victor M. H., and Gary R. Pike. (Ed.) *Assessing and Accounting for Student Learning: Beyond the Spellings Commission, Assessment Supplement 2007*.   New Jersey: Jossey-Bass, 2009. Print. New Directions for Institutional Research Ser.

   - Volkwein, J. Fredericks. *Assessing Student Learning - Why, Who, What, How? Assessment Supplement 2009*. New Jersey: Jossey-Bass, 2010. New Directions for Institutional Research Ser.

2. 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. Assessment Leads organize planning meetings and meet with divisional ASL committee representatives to review plans and final reports.

3. Assessment plans and reports for 2009-10 through 2014-15 are accessible for review by all campus users at U:\Assessment of Student Learning.

4. The most recent Assessment of Student Learning report will posted on the PCC portal after approval of the committee and the college administration.

Challenges

1. Branch campus involvement in assessment remains a challenge. Although several faculty chairs have communicated with branch campus instructors through email or by telephone, they report little or no response.

2. Because some programs use national exams as part of their assessment criteria, discussion of using the calendar year for the assessment cycle, rather than the academic year is being strongly considered for 2015-16.

3. Some instances of departments re-assessing the same SLOs numerous times has occurred. In some case this may be necessary; however, clear reporting of how the information has been used for on-going instructional improvement is also a necessary component. Departments that report similar results in multiple years also need to clearly describe what has changed and/or how those results impacted instruction.

4. Departments need overall improvement during the planning process in clarifying the rationale for selecting their SLOs and how these SLOs connect with their prior assessment efforts.

5. In every case, departments need to provide a clear indication of <u>what</u> the assessment measured and <u>how</u> it was measured. A clear performance target (or goal) must also be indicated.

Recommendations

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

1. Determine a campus-wide focus for Assessment of Student Learning for the 2015-16 academic year. For example, a continued focus on "Critical Thinking" has been proposed.

2. Discuss difficulties and identify strategies to encourage more branch campus involvement in assessment.

3. Devote more time and/or emphasis in division/department/faculty meetings to the subject of ASL its role in the improvement of student learning.

4. Revisit core competencies and evaluate whether adjustments need to be made.

5. Educate the faculty about the AACU Value Rubrics and begin to implement them across disciplines.

6. Determine if funding can be allocated for assessment data collection and reporting.

Next Steps in Assessment of Student Learning at Pueblo Community College

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. Although opportunity for improvement always exists, the level of institutional proficiency has improved significantly over the past few years. For the next assessment cycle, the ASL faculty committee and the college administration will work together to address some of our on-going challenges and to implement some recommendations to continuously improve our assessment processes. The overall assessment process will continue ensure PCC's commitment to student success and to quality academic programing.