Business & Technology Division
2016 Assessment of Student Learning Report

Prepared by John Jakeman

I. Institution-Level Results by Department

Advanced Manufacturing

ISLO	Exemplary (4)		Accomplished (3)		Developing (2)		Beginning (1)		Scores Recorded	N/A Count	Target Achieved	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			Count	Percent
Critical Thinking	80	32.7%	108	44.1%	52	21.2%	5	2.0%	245	40	188	76.73%
Communication	42	17.9%	115	49.1%	77	32.9%	0	0.0%	234	50	157	67.09%
Professionalism	74	58.7%	29	23.0%	18	14.3%	5	4.0%	126	12	103	81.75%

Automotive Technology

ISLO	Exemplary (4)		Accomplished (3)		Developing (2)		Beginning (1)		Scores Recorded	N/A Count	Target Achieved	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			Count	Percent
Critical Thinking	241	25.5	353	37.35	300	31.75	51	5.4	945	5	594	62.86%

Business, Management, & Marketing

ISLO	Exemplary (4)		Accomplished (3)		Developing (2)		Beginning (1)		Scores Recorded	N/A Count	Target Achieved	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			Count	Percent
Critical Thinking	88	24.9%	133	37.7%	110	31.2%	22	6.2%	353	62	221	62.61%
Communication	128	27.35	204	43.59	112	23.93	24	5.13	468	76	332	70.94%
Quantitative Reasoning	18	21.43	42	50	18	21.43	6	7.14	84	12	60	71.43%
Textual Literacy	6	46.15	5	38.46	2	15.38	0	0	13	3	11	84.62%
Professionalism	61	54.46	38	33.93	13	11.61	0	0	112	16	99	88.39%

Computer Information Systems

ISLO	Exemplary (4)		Accomplished (3)		Developing (2)		Beginning (1)		Scores Recorded	N/A Count	Target Achieved	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			Count	Percent
Critical Thinking	0	0	17	37.78	22	48.89	6	13.33	45	5	17	37.78%

Culinary & Hospitality Studies

ISLO	Exemplary (4)		Accomplished (3)		Developing (2)		Beginning (1)		Scores Recorded	N/A Count	Target Achieved	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			Count	Percent
Communication	5	33.33	5	33.33	3	20	2	13.33	15	27	10	66.67%
Professionalism	67	57.76	38	32.76	8	6.9	3	2.59	116	22	105	90.52%

Health Information Technology

ISLO	Exemplary (4)		Accomplished (3)		Developing (2)		Beginning (1)		Scores Recorded	N/A Count	Target Achieved	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			Count	Percent
Critical Thinking	4	4.2%	35	36.8%	44	46.3%	12	12.6%	95	5	39	41.05%

Media Communications

ISLO	Exemplary (4)		Accomplished (3)		Developing (2)		Beginning (1)		Scores Recorded	N/A Count	Target Achieved	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			Count	Percent
Communication	13	10	70	53.85	37	28.46	10	7.69	130	38	83	63.85%
Professionalism	36	30.77	47	40.17	24	20.51	10	8.55	117	15	83	70.94%

II. Course- & Program-Level Assessment Activities

Advanced Manufacturing

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	Count	PT	FT		Direct Type	Count	Indirect Type	Count	Type	Count
CAD	2	1	1	42	Quiz/Test/Exam	3	Survey		Rubric	11
EGG	1	1		13	Essay/Research Paper		Reflection		Test Score	3
ELT	1		1	6	Oral Presentation		Self-Assessment		Checklist	
MAC	2	1	2	21	Team-based Project	3	Peer Assessment	1	Holistic	
MTE	1	1		11	Portfolio		Interview		Other (specify):	
WEL	5		2	46	Simulation/Demonstration	6	Completion/Pass Rates			

Automotive Technology

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	**Count**	**PT**	**FT**		**Direct Type**	**Count**	**Indirect Type**	**Count**	**Type**	**Count**
ASE	2	3	4	105	Quiz/Test/Exam	6	Survey		Rubric	
					Essay/Research Paper		Reflection		Test Score	6
					Oral Presentation		Self-Assessment		Checklist	
					Team-based Project		Peer Assessment		Holistic	
					Portfolio		Interview		Other (specify):	
					Simulation/Demonstration		Completion/Pass Rates			

Business, Management, & Marketing

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	**Count**	**PT**	**FT**		**Direct Type**	**Count**	**Indirect Type**	**Count**	**Type**	**Count**
ACC	2	3	1	100	Quiz/Test/Exam	5	Survey		Rubric	1
ECO	1	2	1	135	Essay/Research Paper		Reflection		Test Score	5
BUS	1		1	32	Oral Presentation	1	Self-Assessment		Checklist	
MAN	1	1	1	19	Team-based Project		Peer Assessment		Holistic	
MAR	1	1		15	Portfolio		Interview		Other (specify):	
					Simulation/Demonstration		Completion/Pass Rates			

Computer Information Systems

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	**Count**	**PT**	**FT**		**Direct Type**	**Count**	**Indirect Type**	**Count**	**Type**	**Count**
CIS	2		1	54	Quiz/Test/Exam	2	Survey		Rubric	
					Essay/Research Paper		Reflection		Test Score	2
					Oral Presentation		Self-Assessment		Checklist	
					Team-based Project		Peer Assessment		Holistic	
					Portfolio		Interview		Other (specify):	
					Simulation/Demonstration		Completion/Pass Rates			

Culinary & Hospitality Studies

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	**Count**	**PT**	**FT**		**Direct Type**	**Count**	**Indirect Type**	**Count**	**Type**	**Count**
CUA	2		3	55	Quiz/Test/Exam		Survey		Rubric	2
					Essay/Research Paper		Reflection		Test Score	
					Oral Presentation		Self-Assessment		Checklist	
					Team-based Project	2	Peer Assessment		Holistic	
					Portfolio		Interview		Other (specify):	
					Simulation/Demonstration		Completion/Pass Rates			

Health Information Technology

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	**Count**	**PT**	**FT**		**Direct Type**	**Count**	**Indirect Type**	**Count**	**Type**	**Count**
HIT	3	1	1	64	Quiz/Test/Exam	3	Survey		Rubric	1
					Essay/Research Paper		Reflection		Test Score	2
					Oral Presentation		Self-Assessment		Checklist	
					Team-based Project		Peer Assessment		Holistic	
					Portfolio		Interview		Other (specify):	
					Simulation/Demonstration		Completion/Pass Rates			

Media Communications

SLOs Assessed		Participation		Sample Size	Assessment Measures				Scoring Methods	
Prefix	**Count**	**PT**	**FT**		**Direct Type**	**Count**	**Indirect Type**	**Count**	**Type**	**Count**
MGD	2	1	1	21	Quiz/Test/Exam	2	Survey		Rubric	1
					Essay/Research Paper		Reflection		Test Score	2
					Oral Presentation		Self-Assessment		Checklist	
					Team-based Project		Peer Assessment		Holistic	
					Portfolio		Interview		Other (specify):	
					Simulation/Demonstration		Completion/Pass Rates			

III. Overview of Results & Key Findings

Advanced Manufacturing

Civil Engineering

This will be a full assessment this next calendar year. CSU Pueblo is also assessing similar sustainability knowledge. The goal is to have a general knowledge of sustainability issues from a civil engineering perspective by year two. CSU Pueblo has an expectation of a full understanding and synthesis of knowledge by year four. We are working on adding sustainability knowledge in the following classes:

- AEC102 Residential Design
- AEC121 Construction Materials/Systems
- CON245 Project Management
- EGG102 Introduction to Engineering Methodologies

We need to improve our rubrics. We can measure if our student know the skill but are lacking more definition about how well the students know the work. I would like to see more emphasis on the design process itself. If we could measure better the strengths of the project, we would have a more varied group of scores. We show quite a few 100's and scores that are alike. We will be reassessing next year and we will be looking at our rubrics for better measurements of the results.

Electromechanical

Use more hands on assessment based on the attached rubric and less of the online assessment. The results of this assessment when compared to last year shows an improvement. It was determined we spend more time on Simutech in the classroom to insure all students are able to be more proficient at troubleshooting. We plan to re-assess this again to ensure better data. We will continue to focus on in class Simutech simulations.

This project was completed as a team project. There was discussions about the proper participation as a team member for this assignment. We would like to add more teamwork rubrics to this project. Students felt like parts of the grading was unfair because of undefined expectations. In the future, we will add a participation rubric and more information about what a team member should do. Students felt like there should be more labs and hands on activities. We are looking to purchase more trainers and equipment to supply the lab for more hands on work. We also are encouraging a more structured class with more accountability to the amount of lab time. It was hard to assess how well the students did in a team environment. The team concept is being further evaluated. We will re-assess this next year.

Machining

The department has received a new certification (NIMS) and have used the certification test as an assessment tool. Results indicated that 80% of students passed the test.

A bolt hole project was used an assessment tool for SLO#7, 100% of students passed the project and the department will use a new project as an assessment tool in the future.

Welding

Traditional and CHAMP students exceeded targets in all 5 SLO assessments. New assessments have been discussed and are being created for AY17. The welding department will have new PSLO's that will align with ISLO's.

Automotive Technology

The results were pre and post testing in all areas of ASE courses. The results show students in ASE 140 which is the first level of 3 sections in the course sequence and is followed by ASE 111 but the third ASE 210 we assessed it to show student growth over all three sections.

We continue to modify our curriculum and testing methods change every semester due to changes in industry. We follow up using CBT computer based training to support the student in additional education and training to assist them with employment and certification. I will be assigning different SLOs next year which will be SLO 3 and 5. We closing the loop on what we feel students need best for educational and employment opportunities with 70% of the students working in industry.

Business, Management, & Marketing

Accounting

From reviewing the results it can be assumed that students in ACC 121 courses need more time and practice with financial statements. It will be recommended that instructors teaching the ACC121 course for future semesters incorporate the financial statements into multiple chapters as opposed to the one single chapter that financial statements are taught from.

This SLO will be re-assessed next academic year. Instructors will document changes to the teaching methods for the financial statements and next year's results will be compared to the current results to determine if the changes are beneficial or if changes need to continue to be made.

Although students from ACC 122 did not meet the goal of 80% of students achieving 80% or greater on assignment questions relating to budget planning and control, the comparison from the Spring to the Fall semester suggest that instructors should continue to spend an increased amount of time on the budgeting chapters. ACC instructors will be coached to continue the practice of allocating more time to the budgeting chapters and the SLO will be assessed in AY2017 to monitor the results.

The increased time spent on budgeting might pose a risk on the comprehension of other chapters, so the other existing SLOs will also need to be monitored throughout AY2017.

Business and Economics

We will continue to work with branch campuses and PT instructors to better assure "norming" in scores with respect to the rubrics and assignments used. I plan for Fall of 2017 to require a "standard and uniform assignment and required adoption of a single evaluation scale" to improve accuracy of data. We will reassess the same SLO as it is central that all business students acquire this skill and ECO 201 is taken by all majors whether AA or AAS degrees.

Only 1 student who took assessment failed to attain the goal of 80%. We believe an increase focus on reviewing ratio analysis in MAN 225 to Supplement ACC 121 has directly led to improved performance year over year. We will use this class as a model going forward as both instructors used the same assignments and methodology for grading and added an emphasis on the solving problems to the course. One factor that may have contributed to the results is the low class sizes for both sections, providing more individual instruction time for each student.

The goal in previous years was set at 80% of students will achieve an 80% score or higher. In 2016 we raised this to 80 percent of students will achiev a score of 85% or higher. We did noot make the goal. Only 68.8% of students met the new higher standard. As the chair and faculty teaching the course I believe the increased difficulty inherent in the assignment is largely responsible for the missing of the goal. I intentially raised the bar on students by adding several evalautive and inference questions to the problem sets. The way I which I graded and assigned points tells me they can cacluate and solve problems at the same or slightly higher effacacy but we really just set a new

baseline for the 2017 assessment period based on expansion of skills being assesed and the higher level thinking required to get there.

78.6% Percent of student achieved an 80% or better slightly below goal. This however was affected by several students not submitting or presenting. 90% of those student who completed assignment and presented earned above 85% or better.

Computer Information Systems

This section of the course includes a hands on activity where the students estimate the storage needs for a data conversion project and then solve for the amount of time the project will take to complete. This covers both the application of computers to business and project analysis.

Database topics (Microsoft Access) is the most difficult of all the Microsoft Products to teach. Working with a sample database and guided lessons in the class have improved scores on this topic over the last few semesters.

Culinary & Hospitality Studies

AY16 SLO targets were exceeded due to a change in Faculty for the assessment. The department will use new assessment tools for the AY17 PSLO. Major changes are coming for CUA in the way of new classes, new PSLO and new rubrics that will be used for assessment. The previous rubrics were deemed to be too narrow and difficult to assess.

Health Information Technology

Due to faculty change, Assessment will only be reported for Fall 2016 semester. Class size was 16 students, and assessments were attempted by 14-15 students.

At MIDTERM, 14 of 16 students completed the Audio Assessment. 92.9% of the students who completed the Audio Assessment met or surpassed the Target Performance rate of 70%, in their ability to pronounce medical terms at a satisfactory level.

At FINAL, 15 of 16 students completed the Audio Assessment. 93.3% of the students who completed the Audio Assessment met or surpassed the Target Performance rate of 70%, in their ability to pronounce medical terms at a satisfactory level.

With the Full Time Faculty Instructor, modifications have been made to the class, to provide the student with additional opportunities to work on pronunciation, including:

1. As a Supplement, students are encouraged to work with Flash Cards provided through their student course book/CD; or, if not accessible through Wikipedia.
2. Assignment requiring students to segment medical terms by term components (prefix, root word, suffix)
3. Reinforce student pronunciation through Synchronous Sessions, which additionally include student to student/student to instructor verbalization of medical terms.

As we reviewed scoring against the goal of 70% of students seeing a minimum of 15-20% increase in scoring, we did not meet our goal. Improvement was seen in 18 of 29 students (62%) vs. the projected goal of 20 of 29 students (70%). Though the goal was not fully met, we did note that at **pre-test**, only 21% of students (6) were at the 70 percentile for scoring and at **post-test** 52% of students (15) were at the 70 percentile. And, an average improvement for the entire group was 20.86%.

The areas of most difficulty for students were in Registries and HIT/HIM acronyms.

Media Communications

MGD 111 Adobe Photoshop was assessed in the 2016 academic year. Students enrolled in the Spring semester where assessed prior to instruction and again at semester mid-term. It was expected to complete this in the Fall of 2016. However, due to low enrolment the course was canceled. There will be no evidence to compare within the 2016 calendar year.

Approximately seven to eight weeks of instructions was administered at the time of the mid-term exam. The exam was identical to the pre-test assessment administered at the beginning of the semester. Based on 2015 assessment results, the exam was re-developed to use the correct industry reference material and has been updated to reflect the Adobe Certification language related to the certified testing. The exam is considerably more difficult than previous years.

The pre-test would not impact the students overall grade, but provide the instructor with a gage of current skills. As the instructor, I was able to determine the variety of skills based on the benchmark performance of students. MGD111 Adobe Photoshop continues to have an extreme range of experience and non-experience with the software.

The mid-term exam was administered mid-semester in an attempt to measure full synthesizing of more complex concepts, students show a marked increase of understanding the technology required by the industry. By administering these tests early in the semester and examining individual question statistics the instructor can finish the remaining contact hours making adjustments and furthering learning opportunities to address weaknesses in the program specific requirements.

Spring 2016

Seven of ten students enrolled completed the benchmark pre-test. The Class average was a 34.36% of the total available points. Individual results showed 50.6% as the highest average and 0% as the lowest average within the class. Based on consistent information collected in previous administration of the exam the instructor developed a series of “Study Guides”. These guides where provided to students based on areas of focus and provide study guides that would assist in understanding the required concepts.

MGD 141

Students were already performing at an average of 80.29% when provided the practice quiz. The Quiz was administered formally in class and showed an increase in performance to a 92.8% average.

Fall 2016 Assessment Results

Practice Quizzes where administered prior to instruction, and the Assessment Quiz was administered following instruction. The content is relevant to the course learning outcomes as defined by CCCS.

IV. Use of Results

Department	Number of SLOs assessed	Performance targets achieved	Number to be reassessed	If not achieved, % below target
Business, Management, & Marketing	6	2	6	12%-18%
Automotive Technology	2	0	2	1%-8%
Computer Information Systems	2	2	2	
Culinary & Hospitality	2	2	2	
Advanced Manufacturing	12	12	11	5%
Health Information Systems	3	2	3	8%
Visual Communication	2	1	2	12%
Totals	**29**	**21**	**28**	

V. Improvement Plans (Closing the Loop)

Advanced Manufacturing

Civil Engineering

SLO#4: This is a pre and post test that students take on sustainability. Only pre test results are given because the department is changing to a calendar year assessment cycle consistent with the institution. AY17 will include these results which is on course with assessment that CSU-P is performing on sustainability.

SLO#1: The department will work on rubric development that should yield more accurate results for the team based project. Focus on the process will be the goal of the update. This SLO will stay the same.

Electromechanical

SLO#7: A more hands on approach was used in teaching students to demonstrate knowledge and skills. Simutech was used to achieve this and resulted in higher test scores. A continuation of these methods will be used in the next cycle.

SLO#5: Undefined expectations of the team based project led to students being frustrated with grading. A participation rubric will be used next cycle to evaluate the function of team participation. This assessment will be used in the next cycle.

Machining

SLO#3: The NIMS certification test will be the tool to assess this SLO. Faculty will attempt to get specific results about student answers so they can focus instruction on weak areas of student performance.

SLO#7: The bolt hole project used for assessment indicated mastery by students, and a different tool will be used for AY 17.

Welding

SLO#1,2,3,4,5: Targets met and exceeded for all AY16 PSLO. The department will have new PSLO's that will align with ISLO for AY17.

Automotive Technology

New PSLO's have been developed and CBT will be used to assess these areas. Continuation of Pre and Post test ensures the department has good data to close the loop each semester.

Business, Management, & Marketing

Accounting

SLO#1: Teaching financial statements will be spread over the entire semester instead of one chapter in the book.

SLO#2: 4 days of instruction will be used as opposed to 2.

Business and Economics

SLO#1: Work will commence on a norming of the rubric used to grade the essay question used for assessment.

SLO#4: Changes to curriculum in ACC 121 and MAN 225 have helped to increase this score. The department will try to recreate the same successes next assessment cycle.

SLO#5: This goal was not met on this SLO, the chair will add an assignment to help supplement the test question that is used for assessment. 68% were able to meet the goal and thus an increase to 75% will be the new goal for 2017.

SLO#6: Changes were made this assessment cycle. This is data from one class so another cycle is needed to assure validity of data before any proper analysis can be made.

Computer Information Systems

SLO#1: Guided lessons and sample databases have improved scores. Another assessment cycle will be used to add validity to the results.

SLO#2: No changes will be made for next assessment cycle.

Culinary & Hospitality Studies

PSLO's were reviewed and new rubrics will be used that align with ISLO. Professionalism will be a focus of AY17.

Health Information Technology

SLO#1: This SLO and the corresponding assessment are part of the CCA professional credential that students can acquire through a passing score on the exam. This is a benchmark for the program and will continue to be assessed. A 90% pass rate was achieved AY16.

SLO#4: This SLO will be reassessed for the next cycle. Focus will be on duplicating the success of the teaching methodologies of AY17. A change in faculty could be a challenge in mimicking results.

SLO#3 Reassessment of this SLO will continue, the goal of 70% was not met AY16. Identified areas of poor performance will receive increased teaching opportunities and activities.

Media Communications

SLO#1: While an increase of pre and post test scores were achieved, the average score fell below the 80% mark. The SLO will be assessed again for AY17. Modification in delivery and content are being developed to increase test scores.

SLO#2: Targets were achieved and exceeded. The SLO will be reassessed for AY17 with increased D2L content being developed.

Machining

SLO#3: The NIMS certification test will be the tool to assess this SLO. Faculty will attempt to get specific results about student answers so they can focus instruction on weak areas of student performance.

SLO#7: The bolt hole project used for assessment indicated mastery by students, and a different tool will be used for AY 17.

Welding

SLO#1,2,3,4,5: Targets met and exceeded for all AY16 PSLO. The department will have new PSLO's that will align with ISLO for AY17.

VI. Challenges, Successes, and Recommendations

Dept	Challenges	Successes to Celebrate	Recommendations/Comments
ASE	Industry changes necessitating frequent modification to curriculum and testing methods	• Increase in scores on all SLOs	Track each semester and compare rates for more longitudinal data.
BUS	• Fall and Spring schedule differences • Instructors at multiple campuses.	• Increase in SLO#2 • Higher scores because of changes this assessment cycle.	Norm rubrics for all instructors.
CIS	MS Access difficult to teach	Increase in scores for SLO 1	Increase sample sizes and track more longitudinal data.
CUA	New Class Structure	Program Changes	Norm rubrics for all instructors.
HIT	New Faculty, Industry Acronyms	SLO#4 exceeded target	Norm rubrics for all instructors and continue to track longitudinal data.
MTE	• Team project • Rubrics • New Certification, Assessment tools • New PSLO's	• Increase in scores • Students are high performing • Student success in both assessments • All targets exceeded	• Use ISLO rubric for professionalism when evaluating participation. • Norm PSLO rubric to ISLO Rubrics. Use the Teamwork rubric and tailor to the project. • Create department rubrics for both assessments. • Simplify the reporting process.
VMC	Changes to Curriculum	Target achieved	Changes to the assessment for SLO#2. Target was exceeded.

Assessment Plan AY 2015-16
Business and Technology Division

Department: **Engineering Technologies** **Date: 2/20/2017**

Prepared by: **Jamie Gage** **REVIEWED by Department Chair: Jamie Gage**

Reviewed by the ASL Division Committee:

Department Mission	*The Pueblo Community College Civil Engineering Technology program is committed to providing quality education that prepares a student for the contribution for success in their field and equips each student with the ability to contribute to engineering teams in various practice areas including (a) engineering analysis and design, (b) construction planning and management, (c) experimentation, (d) technical documentation, and (e) systems operation or maintenance.*
Department Level SLOs to Be Assessed ***List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.***	• SLO #1: Students will be able to …***[Technique: Students will apply a variety of techniques, skills, and tools appropriate to a range of the civil engineering technology activities.*** • SLO #2: Students will be able to …***[Design Process: Design systems, components, or processes for civil engineering technology problems]*** • SLO #3: Students will be able to …***[Professionalism and Business Practices: Students will be introduced to the contributions of civil engineering to contemporary society; various design practices, the elements of business practices, the elements of project management, project communication, and project delivery methods. Students will be able to comprehend professional ethics.*** • SLO #4: Students will be able to … ***Global Perspective for Design: Students will be able to comprehend the concepts, principles, and theories of sustainability as they pertain to building methods, material, and systems.*** • SLO #5: Students will be able to …***Communication: Students will apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.***
Select PCC General Education Core Competencies to be assessed:	**1,2,3,4,5**

1. *Read, write, and speak effectively* 2. *Critical Thinking (interpret, evaluate, and synthesize information)* 3. *Use technology to achieve educational objectives* 4. *Use interpersonal skills essential for their chosen fields* 5. *Apply global and cultural perspectives*	

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **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 Perspective**: 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.

General Education Objectives		Effective Communication	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
		✓	✓	✓	✓	✓	✓
Prefix and course number	**SLOs you will be assessing this academic year**						
CAD102	• **SLO #4** ***Global Perspective for Design: Students will be able to comprehend the concepts, principles, and theories of sustainability as they pertain to building methods, material, and systems.***		x	x	x	x	x

CAD101, EGG102	• SLO #1: Students will be able to …[Technique: Students will apply a variety of techniques, skills, and tools appropriate to a range of the civil engineering technology activities.	x	x	x	x		x

ASL Planning Forms:

Describe the department student learning outcomes (SLOs) you are planning to assess in this cycle, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) However, the general education core competencies may involve a number of prefixes and/or course sections.

During the academic year, you may adjust present or add new SLOs and prefixes. However, you may not delete SLOs from this plan once your plan has been approved. Instead, at the end of the academic year, you will indicate the reason(s) you were unable to assess or decided not to assess the SLO(s). Also, indicate whether you plan to assess the SLO(s) next academic year.

Plan Assessment of Student Learning (Due Date)	
SLO 4: Global Perspective for Design: Students will be able to comprehend the concepts, principles, and theories of sustainability as they pertain to building methods, material, and systems.	
Rationale for choosing this SLO	
Assessment Method(s) **(✓)**	(x) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE () PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) ***Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]***	This is a pretest exam to determine the knowledge of sustainability. A posttest was supposed to be given for Spring but since we are transitioning to the calendar year, only the pretest results will show. We are restarting the pre and posttest this semester and Fall 2017 to comply with the current sequence. (exam attached)
Scoring Method(s) (If using a rubric, it must be attached to this document.) ***Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]***	Correct answers
Sampling method/Number of Students to be Assessed	6 students

Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	60% or better		
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	One pretest at the beginning of the semester.		
Faculty members involved in the assessment tasks	**Assessed Course**	**Instructor(s) Assessing Course**	**Semester**
	CAD102	Jamie Gage	Fall 2016
Strategies/Methods planned for teaching this SLO			
Results Assessment of Student Learning (Due Date)			
SLO 4:			
Results: ***Analysis and Interpretation of Results/Findings*** *(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)*	Six students were assessed. The results were as follows: Student #1 55% Student #2 70% Student #3 67% Student #4 37% Student #5 71% Student #6 63% This was a pretest with no sustainability knowledge other than what they would get from the current events or the news. The expectation was lower results with an improvement of scores over the span or three semesters.		
Use of Results *(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)*	This will be a full assessment this next calendar year. CSU Pueblo is also assessing similar sustainability knowledge. The goal is to have a general knowledge of sustainability issues from a civil engineering perspective by year two. CSU Pueblo has an expectation of a full understanding and synthesis of knowledge by year four. We are working on adding sustainability knowledge in the following classes: AEC102 Residential Design AEC121 Construction Materials/Systems CON245 Project Management EGG102 Introduction to Engineering Methodologies		

Plan Assessment of Student Learning (Due Date)			
SLO 1: Students will be able to …[Technique: Students will apply a variety of techniques, skills, and tools appropriate to a range of the civil engineering technology activities.			
Rationale for choosing this SLO	We would like to replicate the requirements of the paramedic program in the other programs at the appropriate level.		
Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (x) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION		
Assessment Tool(s) *Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]*	This assessment included three projects. CAD101 (design of a pallet project), EGG102 (Lego Mindstrom project), EGG102 (Meccanoid project)		
Scoring Method(s) (If using a rubric, it must be attached to this document.) *Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]*	See attached rubrics.		
Sampling method/Number of Students to be Assessed	CAD101-001 (19 students) CAD101-002 (18 Students) EGG102(13students)		
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	We should expect to see an 80% or better		
Timeframe of assessment tasks *When the assessment will occur – [i.e.- pre/post-tests; midterm; final]*	The projects for the three classes usually span a period of three weeks for each.		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	CAD101-001	Jenifer Blattner (part time)	Fall2016
	CAD101-002	Jamie Gage (full time)	Fall 2016
	EGG102-001	Joey Mathews (part time)	Fall 2016
Strategies/Methods planned for teaching this SLO	Critical thinking is a very important skill for engineers. Equally important, is the ability to communicate an idea through oral presentations and graphic drawings. In the CAD101 assignment discussions occurred in class regarding many different ways a wood pallet can be used to make useful items. A budget, practical use, salability, marketing, and communication of the idea was discussed. The peers in class judged the oral presentations and a dollar amount for sale was voted on. The EGG102 assignments were team assignments. In the EGG102 assignments, problems were discussed with their possible solutions. Special emphasis was placed on figuring out a solution as a team. Students discussed teamwork, participation, design, programming, time management, documentation, and presentations.		

Results Assessment of Student Learning (Due Date)	
SLO 1:	
Results: *Analysis and Interpretation of Results/Findings* ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	Example of one of the curriculum improvements: Cad 101-001 19 students (see attached) CAD101-002 18 students (see attached) EGG102-001 13 students (see attached)
Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	*We need to improve our rubrics. We can measure **if** our student know the skill but are lacking more definition about how well the students know the work. I would like to see more emphasis on the design process itself. If we could measure better the strengths of the project, we would have a more varied group of scores. We show quite a few 100's and scores that are alike. We will be reassessing next year and we will be looking at our rubrics for better measurements of the results.*

Meccanoid Project			Lego Robot Project			CAD101-001 Pallet Project			CAD101-001 Pallet Project	
Student #	**Grade**		**Student #**	**Grade**		**Student #**	**Grade**		**Student #**	**Grade**
Student #1	78.00%		Student #1	88.00%		Student #1	90.00%		Student #1	92.00%
Student #2	88.00%		Student #2	88.00%		Student #2	84.00%		Student #2	97.00%
Student #3	88.00%		Student #3	84.00%		Student #3	0.00%		Student #3	0.00%
Student #4	98.00%		Student #4	84.00%		Student #4	90.00%		Student #4	92.00%
Student #5	88.00%		Student #5	84.00%		Student #5	88.00%		Student #5	95.00%
Student #6	94.00%		Student #6	68.00%		Student #6	100.00%		Student #6	97.00%
Student #7	90.00%		Student #7	72.00%		Student #7	100.00%		Student #7	0.00%
Student #8	94.00%		Student #8	92.00%		Student #8	100.00%		Student #8	0.00%
Student #9	88.00%		Student #9	92.00%		Student #9	100.00%		Student #9	95.00%
Student #10	98.00%		Student #10	58.00%		Student #10	100.00%		Student #10	97.00%
Student #11	88.00%		Student #11	84.00%		Student #11	98.00%		Student #11	97.00%
Student #12	88.00%		Student #12	80.00%		Student #12	100.00%		Student #12	95.00%
Student #13	88.00%		Student #13	0.00%		Student #13	100.00%		Student #13	95.00%
Student Average	**89.85%**		**Student Average**	**74.92%**		Student #14	100.00%		Student #14	96.00%
						Student #15	100.00%		Student #15	95.00%
						Student #16	98.00%		Student #16	87.00%
						Student #17	100.00%		Student #17	95.00%
						Student #18	100.00%		Student #18	87.00%
						Student #19	100.00%		**Student Average**	**78.44%**
						Student Average	**92.00%**			

Meccanoid Project Rubric

Task	Basic 6pts	Satisfactory 8pt.	Master 10pts	Total
Teamwork	Team members occasionally interacting, discussing, posing questions to each other, and exchanging ideas	Most team members interacting often, discussing, posing questions to each other, exchanging and rethinking ideas most of the time	All team members consistently interacting, discussing, posing questions to each other, exchanging and rethinking ideas all the time	
Participation	Students never brainstorm ideas about the robot; one person makes all the decisions.	Most students were involved in brainstorming ideas about the robot, not everyone has an equal voice.	All students involved in brainstorming ideas about robot and everyone's ideas were listened to and considered.	
Robot design	Robot was correctly put together without input from all members of the team.	Robot design was a collaboration effort from most members of the team.	Robot was completely built and designed from entire team.	
Programming	One student did all the programming.	Programming was shared by most team members but not all.	Programming was a team effort. Everyone contributed an idea.	
Time Management	Robot is incomplete.	Robot is complete but there are errors.	Robot is complete without errors.	
Task Completion	Robot failed to complete the task.	Robot completed most of the task but needed assistance.	Robot completed entire task unaided.	
Documentation	Documentation is incomplete. Not all members contributed.	Documentation is mostly done a few sections are lacking in detail.	Documentation is totally complete and easy to follow.	
Creativity	Robot is basic, most parts were used	Robot used majority of parts in kit	Robot used minimal to achieve the goal	
Video Presentation	Video contained only part of the required elements. One team member presented.	Video contained most of the required elements. Most of team members contributed.	Video contained all of the required elements. All of the team members contributed.	
Robot Demonstration in STEM Center	Only 1 team member was present for demonstration.	Most of team members were present for demonstration.	All of team members were present for demonstration.	

Lego Mindstorms Project Rubric

Task	Basic 6pts	Satisfactory 8pt.	Master 10pts	Total
Teamwork	Team members occasionally interacting, discussing, posing questions to each other, and exchanging ideas	Most team members interacting often, discussing, posing questions to each other, exchanging and rethinking ideas most of the time	All team members consistently interacting, discussing, posing questions to each other, exchanging and rethinking ideas all the time	
Participation	Students never brainstorm ideas about the robot; one person makes all the decisions.	Most students were involved in brainstorming ideas about the robot, not everyone has an equal voice.	All students involved in brainstorming ideas about robot and everyone's ideas were listened to and considered.	
Robot design	Robot was correctly put together without input from all members of the team.	Robot design was a collaboration effort from most members of the team.	Robot was completely built and designed from entire team.	
Programming	One student did all the programming.	Programming was shared by most team members but not all.	Programming was a team effort. Everyone contributed an idea.	
Time Management	Robot is incomplete.	Robot is complete but there are errors.	Robot is complete without errors.	
Task Completion	Robot failed to complete the task.	Robot completed most of the task but needed assistance.	Robot completed entire task unaided.	
Documentation	Documentation is incomplete. Not all members contributed.	Documentation is mostly done a few sections are lacking in detail.	Documentation is totally complete and easy to follow.	

Creativity	Robot is basic, did not use minimum of 200 parts and 1 sensor.	Robot used most of parts required with 1 sensor.	Robot used all 200 parts or more and 1 sensor.	
Poster Presentation	Poster contained only part of the required elements. One team member presented.	Poster contained most of the required elements. Most of team members presented.	Poster contained all of the required elements. All of the team members presented.	
Robot Demonstration in STEM Center	Only 1 team member was present for demonstration.	Most of team members were present for demonstration.	All of team members were present for demonstration.	

CAD101 Grading Rubric				
	Beginner	**Intermediate**	**Advanced**	**Total**
Attention to Detail	Drawing is lacking detail. Detail included is improvised and looks incomplete.	Drawing contains many strong elements of detail but needs further refinement and fine-tuning to have correct amount of detail.	Drawing has excellent amount of detail and shows great attention to detail.	
	0-8	9-16	17-25	
Layout/Proportion	Elements of room are out of place and/or are out of proportion.	Majority of the room is properly laid-out, but drawing has a few areas that need further refinement in order for the room to look proportional/natural.	Layout and proportion are properly sketched. Room looks natural, without distortions.	
	0-8	9-16	17-25	
Shading/ Realism	Drawing has incomplete look. Shading is not complete, drawing has two-dimensional look.	Drawing is shaded, but needs a few finishing touches in order for drawing to be realistic looking. Drawing still has a two-dimensional look.	Drawing has strong shading. Shading is well done with defined attention to detail. Object looks realistic and three-dimensional.	
	0-8	9-16	17-25	
Craftsmanship	Drawing has messy lines and shading	Drawing is clear and handcrafted well with some inaccuracies. Minor Messiness.	Drawing is clear, handcrfated well and accurate.	
	0-8	9-16	17-25	
Comments				

Assessment Plan AY 2015-16
Business and Technology Division

Department: **Advanced Manufacturing Technologies/Electromechanical** **Date: 2/6/2017**

Prepared by: **Lawrence Harmon** **REVIEWED by Department Chair:**

Reviewed by the ASL Division Committee:

Department Mission	The Pueblo Community College Electromechanical Technologies program is committed to providing quality education that prepares a student for success in advanced manufacturing or related sectors. We strive to provide a quality education with an emphasis on both theory based analytical problem solving and practice-oriented building, testing, and troubleshooting of actual devices in the lab. We maintain a continuous ambition to update and improve curriculum, training methods, equipment and staff to keep our students the choice of the electromechanical workforce.
Department Level SLOs to Be Assessed *List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.*	• **SLO #1: Students will be able to program and troubleshoot a programmable logic controller using an Allen Bradley SLC 500 PLC.** • **SLO #2: Students will be able to apply theoretical knowledge learned in basic electronics to diagnose and repair problems as it pertains to the relevance of Ohm's Law and power formulas.** • **SLO #3: Students will be able to apply the principles of the theoretical troubleshooting techniques due to their mastery of blue print reading fundamentals.** • **SLO #4: Students will be able to operate the proper electronic test equipment needed to identify, diagnose and troubleshoot electronic circuits.** • **SLO #5: Students will be able to apply critical thinking skills in building electronic circuits.** • **SLO #6: Students will be able to correlate and communicate their knowledge of written, oral and graphical communication as it relates to the electro mechanical field.**
Select PCC General Education Core Competencies to be assessed:	

General Education Objectives (✓) *Check only those objectives you will be assessing for each SLO. Checking more than one objective indicates you will be using multiple measures, tools, methods, and levels of performance. The final analyses must address each general education objective checked.*	**Effective Communi-cation**	**Critical Thinking**	**Information and Communication Technology Literacy**	**Interpersonal Skills**	**Global and cultural Perspective**

6. *Read, write, and speak effectively*
7. *Critical Thinking (interpret, evaluate, and synthesize information)*
8. *Use technology to achieve educational objectives*
9. *Use interpersonal skills essential for their chosen fields*
10. *Apply global and cultural perspectives*

Prefix and course number	SLOs you will be assessing this academic year [MINIMUM of 2]						
ELT 259	**•SLO #7: Students will be able to demonstrate applied knowledge of electrical tools, fundamentals and techniques needed and used to perform identified job tasks.**		**X**	**X**			
MTE 238	**•SLO #5: Students will be able to apply critical thinking skills in building electronic circuits.**		**X**	**X**			
	-> List the* SLO #_ *Description*_____ *[from Page 3]						

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **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 Perspective**: 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.

General Education Objectives		Effective Communication	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
		✓	✓	✓	✓	✓	✓
Prefix and course number	**SLOs you will be assessing this academic year**						

ASL Planning Forms:

Describe the department student learning outcomes (SLOs) you are planning to assess in this cycle, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) However, the general education core competencies may involve a number of prefixes and/or course sections.

During the academic year, you may adjust present or add new SLOs and prefixes. However, you may not delete SLOs from this plan once your plan has been approved. Instead, at the end of the academic year, you will indicate the reason(s) you were unable to assess or decided not to assess the SLO(s). Also, indicate whether you plan to assess the SLO(s) next academic year.

Plan Assessment of Student Learning (Due Date)	
SLO 7: **•SLO #7: Students will be able to demonstrate applied knowledge of electrical tools, fundamentals and techniques needed and used to perform identified job tasks.**	
Rationale for choosing this SLO	This skill was deemed very important to the industry during advisory committee meetings and personal discussions.

Assessment Method(s) (✓)	(x) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (x) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	Direct assessment - Final exam
Scoring Method(s) (If using a rubric, it must be attached to this document.) *Measurement of Student Performance – [i.e.-#/% correct answers; # points; rubric]*	The test was comprehensive and worth 15% of the final grade. There were 38 questions evaluating the student's knowledge of PLC programming and logic. The Simutech exam was a software simulation exam which focuses on troubleshooting .
Sampling method/Number of Students to be Assessed	6 students were assessed
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	The expectation was 100% of the students would score 90% or above.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	1 day
Faculty members involved in the assessment tasks	ASSESSED COURSE: ELT 259 — INSTRUCTOR(S) ASSESSING COURSE: Lawrence Harmon — SEMESTER: Fall 2016
Strategies/Methods planned for teaching this SLO	

Results Assessment of Student Learning (Due Date)

SLO 7:	**•SLO #7: Students will be able to demonstrate applied knowledge of electrical tools, fundamentals and techniques needed and used to perform identified job tasks.**
Results: ***Analysis and Interpretation of Results/Findings*** *(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)*	The entire class (6 students) were assessed. The written final scores are as follows: Student 1 95% Student 2 87% Student 3 95% Student 4 92% Student 5 95% Student 6 79% The Simutech test final scores were as follows:

	Student 1 100% Student 2 80% Student 3 80% Student 4 100% Student 5 100% Student 6 100%
Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	Use more hands on assessment based on the attached rubric and less of the online assessment. The results of this assessment when compared to last year shows an improvement. It was determined we spend more time on Simutech in the classroom to insure all students are able to be more proficient at troubleshooting. We plan to re-assess this again to ensure better data. We will continue to focus on in class Simutech simulations.

Plan Assessment of Student Learning (Due Date)

- **SLO #5: Students will be able to apply critical thinking skills in building electronic circuits.**

Rationale for choosing this SLO	Critical thinking is an essential skill
Assessment Method(s) **(✓)**	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) ***Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]***	**M12 Final Project – Instruction Sheet** **Instructions:** You will work in a group of four students to create a fully functioning hydraulic robotic arm. The arm will pick up a load without crunching it, swivel up to 180 degrees, hold the object for an unspecified about of time. All equipment and supplies will be provided. Here are the parameters: 1. Pick up 30,000 lbs. 2. Rotate the object 180 degrees in a period of two minutes. 3. Hold the load for an indeterminate amount of time. 4. Performs at an operating pressure of 2500 psi or less. At the end of each class period, every group will meet with the instructor to evaluate the project, and make sure benchmarks are being met. The instructor will use a **Final Project Check Point** to monitor progress.

	Final Project Checklist: ☐ **Robotic Arm** ☐ **Schematic** ☐ **Journal** ☐ **Report** **Robotic Arm** This is the actual product that your group are required to create. Each group will demonstrate the operation of their robotic arms during the final week of class. **Schematic** As part of your design project, you will begin by creating a basic schematic that illustrates the function of the robotic system. This diagram will be revised on a weekly basis to include updates to your design. By the end of the project, your schematic will reveal all the components needed to complete the system. **Journal** Each of the groups will be responsible for maintaining a journal that includes all sketches, schematic revisions, component calculations, recommendations from the instructor, and any other information you decide is necessary to support your project. Your instructor will review the journal at each **Check Point,** and may make suggestions that will improve the functionality of your system. Make sure to always have it available and document this important data. The journal must be submitted along with the final project and report (see the requirements for the final project below). **Report** At the end of the process, you must submit a full report that includes all components, calculations, and system outcomes. Some things to consider including in your report are: • Volume of each actuator • Speed of each actuator • Displacement of pump • Any associated valves needed for safe operation of hydraulic system
Scoring Method(s) (If using a rubric, it must be attached to this document.)	See attached rubrics

Measurement of Student Performance – [i.e.-#/% correct answers; # points; rubric]			
Sampling method/Number of Students to be Assessed	Eleven students were assessed according to the project.		
Performance Target(s) ***Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]***	100% of the students should score 80% or better		
Timeframe of assessment tasks ***When the assessment will occur – [i.e.-pre/post-tests; midterm; final]***	This assessment occurred in the last three weeks of class.		
Faculty members involved in the assessment tasks	**ASSESSED COURSE**	**INSTRUCTOR(S) ASSESSING COURSE**	**SEMESTER**
	MTE238	Dean Sena/Part time Instructor	Fall 2016
Strategies/Methods planned for teaching this SLO	Discussion Boards, Project assessment, and Direct assessment		
Results Assessment of Student Learning (Due Date)			
SLO 2:			
Results: ***Analysis and Interpretation of Results/Findings*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	11 students were assess: Student #1 90% Student #2 94% Student #3 90% Student #4 94% Student #5 94% Student #6 96% Student #7 90% Student #8 98% Student #9 94% Student #10 94% Student #11 98%		
Use of Results	*This project was completed as a team project. There was discussions about the proper participation as a team member for this assignment. We would like to add more teamwork rubrics to this project.*		

(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)	*Students felt like parts of the grading was unfair because of undefined expectations. In the future, we will add a participation rubric and more information about what a team member should do. Students felt like there should be more labs and hands on activities. We are looking to purchase more trainers and equipment to supply the lab for more hands on work. We also are encouraging a more structured class with more accountability to the amount of lab time. It was hard to assess how well the students did in a team environment. The team concept is being further evaluated. We will re-assess this next year.*

MTE 238 Online Group Discussion Rubric

Group Discussion Topic: M13 – Calculations for Final Project

Criteria	Exemplary	Satisfactory	Unsatisfactory	Feedback
Timeliness	Submits initial response and replies to two peers' posts before submission deadline, and replies to more than the required number of replies to peer posts by submission deadline.	Submits initial response before submission deadline, and replies to two or more peer posts by submission deadline.	Does not submit initial response by the submission deadline, and does not reply to at least two peer posts by submission deadline.	
Spelling and Mechanics	Submits posts that contains sentences with no grammatical errors, and there are no spelling errors.	Submits posts where one or two sentences are grammatically incorrect, and there are one or two spelling errors.	Submits posts that are not written in complete sentences, or are grammatically incorrect; and, sentences have more than two spelling errors.	

Knowledge and Understanding of Content	Initial response shows a strong understanding of course content and ability to apply knowledge as it relates to the profession.	Initial response shows limited understanding of course content and limited ability to apply knowledge as it relates to the profession.	Initial response shows a lack of understanding of course content and no ability to apply limited knowledge as it relates to the profession.	
			Overall Score	

Assessment Plan AY 2015-16
Business and Technology Division

Department: **Machining** **Date: 3/9/2017**

Prepared by: **Gregg White** **REVIEWED by Department Chair: Jamie Gage**

Reviewed by the ASL Division Committee:

Department Mission	*Develop program-level assessments that demonstrate evidence-based learning by working with the assessment coordinator and Assessment of Student Learning committee.*
Department Level SLOs to Be Assessed ***List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.***	• SLO #1: Students will be able to Students will be able to use applied mathematics using NIMS process-planning work sheets and related lab work. • SLO #2: Students will be able to become Mastercam certified using Mastercam U software. • SLO #3: Students will be able to: interpret principles and demonstrate mastery of the set up and operation of the CNC Lathe. • SLO #4: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the CNC Mill. • SLO #5: Students will demonstrate mastery in geometric construction and tool-pathing competencies required to pass the NIMS CNC Credential. • SLO #6: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the manual Lathe. • SLO #7: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the Manual Mill.
Select PCC General Education Core Competencies to be assessed: 11. *Read, write, and speak effectively* 12. *Critical Thinking (interpret, evaluate, and synthesize information)* 13. *Use technology to achieve educational objectives*	**1. READ, WRITE, AND SPEAK EFFECTIVELY** **2. CRITICAL THINKING (INTERPRET, EVALUATE, AND SYNTHESIZE INFORMATION)** **3. USE TECHNOLOGY TO ACHIEVE EDUCATIONAL OBJECTIVES**

14. *Use interpersonal skills essential for their chosen fields* 15. *Apply global and cultural perspectives*	

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **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 Perspective**: 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.

General Education Objectives		**Effective Communication**	**Critical Thinking**	**Information and Communication Technology Literacy**	**Interpersonal Skills**	**Global and cultural Perspective**	**Department-level SLO conceptually different from college-level SLOs**
		✓	✓	✓	✓	✓	✓
Prefix and course number	**SLOs you will be assessing this academic year**						
MAC 201	SLO #3: Students will be able to: interpret principles and demonstrate mastery of the set up and operation of the CNC Lathe.	x	x	x	x		Will be assessed using the National NIMS CNC lathe operator exam. This one will be given at the end of the Fall semester 2015. We should have instant results regarding the scoring of the NIMS test and be able to report the data. We will attach the results to the plan

MAC 131	SLO #7: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the Manual Mill.	x	x	x			

Plan Assessment of Student Learning (Due Date)			
SLO #3: Students will be able to: interpret principles and demonstrate mastery of the set up and operation of the CNC Lathe.			
Rationale for choosing this SLO	This allows us to assess students through NIMS credentialing which is an National accrediting Body		
Assessment Method(s) (✓)	(x) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE () PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION		
Assessment Tool(s) *Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]*	Direct assessment: National accredited written exam		
Scoring Method(s) (If using a rubric, it must be attached to this document.) *Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]*	Rubric and Percent of correct answers.		
Sampling method/Number of Students to be Assessed	11 students		
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	70% of students will pass with an 80% which is needed to pass the test. This is a pass/fail test.		
Timeframe of assessment tasks *When the assessment will occur – [i.e.- pre/post-tests; midterm; final]*	Final Fall 15 semester		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	MAC 201	Wayne Schwarze	Fall 15
Strategies/Methods planned for teaching this SLO	SLO#3 Will be assessed using the National NIMS CNC Lathe operator exam. This one will be given at the end of the Fall semester 2015. We should have instant results regarding the scoring of the NIMS test and be able to report the data. We will attach the results to the plan.		

Results Assessment of Student Learning (Due Date)	
SLO 4:	SLO #3: Students will be able to: interpret principles and demonstrate mastery of the set up and operation of the CNC Lathe.
Results: ***Analysis and Interpretation of Results/Findings*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	Fall 2016 semester results: 11 students were assessed. Out of the 11 students 8 passed the NIMS level one CNC lathe operator credential. 1 student did not take the test. So we had an 80% pass rate. All students 80% or higher on their test. This is the criteria for passing this exam
Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	We will be contacting NIMS in order to identify what students are actually scoring. In order to better assess areas of strength and or weakness. This will allow us to modify and change curriculum and or lectures to address any areas of improvement. We will reassess.

Plan Assessment of Student Learning (Due Date)	
SLO #7: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the Manual Mill.	
Rationale for choosing this SLO	It will address multiple program and instructional level competencies. Provides a necessary base for industry readiness.
Assessment Method(s) **(✓)**	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (x) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) ***Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]***	**Direct**: (X) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ( ) ORAL PRESENTATIONS (x) PROBLEM-BASED/TEAM-BASES PROJECTS **Indirect**: ( ) SURVEYS ( ) REFLECTIONS ( ) R ( ) OTHERS: _____
Scoring Method(s) (If using a rubric, it must be attached to this document.) ***Measurement of Student Performance – [i.e.-#/% correct answers; # points; rubric]***	Rubric
Sampling method/Number of Students to be Assessed	11 students

Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	70% of students will Pass with 80% of higher. We will use our inter-department along with the instructional rubric to determine scores.		
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Mid-term		
Faculty members involved in the assessment tasks	**ASSESSED COURSE**	**INSTRUCTOR(S) ASSESSING COURSE**	**SEMESTER**
	MAC 131	Gregg White John Smith	Fall 16 Spring 16 Spring 16
Strategies/Methods planned for teaching this SLO	This SLO assessment, will be a project that uses critical thinking to further assess the students. The project will be in MAC131 class using the Bolt Hole Circle assignment. Students must determine bolt hole locations using hands on skills, math, measuring, layout, chart and graphing. Students will be graded using the critical thinking rubric.		
Results Assessment of Student Learning (Due Date)			
SLO 4:	SLO #7: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the Manual Mill.		
Results: *Analysis and Interpretation of Results/Findings* *(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)*	10 students were assessed. 10 of 10/100% of assessed students passed with higher than an 80%. 2 students scored above 90% **We were satisfied with our findings for this assessment. We will be assessing another project moving forward.**		
Use of Results *(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)*	*We will not reassess this project. We will be assessing a new project in light of these results.*		

Assessment Plan AY 2015-16
Business and Technology Division

Department: Welding **Date:**

Prepared by: **REVIEWED by Department Chair:**

Reviewed by the ASL Division Committee:

Department Mission	*Provide our students with 21st century skill sets and competencies to become productive and competitive in a global market.*
Department Level SLOs to Be Assessed ***List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.***	• SLO #1: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the OFC-P cutting process in the flat position. • SLO #2: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the SMAW 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 GMAW welding process in all positions. • SLO #4: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the GTAW welding process in all positions. • SLO #5: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the FCAW welding process in all positions.
Select PCC General Education Core Competencies to be assessed: 16. *Read, write, and speak effectively* 17. *Critical Thinking (interpret, evaluate, and synthesize information)* 18. *Use technology to achieve educational objectives* 19. *Use interpersonal skills essential for their chosen fields* 20. *Apply global and cultural perspectives*	**#2 CRITICAL THINKING** **#3 USE OF TECHNOLOGY TO ACHIEVE EDUCATIONAL OBJECTIVES.**

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **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 Perspective**: 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.

General Education Objectives		Effective Communication	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
		✓	✓	✓	✓	✓	✓
Prefix and course number	**SLOs you will be assessing this academic year**						
WEL 101&102	• **SLO #1: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the OFC-P cutting process in the flat position.**	**X**	**X**	**X**	X		
WEL 141, 142, 143, 144, 102, 103 & 104	• **SLO #2: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the SMAW welding process in all positions.**	**X**	**X**	**X**	X		
WEL 141, 142, 143, 144, 124 &	• **SLO #3: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the GMAW welding process in all positions.**	**X**	**X**	**X**	X	**WEL 141, 142, 143, 144, 124 &**	• **SLO #3: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the GMAW welding**

125						**125**	**process in all positions.**
WEL 141, 142, 143, 144, 124 & 125	**• SLO #4: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the GTAW welding process in all positions.**	**X**	**X**	**X**	X	**WEL 141, 142, 143, 144, 124 &**	**• SLO #4: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the GTAW welding process in all positions.**
WEL 141, 142, 143, 144, & 225	**• SLO #5: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the FCAW welding process in all positions.**	**X**	**X**	**X**	X	**WEL 141, 142, 143, 144, & 225**	**• SLO #5: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the FCAW welding process in all positions.**

Plan Assessment of Student Learning (Due Date)	
SLO #1: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the OFC-P cutting process in the flat position.	
Rationale for choosing this SLO	Due to the creation and development of the Fast track CHAMP grant program we will be assessing the student's performance with that of the traditional Welding AAS degree seeking students who have completed the same courses and competencies. This will be achieved by holding a Skills USA style performance assessment that will assess the students mastery of the competencies for all five of our SLO's/welding processes and procedures. The SLO being assessed is SLO #1: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the OFC-P cutting process in the flat position.
Assessment Method(s) **(✓)**	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (x) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s)	Performance Assessment

Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]	
Scoring Method(s) (If using a rubric, it must be attached to this document.) ***Measurement of Student Performance – [i.e.-#/% correct answers; # points; rubric]***	Students are graded in accordance to the welding departments weld rubric.
Sampling method/Number of Students to be Assessed	Students enrolled and taking CHAMP grant classes. WEL 101, 141, 142, 143 & 144. Students enrolled traditional AAS Welding students who are enrolled in or have completed WEL 102, 103, 104, 124, 125 & 225 courses.
Performance Target(s) ***Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]***	90% of students will receive 70% or better.
Timeframe of assessment tasks ***When the assessment will occur – [i.e.-pre/post-tests; midterm; final]***	We will hold Skills USA style performance based competitions for the Fall 2016 and Spring 2016 semesters.
Faculty members involved in the assessment tasks	**ASSESSED COURSE** / **INSTRUCTOR(S) ASSESSING COURSE** / **SEMESTER** WEL 101 — Roger Wolfe — Fall 2016 WEL 102 — Jacob Drummond — Spring 2016
Strategies/Methods planned for teaching this SLO	
Results Assessment of Student Learning (Due Date)	
SLO 1:	SLO #1: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the OFC-P cutting process in the flat position.
Results: ***Analysis and Interpretation of Results/Findings*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	SPRING 2016 RESULTS: 3 CHAMP & 3 Traditional students were assessed. The CHAMP students composite score was .8 percent higher than the Traditional students. CHAMP students composite score was 93.4 percent VS 92.6 percent for the Traditional students. All students who took part in this assessment far exceeded our performance target which states that 90 percent of assessed students will receive a score of 70 percent or better. Being that the difference in this assessment was less than 1 percent and the fact that all students averaged in the 90th percentile or above, proves that the CHAMP fast track program compares quite well to our traditional program. By utilizing a more detailed approach to understanding blueprints and proper layout procedures proved beneficial in this assessment. Proper pre-heat and set-up and operation of regulator settings along with proper flame adjustment assisted in this assessment as well. FALL 2016 RESULTS: In the Fall 2016 semester we only assessed the 3 CHAMP students. Their composite score was 93.16 percent compared to a 93.4 percent the previous semester. We will be closing the loop on this

	assessment due to far exceeding our targeted goal. We will strive to maintain these percentages in any future assessments.
Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	SRING 2016 RESULTS: The CHAMP grant personnel and welding faculty (Amy Rye, Geri Koncilja, Brad Paglione, Roger Wolfe, Jacob Drummond, John Glover and Pat Gallegos) met to identify strategies that may help close the percentage gap between the two programs being assessed. Strategies for improved consistencies include but are not limited to print reading and layout, proper pre-heat techniques, proper torch and regulator settings and the use of industry professionals presenting information thru our Meet the Pro's seminars. FALL 2016 RESULTS: We will not be reassessing this SLO. In light of our finding students from both programs are scoring in the 90% range. This has demonstrated to us that the techniques and course content being taught in each course/program well exceed our target goal for student demonstration of mastery in the application of the OFC-P process.
Plan Assessment of Student Learning (Due Date)	
SLO 2: SLO #2: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the SMAW welding process in all positions.	
Rationale for choosing this SLO	Due to the creation and development of the Fast track CHAMP grant program we will be assessing the student's performance with that of the traditional Welding AAS degree seeking students who have completed the same courses and competencies. This will be achieved by holding a Skills USA style performance assessment that will assess the students mastery of the competencies for all five of our SLO's/welding processes and procedures. The SLO being assessed is SLO #2: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the SMAW welding process in all positions.
Assessment Method(s) **(✓)**	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (x) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) ***Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]***	Performance Assessment
Scoring Method(s) (If using a rubric, it must be attached to this document.) ***Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]***	Students are graded in accordance to the welding departments weld rubric.
Sampling method/Number of Students to be Assessed	Students enrolled and taking CHAMP grant classes. WEL 101, 141, 142, 143 & 144. Traditional AAS Welding students who are enrolled in or have completed WEL 102, 103, 104, 124, 125 & 225 courses.

<table>
<tr><td>Performance Target(s)
Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</td><td colspan="3">90% of students will receive 70% or better.</td></tr>
<tr><td>Timeframe of assessment tasks
When the assessment will occur – [i.e.-pre/post-tests; midterm; final]</td><td colspan="3">We will hold Skills USA style performance based competitions for the Spring 2016 and Fall 2016 Semesters.</td></tr>
<tr><td rowspan="2">Faculty members involved in the assessment tasks</td><td>ASSESSED COURSE</td><td>INSTRUCTOR(S) ASSESSING COURSE</td><td>SEMESTER</td></tr>
<tr><td>WEL 102
WEL 103
WEL 104
WEL 141
WEL 142
WEL 143
WEL 144</td><td>Roger Wolfe
Jacob Drummond</td><td>Fall 2016
Spring 2016</td></tr>
<tr><td>Strategies/Methods planned for teaching this SLO</td><td colspan="3">This SLO will be taught in the WEL 141, WEL 142, WEL 143 & WEL 144 CHAMP grant course by, John Glover and Pat Gallegos. The WEL 102, WEL 103, WEL 104 will be taught by Roger Wolfe, Larry Romero, Brad Paglione, Joseph Studen, Daniel Vinci and Emilio Gonzales.</td></tr>
<tr><td colspan="4">Results Assessment of Student Learning (Due Date)</td></tr>
<tr><td>SLO 2:</td><td colspan="3">SLO #2: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the SMAW welding process in all positions.</td></tr>
<tr><td>Results: Analysis and Interpretation of Results/Findings

(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</td><td colspan="3">SPRING 2016 RESULTS:
3 CHAMP & 3 Traditional students were assessed. The traditional students scored 3.7 percent higher than the CHAMP students. Traditional student’s percentage was 89.5 percent. CHAMP grant students percentage was 85.8 percent. All assessed students well exceeded our performance target. These determining factors include but are not limited to prior welding experience, tutoring and work study experience. Another factor to consider would be that the traditional students receive five percent more lab time due to the lecture/lab format vs the hybrid/lab format for CHAMP students. Other factors to be considered could be experienced faculty vs less-experienced faculty. It is the Welding programs belief that when you factor in all the variable factors the fast track CHAMP program compares quite well to our traditional program.
FALL 2016 RESULTS:
3 CHAMP & 3 Traditional students were assessed. The traditional students scored 1.58 percent higher than the CHAMP students. Traditional student’s percentage was 89.58 percent. CHAMP grant students percentage was 88 percent. All assessed students well exceeded our performance target of 90% of students will receive 70% or better.</td></tr>
<tr><td>Use of Results</td><td colspan="3">SPRING 2016 RESULTS;</td></tr>
</table>

(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)	The CHAMP grant personnel and welding faculty (Amy Rye, Geri Koncilja, Brad Paglione, Roger Wolfe, Jacob Drummond, John Glover and Pat Gallegos) met to identify strategies that may help close the percentage gap between the two programs being assessed. Strategies for improved consistencies include but are not limited to proper cutting and welding techniques, fundamentals, machine settings, various inner-pass weld techniques and proper cleaning and quenching. FALL 2016 RESULTS; Since we greatly outperformed our performance target which was 90% of students will receive 70% or better for this SLO we will be assessing weld discontinuities in addition to overall weld score in order to maximize student's application of this SLO while limiting discontinuities that can become weld defects if and when they exceed 1/8 inch allowable tolerance. Due to the previous semesters findings we began the process of identifying in the Fall 2016 semester all discontinuities for SLO's #2, #3, #4, and #5 in our best attempt to better assist instructional techniques/methods. Our goal for the upcoming assessment cycle is to reduce by 10% weld size discontinuities present in the students application of the SMAW process. This can be assessed in all SMAW courses which include WEL 102, 103, 104, 141, 141, 143 and 144. We will be assessing discontinuities moving forward as well as overall process scores. The discontinuity that we will be assessing for the upcoming assessment cycle in the Spring 2017, and Fall 2017 semesters at the CSLO's, PSLO's and ISLO's levels will be #3 Fillet Size for the SMAW set up and operation of this process due to the fact that it is the highest percentage of defects for all discontinuities assessed this cycle. The CHAMP student's percentage of total defect for #3 Fillet Weld Size was 18% and the Traditional students percentage for total defect for #3 Fillet Weld Size was 59%. The CHAMP students had an average of 13 defects/discontinuities per student. The Traditional students had an average of 9 defects/discontinuities per student. The discontinuities we identified, scored and assessed this cycle are as follows. #1 Undercut #2 Rate Of Travel 3# Fillet Size #4 Toe To Throat Weld Transition #5 Weld legs #6 Porosity. The overall discontinuity percentages are as follows. #1 Toe to Throat Transition: 8% of traditional students and 2.5% of CHAMP students had this discontinuity for any or all SLO's #2, #3, #4 or #5. #2 Rate Of Travel: 11% of traditional students and 23% of CHAMP students had this discontinuity for any or all SLO's #2, #3, #4 or #5. #3 Fillet Size: 59% of traditional students and 18% of CHAMP students had this discontinuity. #4 Toe To Throat Weld Transition: 8% of traditional students and 2.5% of CHAMP students had this discontinuity for any or all SLO's #2, #3, #4 or #5. #5 Weld Legs: 11% of traditional students and 18% of CHAMP students had this discontinuity for any or all SLO's #2, #3, #4 or #5. #6 Porosity: 0% of traditional students and 2.5% of CHAMP students had this discontinuity for any or all SLO's #2, #3, #4 or #5.

Plan Assessment of Student Learning (Due Date)

SLO #3: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the GMAW welding process in all positions.

Rationale for choosing this SLO	Due to the creation and development of the Fast track CHAMP grant program we will be assessing the student's performance with that of the traditional Welding AAS degree seeking students who have completed the same courses and competencies. This will be achieved by holding a Skills USA style performance assessment that will assess the students mastery of the competencies for all five of our SLO's/welding processes and procedures. The SLO being assessed is SLO #2: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the SMAW welding process in all positions.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (x) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) *Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]*	Performance Assessment
Scoring Method(s) (If using a rubric, it must be attached to this document.) *Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]*	Students are graded in accordance to the welding departments weld rubric.
Sampling method/Number of Students to be Assessed	Students enrolled and taking CHAMP grant classes. WEL 101, 141, 142, 143 & 144. Traditional AAS Welding students who are enrolled in or have completed WEL 102, 103, 104, 124, 125 & 225 courses.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	90% of students will receive 70% or better.
Timeframe of assessment tasks *When the assessment will occur – [i.e.- pre/post-tests; midterm; final]*	We will hold Skills USA style performance based competitions for the Fall 2016, Spring 2016 semesters.
Faculty members involved in the assessment tasks	

ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
WEL 124	Roger Wolfe	Fall 2016
WEL 125	Jacob Drummond	Spring 2016
WEL 141		
WEL 142		
WEL 143		
WEL 144		

Strategies/Methods planned for teaching this SLO	This SLO will be taught in the WEL 141, WEL 142, WEL 143 & WEL 144 CHAMP grant course by Jacob Drummond, Emilio Gonzales, John Glover and Pat Gallegos. The WEL 124 and WEL 125 will be taught by Jacob Drummond, Larry Romero, Brad Paglione, Bob Mino and Ivan Sufien.

Results Assessment of Student Learning (Due Date)	
SLO 3:	SLO #3: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the GMAW welding process in all positions.
Results: ***Analysis and Interpretation of Results/Findings*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	SPRING 2016 RESULTS: 3 CHAMP & 3 Traditional students were assessed. The CHAMP students scored 1.17 percent higher than the Traditional students. Traditional student's percentage was 87.83 percent and the CHAMP student's percentage was 89 percent. All assessed students well exceeded our performance target. These determining factors include but are not limited to prior welding experience, tutoring and work study experience. Another factor would be that the traditional students receive five percent more lab time due to the lecture/lab format vs the hybrid/lab format for the CHAMP students. Other factors to be considered could be experienced faculty vs less-experienced faculty. It is the Welding programs belief that when you factor in all the variables the fast track CHAMP program compares quite well to our traditional program. FALL 2016 RESULTS: 3 CHAMP & 3 Traditional students were assessed. The Traditional students scored 2.5 percent higher than the CHAMP students. Traditional student's percentage was 92.25 percent. CHAMP grant students percentage was 89.75 percent. All assessed students well exceeded our performance target of 90% of students will receive 70% or better.
Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	SPRING 2016 RESULTS; The CHAMP grant personnel and welding faculty (Amy Rye, Geri Koncilja, Brad Paglione, Roger Wolfe, Jacob Drummond, John Glover and Pat Gallegos) met to identify strategies that may help close the percentage gap between the two programs being assessed. Strategies for improved consistencies include but are not limited to proper cutting and welding techniques, fundamentals, machine settings, various inner-pass weld techniques and proper cleaning and quenching. FALL 2016 RESULTS; Since we greatly outperformed our performance target which was 90% of students will receive 70% or better for this SLO we will be assessing weld discontinuities in addition to overall weld score in order to maximize student's application of this SLO while limiting discontinuities that can become weld defects if and when they exceed 1/8 inch allowable tolerance. Due to the previous semesters findings we began the process of identifying in the Fall 2016 semester all discontinuities for SLO's #2, #3, #4, and #5 in our best attempt to better assist instructional techniques/methods. Our goal for the upcoming assessment cycle is to reduce by 10% weld size discontinuities present in the students application of the GMAW process. This can be assessed in all GMAW courses which include WEL 124, 125, 141, 142, 143 and 144. We will be assessing discontinuities moving forward as well as overall process scores. The discontinuity that we will be assessing for the upcoming assessment cycle in the Spring 2017, Summer 2017 and Fall 2017 semesters at the CSLO's, PSLO's and ISLO's levels will be #3 Fillet Size for the SMAW set up and

	operation of this process due to the fact that it is the highest percentage of defect for all discontinuities assessed this cycle. The CHAMP student's percentage of total defect for #3 Fillet Weld Size was 18% and the Traditional students percentage for total defect for #3 Fillet Weld Size was 59%. The CHAMP students had an average of 13 defects/discontinuities per student. The Traditional students had an average of 9 defects/discontinuities per student. The discontinuities we identified, scored and assessed this cycle are as follows. #1 Undercut #2 Rate Of Travel 3# Fillet Size #4 Toe To Throat Weld Transition #5 Weld legs #6 Porosity. The overall discontinuity percentages are as follows. #1 Toe to Throat Transition: 8% of traditional students and 2.5% of CHAMP students had this discontinuity for any or all SLO's #2, #3, #4 or #5. #2 Rate Of Travel: 11% of traditional students and 23% of CHAMP students had this discontinuity for any or all SLO's #2, #3, #4 or #5. #3 Fillet Size: 59% of traditional students and 18% of CHAMP students had this discontinuity. #4 Toe To Throat Weld Transition: 8% of traditional students and 2.5% of CHAMP students had this discontinuity for any or all SLO's #2, #3, #4 or #5. #5 Weld Legs: 11% of traditional students and 18% of CHAMP students had this discontinuity for any or all SLO's #2, #3, #4 or #5. #6 Porosity: 0% of traditional students and 2.5% of CHAMP students had this discontinuity for any or all SLO's #2, #3, #4 or #5.
Plan Assessment of Student Learning (Due Date)	
SLO #4: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the GTAW welding process in all positions.	
Rationale for choosing this SLO	Due to the creation and development of the Fast track CHAMP grant program we will be assessing the student's performance with that of the traditional Welding AAS degree seeking students who have completed the same courses and competencies. This will be achieved by holding a Skills USA style performance assessment that will assess the students mastery of the competencies for all five of our SLO's/welding processes and procedures. The SLO being assessed is SLO #2: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the SMAW welding process in all positions.
Assessment Method(s) **(✓)**	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (x) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) ***Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]***	Performance Assessment
Scoring Method(s) (If using a rubric, it must be attached to this document.) ***Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]***	Students are graded in accordance to the welding departments weld rubric.

<table>
<tr><td>Sampling method/Number of Students to be Assessed</td><td colspan="3">Students enrolled and taking CHAMP grant classes. WEL 101, 141, 142, 143 & 144. Traditional AAS Welding students who are enrolled in or have completed WEL 102, 103, 104, 124, 125 & 225 courses.</td></tr>
<tr><td>Performance Target(s)
Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]</td><td colspan="3">90% of students will receive 70% or better.</td></tr>
<tr><td>Timeframe of assessment tasks
When the assessment will occur – [i.e.-pre/post-tests; midterm; final]</td><td colspan="3">We will hold Skills USA style performance based competitions for the Spring 2016 and Fall 2016 semesters.</td></tr>
<tr><td rowspan="2">Faculty members involved in the assessment tasks</td><td>ASSESSED COURSE</td><td>INSTRUCTOR(S) ASSESSING COURSE</td><td>SEMESTER</td></tr>
<tr><td>WEL 124
WEL 125
WEL 141
WEL 142
WEL 143
WEL 144</td><td>Roger Wolfe
Jacob Drummond</td><td>Fall 2016
Spring 2016</td></tr>
<tr><td>Strategies/Methods planned for teaching this SLO</td><td colspan="3">This SLO will be taught in the WEL 141, WEL 142, WEL 143 & WEL 144 CHAMP grant course by John Glover and Pat Gallegos. The WEL 124 and WEL 125 will be taught by Jacob Drummond, Larry Romero, Brad Paglione, Bob Mino and Ivan Sufien</td></tr>
<tr><td colspan="4">Results Assessment of Student Learning (Due Date)</td></tr>
<tr><td>SLO 4:</td><td colspan="3">SLO #4: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the GTAW welding process in all positions.</td></tr>
<tr><td>Results: Analysis and Interpretation of Results/Findings

(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)</td><td colspan="3">SPRING 2016 RESULTS:
3 CHAMP & 3 Traditional students were assessed. The traditional students scored 8.17 percent higher than the CHAMP students. Traditional student’s percentage was 94 percent. CHAMP grant students percentage was 85.83 percent. All assessed students well exceeded our performance target. These determining factors include but are not limited to prior welding experience, tutoring and work study experience. Another factor would be that the traditional students receive five percent more lab time due to the lecture/lab format vs the hybrid/lab format for CHAMP students. Other factors to be considered could be experienced faculty vs less-experienced faculty. It is the Welding programs belief that when you factor in all the variables the fast track CHAMP program compares quite well to our traditional program.
FALL 2016 RESULTS:
3 CHAMP & 3 Traditional students were assessed. The traditional students scored 5.49 percent higher than the CHAMP students. Traditional student’s percentage was 92.82 percent. CHAMP grant students percentage was 87.33 percent. All assessed students well exceeded our performance target of 90% of students will receive 70% or better.</td></tr>
</table>

Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	SPRING 2016 RESULTS; The CHAMP grant personnel and welding faculty (Amy Rye, Geri Koncilja, Brad Paglione, Roger Wolfe, Jacob Drummond, John Glover and Pat Gallegos) met to identify strategies that may help close the percentage gap between the two programs being assessed. Strategies for improved consistencies include but are not limited to proper cutting and welding techniques, fundamentals, machine settings, various inner-pass weld techniques and proper cleaning and quenching. FALL 2016 RESULTS; Since we greatly outperformed our performance target which was 90% of students will receive 70% or better for this SLO we will be assessing weld discontinuities in addition to overall weld score in order to maximize student's application of this SLO while limiting discontinuities that can become weld defects if and when they exceed 1/8 inch allowable tolerance. Due to the previous semesters findings we began the process of identifying in the Fall 2016 semester all discontinuities for SLO's #2, #3, #4, and #5 in our best attempt to better assist instructional techniques/methods. Our goal for the upcoming assessment cycle is to reduce by 10% weld size discontinuities present in the students application of the GTAW process. This can be assessed in all GTAW courses which include WEL 124, 125, 141, 142, 143 and 144. We will be assessing discontinuities moving forward as well as overall process scores. The discontinuity that we will be assessing for the upcoming assessment cycle in the Spring 2017, and Fall 2017 semesters at the CSLO's, PSLO's and ISLO's levels will be #3 Fillet Size for the SMAW set up and operation of this process due to the fact that it is the highest percentage of defects for all discontinuities assessed this cycle. The CHAMP student's percentage of total defect for #3 Fillet Weld Size was 18% and the Traditional students percentage for total defect for #3 Fillet Weld Size was 59%. The CHAMP students had an average of 13 defects/discontinuities per student. The Traditional students had an average of 9 defects/discontinuities per student. The discontinuities we identified, scored and assessed this cycle are as follows. #1 Undercut #2 Rate Of Travel 3# Fillet Size #4 Toe To Throat Weld Transition #5 Weld legs #6 Porosity. The overall discontinuity percentages are as follows. #1 Toe to Throat Transition: 8% of traditional students and 2.5% of CHAMP students had this discontinuity for any or all SLO's #2, #3, #4 or #5. #2 Rate Of Travel: 11% of traditional students and 23% of CHAMP students had this discontinuity for any or all SLO's #2, #3, #4 or #5. #3 Fillet Size: 59% of traditional students and 18% of CHAMP students had this discontinuity. #4 Toe To Throat Weld Transition: 8% of traditional students and 2.5% of CHAMP students had this discontinuity for any or all SLO's #2, #3, #4 or #5. #5 Weld Legs: 11% of traditional students and 18% of CHAMP students had this discontinuity for any or all SLO's #2, #3, #4 or #5. #6 Porosity: 0% of traditional students and 2.5% of CHAMP students had this discontinuity for any or all SLO's #2, #3, #4 or #5.

Plan Assessment of Student Learning (Due Date)			
SLO 5: SLO #5: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the FCAW welding process in all positions.			
Rationale for choosing this SLO	Due to the creation and development of the Fast track CHAMP grant program we will be assessing the student's performance with that of the traditional Welding AAS degree seeking students who have completed the same courses and competencies. This will be achieved by holding a Skills USA style performance assessment that will assess the students mastery of the competencies for all five of our SLO's/welding processes and procedures. SLO #5: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the FCAW welding process in all positions.		
Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (x) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION		
Assessment Tool(s) *Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]*	Performance Assessment		
Scoring Method(s) (If using a rubric, it must be attached to this document.) *Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]*	Students are graded in accordance to the welding departments weld rubric.		
Sampling method/Number of Students to be Assessed	Students enrolled and taking CHAMP grant classes. WEL 101, 141, 142, 143 & 144. Traditional AAS Welding students who are enrolled in or have completed WEL 102, 103, 104, 124, 125 & 225 courses.		
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	90% of students will receive 70% or better.		
Timeframe of assessment tasks *When the assessment will occur – [i.e.- pre/post-tests; midterm; final]*	We will hold Skills USA style performance based competitions for the Spring 2016 and Fall 2016 semesters.		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	WEL 225 WEL 141 WEL 142 WEL 143 WEL 144	Roger Wolfe Jacob Drummond	Fall 2016 Spring 2016
Strategies/Methods planned for teaching this SLO	This SLO will be taught in the WEL 141, WEL 142, WEL 143 & WEL 144 CHAMP grant course by John Glover and Pat Gallegos. The WEL 225 will be taught by Jacob Drummond and John Warren.		

Results Assessment of Student Learning (Due Date)	
SLO 5:	SLO #5: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the FCAW welding process in all positions.
Results: ***Analysis and Interpretation of Results/Findings*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	SPRING 2016 RESULTS: 3 CHAMP & 3 Traditional students were assessed. The CHAMP students scored 2.5 percent higher than the Traditional students. Traditional student's percentage was 85.5 percent. CHAMP grant students percentage was 88 percent. All assessed students well exceeded our performance target. These determining factors include but are not limited to prior welding experience, tutoring and work study experience. Another factor would be that the traditional students receive five percent more lab time due to the lecture/lab format vs the hybrid/lab format for the CHAMP students. Other factors to be considered could be experienced faculty vs less-experienced faculty. It is the Welding programs belief that when you factor in all the variables the fast track CHAMP program compares quite well to our traditional program. FALL 2016 RESULTS: 3 CHAMP & 3 Traditional students were assessed. The traditional students scored 6.34 percent higher than the CHAMP students. Traditional student's percentage was 93.75 percent. CHAMP grant students percentage was 87.41 percent. All assessed students well exceeded our performance target of 90% of students will receive 70% or better.
Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	SPRING 2016 RESULTS; The CHAMP grant personnel and welding faculty (Amy Rye, Geri Koncilja, Brad Paglione, Roger Wolfe, Jacob Drummond, John Glover and Pat Gallegos) met to identify strategies that may help close the percentage gap between the two programs being assessed. Strategies for improved consistencies include but are not limited to proper cutting and welding techniques, fundamentals, machine settings, various inner-pass weld techniques and proper cleaning and quenching. FALL 2016 RESULTS; Since we greatly outperformed our performance target which was 90% of students will receive 70% or better for this SLO we will be assessing weld discontinuities in addition to overall weld score in order to maximize student's application of this SLO while limiting discontinuities that can become weld defects if and when they exceed an 1/8 inch allowable tolerance. Due to the previous semesters findings we began the process of identifying in the Fall 2016 semester all discontinuities for SLO's #2, #3, #4, and #5 in our best attempt to better assist instructional techniques/methods. Our goal for the upcoming assessment cycle is to reduce by 10% weld size discontinuities present in the students application of the FCAW process. This can be assessed in all FCAW courses which include WEL 225 141, 142, 143 and 144. We will be assessing discontinuities moving forward as well as overall process scores. The discontinuity that we will be assessing for the upcoming assessment cycle in the Spring 2017, and Fall 2017 semesters at the CSLO's, PSLO's and ISLO's levels will be #3 Fillet Size for the SMAW set up and operation of this process due to the fact

	that it is the highest percentage of defect for all discontinuities assessed this cycle. The CHAMP student's percentage of total defect for #3 Fillet Weld Size was 18% and the Traditional students percentage for total defect for #3 Fillet Weld Size was 59%. The CHAMP students had an average of 13 defects/discontinuities per student. The Traditional students had an average of 9 defects/discontinuities per student. The discontinuities we identified, scored and assessed this cycle are as follows. #1 Undercut #2 Rate Of Travel 3# Fillet Size #4 Toe To Throat Weld Transition #5 Weld legs #6 Porosity. The overall discontinuity percentages are as follows. #1 Toe to Throat Transition: 8% of traditional students and 2.5% of CHAMP students had this discontinuity for any or all SLO's #2, #3, #4 or #5. #2 Rate Of Travel: 11% of traditional students and 23% of CHAMP students had this discontinuity for any or all SLO's #2, #3, #4 or #5. #3 Fillet Size: 59% of traditional students and 18% of CHAMP students had this discontinuity. #4 Toe To Throat Weld Transition: 8% of traditional students and 2.5% of CHAMP students had this discontinuity for any or all SLO's #2, #3, #4 or #5. #5 Weld Legs: 11% of traditional students and 18% of CHAMP students had this discontinuity for any or all SLO's #2, #3, #4 or #5. #6 Porosity: 0% of traditional students and 2.5% of CHAMP students had this discontinuity for any or all SLO's #2, #3, #4 or #5.

Business & Technology Division
Assessment Plan: 2015
GREEN highlights indicate portion transferred to Appendix C RESULTS report – 5/17/2016

Contents

OVERVIEW of Assessment Guidelines\Expectations\Goals\Strengths & Weaknesses

ASSESSMENT GUIDELINES/GOALS: Use checkmarks (✓) to confirm that your department is meeting the objective • If an objective **needs improvement,** please use the **"COMMENTS" space** below each objective to describe steps that will be taken to address this objective, including challenges faced.	
YES x	**ALL FULL-TIME FACULTY PARTICIPATE IN THE ASSESSMENT PROCESS AND SUBMIT ASSESSMENT DATA** • List Full-Time Faculty: James Cordova, John Duston[FCC-Canon City HS], Bill Kuik and Joe Jaburg [both SCCC]:
COMMENTS:	
YES x	**PART-TIME FACULTY PARTICIPATE IN THE ASSESSMENT PROCESS AND SUBMIT ASSESSMENT DATA** • List Part-Time Faculty: • Leonard Pollari, John Riggio, Roger Pfannennsmid [all PCC]
COMMENTS:	
YES x	**BRANCH CAMPUS FACULTY PARTICIPATE IN THE ASSESSMENT PROCESS AND SUBMIT ASSESSMENT DATA** **USE TECHNOLOGY TO ACHIEVE EDUCATIONAL OBJECTIVES** • **FCC** • **SCCC**
COMMENTS:	
YES x	**CLOSING THE LOOP FROM PRIOR YEAR RESULTS & CHALLENGES FACED [TECHNOLOGICAL; ONLINE LEARNING SYSTEMS, OTHER?]** covering the cost for programs that are in the high school due to budget constraints. We are overcoming the budget issues with CBT training for free from various training sites and publishers. This assists the students with professional development and training hours required by industry. •
COMMENTS:	
YES	**SUPPORTING DOCUMENTATION IS PROVIDED UPON SUBMISSION OF THE RESULTS UPDATED IN SPRING 16** **We have NC3 certification results showing we passed 52 students with a multimeter certification with 80% test scoring and 100% percent pass rate.**

Assessment PLAN for *"name of" DEPARTMENT*: Automotive Technology

Initial Plan Due Date: 1 WEEK following rolling departmental meeting with B&T Sub-committee_ Fall 2015

Prepared by\Date: James Cordova 3/16/2016 **REVIEWED by Department Chair:**

Reviewed by the B&T Sub-committee of the ASL Committee: **Final Plan Date: 3/16/2016**

Department Mission	**To provide students with the latest advanced technology and technical training and to prepare the student for a career in Automotive repair, parts, and sales industry.**
PROGRAM Level SLOs [minimum of 5 up to 7] ***List all SLOs for your department. Each SLO will be described separately and fully in the forms below.***	• SLO #1: Students will be able to identify, diagnose, disassemble, rebuild and repair automotive engines. • SLO #2: Students will be able to identify, locate, test, diagnose, and properly repair electrical and electronic circuits in today's automobiles. • SLO #3: Students will be able to properly identify, test, diagnose, and repair brake and ABS systems. • SLO #4: Students will be able to identify, remove and replace, diagnose, repair and align vehicle steering suspension systems. • SLO #5: Students will be able to identify refrigerant, leak test, diagnose and repair and proper equipment operation to service Cooling and HVAC systems in today's vehicles. • SLO #6: Students will be able to identify, test, remove and replace, disassemble and rebuild Automatic and Manual transmissions and transfer cases in passenger cars and trucks. • SLO #7: Students will be able to identify, diagnose, and utilize scan tools and 5 gas analyzers, with repairing vehicle drivability concerns. • SLO #8 Critical thinking skills will be covered in a hands on lab objective with troubleshooting problematic vehicles with students following a lab rubric setting up their diagnostic tree. •

Relationship between PROGRAM-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **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 Perspective**: 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.

General Education Objectives (✓) *Check only those objectives you will be assessing for each SLO. Checking more than one objective indicates you will be using multiple measures, tools, methods, and levels of performance. The final analyses must address each general education objective checked.*		Effective Communi-cation	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	PROGRAM-level SLO conceptually different from college-level SLOs
Prefix and course number	**SLOs you will be assessing this academic year [MINIMUM of 2]**						
		x	x	x	x		x
ASE 110,111, 210 SPRING 2016	SLO #3: Students will be able to properly identify, test, diagnose, and repair brake and ABS systems. .	x	x	x	x		x
ASE 151,152, 253 SUM 16	SLO #6: Students will be able to identify, test, remove and replace, disassemble and rebuild Automatic and Manual transmissions and transfer cases in passenger cars and trucks.	x	x	x	x		x

ASE120, 123,132 FALL16	SLO #2: Students will be able to identify, locate, test, diagnose, and properly repair electrical and electronic circuits.	**X**	**X**	**X**	X		X

ASL Planning & Reporting PROCESS:

Describe the department student learning outcomes (SLOs) you are planning to assess this year, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) Each element of this plan MUST be aligned:

Planning stage:

Indicate the **course number and the SLO** you will assess. Draw your outcome from the syllabus and determine the core competency you will assess.

Provide a **rationale for selecting this SLO**. If you are reassessing last year's SLO, include the results you had last year and the reason this SLO needs to be reassess.

Determine the most **appropriate methods, tools, and scoring method to assess each SLO**. Assessing students' ability to analyze information, recall information, understand information, present information, or share information collaboratively are different outcomes although the method for developing these SLOs may be a single project or task. Thus, to assess each ability requires different and separate methods and tools. (See information on choosing the appropriate measures for specific outcomes.) When you report your results at the end of the cycle, you will be addressing each ability, not an overall number. The results of each ability will be analyzed and discussed separately in your department.

Indicate the approximate number of students or the number of course sections for the prefix that will be assessed. Also, indicate the target level of performance you feel demonstrates proficiency of the SLO. Be clear for each assessment focus.

Provide the names of the faculty members assigned in the planning the of the SLO. Include part-time instructors who will **actively** participate in the assessment process, not just merely submit information, documents, or tests results.

Indicate or list strategies that may be employed to teach this strategy. If you're reassessing an SLO, indicate the different strategies that will be used this time or what changes were made that would make a difference this time.

Gathering, analyzing, and reporting results stage:

Faculty and part-time instructors should meet to share and analyze the data, as well as determine changes or actions that will be implemented. Also, faculty and part-time instructors will determine whether to reassess the SLO or close the loop. Individual and/or group reports will be submitted to the department chair. The chair will collect the information and incorporate it into the department's assessment of student learning report.

"First" Program SLO to be Assessed_ ->*List "Period to be Reported"* [i.e.- "Fall14;Spg15;Sum15" OR "Spg15;Sum15;Fall15"]

-> List the* SLO #_ *Description*_____ *[from Page 3]			
Rationale for choosing this SLO	The proper identification and equipment set up is vital to being able to maintain and service todays suspension designs and technology. The principles and equipment operation will prepare the student for a entry level career in automotive and steering systems and suspensions systems in all vehicles.		
Assessment Method(s) (✓)	(x) SELECTED RESPONSE (**x**) EXTENDED WRITTEN RESPONSE (**x**) PERFORMANCE ASSESSMENT (x) PERSONAL COMMUNICATION		
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**	(x EXAM/TEST/QUIZ (x ESSAYS OR RESEARCH PAPERS ( ) (x ORAL PRESENTATIONS (x PROBLEM-BASED/TEAM-BASES PROJECTS	
	Indirect	(x SURVEYS ( ) REFLECTIONS ( ) R ( ) OTHERS: _____	
Scoring Method(s) (Attach copy of tool to this document.) **(✓)**	(x RUBRIC (x #/% OF CORRECT ANSWERS (x) CHECKLIST ( ) RUBRIC		
Sampling method/Number of Students to be Assessed	Entire student roster listed in ASE courses.		
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	#1. 90% of the students will achieve an 80% or higher on the final test and overall grade. #2. 80% will successfully complete all three modules ASE course sections for completion of the level 1 certificate		
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	The 60 question pretest will be given first day of class and the final posttest will be given a final test for assessment. The final lab portion of equipment operation and set up will be added in to the overall lab grade portion of the course. The lab portion is 30% of the overall final grade.		
Faculty members involved in the assessment tasks *Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit one report*	ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
	ASE 110/210	James Cordova	SPRING2016
Part-time instructors actively involved in the assessment process		PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

Included in the planning and/or analysis of results, not merely limited to submitting data			
Strategies/Methods planned for teaching this SLO	The methods planned for this SLO is being taught on a 1 lecture and 1.5 lab ratios. The student can track his or her course progress through D2L, as well as The course supplement (DATO) Which is a CBT on line real world scenario trainer which assists with terminology, equipment operation and critical thinking skills.		

RESULTS of Assessment of Student Learning on "First" Program SLO (DUE by April 1, 2016)	
Results: ***Analysis and Interpretation of Results/Findings*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	**ASE 110-001 Spring 2016** **Students 23/24. Minimum results 50% Maximum results 96.67% Average 78.55% Mode 86% Median 80% Standard deviation 12.47%** The factors we used for assessment are per and post testing which supports the student's growth in classroom and lab. I do believe we can compare the results to previous baselines because are students learning outcomes are not going to change they cover all 8 areas of ASE certification. I feel the conclusions were a solid result of information given to the student but more importantly that it was implemented in the lab and the testing results show growth in the training.
Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	***The results were pre and post testing in all areas of ASE courses. The results show students in ASE 140 which is the first level of 3 sections in the course sequence and is followed by ASE 111 but the third ASE 210 we assessed it to show student growth over all three sections.*** ***We continue to modify our curriculum and testing methods change every semester due to changes in industry. We follow up using CBT computer based training to support the student in additional education and training to assist them with employment and certification. I will be assigning different SLOs next year which will be SLO 3 and 5. We closing the loop on what we feel students need best for educational and employment opportunities with 70% of the students working in industry.***

–

"Second" Program SLO to be Assessed_ ->*List "Period to be Reported"* [i.e- "Fall14;Spg15;Sum15" OR "Spg15;Sum15;Fall15"]

SLO #2: Students will be able to identify, locate, test, diagnose, and properly repair electrical and electronic circuits in today's automobiles	
Rationale for choosing this SLO	Electrical and electronics is the foundation of Automotive repair and is cover in all areas of training .
Assessment Method(s) (✓)	(x) SELECTED RESPONSE (**x**) EXTENDED WRITTEN RESPONSE (**x**) PERFORMANCE ASSESSMENT (x) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: (x EXAM/TEST/QUIZ x) ESSAYS OR RESEARCH PAPERS (x (x ORAL PRESENTATIONS (x PROBLEM-BASED/TEAM-BASES PROJECTS **Indirect**: (x SURVEYS ( ) REFLECTIONS ( ) R ( ) OTHERS: _____)
Scoring Method(s) (Attach copy of tool to this document.) **(✓)**	(x RUBRIC (x #/% OF CORRECT ANSWERS (x) CHECKLIST ( ) RUBRIC
Sampling method/Number of Students to be Assessed	Entire student roster listed in ASE courses
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	#1. 90% of the students will achieve an 80% or higher on the final test and overall grade. #2. 80% will successfully complete all three modules ASE course sections for completion of the level 1 certificate
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	The 30 question pretest will be given first day of class and the final posttest will be given a final test for assessment. The final lab portion of equipment operation and set up will be added in to the overall lab grade portion of the course. The lab portion is 30% of the overall final grade.

Faculty members involved in the assessment tasks *Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit one report*	ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
	ASE 120,132,221,236		
Part-time instructors actively involved in the assessment process *Included in the planning and/or analysis of results, not merely limited to submitting data*		PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
		John Riggio/ Roger Pfannenschmid	Fall 2015

Strategies/Methods planned for teaching this SLO	The methods planned for this SLO is being taught on a 1 lecture and 1.5 lab ratios. The student can track his or her course progress through D2L, as well as The course supplement (DATO) Which is a CBT on line real world scenario trainer which assists with terminology, equipment operation and critical thinking skills.

RESULTS of Assessment of Student Learning on "Second" Program SLO (Due by April 1, 2016)	
Results: ***Analysis and Interpretation of Results/Findings*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	**ASE 221 Students 22/22** **Minimum 50.9% Maximum 98% Average 86.48% Mode 84.75% Median 87.32% Standard deviation 9.51%** **ASE 236 students 24/24** **Minimum 69.36% Maximum 100% average 89.49% Mode none Median 89.86% standard deviation 7.06%** **ASE 120 Students 19/19** **Minimum 66.67% Maximum 94.57% average 79.84% Mode 75.72% Median 76.81% standard deviation 7.25%** **ASE 123 Students 16/16** **Minimum 0% Maximum 102.14% average 77.97% Mode none Median 83.57% standard deviation 22.04%** **The factors we used for assessment are per and post testing which supports the student's growth in classroom and lab. I do believe we can compare the results to previous baselines because are students learning outcomes are not going to change they cover all 8 areas of ASE certification. I feel the conclusions were a solid result of information given to the student but more importantly that it was implemented in the lab and the testing results show growth in the training.**
Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	***The results were pre and post testing in all areas of ASE courses. The results show students in ASE 221 which is the first level of 2 sections in the course sequence and is followed by ASE 236 we assessed it to show student growth over both sections. ASE 120 and ASE 123are electrical courses that are program prerequisites for all students.*** ***We continue to modify our curriculum and testing methods change every semester due to changes in industry. We follow up using CBT computer based training to support the student in additional education and training to assist them with employment and certification. I will be assigning different SLOs next year which will be SLO 3 and 5. We closing the loop on what we feel students need best for educational and employment opportunities with 70% of the students working in industry.***

"Third" Program SLO to be Assessed [*if applicable*] ->*List "Period to be Reported"* [i.e.- "Fall14;Spg15;Sum15" OR "Spg15;Sum15;Fall15"]

-> List the* SLO #_ *Description*_____ *[from Page 3]				
Rationale for choosing this SLO				
Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION			
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**	( ) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASES PROJECTS		
	Indirect	( ) SURVEYS ( ) REFLECTIONS ( ) R ( ) OTHERS: _____		
Scoring Method(s) (Attach copy of tool to this document.) **(✓)**	( ) RUBRIC ( ) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) RUBRIC			
Sampling method/Number of Students to be Assessed				
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*				
Timeframe of assessment tasks *When the assessment will occur – [i.e.- pre/post-tests; midterm; final]*				
Faculty members involved in the assessment tasks *Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit one report*	ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER	
Part-time instructors actively involved in the assessment process *Included in the planning and/or analysis of results, not merely limited to submitting data*		PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER	
Strategies/Methods planned for teaching this SLO				

RESULTS of Assessment of Student Learning on "Third" Program SLO (Due by April 1, 2016)	
Results: ***Analysis and Interpretation of Results/Findings*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	
Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	

Assessment Plan AY 2015-16
Business and Technology Division

Department: Business, Marketing, & Management **Date: 2/10/2017**

Prepared by: Matthew J Easton **REVIEWED by Department Chair: Matthew J Easton**

Reviewed by the ASL Division Committee:

Department Mission	***To prepare Business and Economics AA student's to successfully transfer to 4 year college or universities and successfully complete their bachelor's degree. To prepare AAS and Certificate seeking student's to successfully enter and stay in the work force in a business related professions.***
Department Level SLOs to Be Assessed *List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.*	**ACCOUNTING** • **SLO #1: STUDENTS WILL BE ABLE TO PREPARE AND ANALYZE FINANCIAL STATEMENTS.** • **SLO #2: STUDENTS WILL BE ABLE TO EFFECTIVELY COMMUNICATE IN A BUSINESS ENVIRONMENT THROUGH ACCURATE PREPARATION OF JOURNAL ENTRIES AND FINANCIAL STATEMENTS.** • **SLO #3: STUDENTS WILL BE ABLE UTILIZE VARIOUS TECHNOLOGY FUNCTIONS TO ACCOMPLISH ACCOUNTING TASKS.** • **SLO #4: STUDENTS WILL BE ABLE TO INTERPRET AND APPLY COST -VOLUME – PROFIT ANALYSIS.** • **SLO #5: STUDENTS WILL BE ABLE TO DEMONSTRATE USE OF BUDGET PLANNING AND CONTROL.** **ECONOMICS** • **SLO #1: Students will be able articulate and understand both sides of controversial issues** • **SLO #4: Students will be able to use mathematical skills to solve economic or business problems** • **SLO #5: Students will be able to think creatively and solve problems, as they relate to common business practices** • **SLO #6: Students will be able to communicate effectively orally and in writing.** **BUSINESS** **All graduates with an AA degree in Business DWD will be able to demonstrate the following:** • **SLO #1: Students will be able articulate and understand both sides of controversial issues ECO 201** • **SLO #4: Students will be able to use mathematical skills to solve economic or business problems MAN 225** • **SLO #5: Students will be able to think creatively and solve problems, as they relate to common business practices BUS 226** • **SLO #6: Students will be able to communicate effectively orally and in writing. MAR 220**

Select PCC General Education Core Competencies to be assessed: 1. *Read, write, and speak effectively* 2. *Critical Thinking (interpret, evaluate, and synthesize information)* 3. *Use technology to achieve educational objectives* 4. *Use interpersonal skills essential for their chosen fields* 5. *Apply global and cultural perspectives*	***Read, write, and speak effectively*** ***Critical Thinking (interpret, evaluate, and synthesize information)*** ***Others as mapped in eLumen***

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **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 Perspective**: 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.

General Education Objectives		Effective Communication	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
		✓	✓	✓	✓	✓	✓
Prefix and course number	**SLOs you will be assessing this academic year**	X	X		X		
ECO 201	**SLO #1: Students will be able articulate and understand both sides of controversial issues** ***Critical Thinking (interpret, evaluate, and synthesize information)***	X	X				

BUS 226	**SLO #5: Students will be able to think creatively and solve problems, as they relate to common business practices** ***Critical Thinking (interpret, evaluate, and synthesize information)***	X	X				
MAN 225	**SLO #4: Students will be able to use mathematical skills to solve economic or business problems** ***Critical Thinking (interpret, evaluate, and synthesize information)***		X				
MAR 220	**SLO #6: Students will be able to communicate effectively orally and in writing.** ***Read, write, and speak effectively***	X					
ACC 121	**SLO #1** Students will be able to prepare and analyze financial statements.		X	X	X		
ACC 122	**SLO #4 Students will be able to demonstrate use of budget planning and control.**		X				

ASL Planning Forms:

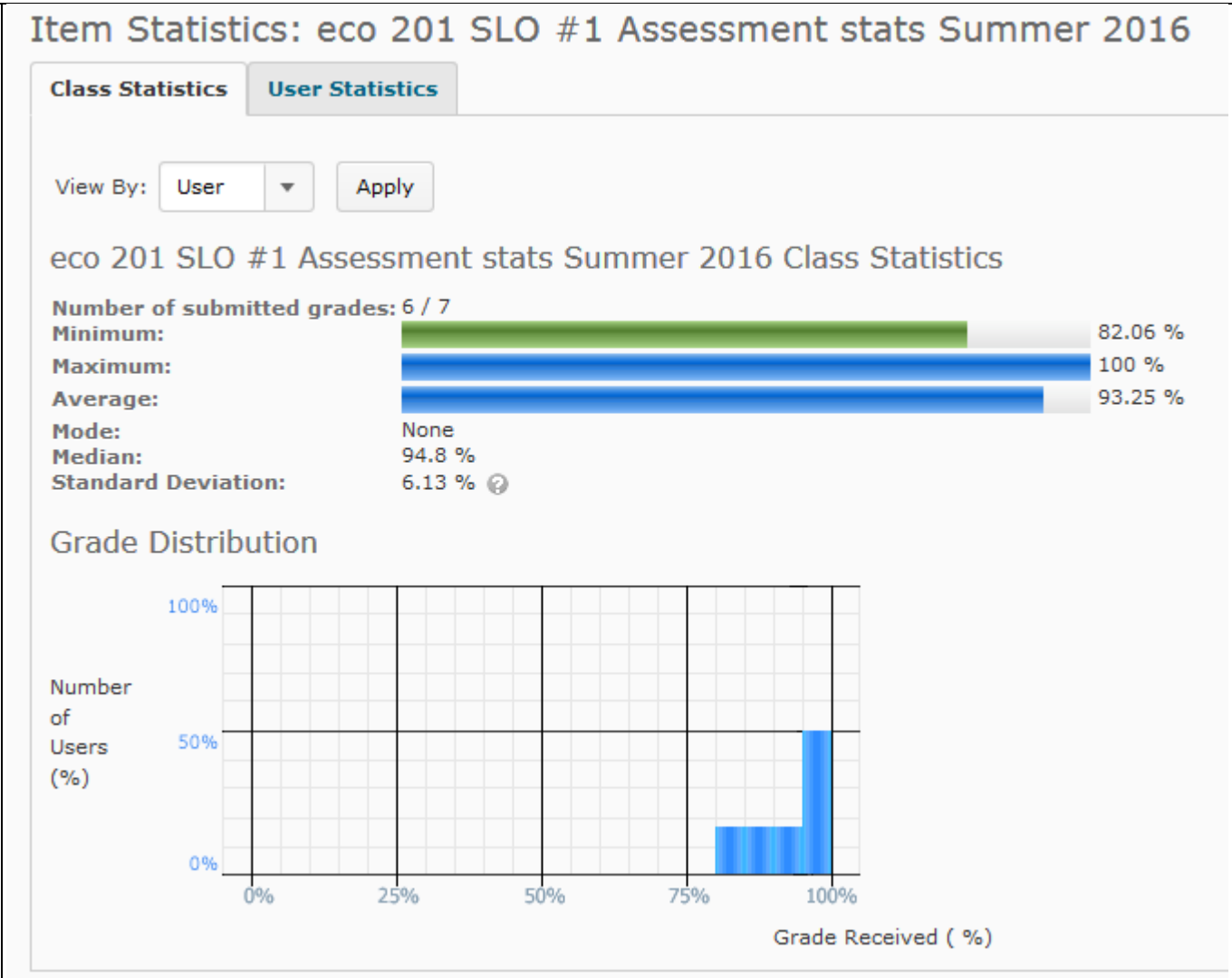
Describe the department student learning outcomes (SLOs) you are planning to assess in this cycle, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) However, the general education core competencies may involve a number of prefixes and/or course sections.

During the academic year, you may adjust present or add new SLOs and prefixes. However, you may not delete SLOs from this plan once your plan has been approved. Instead, at the end of the academic year, you will indicate the reason(s) you were unable to assess or decided not to assess the SLO(s). Also, indicate whether you plan to assess the SLO(s) next academic year.

Plan Assessment of Student Learning 01/30/2017)	
ECO 201 SLO 1: **SLO #1: Students will be able articulate and understand both sides of controversial issues**	
Rationale for choosing this SLO	Students planning to transfer and earn a bachelor's degree or to work in either field, Accounting or Business, must be able to evaluate controversial issues from multiple perspectives, and view from the vantage point of many and varied stakeholders.
Assessment Method(s) **(✓)**	(X) SELECTED RESPONSE (X) EXTENDED WRITTEN RESPONSE () PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) *Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]*	Problem and solutions Exercises in ECO 201 Macroeconomics.
Scoring Method(s) (If using a rubric, it must be attached to this document.) *Measurement of Student Performance – [i.e.-#/% correct answers; # points; rubric]*	Students are expected to earn an 80% or greater on selected assignments.
Sampling method/Number of Students to be Assessed	ALL section of ECO 201 Pueblo and branch campuses.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	80% of all students will receive a Grade on Assessment of 80% or better.
Timeframe of assessment tasks *When the assessment will occur – [i.e.- pre/post-tests; midterm; final]*	Spring Summer and Fall 2016 In each section of each course. Throughout semester at various times.

ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER

Faculty members involved in the assessment tasks	ECO 201	Joe Easton Pueblo Benjamin Kwitek Fremont PT Michael Scott SCCC PT	Fall, Summer, and Spring (Note courses are not offered or therefore assessed each semester at every site with the exception of Pueblo.)
Strategies/Methods planned for teaching this SLO	Increasing the number of essay responses in each class to minimally one per unit and selecting more controversial topics for analysis for assignments. Additional time to be spent on stakeholder theory so student can better appreciate there are many perspectives to most topics, and how you stand on the issue depends greatly on where you sit.		
Results Assessment of Student Learning (Due Date)			
SLO 1:	**Students will be able articulate and understand both sides of controversial issues**		
Results: ***Analysis and Interpretation of Results/Findings*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	Spring 2016 64 Students assessed in ECO 201 54 of 66 students 81.8 % achieved the benchmark score of 80%. Summer 2016 6 Students assessed in ECO 201 ONLINE 5 of 6 students 83.3% achieved the benchmark score of 80% Fall 2016 65 Students assessed in ECO 201 83.6 %of students 81.8 %achieved the benchmark score of 80%. Assessment Statistics SLO 1_ECO 201 Spring 16 - Copy.zip Summer 2016 8 Students in ECO 201 fully online class		



Fall 2016 65 Students assessed in ECO 201 Below by Class section

Item Statistics: Assesment Contoversial Issues Fall 16

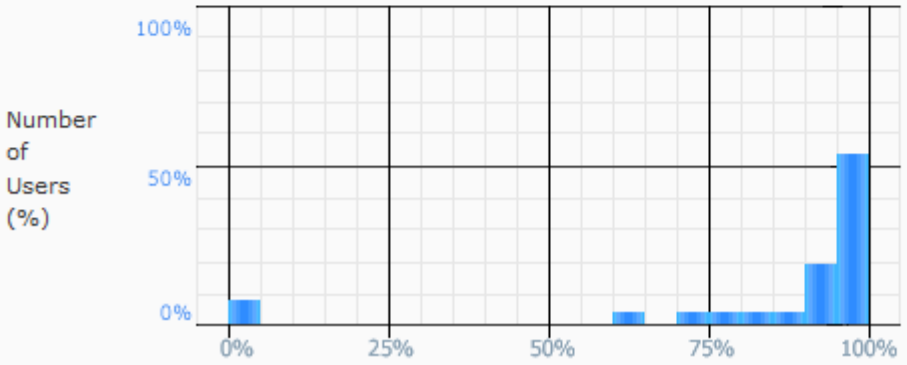
Class Statistics | **User Statistics**

View By: User Apply

Assesment Contoversial Issues Fall 16 Class Statistics

Number of submitted grades:	26 / 28
Minimum:	0 %
Maximum:	100 %
Average:	85.73 %
Mode:	100 %
Median:	95.08 %
Standard Deviation:	26.42 %

Grade Distribution



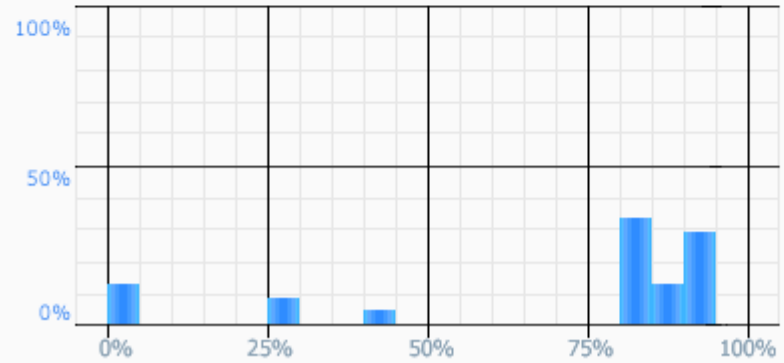
Class Statistics | **User Statistics**

View By: User Apply

Assessment Controverial Issues Kwitek Class Statistics

Number of submitted grades:	24 / 25
Minimum:	F (0 %)
Maximum:	A (93.33 %)
Average:	D (68.64 %)
Mode:	A (91.33 %)
Median:	B (83.33 %)
Standard Deviation:	F (31.95 %)

Grade Distribution



Item Statistics: Assessment Controversial Issues FAll 16 ECO 201 Batchelder

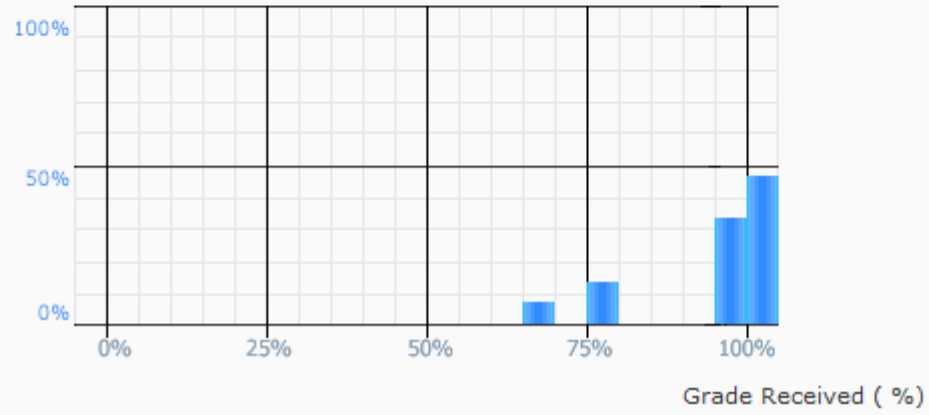
Class Statistics | **User Statistics**

View By: User Apply

Assessment Controversial Issues FAll 16 ECO 201 Batchelder Class Statistics

Number of submitted grades:	15 / 16
Minimum:	67.74 %
Maximum:	100 %
Average:	93.92 %
Mode:	100 %
Median:	99.56 %
Standard Deviation:	10.51 %

Grade Distribution



Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	We will continue to work with branch campuses and PT instructors to better assure "norming" in scores with respect to the rubrics and assignments used. I plan for Fall of 2017 to require a "standard and uniform assignment and required adoption of a single evaluation scale" to improve accuracy of data. We will reassess the same SLO as it is central that all business students acquire this skill and ECO 201 is taken by all majors whether AA or AAS degrees.

Plan Assessment of Student Learning (Due Date)

BUS 226 SLO 5: **Students will be able to think creatively and solve problems, as they relate to common business practices**

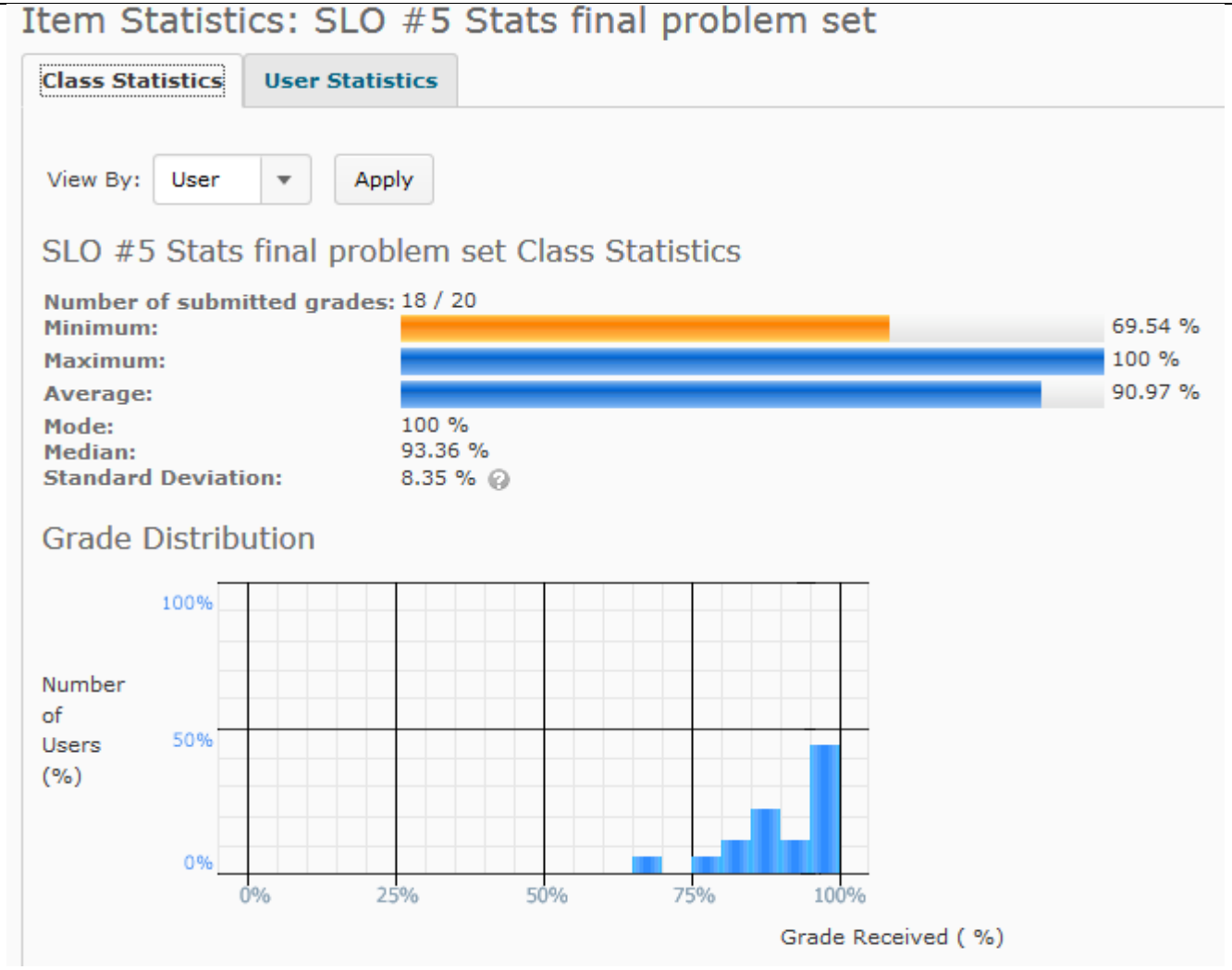
Critical Thinking (interpret, evaluate, and synthesize information)

Rationale for choosing this SLO	All Business, Accounting and Economic students will take this class if they earn a degree. Large all-encompassing sample. The core competency of the course is inferential statistics, making better decision thru the use of and understanding of data. The current market for our students is asking for more well-rounded students who can collect, evaluate and act upon information given the new capacity we have to retain and manipulate data.
Assessment Method(s) (✓)	(X) SELECTED RESPONSE (X) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	Direct assessment of skills via problem sets included in final exam. Requires students to demonstrate the ability to evaluate, interpret, and synthesize information in order to advise a superior of which decision may be best.
Scoring Method(s) (If using a rubric, it must be attached to this document.) *Measurement of Student Performance – [i.e.-#/% correct answers; # points; rubric]*	Straight percentage of correct answers.
Sampling method/Number of Students to be Assessed	Each section offered of BUS 226 Business statistics. Sample consist of a fall and a spring section on the pueblo campus. Sections do not make at the branch campus due to limited enrolments.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	80% Percent of all students enrolled will achieve an 85% or better on the problem set assessed in the final exam.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	At the end of each semester in the final week as final examinations and problem sets are due.
Faculty members involved in the assessment tasks	

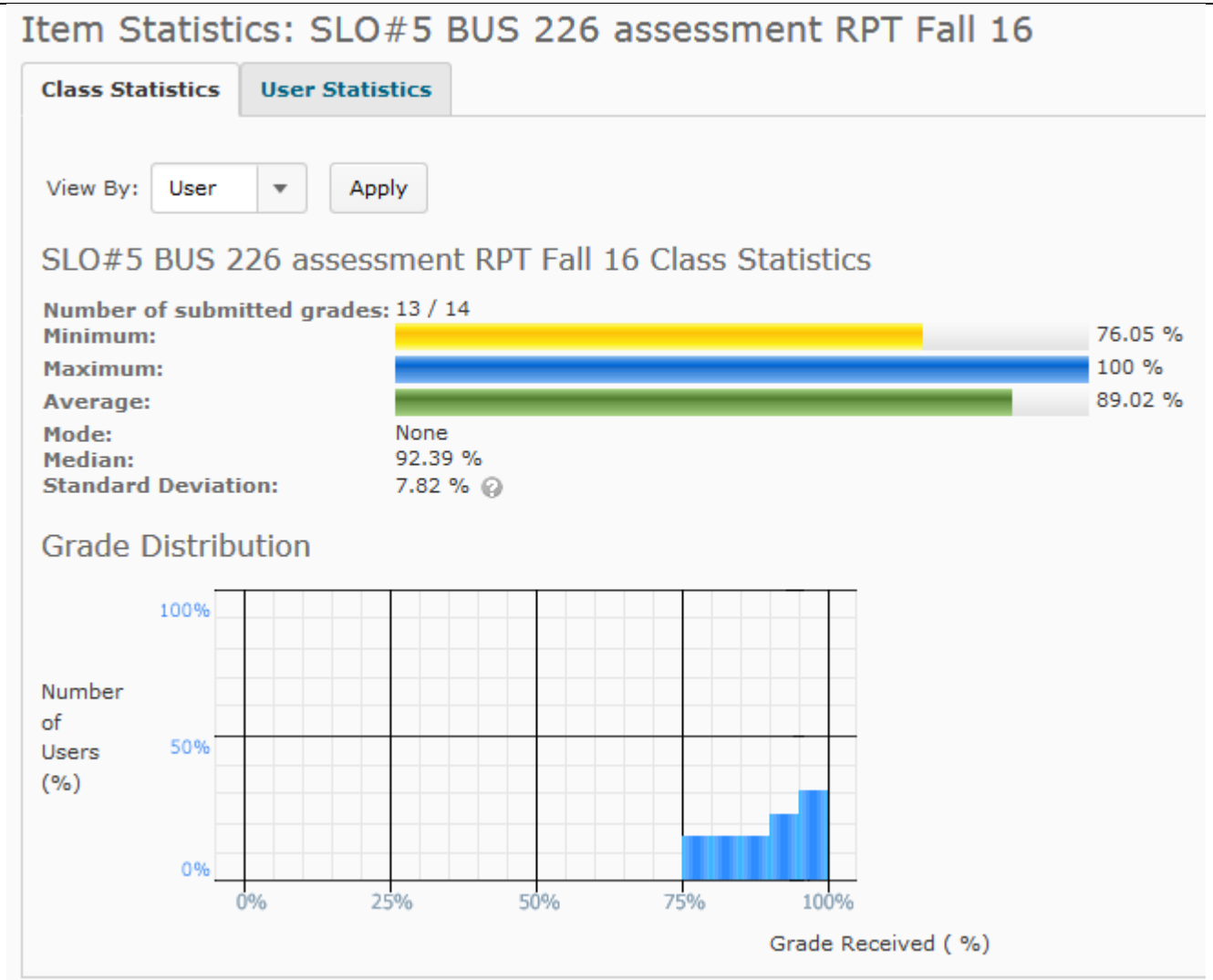
ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
BUS 226 01H	Joe Easton	Fall and Spring Pueblo

Strategies/Methods planned for teaching this SLO	Instructor has focused on encouraging student not just to quantitatively solve the problems for a correct answer but to focus directly on what does this information tell me I did not know before. If I had known this information would or could I have acted differently in the past and achieved a better result. Particular emphasis is placed on the "why" do I want to collect this information and "what" information would I like to have.

Results Assessment of Student Learning (Due Date)	
SLO 5:	**Students will be able to think creatively and solve problems, as they relate to common business practices** ***Critical Thinking (interpret, evaluate, and synthesize information)***
Results: ***Analysis and Interpretation of Results/Findings*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	**Spring 2016:** 14 of 17 students achieved an 80% or higher 84.2% of students 14 0f 19 reached the higher 85% or higher goal score. 73.7% of students **FALL 2016:** 15 out 17 students achieved an 80% or higher 84.6% of students 11 of 17 reached the higher 85% or higher goal score. 61.0% of students **Combined** 27 out 32 students achieved an 80% or higher 84.4% of students 22 of 32 reached the higher 85% or higher goal score. 68.8% of students The goal in previous years was set at 80% of students will achieve an 80% score or higher. In 2016 we raised this to 80 percent of students will achiev a score of 85% or higher. We did noot make the goal. Only 68.8% of students met the new higher standard. As the chair and faculty teaching the course I believe the increased difficulty inherent in the assignment is largely responsible for the missing of the goal. I intentially raised the bar on students by adding several evalautive and inference questions to the problem sets. The way I which I graded and assigned points tells me they can cacluate and solve problems at the same or slightly higher effacacy but we really just set a new baseline for the 2017 assessment period based on expansion of skills being assesed and the higher level thinking required to get there.


Item Statistics: SLO #5 Stats final problem set
Class Statistics
User Statistics
View By:
User
Apply
SLO #5 Stats final problem set Class Statistics
Number of submitted grades: 18 / 20
Minimum: 69.54 %
Maximum: 100 %
Average: 90.97 %
Mode: 100 %
Median: 93.36 %
Standard Deviation: 8.35 %
Grade Distribution
100%
50%
0%
Number of Users (%)
0%
25%
50%
75%
100%
Grade Received (%)

Spring 2016



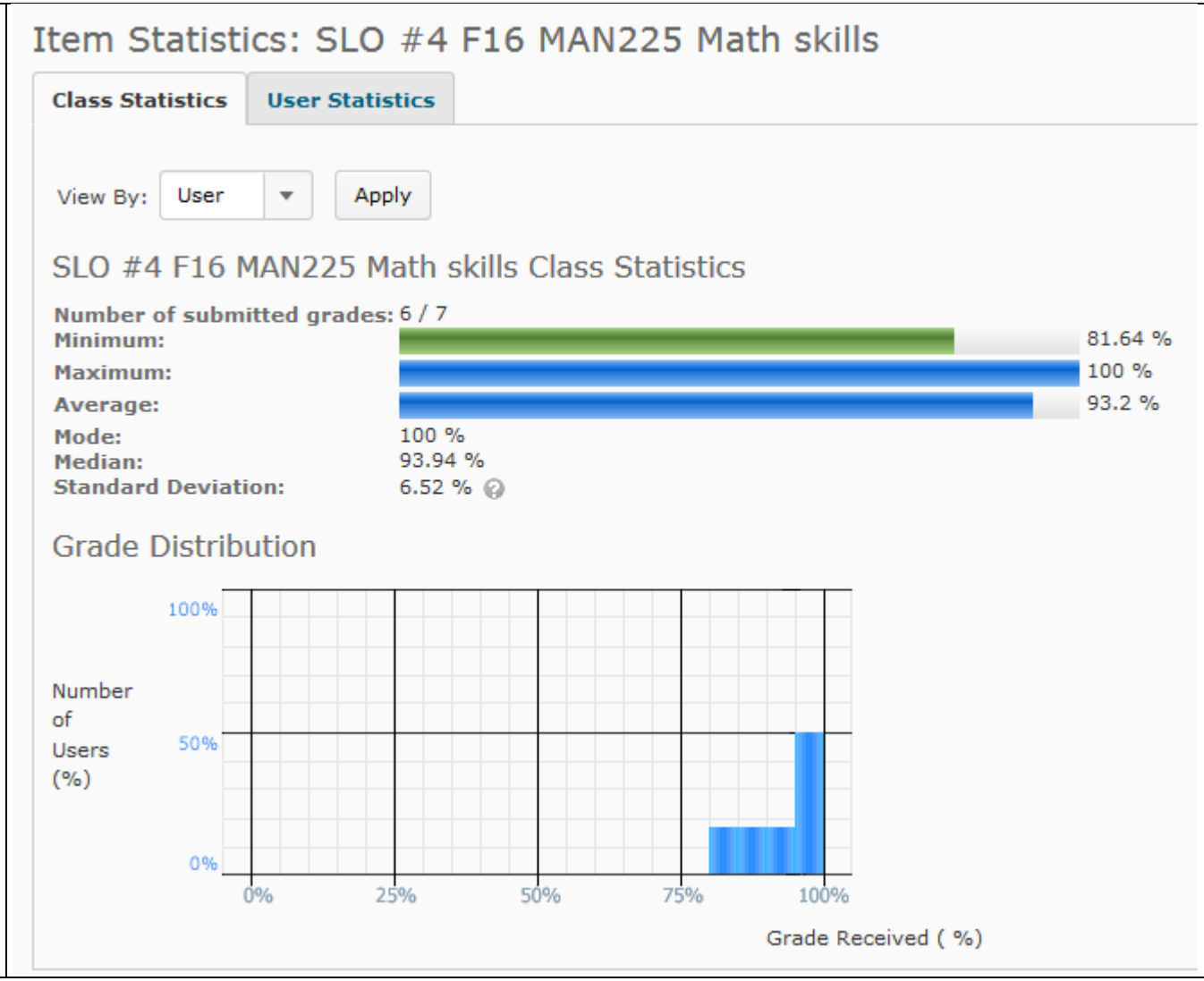
FALL 2016

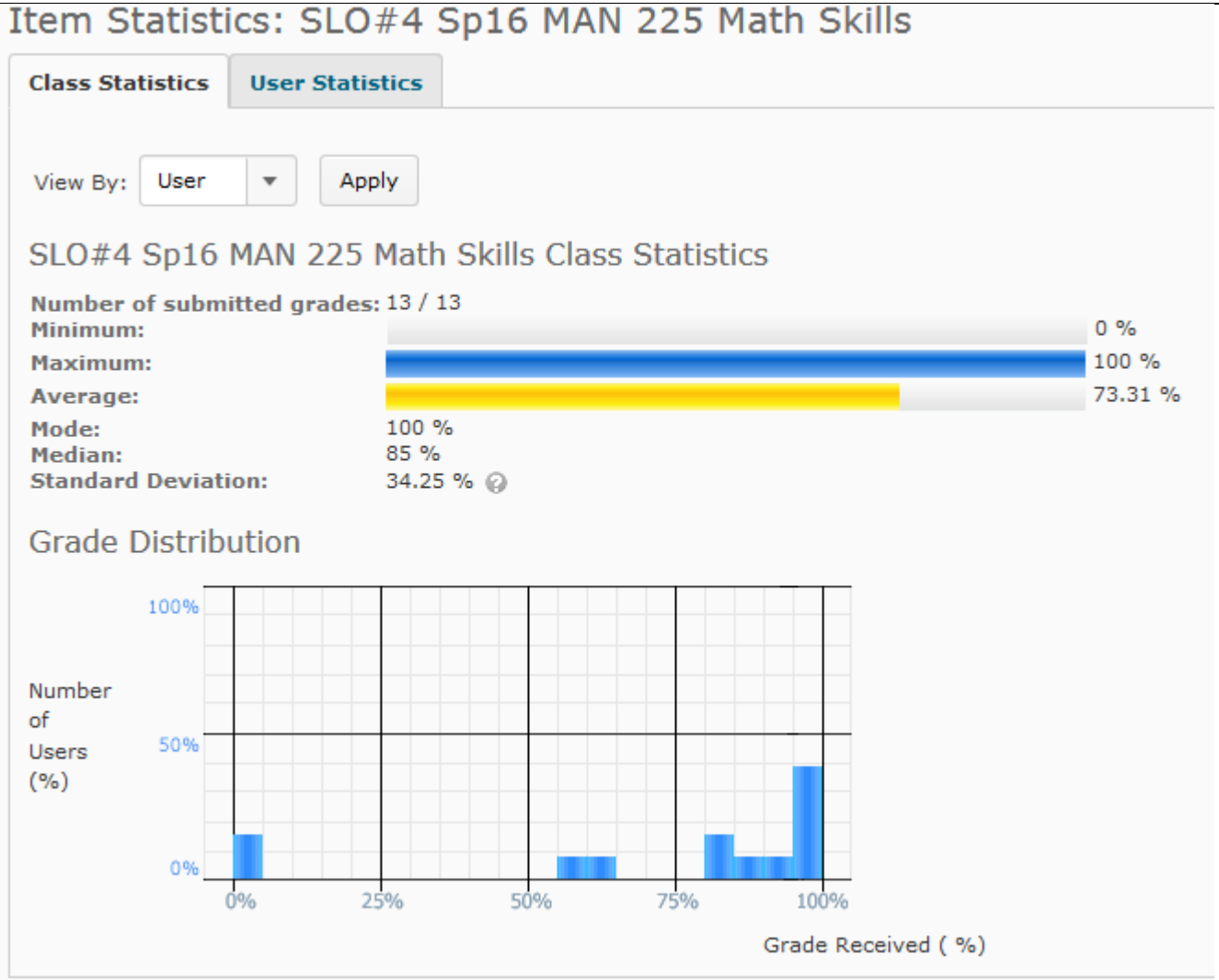
Example of one of the curriculum improvements:

Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	*I will maintain the increased goal score of students achieving 85% or better on final problem sets. I will use as my baseline 2016 data that 68.8% of student could score at the 85% level. The goal for 2017 will 75 of students will achieve a total score of 85% or better on final problem sets. This set my goal above last year's achievement, keeps it attainable (I hope). I will be reassessing this SLO and will add some sort of assignment that requires evaluation and synthesis of findings before the final project….a mini practice set if you will.*

Plan Assessment of Student Learning (Due Date)			
MAN 225 SLO 4: Students will be able to use mathematical skills to solve economic or business problems			
Rationale for choosing this SLO	We would like to replicate the requirements of the paramedic program in the other programs at the appropriate level.		
Assessment Method(s)	(x) SELECTED RESPONSE (**x**) EXTENDED WRITTEN RESPONSE (x) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION		
Assessment Tool(s) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	Exercises and analysis assignment Capital budgeting and ratios		
Scoring Method(s) (If using a rubric, it must be attached to this document.) *Measurement of Student Performance – [i.e.-#/% correct answers; # points; rubric]*	Students are expected to earn an 80% or above on assignment.		
Sampling method/Number of Students to be Assessed	All sections of MAN 225. (only taught on Pueblo campus 1 section Fall and Spring)		
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	80% of all students assessed will earn and 80% or better.		
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Approximately 2/3 of the way thru each section of MAN 225.		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	MAN 225 01H Fall 2016 Man 225 Spring 01H 2016	Joe Easton FT Chair Adrian Banister PT	FALL 2016 Spring 2016

Strategies/Methods planned for teaching this SLO	**INFORMATION UNAVAILABLE**
Results Assessment of Student Learning (Due Date)	
SLO 4:	
Results: *Analysis and Interpretation of Results/Findings* ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	Example of one of the curriculum improvements: 16 out 19 84.2% of students assessed achieved the goal of 80% Data Below Only 1 student who took assessment failed to attain the goal of 80%. We believe an increase focus on reviewing ratio analysis in MAN 225 to Supplement ACC 121 has directly led to improved performance year over year. We will use this class as a model going forward as both instructors used the same assignments and methodology for grading and added an emphasis on the solving problems to the course. One factor that may have contributed to the results is the low class sizes for both sections, providing more individual instruction time for each student.


Item Statistics: SLO #4 F16 MAN225 Math skills
Class Statistics
User Statistics
View By:
User
Apply
SLO #4 F16 MAN225 Math skills Class Statistics
Number of submitted grades: 6 / 7
Minimum: 81.64 %
Maximum: 100 %
Average: 93.2 %
Mode: 100 %
Median: 93.94 %
Standard Deviation: 6.52 %
Grade Distribution
100%
50%
0%
Number of Users (%)
0%
25%
50%
75%
100%
Grade Received (%)



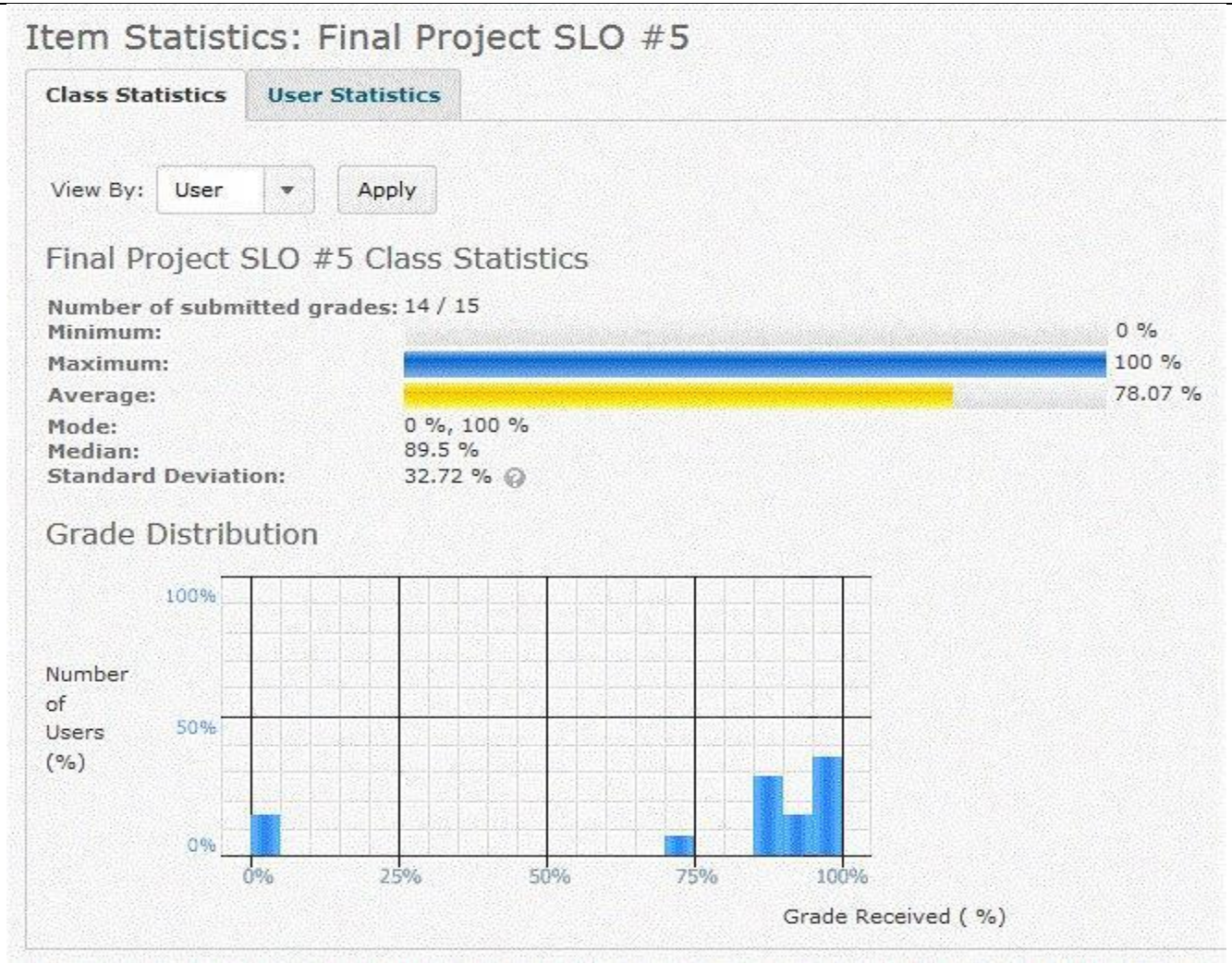
Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO?***	*We will continue with this SLO assessment but would like compare data to sections with more normal enrollments of 20 per section. We will also bring a new instructor on board PT to teach and will include their results with the data.*

Plan Assessment of Student Learning (Due Date)

MAR 220 SLO 6: Students will be able to communicate effectively orally and in writing.
Read, write, and speak effectively

Rationale for choosing this SLO	We would like to replicate the requirements of the paramedic program in the other programs at the appropriate level.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE (x) EXTENDED WRITTEN RESPONSE (x) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	Students are required to produce a marketing plan for a product or idea and present to class. Presentations must be at least 10 minutes in length, contain a minimum of 8 slides, a visual and and are evaluated as to persuasiveness.
Scoring Method(s) (If using a rubric, it must be attached to this document.) *Measurement of Student Performance – [i.e.-#/% correct answers; # points; rubric]*	MAR 220 2016 SLO #5 Assignment and
Sampling method/Number of Students to be Assessed	MAR 220 Spring 2016 14 students. NO summer session if offered. Fall 2016 class did not make. The section evaluated was the only section taught this year on any campus.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	**Goal: 80% of students to achieve an 80% final project presentation grade or better**
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Final presentation given last 3 weeks of class as scheduled.
Faculty members involved in the assessment tasks	ASSESSED COURSE: MAR 220 001 / INSTRUCTOR(S) ASSESSING COURSE: David Siguenza PT Instructor / SEMESTER: Spring 2016
Strategies/Methods planned for teaching this SLO	Students are asked and complete a variety of assignments to learn and retain advertising principles, concepts, and calculations, as well as case studies, current events, and discussions, to demonstrate content mastery and improve reading, writing, and speaking efficacy. The final presentation is discussed early in the course to shape the student journey to the final destination of being able to create a persuasive and professional advertising campaign.

Results Assessment of Student Learning (Due Date)	
SLO 6:	**Students will be able to communicate effectively orally and in writing.** ***Read, write, and speak effectively***
Results: ***Analysis and Interpretation of Results/Findings*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	Example of one of the curriculum improvements: 15 students assessed. Class only offered in Spring of 2016 not offered in Fall of 2016. *78.6% Percent of student achieved an 80% or better slightly below goal. This however was affected by several students not submitting or presenting. 90% of those student who completed assignment and presented earned above 85% or better.*



MAR 220 001 Spring 2016 Final presentation Assessment DATA

Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	*78.6% Percent of student achieved an 80% or better slightly below goal. This however was affected by several students not submitting or presenting. 90% of those student who completed assignment and presented earned above 85% or better.* *Based on these results minimal changes will be made. The course has been added to the visual communications and media degree, so changes to enhance the creativity and use of most current technology for presentations will be added if funding available. The points for the assignment are sufficient to motivate students to complete but we will reassess in hopefully have a larger sample size in 2017.*

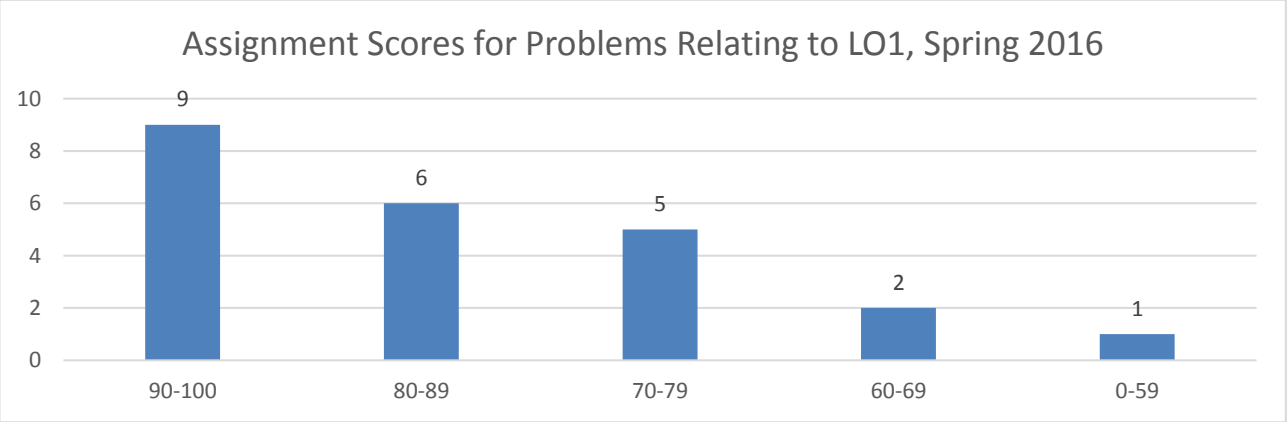
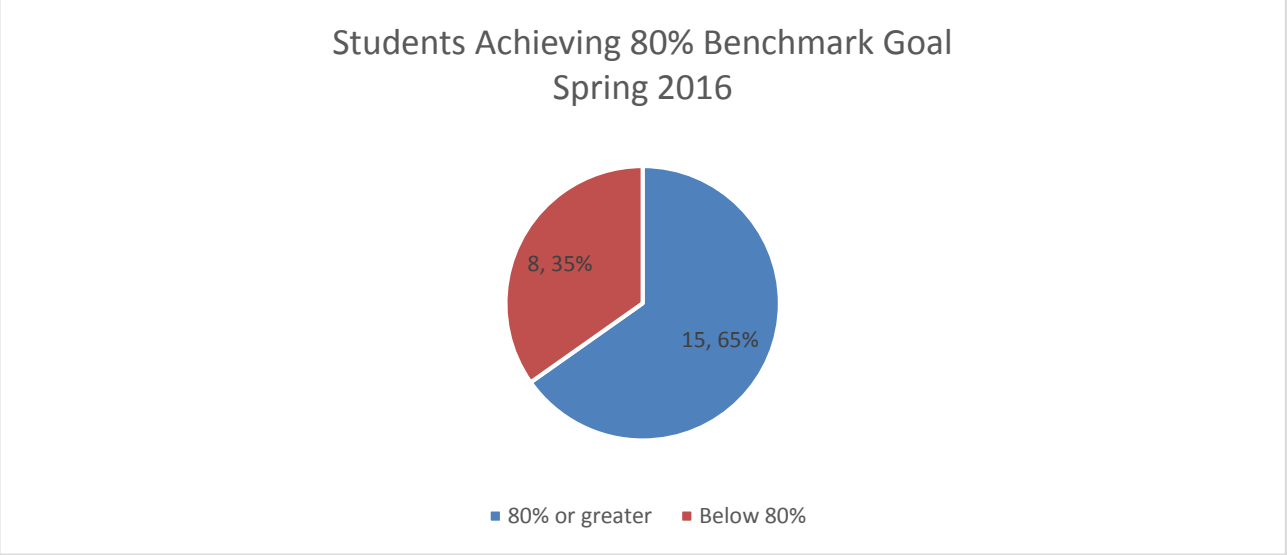
Plan Assessment of Student Learning (Due Date)

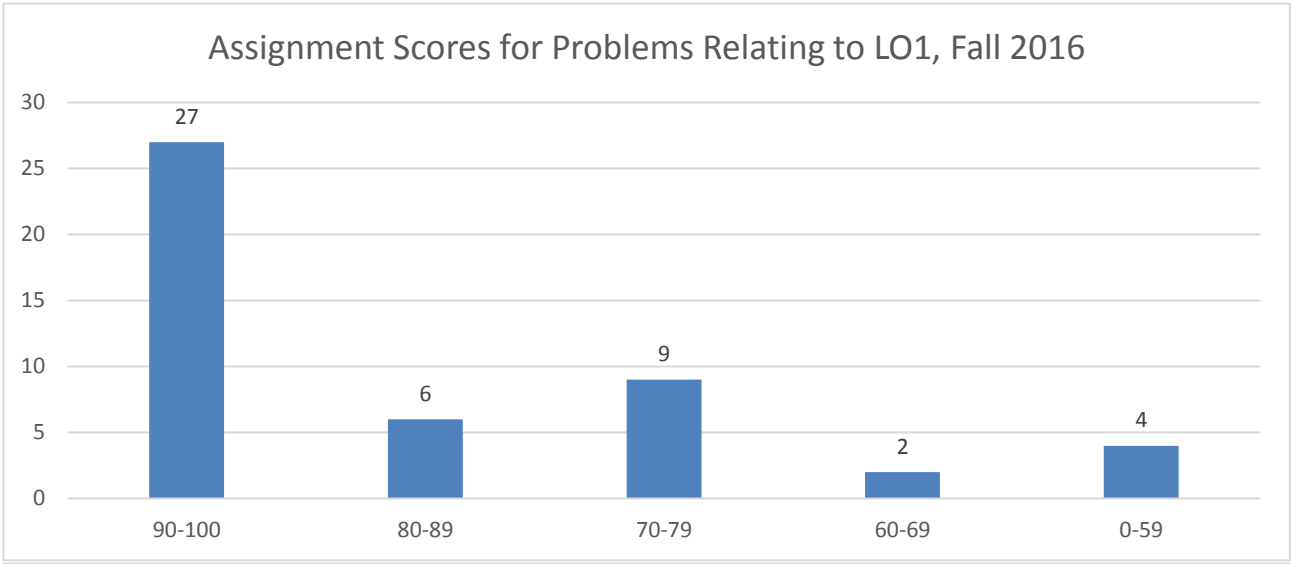
ACC 121 SLO 1: Students will be able to prepare and analyze financial statements.

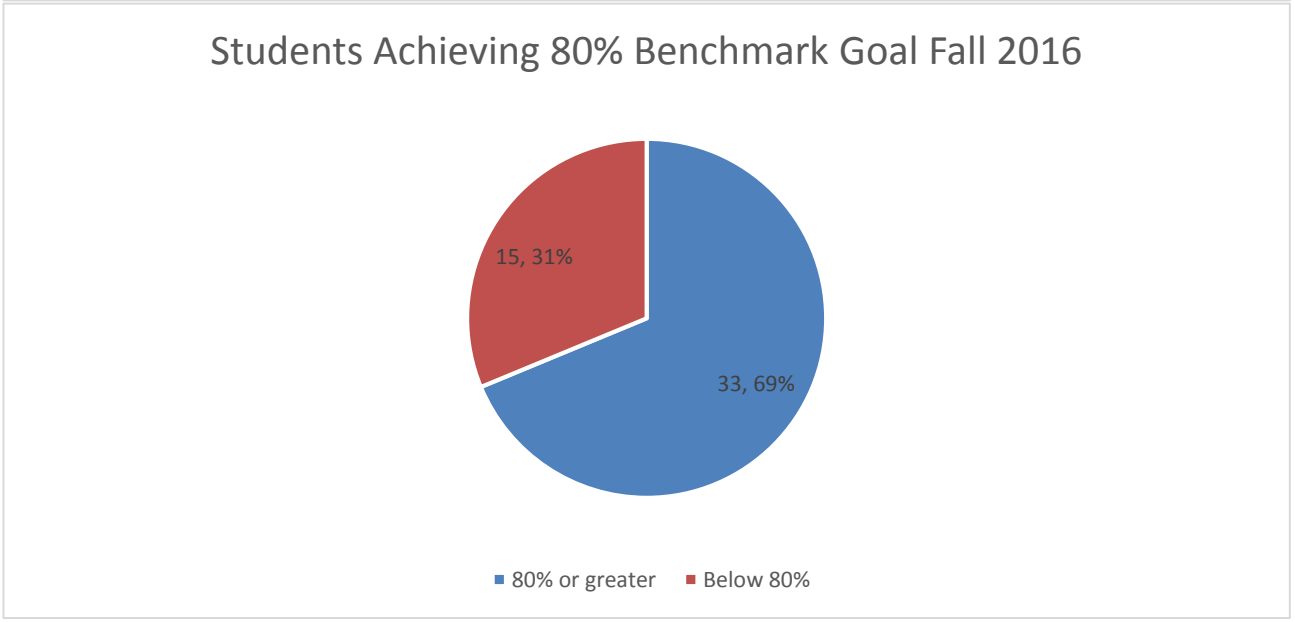
Rationale for choosing this SLO	Since accounting is the language of the business world, it is imperative that business students are able to accurately prepare and read financial statements. The ability to do so will allow students to communicate in the workplace regardless of the industry they join. This both a course level and program level requirement within the program of study for Business Management and Accounting.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) *Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]*	Students will be assessed according to their cumulative performance on assignment questions that test their knowledge of preparing and analyzing financial statements. Assignment questions will include a combination of multiple choice, true false and accounting exercise problems.
Scoring Method(s) (If using a rubric, it must be attached to this document.) *Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]*	Each student's performance on all of the quiz and test questions that relate back to preparing and analyzing financial statements will be exported from MH Campus. The average, cumulative score on the questions will be used to assess students.
Sampling method/Number of Students to be Assessed	Students enrolled within ACC121 (Principles of Accounting 1) courses offered on the Pueblo, Fremont & Durango/Mancos Campuses.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	80% of students are expected to receive and average of 80% or above on the quiz and exam questions relating back to preparing and analyzing financial statements.
Timeframe of assessment tasks *When the assessment will occur – [i.e.- pre/post-tests; midterm; final]*	Students participating in the Spring & Fall 2016 academic semesters.
Faculty members involved in the assessment tasks	

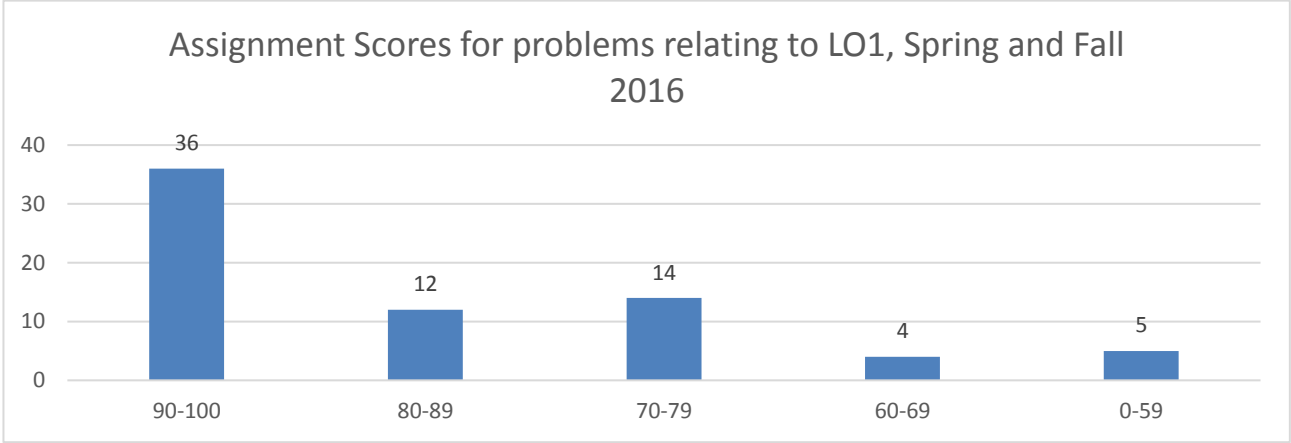
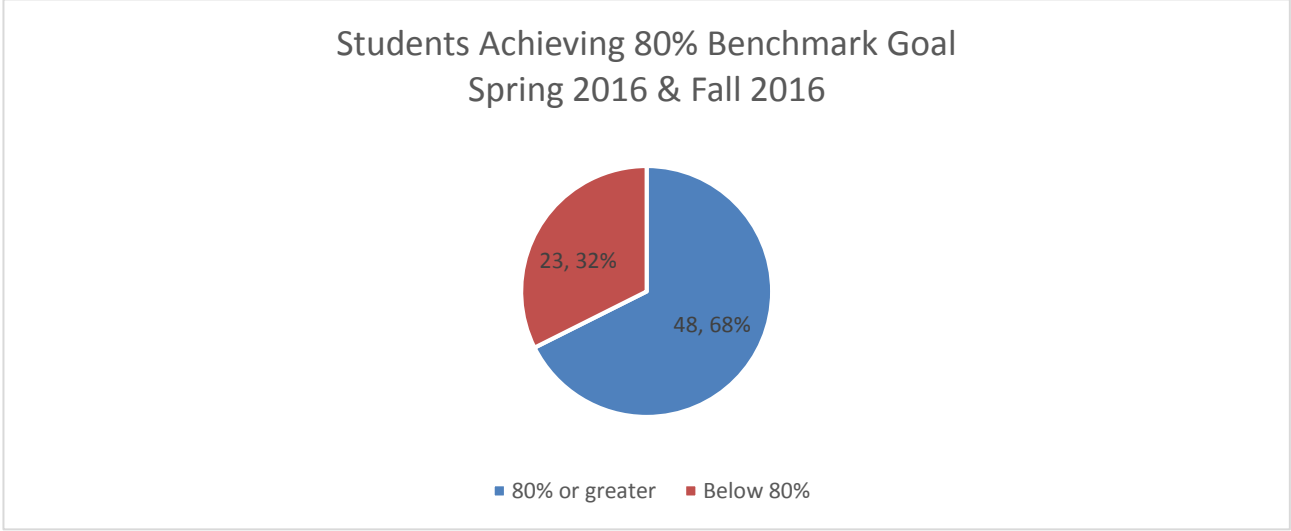
ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
ACC12101H	Mary Walker (Faculty)	Spring 2016
ACC12102H	Tene Greenhood (Faculty)	Spring 2016
ACC12101H	Tene Greenhood (Faculty)	Fall 2016
ACC12102H	Tene Greenhood (Faculty)	Fall 2016
ACC1217HY	Adrian Banister (Instructor)	Fall 2016
ACC121PCD	Eileen Kirby (Instructor)	Fall 2016

Strategies/Methods planned for teaching this SLO	Students are asked to complete a variety of tasks and learning activities that include all adult learning styles. Activities include reading focused materials, LearnSmart interactive assignments that adapt questions based on each student's performance in the course, support videos provided by a variety of resources, live in-class demonstrations and student driven applications and completion of unique assignments.

Results Assessment of Student Learning (January 27, 2017)	
SLO 1:	Students will be able to prepare and analyze financial statements.
Results: ***Analysis and Interpretation of Results/Findings*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	A total of 71 students, 23 from the Spring semester and 48 from the Fall semester were assessed on their ability to prepare and analyze financial statements. Over the course of the Spring and Fall 2016 semesters 48 students (68% of the 71 total) achieved an 80% or higher on quiz and test questions relating to preparing and analyzing financial statements, which fell short of the goal of 80% of students achieving an 80% or greater.  


Assignment Scores for Problems Relating to LO1, Fall 2016
30
25
20
15
10
5
0
27
6
9
2
4
90-100
80-89
70-79
60-69
0-59

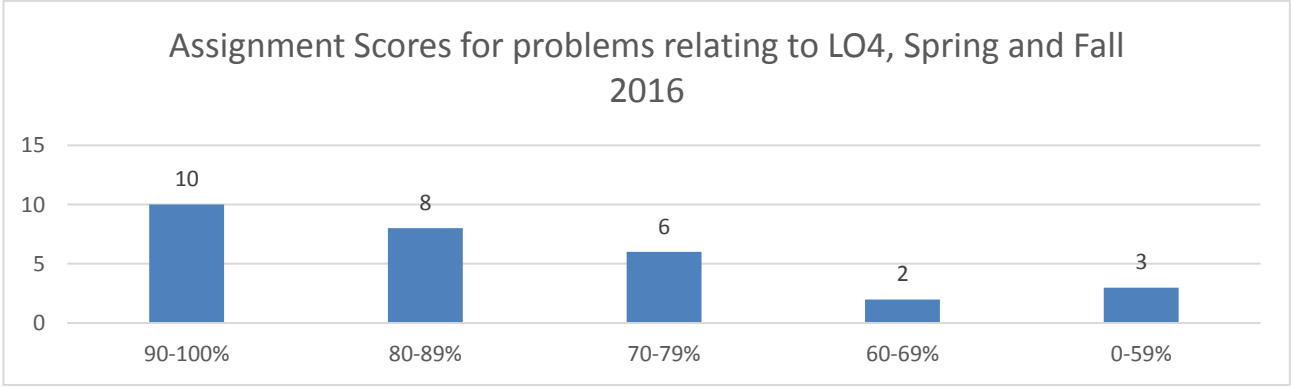
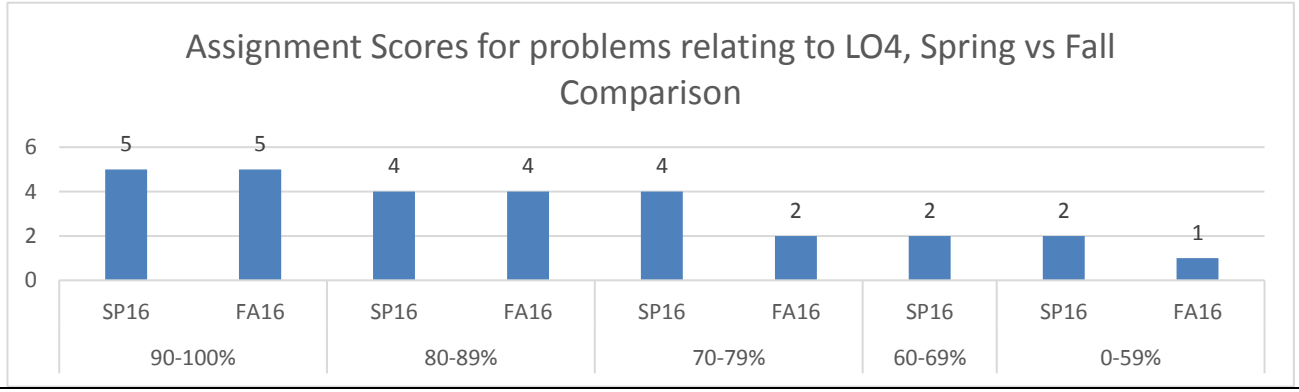

Students Achieving 80% Benchmark Goal Fall 2016
15, 31%
33, 69%
80% or greater
Below 80%

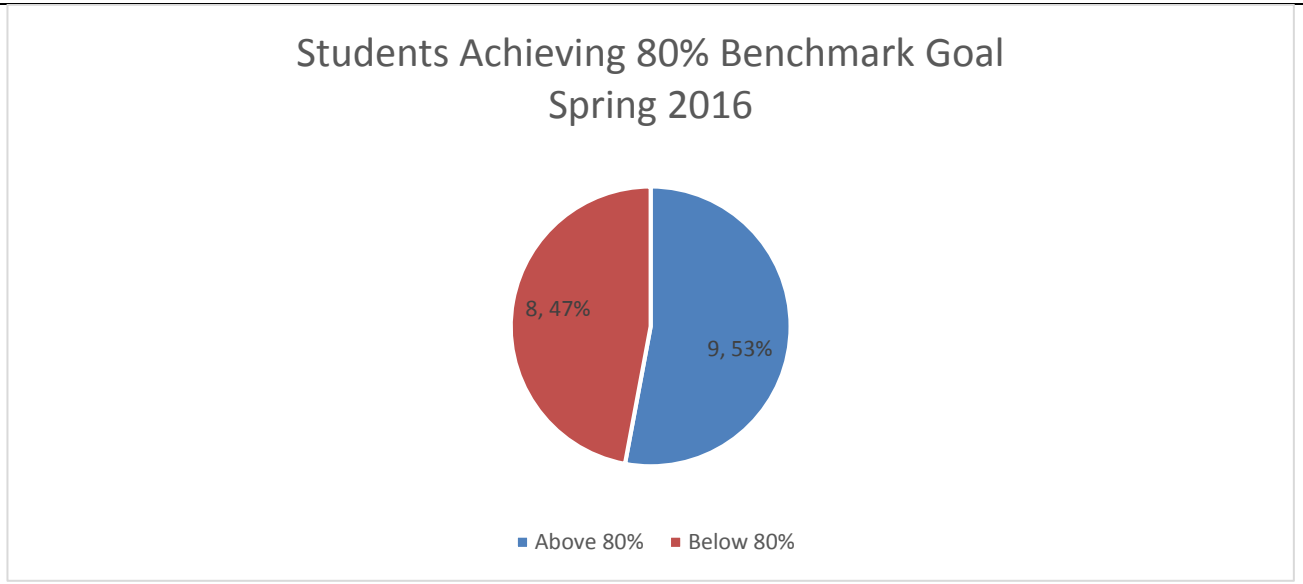
	Spring & Fall 2016 Combined Results  
Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	From reviewing the results it can be assumed that students in ACC 121 courses need more time and practice with financial statements. It will be recommended that instructors teaching the ACC121 course for future semesters incorporate the financial statements into multiple chapters as opposed to the one single chapter that financial statements are taught from. This SLO will be re-assessed next academic year. Instructors will document changes to the teaching methods for the financial statements and next year's results will be compared to the current results to determine if the changes are beneficial or if changes need to continue to be made.

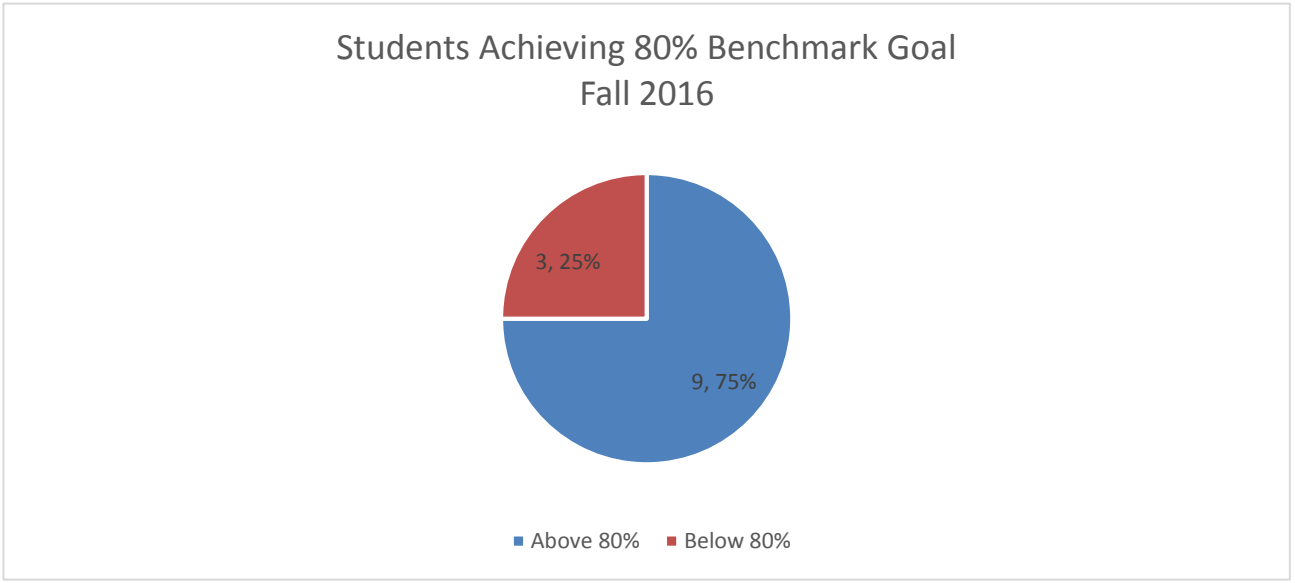
Plan Assessment of Student Learning (Due Date)

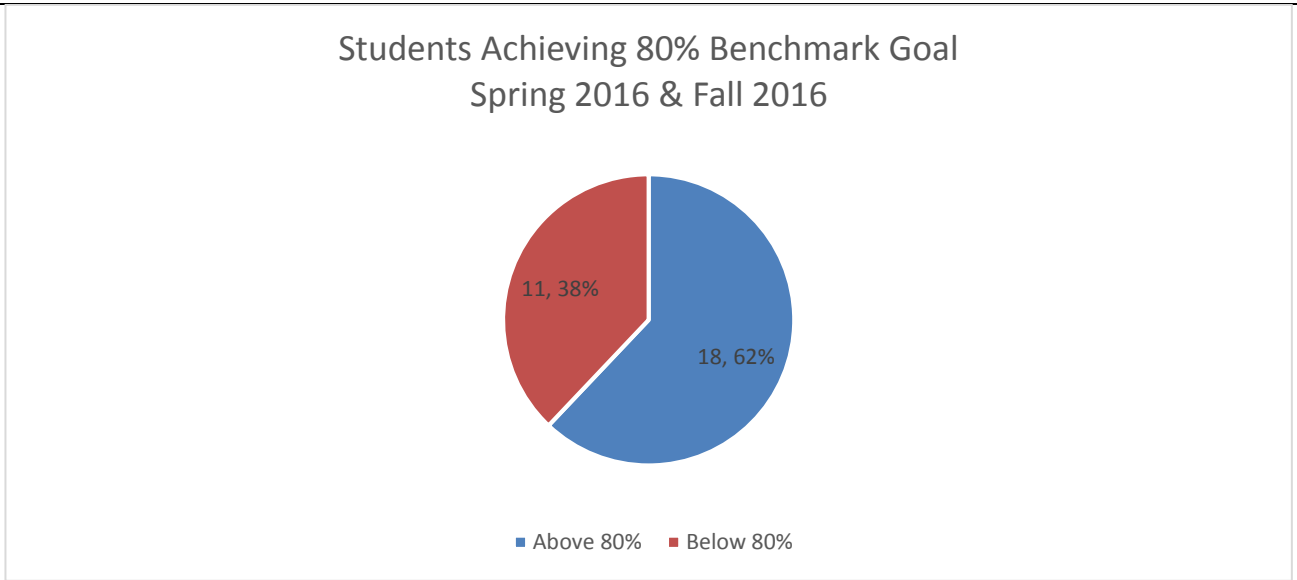
ACC 122 SLO 4: Students will be able to demonstrate the use of budget planning and control.

Rationale for choosing this SLO	Students in Business Management and/or Accounting field will require budget planning and control skills as one of the basic expectations for employment. Students must be proficient in the ability to prepare a budget, but also following up with the budget over time as part of the control process and recognizing when a budget is not going to be met and what accommodations can be made. This both a course level and program level requirement within the program of study for Accounting and Business Management students.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	Students will be assessed according to their cumulative performance on assignment questions that test their knowledge of budget planning and control. Assignment questions will include a combination of multiple choice, true/false and accounting exercise problems.
Scoring Method(s) (If using a rubric, it must be attached to this document.) *Measurement of Student Performance – [i.e.-#/% correct answers; # points; rubric]*	Each student's performance on all of the quiz and test questions that relate back to budget planning and control will be exported from MH Campus. The average, cumulative score on the questions will be used to assess students.
Sampling method/Number of Students to be Assessed	Students enrolled within ACC122 (Principles of Accounting II) courses offered on the Pueblo Campus.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	80% of students are expected to receive and average of 80% or above on the quiz and exam questions relating back to budget planning and control.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Students participating in the Spring & Fall 2016 academic semesters.
Faculty members involved in the assessment tasks	ASSESSED COURSE / INSTRUCTOR(S) ASSESSING COURSE / SEMESTER ACC12201H / Mary Walker (Faculty) / Spring 2016 ACC12202H / Mary Walker (Faculty) / Spring 2016 ACC12201H / Tene` Greenhood (Faculty) / Fall 2016
Strategies/Methods planned for teaching this SLO	Students are asked to complete a variety of tasks and learning activities that include all adult learning styles. Activities include reading focused materials, LearnSmart interactive assignments that adapt questions based on each student's performance in the course, support videos provided by a variety of resources, live in-class demonstrations and student driven applications and completion of unique assignments.

Results Assessment of Student Learning (1/27/2017)	
SLO 4:	Students will be able to demonstrate the use of budget planning and control.
Results: ***Analysis and Interpretation of Results/Findings*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	A total of 29 students, 17 from the Spring semester and 12 from the Fall semester were assessed on their ability to demonstrate the use of budget planning and control. Over the course of the Spring and Fall 2016 semesters 18 students (62% of the 29 total) achieved an 80% or higher on quiz and test questions relating to budget planning and control, which fell short of the goal of 80% of students achieving an 80% or greater. When the results are broken down by semester, 53% of students achieved an 80% or greater in the Spring semester, however 75% of students achieved an 80% or greater in the Fall Semester. The 22% difference from the Spring to the Fall semester is likely to be a result of an increased amount of time dedicated to the budgeting chapters. In the Spring semester, the schedule only allowed for 2 class periods to cover the budgeting chapters, but in the Fall semester the schedule contributed 4 class periods to the budgeting chapters. The favorable increase from the Spring to the Fall is mostly likely a result of the increase in time spent on those concepts, but could have also been influenced by the smaller sample size that was available in the Fall semester.  


Students Achieving 80% Benchmark Goal
Spring 2016
8, 47%
9, 53%
Above 80%
Below 80%


Students Achieving 80% Benchmark Goal
Fall 2016
3, 25%
9, 75%
Above 80%
Below 80%

	
Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	Although students from ACC 122 did not meet the goal of 80% of students achieving 80% or greater on assignment questions relating to budget planning and control, the comparison from the Spring to the Fall semester suggest that instructors should continue to spend an increased amount of time on the budgeting chapters. ACC instructors will be coached to continue the practice of allocating more time to the budgeting chapters and the SLO will be assessed in AY2017 to monitor the results. The increased time spent on budgeting might pose a risk on the comprehension of other chapters, so the other existing SLOs will also need to be monitored throughout AY2017.

Assessment Plan AY 2015-16
Business and Technology Division

Department: Computer Information Systems **Date:**

Prepared by: **REVIEWED by Department Chair:**

Reviewed by the ASL Division Committee:

Department Mission	**INFORMATION UNAVAILABLE/NOT PROVIDED**
Department Level SLOs to Be Assessed ***List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.***	
Select PCC General Education Core Competencies to be assessed: 1. *Read, write, and speak effectively* 2. *Critical Thinking (interpret, evaluate, and synthesize information)* 3. *Use technology to achieve educational objectives* 4. *Use interpersonal skills essential for their chosen fields* 5. *Apply global and cultural perspectives*	

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **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 Perspective**: 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.

General Education Objectives		Effective Communication	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
		✓	✓	✓	✓	✓	✓
Prefix and course number	**SLOs you will be assessing this academic year**						
	Create and use database forms, filters, and reports			✓			✓
	Develop an in-depth understanding of why computers are essential components in society as well as in the business world			✓			

ASL Planning Forms:

Describe the department student learning outcomes (SLOs) you are planning to assess in this cycle, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) However, the general education core competencies may involve a number of prefixes and/or course sections.

During the academic year, you may adjust present or add new SLOs and prefixes. However, you may not delete SLOs from this plan once your plan has been approved. Instead, at the end of the academic year, you will indicate the reason(s) you were unable to assess or decided not to assess the SLO(s). Also, indicate whether you plan to assess the SLO(s) next academic year.

Plan Assessment of Student Learning (Due Date)			
SLO 1: Create and use database forms, filters, and reports			
Rationale for choosing this SLO			
Assessment Method(s) (✓)	(✓) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE () PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION		
Assessment Tool(s) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	At the end of the Database Section in the course, an exam was given on the application of database concepts to design and implementation.		
Scoring Method(s) (If using a rubric, it must be attached to this document.) *Measurement of Student Performance – [i.e.-#/% correct answers; # points; rubric]*	Multiple Choice questions were used to evaluate student progress.		
Sampling method/Number of Students to be Assessed	33 students were assessed in two sections of CIS 118		
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	70% of questions should be answered correctly by all students.		
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Spring Semester 2016		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	CIS118	Boyd Rodman	Spring 2016
Strategies/Methods planned for teaching this SLO			
Results Assessment of Student Learning (Due Date)			
SLO 1:	Create and use database forms, filters, and reports		
Results: ***Analysis and Interpretation of Results/Findings*** *(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to*	Scores from the exams given produced an average student score of 72%.		

these results? Can you compare the results to previous baselines or activities?)	
Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	Database topics (Microsoft Access) is the most difficult of all the Microsoft Products to teach. Working with a sample database and guided lessons in the class have improved scores on this topic over the last few semesters.

Plan Assessment of Student Learning (Due Date)

SLO 2:

Rationale for choosing this SLO	Students will be working in a business related environment and will need to understand how the computer fits into the business environment.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) ***Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]***	Questions 1 -5 on Exam 3
Scoring Method(s) (If using a rubric, it must be attached to this document.) ***Measurement of Student Performance – [i.e.-#/% correct answers; # points; rubric]***	Right or wrong answer on multiple choice exam
Sampling method/Number of Students to be Assessed	21
Performance Target(s) ***Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]***	70%
Timeframe of assessment tasks ***When the assessment will occur – [i.e.-pre/post-tests; midterm; final]***	Fall Semester
Faculty members involved in the assessment tasks	

ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
CIS 115	Boyd Rodman	Fall 2016

Strategies/Methods planned for teaching this SLO	Sessions 21 and 22 in CIS 115 are dedicated to teaching the relationships between computers and business.

Results Assessment of Student Learning (Due Date)	
SLO 2:	Develop an in-depth understanding of why computers are essential components in society as well as in the business world
Results: ***Analysis and Interpretation of Results/Findings*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	Example of one of the curriculum improvements: The overall class average for the five questions was 78% **This section of the course includes a hands on activity where the students estimate the storage needs for a data conversion project and then solve for the amount of time the project will take to complete. This covers both the application of computers to business and project analysis.**
Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	*This SLO will continue to be taught this way.*

Assessment Plan AY 2015-16
Business and Technology Division

Department: **Hospitality Studies** **Date: January 2017**

Prepared by: **CUA Faculty, Director, and Business Manager** **REVIEWED by Department Chair: Mo Montgomery**

Reviewed by the ASL Division Committee:

Department Mission	*Providing a diverse environment that prepares marketable professionals with a comprehensive education that develops a culture of personal and professional growth.*
Department Level SLOs to Be Assessed ***List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.***	• Students will be able to apply critical thinking skills in a variety of customer service and industry settings. • Students will be able to use technology common to industry settings in food service operations.
Select PCC General Education Core Competencies to be assessed: 1. *Read, write, and speak effectively* 2. *Critical Thinking (interpret, evaluate, and synthesize information)* 3. *Use technology to achieve educational objectives* 4. *Use interpersonal skills essential for their chosen fields* 5. *Apply global and cultural perspectives*	• Critical Thinking (interpret, evaluate, and synthesize information) • Use technology to achieve educational objectives

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **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 Perspective**: 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.

General Education Objectives		Effective Communication	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Department-level SLO conceptually different from college-level SLOs
		✓	✓	✓	✓	✓	✓
Prefix and course number	**SLOs you will be assessing this academic year**						
CUA 134	Students will be able to use technology common to industry settings in food service operations.			X			
CUA 234	Students will be able to apply critical thinking skills in a variety of customer service and industry settings.		X				

ASL Planning Forms:

Describe the department student learning outcomes (SLOs) you are planning to assess in this cycle, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) However, the general education core competencies may involve a number of prefixes and/or course sections.

During the academic year, you may adjust present or add new SLOs and prefixes. However, you may not delete SLOs from this plan once your plan has been approved. Instead, at the end of the academic year, you will indicate the reason(s) you were unable to assess or decided not to assess the SLO(s). Also, indicate whether you plan to assess the SLO(s) next academic year.

Plan Assessment of Student Learning (Due Date)			
SLO 1: Students will be able to apply critical thinking skills in a variety of customer service and industry settings.			
Rationale for choosing this SLO	Critical Thinking aligns with the most essential and fundamental skills required for the capstone project. The capstone project is an excellent representation of what students will do every day throughout their careers.		
Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (X) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION		
Assessment Tool(s) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	Problem-based/Team Based Projects		
Scoring Method(s) (If using a rubric, it must be attached to this document.) *Measurement of Student Performance – [i.e.-#/% correct answers; # points; rubric]*	Rubric attached		
Sampling method/Number of Students to be Assessed	All students enrolled in CUA 134 and CUA 234		
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	80% students will score a 3 or higher on the attached rubric. Last year, 75% of students achieved this.		
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	The Assessment is conducted during a single semester, leading up to, and an on the day of, the Grand Buffet, which serves as a capstone and final exam for both classes.		
Faculty members involved in the assessment tasks	ASSESSED COURSE	INSTRUCTOR(S) ASSESSING COURSE	SEMESTER
	CUA 234	John Jakeman Edward Tracey	Spring 2016 Fall 2016

Strategies/Methods planned for teaching this SLO	Applying critical thinking- batch cooking- uses skills that they have done in pre-requisites, this is where they use in industry setting in the form of the Grand Buffet to demonstrate previously acquired skills when it comes to thinking- reading a recipe, desired results based on ingredients, what techniques to apply- in evaluating final product, determine if it is desired level? Apply this to industry standard for paying customers at the Grand Buffet. From this point on it's evident that honing the model to focus just what are assessed on translates to more effective learning. We will be keeping these changes from the fall moving forward. **Schedule deadlines- Small batch recipe vs big batch-** After much discussion and evaluation, CUA faculty have decided to change the way that students develop their recipes for the project. Now, they will create an original recipe, and have to demonstrate making two portions of it to the whole class, with use of techniques learned in previous courses. Holding students to expectations, give them guidelines- this exercise really reflects a real-world scenario of creating a special for a chef. They will demo the recipe for two servings, and then must translate into big batch cooking, with specific instructions, for the Grand Buffet.
Results Assessment of Student Learning (Due Date)	
SLO 1:	Students will be able to apply critical thinking skills in a variety of customer service and industry settings.
Results: *Analysis and Interpretation of Results/Findings* ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	Counting on 2-3 recipes from each student, instructor would analyze/critique most students, but not all students completed the assignment. Some recipes were good, some were not, most were developed through trial and error. 6 out of 9 students set aside time to do this. Students wrote a reflective paragraph, which demonstrates their critical thinking process. The instructor for CUA 234, which was the class being assessed, was teaching this class for the first time, which added a level of difficulty for the instructor. The menu was the biggest strength; the weakness was pricing and the actual cooking demo.
Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	Need to log hours of development so students understand the time commitment for this assignment. Students must be able to demonstrate recipes; if not, we must figure out why they cannot. Students need constant reminders and monitoring to complete the assignment. The weakness was that students were not able to connect the dots with menu costing literacy. Students need to take a step back and determine if the cost makes sense. Instructor will require check-in type assignments to track student's progress on the project. Also, instructor will give students a target portion cost, rather than having students arrive at cost abstractly.

	Student scores were were skewed much higher, we think beause it was a new instructor for the course. Instructor will develop new rubric to line up with SMART goals for this project.
Plan Assessment of Student Learning (Due Date)	
SLO 2: Students will be able to use technology common to industry settings in food service operations.	
Rationale for choosing this SLO	This SLO aligns with our ACF accreditation requirement. Ability to use equipment and technology common to industry setting is critical to the success of the professional line cook. Knowledge of standard equipment is as much a benchmark as cooking techniques
Assessment Method(s) (✓)	(X) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE ( ) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) ***Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]***	Equipment Safety Checklist
Scoring Method(s) (If using a rubric, it must be attached to this document.) ***Measurement of Student Performance – [i.e.-#/% correct answers; # points; rubric]***	
Sampling method/Number of Students to be Assessed	CUA 233 students in Spring and Fall
Performance Target(s) ***Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]***	All students will score a 3 or higher, indicating that they can safely clean, use, and understand the purpose of equipment and technology.
Timeframe of assessment tasks ***When the assessment will occur – [i.e.-pre/post-tests; midterm; final]***	Right before Final Exam for CUA 233
Faculty members involved in the assessment tasks	ASSESSED COURSE: CUA 233 / INSTRUCTOR(S) ASSESSING COURSE: Ben Bedard / SEMESTER: Spring and Fall 2016
Strategies/Methods planned for teaching this SLO	Demonstrating proper procedure for use of equipment. Students use equipment in prior classes, and daily during course of CUA233. If students struggle with equipment, they receive instruction in the moment at the time of the assessment.
Results Assessment of Student Learning (Due Date)	

SLO 2:	Students will be able to use technology common to industry settings in food service operations.
Results: ***Analysis and Interpretation of Results/Findings*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	Example of one of the curriculum improvements: **See attached data sheets and student reflective paragraphs in which students evaluate themselves.** The CUA 233 class had significantly low enrollment this year; we need to increase the sample size.
Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	*The checklist can be redundant; and the class evaluated is the last, most advanced production class, so if student's don't know how to use equipment, it's a big problem if they don't understand at this point. We used to assess this at different points in the course of study, but we stopped. We will be going back to assessing this at multiple points to address this problem.* *We will evaluate in 125, 129, 233 and 236.*

Business & Technology Division
Plan/Assessment Results: 2016

Contents

OVERVIEW of Assessment Guidelines\Expectations\Goals\Strengths & Weaknesses

ASSESSMENT GUIDELINES/GOALS: Use checkmarks (✓) to confirm that your department is meeting the objective • If an objective **needs improvement,** please use the **"COMMENTS" space** below each objective to describe steps that will be taken to address this objective, including challenges faced.	
YES [ ]	**ALL FULL-TIME FACULTY PARTICIPATE IN THE ASSESSMENT PROCESS AND SUBMIT ASSESSMENT DATA** • No Full-Time Faculty to perform assessment, document outcomes, or close the loop.
COMMENTS:	
YES [x]	**PART-TIME FACULTY PARTICIPATE IN THE ASSESSMENT PROCESS AND SUBMIT ASSESSMENT DATA** • Gayla Horn, Kathleen Collins
COMMENTS:	**GAYLA HORN - INSTRUCTOR FOR HIT 268 COURSE, SUMMER SEMESTER 2016** **KATHLEEN COLLINS - RESULTS WRITE**
YES [x]	**BRANCH CAMPUS FACULTY PARTICIPATE IN THE ASSESSMENT PROCESS AND SUBMIT ASSESSMENT DATA** **USE TECHNOLOGY TO ACHIEVE EDUCATIONAL OBJECTIVES** • FCC - N/A FOR HIT • SCCC - N/A FOR HIT
COMMENTS:	
YES [x]	**CLOSING THE LOOP FROM PRIOR YEAR RESULTS & CHALLENGES FACED [TECHNOLOGICAL; ONLINE LEARNING SYSTEMS, OTHER?]** Challenges: • Lack of cooperation ('system issues') from AHIMA (American Health Information Association) in the receipt of graduating students' CCA (Certified Coding Associate) Exam scores, though students note in the affirmative, on their CCA Exam Application that AHIMA may share scores with us, as the educational institution. • Lack of consistent cooperation from graduating students to assist with providing test scores upon completion of the CCA Exam (follow up attempts with students X3).
COMMENTS:	
YES [x]	**SUPPORTING DOCUMENTATION IS PROVIDED UPON SUBMISSION OF THE RESULTS UPDATED IN Summer16**

Assessment PLAN for *OFA DEPARTMENT: HIT Program*

Prepared by\Date: S. Kathleen Collins, Mary McMahon, Tatiana Parker (No Longer Here) **REVIEWED by Department Chair: Mary McMahon**

Reviewed by the B&T Sub-committee of the ASL Committee

Department Mission	*The Mission of the HIT Program is to educate students to be successful candidates for entry level healthcare employment, in the areas of medical coding, management and support, and network security.*
PROGRAM Level SLOs [minimum of 5 up to 7] *List all SLOs for your department. Each SLO will be described separately and fully in the forms below.*	• **SLO #1: Students will be able to pass A PROGRAM-SPECIFIC National Certification Exam.** • **SLO #2: Students will be able to define and comply with HIPAA [Health Insurance Portability & Accountability Act] law and aspects of medical confidentiality, privacy and security.** • **SLO #3: Students will be able to identify components, use, and management of medical records.** • **SLO #4: Students will be able to apply medical vocabulary as it relates to Health Information Technology [HIT].** • **SLO #5: Student will be able to demonstrate job readiness skills to be successful in a job search.** • **SLO #6: Students will be able to assign ICD and medical diagnosis codes.**

Relationship between PROGRAM-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **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 Perspective**: 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.

General Education Objectives (✓) *Check only those objectives you will be assessing for each SLO. Checking more than one objective indicates you will be using multiple measures, tools, methods, and levels of performance. The final analyses must address each general education objective checked.*		Effective Communi-cation	Critical Thinking	Information and Communication Technology Literacy	Interpersonal Skills	Global and cultural Perspective	Program-level SLO conceptually different from college-level SLOs
Prefix and course number	**SLOs you will be assessing this academic year [MINIMUM of 2]**						
1.	SLO: 1 Students will be able to pass A PROGRAM-SPECIFIC National Certification Exam.	✓	✓	✓		✓	
4.	SLO: 4 Students will be able to apply medical vocabulary as it relates to Health Information Technology [HIT].	✓	✓	✓		✓	
5.	SLO: 5 Student will be able to demonstrate job readiness skills to be successful in a job search.	✓	✓	✓	✓	✓	
6.	SLO: 6 Students will be able to assign medical diagnostic and procedural coding.		✓	✓			

ASL Planning & Reporting PROCESS:

Describe the department student learning outcomes (SLOs) you are planning to assess this year, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) Each element of this plan MUST be aligned:

Planning stage:

Indicate the **course number and the SLO** you will assess. Draw your outcome from the syllabus and determine the core competency you will assess.

Provide a **rationale for selecting this SLO**. If you are reassessing last year's SLO, include the results you had last year and the reason this SLO needs to be reassess.

Determine the most **appropriate methods, tools, and scoring method to assess each SLO**. Assessing students' ability to analyze information, recall information, understand information, present information, or share information collaboratively are different outcomes although the method for developing these SLOs may be a single project or task. Thus, to assess each ability requires different and separate methods and tools. (See information on choosing the appropriate measures for specific outcomes.) When you report your results at the end of the cycle, you will be addressing each ability, not an overall number. The results of each ability will be analyzed and discussed separately in your department.

Indicate the approximate number of students or the number of course sections for the prefix that will be assessed. Also, indicate the target level of performance you feel demonstrates proficiency of the SLO. Be clear for each assessment focus.

Provide the names of the faculty members assigned in the planning the of the SLO. Include part-time instructors who will **actively** participate in the assessment process, not just merely submit information, documents, or tests results.

Indicate or list strategies that may be employed to teach this strategy. If you're reassessing an SLO, indicate the different strategies that will be used this time or what changes were made that would make a difference this time.

Gathering, analyzing, and reporting results stage:

Faculty and part-time instructors should meet to share and analyze the data, as well as determine changes or actions that will be implemented. Also, faculty and part-time instructors will determine whether to reassess the SLO or close the loop. Individual and/or group reports will be submitted to the department chair. The chair will collect the information and incorporate it into the department's assessment of student learning report.

"First" Program SLO Assessment to be done: Summer 2016

- **SLO #1: Students will be able to pass A PROGRAM-SPECIFIC National Certification Exam.**

Rationale for choosing this SLO	Benchmarks in the form of practice tests were recorded to evaluate the student's ability to successfully pass the CCA (certified coding associate) exam providing the graduate with a professional credential for employment. HIT 268 reviews through exam, course objectives learned throughout the medical coding certificate program, in preparation for taking the CCA exam. As an accredited program, the mandate is to make students proficient in medical coding and health information technology. A midterm and final mock exam are given, and student are prepared in ICD-10 and CPT Coding. The HIT 268 course will assess (through online) testing, the students' understanding of medical coding. The practice tests and the actual results for the CCA exam in summer of 2016 will be compared.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct**: (✓) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASES PROJECTS **Indirect**: ( ) SURVEYS ( ) REFLECTIONS ( ) R ( ) OTHERS: _____
Scoring Method(s) (Attach copy of tool to this document.) **(✓)**	( ) RUBRIC (✓) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) RUBRIC
Sampling method/Number of Students to be Assessed	HIT 268 Class, 20 Students
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	80% of students in the class will achieve 50-70% or higher on midterm and final exams; this will equate to no less than a minimum of 60% Pass Rate for the CCA Exam.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Evaluation of the assessment will take place with the Midterm and Final HIT 268 Mock Exams - Summer 2015, and student scores for CCA Exams taken immediately following the Medical Coding Program completion.

Faculty members involved in the assessment tasks

Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a departmental discussion for chairs to finalize, compile, and submit one report

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
HIT 268	NA	

Part-time instructors actively

PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER

involved in the assessment process ***Included in the planning and/or analysis of results, not merely limited to submitting data***		Gayla Horn	Summer Semester 2016
Strategies/Methods planned for teaching this SLO	Sample mock exams reviewing previous HIT Certificate Course work, covering the six testing domains, required by the accrediting body (AHIMA), for passing the national CCA Exam.		

Peach Color reflects increase in scoring or averages.

CCA Exam Preparation vs. HIT 268 (Assessment)

Certified Coding Associate (CCA) Exam - Post Summer Graduation

- National CCA Exam Pass Rate:

CCA Credential	
2012	57.8
2013	63%
2014	60.5%
2015	60%

(Per AHIMA.org Website)

- PCC CCA Exam Pass Rate:

CCA Credential	
2012	60%
2013	70%
2014	57% **
2015	77%

**Transition and Testing Issues

HIT 268 Certification Test Prep Course - Summer Semester

- Assessment:
  Same CCA Practice Exam - Six Testing Domains
  Done at Midterm and Final
  Outcomes: Student grades and percentage averages per Domain (for the student group)
  Student grades and percentages will be reviewed for improvement
  Requires post-graduation CCA Exam tracking

Summer 2016 Medical Coding Class Assessment – HIT 268: Midterm and Final, and CCA Exam Results

Medical Coding Class 2016	Coding Domain 1	Reimburse-ment Domain 2	Health Data Domain 3	Compliance Domain 4	Information Technology Domain 5	Privacy Domain 6	MT Total		Coding Domain 1	Reimburse-ment Domain 2	Health Data Domain 3	Compliance Domain 4	Information Technology Domain 5	Privacy Domain 6	FINAL Total	CCA Exam PASS, FAIL, DNT (DID NOT TAKE)
	HIT 220, HIT 241, HIT 252, HIT 188	HIT 111, HIT 105	HIT 111, HIT 150	HIT 111, HIT 220, HIT 241, HIT 252, HIT 188	HIT 261, HIT 111, HIT 220, HIT 252, HIT 188	All Program Courses			HIT 220, HIT 241, HIT 252, HIT 188	HIT 111, HIT 105	HIT 111, HIT 150	HIT 111, HIT 220, HIT 241, HIT 252, HIT 188	HIT 261, HIT 111, HIT 220, HIT 252, HIT 188	All Program Courses		
Max Score/ Domain	32	23	15	14	8	8	100		32	23	15	14	8	8	100	
1	17	19	14	5	6	3	64		23	20	10	11	5	6	75	?/DNT
2	23	11	13	9	3	8	67		24	22	15	14	6	7	88	PASS
3	25	19	15	13	7	8	87		20	18	13	10	7	6	74	PASS
4	19	21	14	13	8	7	82		16	10	8	3	2	1	40	?/DNT
5	8	22	14	12	7	8	71		20	23	13	11	8	8	83	?/DNT
6	17	13	7	5	7	6	55		14	16	9	10	5	6	60	?/DNT
7	25	22	15	14	5	8	89		17	18	13	13	4	6	71	?/DNT
8	20	12	15	9	8	7	71		23	16	14	10	5	5	73	PASS
9	16	18	13	9	7	7	70		20	17	11	10	6	6	70	PASS
10	25	22	15	14	8	8	92		23	22	15	13	7	8	88	DNT
11	26	21	15	10	7	7	86		21	22	13	12	5	6	79	PASS
12	22	13	8	9	5	4	61		17	12	6	9	5	5	54	FAIL
13	19	13	11	10	5	7	65		17	16	9	7	4	7	60	?/DNT
14	23	22	15	13	7	8	88		18	23	15	14	7	8	85	PASS
15	10	13	11	9	7	5	55									DNT
16	17	14	11	9	5	5	61		16	17	13	8	7	5	66	?/DNT
17	21	19	13	13	7	7	80		23	21	12	13	7	6	82	PASS
18	21	19	15	11	7	6	79		12	22	12	14	8	7	75	PASS
19	14	22	14	9	6	7	72		23	12	9	7	4	22	77	?/DNT
20	17	15	14	7	6	5	64		22	0	0	8	7	23	60	DNT
Average Score /Domain	19.25	17.5	13.1	10.15	6.4	6.55	72.95		19.42	17.21	11.05	10.37	5.74	7.79	71.6	
Average % Scoring /Domain	60%	76%	87%	73%	80%	82%			61%	75%	74%	74%	72%	97%		

Second" Program SLO to be Assessed: Fall15

SLO #4: Students will be able to apply medical vocabulary as it relates to Health Information Technology [HIT].	
Rationale for choosing this SLO	Medical Vocabulary is the first course in the Medical Coding Certificate Program and is used throughout the program. Initially, it was discovered that during courses subsequent to the medical terminology course, the skill level of students to speak and use medical terms in meaningful sentences was lacking. In order to better develop this skill, assignments in the Medical Vocabulary class were created to give the students the opportunity to record their voice reciting medical terms in sentences that included definitions of the terms. Since this is an online course, audio files were created by the student and deposited in an online drop box in D2L. The faculty could then evaluate the oral assignment and document feedback for the student. This has been a successful assignment. The students' ability to speak, use, and understand terms has greatly improved.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct** ( ) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) (✓) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASES PROJECTS **Indirect** ( ) SURVEYS ( ) REFLECTIONS ( ) R ( ) OTHERS: _____
Scoring Method(s) (Attach copy of tool to this document.) (✓)	(✓) RUBRIC (✓) #/% OF CORRECT ANSWERS ( ) CHECKLIST ( ) RUBRIC
Sampling method/Number of Students to be Assessed	Fall 2016 (16 Students)
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	70% of the students should be able to pronounce medical terms at a satisfactory level based on the rubrics (Demonstrates satisfactory pronunciation with minimum 70% accuracy).
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	At week 8 and week 15 for Fall and Spring semesters. Midterm and Final in Summer semester.
Faculty members involved in the assessment tasks *Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a*	

ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
HIT 102	Tatiana Parker	Fall 2016

departmental discussion for chairs to finalize, compile, and submit one report			
Part-time instructors actively involved in the assessment process *Included in the planning and/or analysis of results, not merely limited to submitting data*		PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO	SEMESTER
Strategies/Methods planned for teaching this SLO	Create an online audio assignment for students to practice and perfect speaking and understanding medical terms. Evaluate and provide feedback via D2L drop box on performance		

RUBRIC: SLO #4

SLO #4: Students will be able to apply medical vocabulary as it relates to Health Information Technology [HIT]

Rubric for SLO Pronouncing medical terms correctly in the healthcare field is required to be successful.

WHO: Assess the HIT 102 01W online Medical Vocabulary Students with a verbal assessment

WHAT:

At midterm and at the final, you will be evaluated on your ability to pronounce medical terms in sentences. At midterm you will be given sentences with 30 medical terms from chapters 3-8. At the final you will be given 30 different terms from chapters 9-15. Each chapter has 3 sentences, you will recite out loud the sentences, correctly annunciating the term in the sentence.

Categories

1. Body Systems (13 systems taught over 16 weeks)
2. Diagnostic Procedures (diagnostic procedures taught with each of the 13 system over 16 weeks)

WHEN and WHAT

Body System assessments

1. Integumentary (skin) 3rd week
2. Musculoskeletal
3. Cardiac (heart)
4. Blood and Lymph
5. Respiratory
6. Nervous System and Psychiatry

Week 8 of the semester: Pronunciation/verbal assessment over body systems 1-6

7. Endocrine
8. Eye
9. Ear
10. Gastrointestinal
11. Urinary
12. Male Reproductive
13. Female Reproductive

Week 15 of the semester: Pronunciation/verbal assessment over body systems 7-13

Rubric for Verbal Assessment

This is how you will be graded on the assessment:

Demonstrates Proficiently	Demonstrates Consistently	Demonstrates on a satisfactory basis	Demonstrates at a minimal level	Not able to demonstrate	Student Score
• Words are pronounced clearly and correctly consistently without hesitation	• Students are able to consistently pronounce phonetically the syllables of the word clearly based on prefix, root ,and suffix (sound it out)	• Students are able to inconsistently pronounce phonetically the syllables of the word based on prefix, root , and suffix (sound it out)	• Student is unable to pronounce medical term completely, but attempts part of the term.	• Student is unable to pronounce medical terminology	
27 - 30 (90%-100%)	24 -26 (80%-89%)	21 - 23 (70%-79%)	18-20 (60%-69%)	17or less (59% or less)	

RESULTS of Assessment of Student Learning on "Second" Program SLO (Due by April 1, 2016)	
Results: ***Analysis and Interpretation of Results/Findings*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	Due to faculty change, Assessment will only be reported for Fall 2016 semester. Class size was 16 students, and assessments were attempted by 14-15 students. At MIDTERM, 14 of 16 students completed the Audio Assessment. 92.9% of the students who completed the Audio Assessment met or surpassed the Target Performance rate of 70%, in their ability to pronounce medical terms at a satisfactory level. At FINAL, 15 of 16 students completed the Audio Assessment. 93.3% of the students who completed the Audio Assessment met or surpassed the Target Performance rate of 70%, in their ability to pronounce medical terms at a satisfactory level. With the Full Time Faculty Instructor, modifications have been made to the class, to provide the student with additional opportunities to work on pronunciation, including: 1. As a Supplement, students are encouraged to work with Flash Cards provided through their student course book/CD; or, if not accessible through Wikipedia. 2. Assignment requiring students to segment medical terms by term components (prefix, root word, suffix) 3. Reinforce student pronunciation through Synchronous Sessions, which additionally include student to student/student to instructor verbalization of medical terms.
Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	With a change in Full Time Faculty Member occurring in Spring 2017, the plan for next year is to complete the assignment and report the assessment results, maintaining consistency in meeting or surpassing the target performance rate. At least one new method of practicing and improving pronunciation and fluency in medical terminology will be used and promoted throughout the program, in conjunction with other program courses. For each new class of students, there is a clear need for maintaining performance ability to verbalize medical vocabulary. Clear pronunciation, as a medical coder allows students to prepare and be able to interact/communicate with other clinical members of the healthcare team, when clarifying or improving medical record documentation.

"Third" Program SLO to be Assessed: Spring Semester 2016

- **SLO #3: Students will be able to identify components, use, and management of medical records.**

Rationale for choosing this SLO	The rationale for choosing SLO 3 is based on the HIT Program requirements (specifically in Medical Coding certificates/emphasis areas) to be able to manage patient health records. This includes knowing and understanding rules, regulations, statutes, standards, and processes for the storage, protection, release, and management of medical records. As Health Information Technicians in medical coding, students are expected to be proficient in the management and protection of health records. For medical coders, these concepts are tested in five of the six testing domains in their AHIMA CCA (Certified Coding Associate) Exam. Due to the importance of this coursework, students will be asked to do a pre and posttest, covering the varied topics discussed above. Any deficiencies or areas of concern will be identified and coursework will be modified to improve learning and should contribute to each student's ability to pass the CCA Exam.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) (✓) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	**Direct:** (✓) EXAM/TEST/QUIZ ( ) ESSAYS OR RESEARCH PAPERS ( ) ( ) ORAL PRESENTATIONS ( ) PROBLEM-BASED/TEAM-BASES PROJECTS **Indirect:** ( ) SURVEYS ( ) REFLECTIONS ( ) R ( ) OTHERS: _____
Scoring Method(s) (Attach copy of tool to this document.) (✓)	( ) RUBRIC ( ) #/% OF CORRECT ANSWERS (✓) CHECKLIST ( ) RUBRIC The student will be scored on a pre- and post- test (identical) of 39 multiple choice questions.
Sampling method/Number of Students to be Assessed	All students in the Spring 2016 HIT 111 Course (29 Students)
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	95% of students will participate in pretest and the posttest, and a minimum of 70% of students will see a minimum of 15-20% improvement in Post-test scoring.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Spring Semester 2016

Faculty members involved in the assessment tasks *Each faculty member's responsibility is to identify SLOs to assess, complete the plan of assessment, gather and analyze data, and recommend changes, leading to a*	ASSESSED COURSE	FACULTY MEMBER(S) ASSESSING THIS SLO	SEMESTER
	HIT 111		

departmental discussion for chairs to finalize, compile, and submit one report			
Part-time instructors actively involved in the assessment process *Included in the planning and/or analysis of results, not merely limited to submitting data*		PART-TIME INSTRUCTOR(S) ASSESSING THIS SLO Gayla Horn	SEMESTER Spring Semester 2016
Strategies/Methods planned for teaching this SLO	Coursework (and book) will be utilized and assessed for learning opportunities, and supplemental activities will be incorporated, to emphasize health information technology (HIT) and health information management (HIM) functions.		

RESULTS of Assessment of Student Learning on "Third" Program SLO (Due by April 1, 2016)

Results: ***Analysis and Interpretation of Results/Findings*** *(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)*	This assessment was completed in the HIT 111 course, in Spring Semester 2016. In the class of 29 students, the goal of participation at 95% was surpassed with 100% participation by all students. As we reviewed scoring against the goal of 70% of students seeing a minimum of 15-20% increase in scoring, we did not meet our goal. Improvement was seen in 18 of 29 students (62%) vs. the projected goal of 20 of 29 students (70%). Though the goal was not fully met, we did note that at **pre-test**, only 21% of students (6) were at the 70 percentile for scoring and at **post-test** 52% of students (15) were at the 70 percentile. And, an average improvement for the entire group was 20.86%. The areas of most difficulty for students were in Registries and HIT/HIM acronyms.
Use of Results *(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)*	Changes have been made to incorporate additional activities to emphasize Registries and their functions, including their collection methods, storage, and organization. Students will also be encouraged to make flashcards and/or another study aid, so they can learn about acronyms, their meanings, and their application to health information technology (HIT) and health information management (HIM). Learning acronyms will be promoted as an educational activity that will be ongoing throughout the program. This assessment will be continued in HIT 111, Spring 2017, to continue assessing student learning (overall) and look for improvement in subject areas found most difficult for students, and to improve outcomes for established goals. This in turn will improve program education and student success.

Assessment SLO 3: HIT 111, Spring Semester2016										
OrgDefinedId	Last Name	First Name	Pre Assessment	Post Assessment	Gain/Loss					
S#	Student									
S00619386	Sanchez	Jodee	7 / 39 - 17.95 %	34 / 39 - 87.18 %	69.23%					
S00836503	Bowers	Abbi	15 / 39 - 38.46 %	29 / 39 - 74.36 %	38.46%					
S01023880	Swallow	Krysta	27 / 39 - 69.23 %	33 / 39 - 84.62 %	15.39%		Scores: Gains/Losses			
S01499369	Townsend	Shelby	24 / 39 - 61.54 %	16 / 39 - 41.03 %	-20.51%					
S01441959	Haynie	Britney	15 / 39 - 38.46 %	33 / 39 - 84.62 %	46.16%		# of Students	Loss	Gain	
S01687314	Clark	Haley	31 / 39 - 79.49 %	36 / 39 - 92.31 %	12.82%		3	-5-24%		
S01724664	Burkett	Taylor	15 / 39 - 38.46 %	19 / 39 - 48.72 %	10.26%					
S01743493	Wardlow	Elise	30 / 39 - 76.92 %	37 / 39 - 94.87 %	17.95%		13		0-20%	
S00581821	Safar	Joseph	11 / 39 - 28.21 %	27 / 39 - 69.23 %	41.02%		8		21-40%	
S00508662	Robles	Desiree	31 / 39 - 79.49 %	35 / 39 - 89.74 %	10.25%		5		41-70%	
S01911113	Hang	Maesy	13 / 39 - 33.33 %	31 / 39 - 79.49 %	45.96%					
S01076651	Fillmore	Joy	34 / 39 - 87.18 %	25 / 39 - 64.1 %	-23.08%					
S02105025	Latronica	Dayna	19 / 39 - 48.72 %	20 / 39 - 51.28 %	2.56%					
S02131955	Dedominicis	Angela	18 / 39 - 46.15 %	34 / 39 - 87.18 %	41.03%					
S00878946	Hughbanks	Nicole	17 / 39 - 43.59 %	29 / 39 - 74.36 %	30.77%					
S02131468	Vaught	Chelsea	35 / 39 - 89.74 %	37 / 39 - 94.87 %	5.13%					
S02132968	Torres	Christine	9 / 39 - 23.08 %	21 / 39 - 53.85 %	30.77%					
S00621275	King	Sencery	18 / 39 - 46.15 %	21 / 39 - 53.85 %	7.70%					
S00500246	Cherry	Da'Shon	8 / 39 - 20.51 %	15 / 39 - 38.46 %	17.95%					
S02158154	Petty	Sheila	14 / 39 - 35.9 %	19 / 39 - 48.72 %	12.82%					
S00669328	Carbajal	Gayle	34 / 39 - 87.18 %	32 / 39 - 82.05 %	-5.13%					
S00649737	Schabinger	Kelly	10 / 39 - 25.64 %	17 / 39 - 43.59 %	17.95%					
S02167795	Williams	Aaron	22 / 39 - 56.41 %	32 / 39 - 82.05 %	25.64%					
S02184840	Anderson-Dadd	Lezlie	15 / 39 - 38.46 %	26 / 39 - 66.67 %	28.21%					
S02145778	Kites	Todd	18 / 39 - 46.15 %	27 / 39 - 69.23 %	23.08%					
S01804414	Barbaccia	Debra	18 / 39 - 46.15 %	28 / 39 - 71.79 %	25.64%					
S02196781	Dukes	Kayla	14 / 39 - 35.9 %	29 / 39 - 74.36 %	38.46%					
S02040950	Jones	Edelyn	13 / 39 - 33.33 %	25 / 39 - 64.1 %	30.77%					
S02187578	Anderson	Andrea	18 / 39 - 46.15 %	21 / 39 - 53.85 %	7.70%					
AVERAGE SCORE IMPROVEMENT				20.86%						

SLO 3: Pre and Post Assessment Quiz HIT 111 2016

Question 1 (1 point)

All of the following are health care data sets EXCEPT:

Question 1 options:

1) MDS
2) NCDB
3) UADS
4) UHDDS

Save

Question 2 (1 point)

Which is secondary health care data?

Question 2 options:

1) Measles immunization: 3/12/89
2) 23 nosocomial infections
3) KCl 500 mg daily
4) BP 120/80

Save

Question 3 (1 point)

Which is a demographic datum collected in a health information system database?

Question 3 options:

1) DOB
2) Financial guarantor
3) Discharge order
4) Admission date

Save

Question 4 (1 point)

What data management criterion has been met when the data collected meet the needs and stated goals of the health care organization?

Question 4 options:

1) Data appropriateness
2) Data availability
3) Data completeness
4) Data reasonableness

Save

Question 5 (1 point)

What prerequisite must data meet to be comparable among external users of the data?

Question 5 options:

1) Appropriateness
2) Reasonableness
3) Timeliness
4) Uniformity

Save

Question 6 (1 point)

Each of the following is an example of aggregate data EXCEPT:

Question 6 options:

1) 120 live births
2) Product of conception weighed 1005 g
3) Postoperative infection rate = 1.37%
4) 11,522 inpatient service days

Save

Question 7 (1 point)

Which data set was developed for capturing primary data on outpatients and clinic patients?

Question 7 options:

1) Uniform Clinical Data Set
2) Uniform Ambulatory Care Data Set
3) Ambulatory Care Group Case Mix Management System
4) Minimum Data Set

Save

Question 8 (1 point)

One of the primary goals of the United Network of Organ Sharing is:

Question 8 options:

1) To ensure that organs are available for persons who are in need
2) To provide for the distribution of organs
3) To provide governmental control of organs
4) To inform providers of available organs

Save

Question 9 (1 point)

Health care data of particular interest in organizational planning include:

Question 9 options:

1) Physicians' orders
2) CBC results
3) Consultations
4) Services used

Save

Question 10 (1 point)

The organization that compiles data on osteopathic physician location and type of practice is the:

Question 10 options:

1) ACS
2) NPDB
3) APA
4) AOA

Save

Question 11 (1 point)

Which registry collects data internationally?

Question 11 options:

1) Cancer
2) Implant
3) Organ sharing
4) Trauma

Save

Question 12 (1 point)

Standards pertaining to the electronic health record are developed by which organization?

Question 12 options:

1) ASTM
2) ANSI
3) Joint Commission
4) CMS

Save

Question 13 (1 point)

All the following are associated with creating standards for the electronic exchange of health care data EXCEPT:
Question 13 options:

1) HL7
2) X12N
3) ASTM
4) NPDB

Save
Question 14 (1 point)

Each of the following is a data set EXCEPT:
Question 14 options:

1) UMLS
2) LTS
3) UAS
4) UHDDS

Save
Question 15 (1 point)

Each of the following are general formats of the primary patient record EXCEPT:
Question 15 options:

1) Integrated
2) Patient oriented
3) Problem oriented
4) Source oriented

Save
Question 16 (1 point)

Minimum data sets are available for use in all the following health care delivery systems EXCEPT:
Question 16 options:

1) Acute care
2) Ambulatory care
3) Long-term care
4) Mental health care

Save
Question 17 (1 point)

Which characteristic exemplifies the purposes of a data set?
Question 17 options:

1) Scalable
2) Economical
3) Uniform
4) Secure

Save
Question 18 (1 point)

The UPIN is used for:
Question 18 options:

1) Sequencing data
2) Formatting data
3) Event validation
4) Identification

Save
Question 19 (1 point)

An integrated primary patient record is formatted by:
Question 19 options:

1) Date
2) Source
3) Problem
4) None of the above

Save
Question 20 (1 point)

Health information management control issues in data collection should include:
Question 20 options:

1) Controlling costs
2) Identifying all views and forms
3) Capturing all the data
4) All of the above

Save
Question 21 (1 point)

Which of the following activities is supported by patient data?
Question 21 options:

1) Evaluation of care
2) Clinical education
3) Financial viability
4) All of the above

Save
Question 22 (1 point)

All the following are costs associated with data collection EXCEPT:
Question 22 options:

1) Data input
2) Data management
3) Data brokering
4) Data transaction time

Save
Question 23 (1 point)

What is the nominal title for ASTM Standard E 1384?
Question 23 options:

1) Standards for Patient Privacy, Confidentiality, and Access
2) Standards for Authentication of Health Information
3) Standards for Content and Structure of the Electronic Health Record
4) None of the above

Save
Question 24 (1 point)

Which of the following are advocated by AHIMA to help standardize clinical data?
Question 24 options:

1) Classifications
2) Nomenclatures
3) Patient record formats
4) All of the above

Save
Question 25 (1 point)

What is included in ASTM Standard E 1384?
Question 25 options:

1) Structure of an EHR

2) Entity relationships

3) Definitions of data items

4) All of the above

Save

Question 26 (1 point)

Which of the following can electronically facilitate the creation of views for data capture and data display?

Question 26 options:

1) UHDDS

2) DBMS

3) MDS

4) OCR

Save

Question 27 (1 point)

Within how many hours, according to The Joint Commission, must all verbal orders associated with a potential hazard to the patient be authenticated?

Question 27 options:

1) 24 hours

2) 48 hours

3) 72 hours

4) Within a time frame defined in the medical staff rules and regulations

Save

Question 28 (1 point)

Which data type is the following: physician notified of patient fall out of bed (Yes/No)?

Question 28 options:

1) Narrative

2) Logic

3) Categorical

4) Text

Save

Question 29 (1 point)

Which of the following is a narrative data type?

Question 29 options:

1) Delivery room note

2) Disposition on discharge

3) Significant procedure

4) Anesthesia risk

Save

Question 30 (1 point)

In a computerized patient record system, the patient's provider name and identification number are stored in:

Question 30 options:

1) 1 column

2) 2 columns

3) 1 row

4) 2 rows

Save

Question 31 (1 point)

A skip in the assignment of admission numbers is a:
Question 31 options:

1) Transaction error
2) Batch error
3) Sequence error
4) Digit error

Save
Question 32 (1 point)

Transposition of a patient medical record number can be detected by a:
Question 32 options:

1) Check digit
2) Sequencing check
3) Format check
4) Transaction check

Save
Question 33 (1 point)

The system that allows many applications and many fields using relational tables of information is termed a:
Question 33 options:

1) File management system
2) Flat file
3) Database management system
4) Category system

Save
Question 34 (1 point)

Parallel processing means:
Question 34 options:

1) Performing an activity both manually and electronically
2) Performing an application both the old way and with the newly installed computer system
3) Two or more departments keeping redundant data on separate file management systems
4) Downloading data from the server to a department PC and uploading the data when complete

Save
Question 35 (1 point)

All the following are important features of a personal computer database software program EXCEPT the ability to:
Question 35 options:

1) Set up user menus
2) Set up own screen formats for data input
3) Perform desktop publishing functions
4) Import data from other databases

Save
Question 36 (1 point)

In a database, "2835" is an example of:
Question 36 options:

1) Information
2) Datum
3) A byte
4) Alphanumerical code

Save
Question 37 (1 point)

The health information management department plans to install an automated tumor registry, and the vendor documentation is very, very lengthy giving instructions on how to work the system. All tumor registry staff thinks a "cheat sheet" or 1- to 2-page instruction summary should be written for ease of reference and increased data quality. Who should develop this reference?

Question 37 options:

1) The health information management department supervisor of that application
2) One of the three employees who will perform that application
3) The health information management department director
4) The Director of Information Systems/Data Processing

Save

Question 38 (1 point)

Entering the same data over and over again in different application programs (e.g., patient name, address, Social Security number, telephone number, etc.) is termed:

Question 38 options:

1) Normalization
2) Inconsistency
3) Integrity
4) Redundancy

Save

Question 39 (1 point)

The duplicate storage media should be kept:

Question 39 options:

1) In the same room as the computer for staff efficiency
2) In a room different from the one where the computer is located but within the facility
3) In a building not housing the computer system
4) In a room different from the one where the computer is located but within the same building

Save

Assessment Plan AY 2015-16
Business and Technology Division

Department: **Visual Communications** **Date:** **January 2017**

Prepared by: **Shawna Shoaf** **REVIEWED by Department Chair:** **Shawna Shoaf**

Reviewed by the ASL Division Committee:

Department Mission	The mission of the Mass Communications and Visual Communications departments is to develop students into professional creative thinkers, communicators and problem solvers who possess academic, technical and creative competence.
Department Level SLOs to Be Assessed ***List all department-specific SLOs you will be assessing. Each SLO will be described separately and fully in the forms below.***	## Institution and Program Student Learning Outcomes It is important to understand that students are expected to gain knowledge, comprehension, application, analysis, synthesis and evaluation of a variety of topics while earning their degree. Institutional Level Student Learning Outcomes are indicated with an asterisk (*). All Media Communications graduates should be able to demonstrate the following: 1. Speaking and writing effectively* 2. Think critically, strategically, creatively, cooperatively as a part of a team and independently.* 3. Locating and analyzing Information needed to make decisions by methods appropriate to the communications professions.* 4. Demonstrate an understanding of the diversity of groups in a global society in relationship to communications.* 5. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of accuracy, fairness, diversity and truth. 6. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness. 7. Apply tools and technologies appropriate for the communications professions in which they work. 8. Working effectively with modern technology/software important to your field 9. Understand/Solve communication problems 10. Demonstrate fundamental design/communication concepts by creating visual/written responses to communication problems 11. Understanding media communications impact social, cultural, ethical, economic awareness and adapt to the changing environment of merging media.

Select PCC General Education Core Competencies to be assessed: 1. *Read, write, and speak effectively* 2. *Critical Thinking (interpret, evaluate, and synthesize information)* 3. *Use technology to achieve educational objectives* 4. *Use interpersonal skills essential for their chosen fields* 5. *Apply global and cultural perspectives*	**As determined in eLumen**

Relationship between department-level SLOs and college-level SLOs

Department-level SLOs should be tied to the mission and goals of the College. Therefore, some department-level SLOs should overlap with college-level SLOs. Please use the matrix below to demonstrate how your department-level SLOs overlap with the following college-level SLOs:

- **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 Perspective**: 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.

General Education Objectives		**Effective Communication**	**Critical Thinking**	**Information and Communication Technology Literacy**	**Interpersonal Skills**	**Global and cultural Perspective**	**Department-level SLO conceptually different from college-level SLOs**
		✓	✓	✓	✓	✓	✓
Prefix and course number	**SLOs you will be assessing this academic year**						

	SLO #1 Apply tools and technologies appropriate for the communications professions in which they work.						
	SLO #2 Demonstrate fundamental design/communication concepts by creating visual/written responses to communication problems.						

ASL Planning Forms:

Describe the department student learning outcomes (SLOs) you are planning to assess in this cycle, including processes, sampling methods, performance targets, and instructional methods. Because the analysis of results is specific to each SLO and course, please present each prefix and SLO in separate planning forms provided below. (Add additional planning forms if necessary.) However, the general education core competencies may involve a number of prefixes and/or course sections.

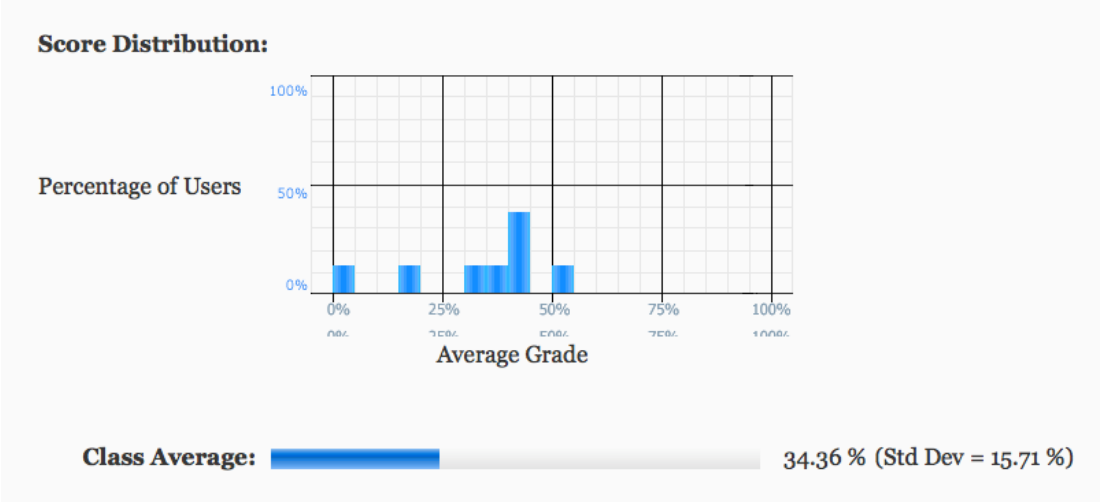
During the academic year, you may adjust present or add new SLOs and prefixes. However, you may not delete SLOs from this plan once your plan has been approved. Instead, at the end of the academic year, you will indicate the reason(s) you were unable to assess or decided not to assess the SLO(s). Also, indicate whether you plan to assess the SLO(s) next academic year.

Plan Assessment of Student Learning (Due Date)	
SLO 1: Apply tools and technologies appropriate for the communications professions in which they work. (Program Level) Note: This SLO applies to a variety of course prefixes within the program. Individual course outcomes are defined by CCCS. MGD 111 Courses Specific Learning Objective: **`Demonstrate a knowledge of Adobe Photoshop through a variety of skill-based activities`**	
Rationale for choosing this SLO	Students in Media Communications will require strong technical competency in order to execute necessary expectations for employment. Students must be proficient in the sophisticated software to be considered for employment. This both a course level and program level requirement within the program of study for Mass Communications, Visual Communications, Digital Media Majors and Broadcasting students.

Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) *Direct Assessment – type of assignment [i.e.- exam; project; exhibit; oral presentation]*	Students are expected to complete a pre- and post-test made up of approximately 32 questions specific to the content delivered in class at mid-semester.
Scoring Method(s) (If using a rubric, it must be attached to this document.) *Measurement of Student Performance – [i.e.- #/% correct answers; # points; rubric]*	Students are expected to receives 80% or above on the exam.
Sampling method/Number of Students to be Assessed	Students enrolled within MGD 111 Adobe Photoshop courses offered on the Pueblo Campus.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	We expect student to have a marked increase in performance on the assessment at mid-term. We are seeking that 80% proficiency if correct answers by 80% of students enrolled at the time the mid-term exam is administered.
Timeframe of assessment tasks *When the assessment will occur – [i.e.- pre/post-tests; midterm; final]*	Students Participating in the Spring 2016 and Fall 2016 academic semester will be provided a pre-test at the semester start. This will be prior to lectures or learning activities. At approximately eight weeks of instruction students will be given the same exam in order to determine retention and understanding Adobe Photoshop program.
Faculty members involved in the assessment tasks	ASSESSED COURSE: MGD 111-001 / INSTRUCTOR(S) ASSESSING COURSE: Shawna Shoaf (Faculty) / SEMESTER: Spring 2016
Strategies/Methods planned for teaching this SLO	Students are asked to complete a variety of tasks and learning activities that include all adult learning styles. Activities include reading focused materials, support videos provided by a variety of resources, line in-class demonstrations and student driven applications and completion of unique assignments, some examinations will include practical hands on application within the software. Each lesson is developed and introduced to the students with focus on a specific function of the software using industry standard language. Students are then asked to demonstrate these concepts to demonstrate understanding and practical application.
Results Assessment of Student Learning (January 27, 2017)	
SLO 1:	

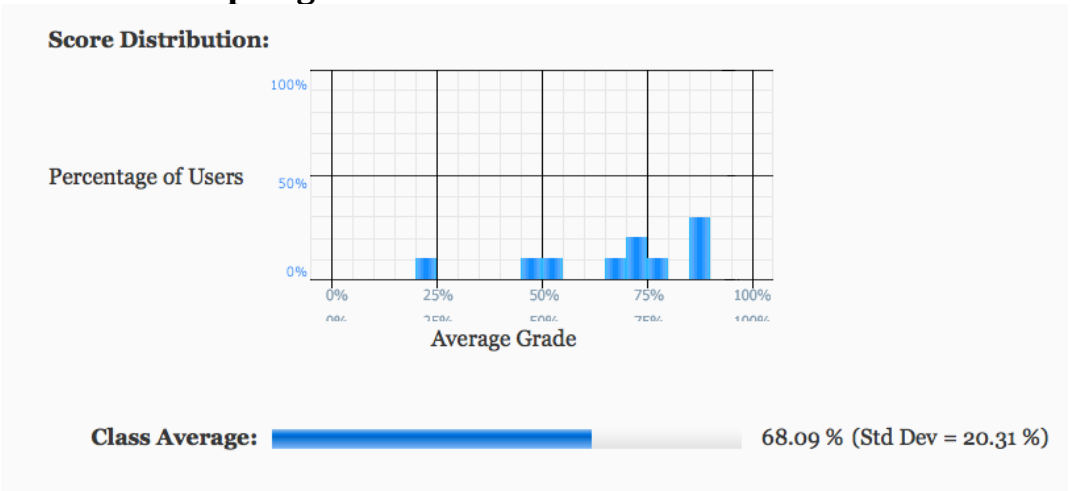
Results: ***Analysis and Interpretation of Results/Findings*** ***(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)***	**MGD 111 Adobe Photoshop** was assessed in the 2016 academic year. Students enrolled in the Spring semester where assessed prior to instruction and again at semester mid-term. It was expected to complete this in the Fall of 2016. However, due to low enrolment the course was canceled. There will be no evidence to compare within the 2016 calendar year. Approximately seven to eight weeks of instructions was administered at the time of the mid-term exam. The exam was identical to the pre-test assessment administered at the beginning of the semester. Based on 2015 assessment results, the exam was re-developed to use the correct industry reference material and has been updated to reflect the Adobe Certification language related to the certified testing. The exam is considerably more difficult than previous years. The pre-test would not impact the students overall grade, but provide the instructor with a gage of current skills. As the instructor, I was able to determine the variety of skills based on the benchmark performance of students. MGD111 Adobe Photoshop continues to have an extreme range of experience and non-experience with the software. The mid-term exam was administered mid-semester in an attempt to measure full synthesizing of more complex concepts, students show a marked increase of understanding the technology required by the industry. By administering these tests early in the semester and examining individual question statistics the instructor can finish the remaining contact hours making adjustments and furthering learning opportunities to address weaknesses in the program specific requirements. **Spring 2016** Seven of ten students enrolled completed the benchmark pre-test. The Class average was a 34.36% of the total available points. Individual results showed 50.6% as the highest average and 0% as the lowest average within the class. Based on consistent information collected in previous administration of the exam the instructor developed a series of “Study Guides”. These guides where provided to students based on areas of focus and provide study guides that would assist in understanding the required concepts.

Pre-Test Benchmark – Spring 2016



The mid-term class average was 68.09%, an increase of 33.73%. Individual results showed 89.16% as the highest average and 22.49% as the lowest average within the class. Furthermore, students who took both the benchmark pre-test and the midterm increased correct answers by 31 points.

Mid-Term – Spring 2016



Goal: 80% of Student completing 80% or better on the midterm post-exam

Correct Answer	**90%+**	**80-89%**	**70-79%**	**- 69%**
# of Students	0	3	3	4
	0%	30%	30%	23%
Goal:	**30%**			

Use of Results

(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)

The MGD 111 course did not meet the goal of 80% of students meeting 80% of correct answers on the exam. A positive increase in correct answers from the pre- and post-test are evident in the results. The department is considering methods in preparing students for the Adobe Certification tested recognized by professional organizations and employers. The in-class was redeveloped this year to be considerably more difficult to imitate the Adobe Certification test. Basic functions are being introduced with in the fourth week of the course, students are showing practical application of the technology through assessment of assignments and actually use of the Adobe Photoshop technology. However, correct understanding and application of the proper terminology is a weakness in course work. Based on the inability to reach the 80% of student's future considerations of midterm post-test time of delivery will be considered. Students are being required to understand more sophisticated concepts and terminology in addition to the practical application of concepts.

The SLO will be assessed next academic year with the modifications in course delivery and time of testing for the mid-term exam. Students will be required to complete the "Study Guides" developed by the instructor with the intent that students will become more familiar with the proper terminology. Based on technology and cloud based software updates and the increase of capabilities the software the course will be adjusted to build a solid foundation in the basics. Content delivery and a series of smaller in-class quizzes have been developed and will be adapted in the classroom come Spring 2017 to assist student in preparing for the post-test. Based on content changes the post-test will be tentatively delivered in the tenth week of the semester.

Plan Assessment of Student Learning (Due Date)

SLO 1: Apply tools and technologies appropriate for the communications professions in which they work. (Program Level)
Note: This SLO applies to a variety of course prefixes within the program. Individual course outcomes are defined by CCCS.
MGD 141 Web Design I Courses Specific Learning Objective: **`Construct web pages using HTML code.`**

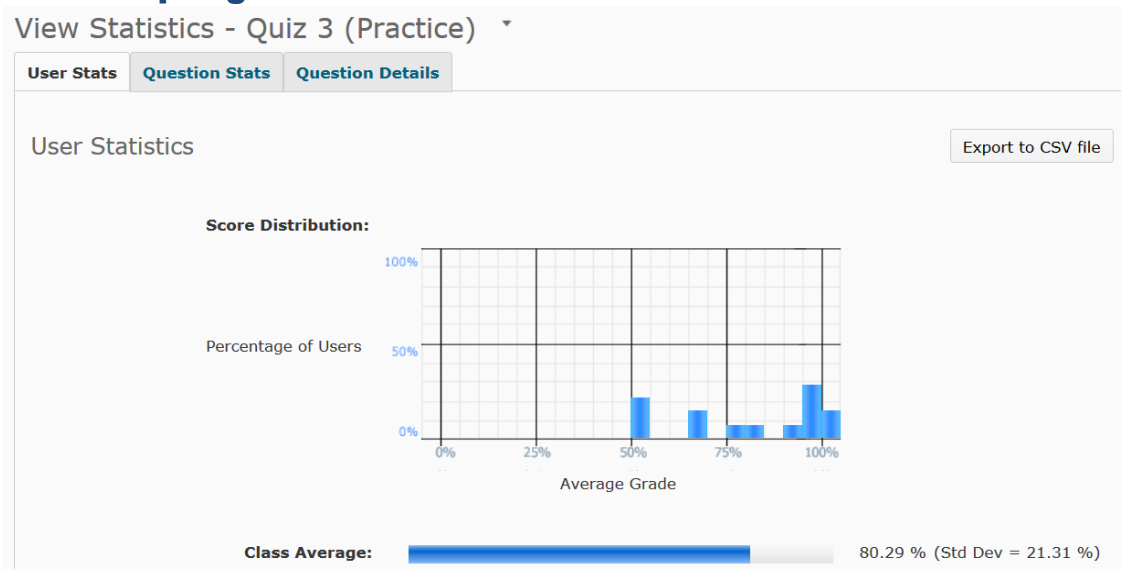
Rationale for choosing this SLO	Students in Media Communications will require strong technical competency in order to execute necessary expectations for employment. Students must be proficient in the sophisticated software to be considered for employment. This both a course level and program level requirement within the program of study for Mass Communications, Visual Communications, Digital Media Majors and Broadcasting students.
Assessment Method(s) (✓)	( ) SELECTED RESPONSE ( ) EXTENDED WRITTEN RESPONSE (✓) PERFORMANCE ASSESSMENT ( ) PERSONAL COMMUNICATION
Assessment Tool(s) *Direct Assessment – type of assignment [i.e.-exam; project; exhibit; oral presentation]*	
Scoring Method(s) (If using a rubric, it must be attached to this document.) *Measurement of Student Performance – [i.e.-#/% correct answers; # points; rubric]*	
Sampling method/Number of Students to be Assessed	Students enrolled in the MGD 141 Website Design course on Pueblo CC Campus Spring 2016 and Fall 2016.
Performance Target(s) *Desired Level of Performance – [i.e.-80% of students will achieve 80%; 90% of students will achieve 70%]*	Students will show a marked increase in performances between the pre and post-test. We are seeking 80% proficiency within 80% of correct answers from students enrolled at the time the mid-term exam.
Timeframe of assessment tasks *When the assessment will occur – [i.e.-pre/post-tests; midterm; final]*	Students participating in the Spring and Fall 2016 semesters will be provided a pre-test (practice) prior to the formal administering of the corresponding quiz.
Faculty members involved in the assessment tasks	ASSESSED COURSE: MGD 141 / INSTRUCTOR(S) ASSESSING COURSE: Jayson Peters (Part-Time Instructor) / SEMESTER: Spring 2016 / Fall 2016
Strategies/Methods planned for teaching this SLO	Students will be asked to complete a variety of learning activities that include all adult learning styles. Activities include reading focused materials, support videos, live in-class demonstrations and student driven application and completion of assignments, exams and skills test. Each lesson is developed to introduce the student to a specific function of the software, introduction to industry standard language related to the software program. Students are then asked to execute the function using their own interpretations and imagery to demonstrate understanding
Results Assessment of Student Learning (1/27/2017)	
SLO 1:	

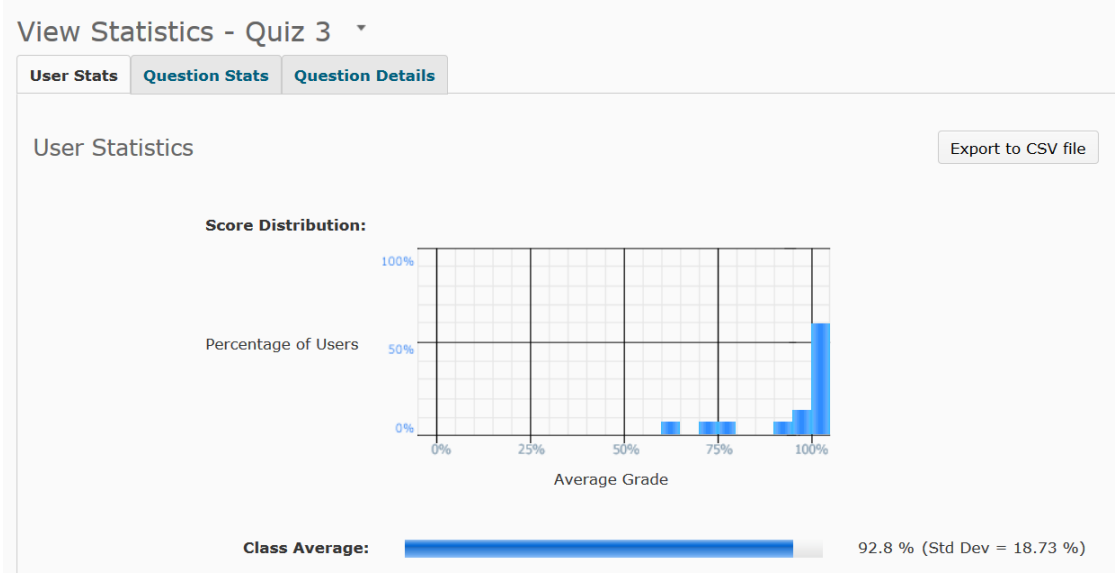
Results: ***Analysis and Interpretation of Results/Findings***

(How many students were assessed? What does the data show? What conclusions can you draw about the course, students, methodology, or other practices? What factors contributed to these results? Can you compare the results to previous baselines or activities?)

MGD 141 Website Design I was assessed in 2016 Calendar Year.

QUIZ 3 Spring 2016



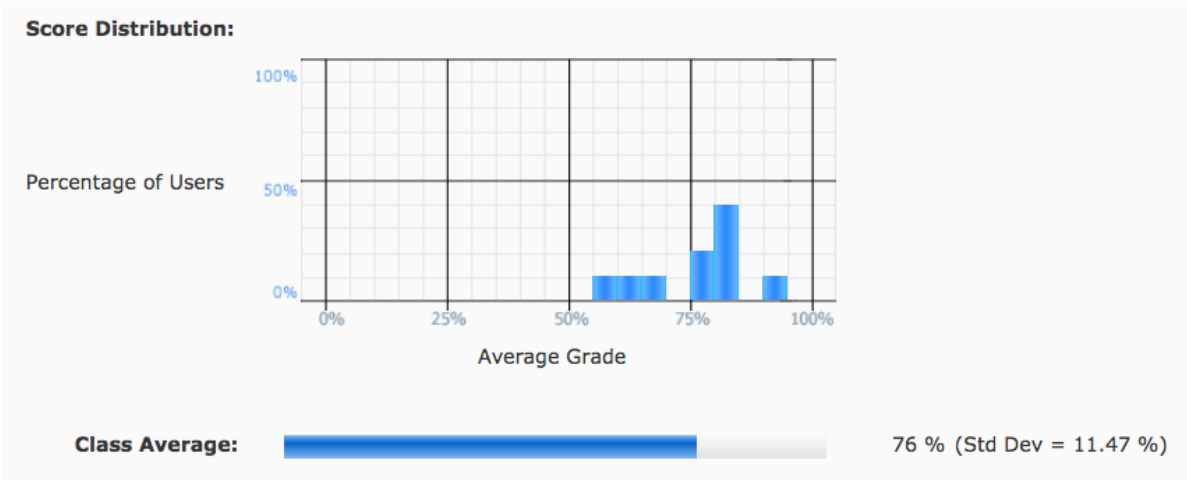


Students were already performing at an average of 80.29% when provided the practice quiz. The Quiz was administered formally in class and showed an increase in performance to a 92.8% average.

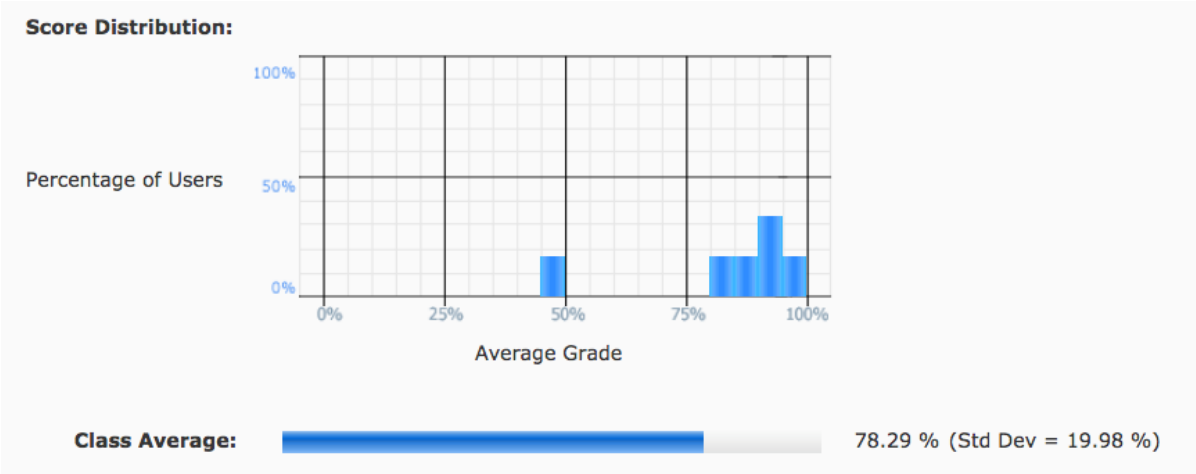
Fall 2016 Assessment Results

The following Practice Quizzes where administered prior to instruction, and the Assessment Quiz was administered following instruction. The content is relevant to the course learning outcomes as defined by CCCS.

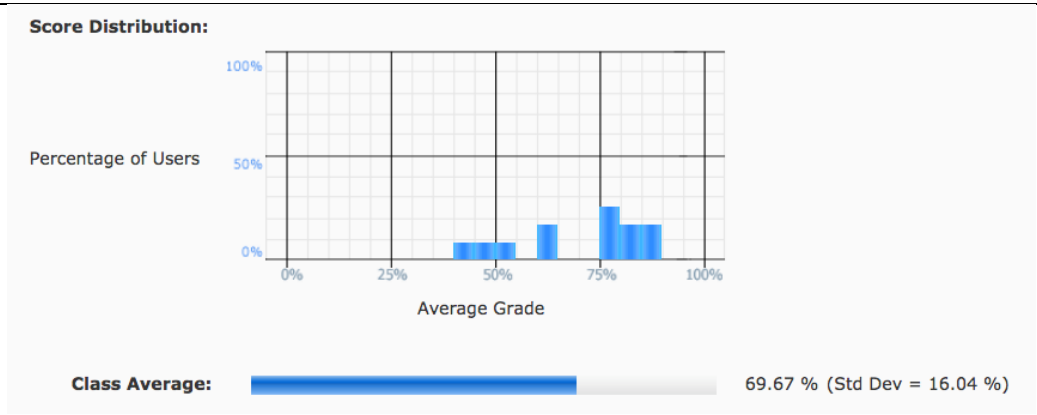
Quiz 1 (Practice) Fall 2016



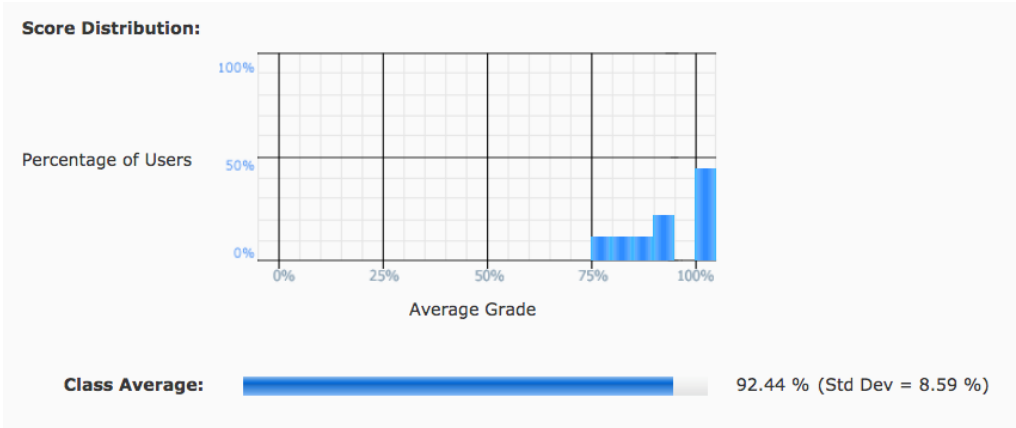
Quiz 1 Assessment Fall 2016



Quiz 2 (Practice) Fall 2016



Quiz 2 Assessment Fall 2016



Use of Results ***(What changes were made after reviewing the results? How will you follow-up to measure improvement? Will you be reassessing this SLO next AY? Are you closing the loop?)***	Students continue to grasp the concepts prior to formal testing and show improvements in performance on the corresponding Quiz. Content delivery is evolving as I have begun loading the book's activities into D2L for easy access, assessment and feedback in the future. This is ongoing but I have added most of the most relevant exercises from the textbook into Content already. I plan to make greater use of it in following semesters, but have begun its use this semester.