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DISCIPLINE: Accounting

Department: Business

Completed by: Margie Walker, 4/18/2015

SLO 1 - Students will be able to prepare and analyze financial statements [income statement; balance sheet; statement of owner's equity in ACC 121 and to complete an analysis of the Cash Flow Statement in ACC 122.

Assessment Method/ Timeframe –

Extended Written Response in ACC 121 and ACC 122, Fall 2015

Assessment Results –

PERFORMANCE TARGET/NATIONAL AVERAGES =80%

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall14	ACC 122-01H	11 [2 of which got a D in the class	78%
	Same class of passing students	9	84%
Fall14	ACC 121-02H	16	74%

Actions/Adjustments –

- Students were able to analyze & communicate the purpose of each section of the SEC [securities & exchange commission] Cash Flow Statement contained within their company's 10-K report based on the AVERAGE class score.
- The assessment in ACC 122 did not test students' ability to prepare a cash flow statement
- Modification made to ESSAY component analysis requirement for ACC 122 to include additional specific and in-depth analysis of the three sections within the Cash Flow Statement: OPERATING; INVESTING; and FINANCING ACTIVITIES.
 - Specifically, what were the two major Operating components of why the company is in business comprised the greatest impact on their Cash Flow – and what was the impact of Depreciation and the company's management of Current Assets and Current Liabilities
 - Specifically, what were the two major Investing components of how the company utilized its cash to rebuild infrastructure in Capital Assets [Property, Plant and Equipment] and/or how did they use excess cash to invest in Securities, which had the greatest impact on their Cash Flow
 - Specifically, how did the company utilize Cash in the Financing components of their cash flow and did that involve Debt and/or Equity financing
- The assessment in ACC 121 tested students' ability to prepare financial statements: Income Statement, Statement of Owner's Equity and the Balance Sheet
- NOTE: this included part-time faculty at the Pueblo campus – Modification for next year to include faculty at the Southwest and Fremont campuses

SLO 2 - Students will be able to journalize [record transactions in the accounting general journal] and explain the impact of both business and adjusting journal entry transactions.

Assessment Method/ Timeframe

Extended Written Response in ACC 121, Fall 2014

Assessment Results – PERFORMANCE TARGET/NATIONAL AVERAGES =80%

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall14-BEGIN business trans	ACC 121-01H	23	88.51
Fall14-BEGIN business trans	ACC 121-02H	18	76.13
Fall14-BEGIN adjusting trans	ACC 121-01H	23	61.77
Fall14-BEGIN adjusting trans	ACC 121-02H	16	53.52
Fall14-END business trans	ACC 121-01H	18	81.61
Fall14-END business trans	ACC 121-02H	14	87.19
Fall14-END adjusting trans	ACC 121-01H	17	59.29
Fall14-END adjusting trans	ACC 121-02H	15	56.67

Actions/Adjustments –

- The assessment for adjusting entry transactions in both sections of ACC 121 did not meet performance targets of 80%; although the business transaction entries did meet the 80% target
- Increase LECTURE content and time spent on adjusting entry transaction in the future to include more in-depth THOUGHT PROCESS for analysis of these transactions by 1- WHAT you know from reading the problem- which accounts are impacted by the transaction; 2-WHAT the problem is asking you to do/solve; and 3-HOW to manually calculate the solution for the problem
- NOTE: this included part-time faculty at the Pueblo campus – Modification for next year to include faculty at the Southwest and Fremont campuses

DISCIPLINE: Automotive Service Technology
Department: Automotive Service Technology

Completed by: James Cordova, 5/15/2015

SLO 1 - Students will participate in on-line training and earn completion certificates from an industry supplier – GATES Rubber Corp, Valvoline Oil Comp and/or WIX filtration

Assessment Method/ Timeframe –

Pre/Post Testing that incorporated three methods: Selected Response; Performance Assessment & Personal Communication ---- Fall 2014

Assessment Results –

PERFORMANCE TARGET/NATIONAL AVERAGES =80%

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2014	102-775; 110-775; 132-775	59	90

- All students enrolled in the PCC/CCHS automotive program earned at least one certificate. Most students earned the 13 industry awarded certificates offered

Actions/Adjustments –

- The addition of industry training has proved to be a valuable tool for the students. The industry training will continue for the school year 2015-2016
- Incorporate a more thorough pre and posttest tracking strategy similar to ASE style question.

- Pre and post testing at the beginning of each scheduled module of ASE training.
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- **SLO 2** - Students will be able to understand shop procedures, operations, identify and correctly use shop equipment. Student will be able to diagnose and determine necessary repair of vehicle electrical systems.

Assessment Method/ Timeframe –

Pre/Post Testing that incorporated all methods: Selected Response; Performance Assessment & Personal Communication ---- Fall 2014

Assessment Results –

Performance Target – 80%

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2014	102-775	19	92.27

- Students were given a pre-test with the class average of 28%. A posttest was given at the conclusion of the course. Class average on the post test was 83%. This includes two students who chose NOT to take the test. If the two students are removed the class average climbs to 92.27%. EVERY student showed drastic improvement. (Note: Three students have an IEP plan or are special needs)

Actions/Adjustments –

- Updated changes to curriculum with add on course mate materials from the publishers
 - Online submission of home questions, testing and ASE [ASE=**AUTOMOTIVE SERVICE EXCELLENCE**] style prep questions
 - Pre and post testing
-

DISCIPLINE: Automotive Collision Repair
Department: Automotive

Completed by: James Cordova, 5/15/2015

SLO 1 - Students will be able to identify, diagnose, prepare and repair nonstructural panels on today's vehicles.

Assessment Method/ Timeframe –

Pre/Post Testing that incorporated these methods: Selected Response; Performance Assessment & Personal Communication ---- Spring 2015

Assessment Results –

PERFORMANCE TARGET/NATIONAL AVERAGES =80%

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Spring 2015	ACT 122 pre-test	6	87.4
Spring 2015	ACT 122 post-test	6	91.2

Actions/Adjustments –

- No changes to be made
- Pre and post testing

SLO 2 - Students will be able to identify types of painting materials and supplies as well as surface preparation fillers and proper mixing procedures for priming and painting vehicles.

Assessment Method/ Timeframe –

- Pre/Post Testing that incorporated these methods: Selected Response; Performance Assessment & Personal Communication ---- Spring 2015

Assessment Results –

- PERFORMANCE TARGET/NATIONAL AVERAGES =80%

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Spring 2015	ACT 142 pre-test	4	98.33
Spring 2015	ACT 142 post-test	4	97.92

- Pre and post testing in this course is an advanced section so student averages are going to be higher than normal.

Actions/Adjustments –

- No changes to be made; continue with pre- and post- testing

DISCIPLINE: Computer Information Systems
Department: Computer Information Systems

Completed by: Boyd Rodman, 4/30/2015

SLO 1 - Students will be able to troubleshoot, repair, and evaluate all major hardware components

Assessment Method/ Timeframe –

Selected Response – Fall 2014

- Required students to recognize and apply information about basic computer hardware
- Students in CNG 121 were assessed with a basic computer hardware exam in the first quarter of this class.
- Students in CIS178 were tested on General Computer Knowledge in the Technical test. While the two exams were not over the exact same material the classroom test in CNG121 is roughly comparable to the Technical Test General Section given one year later in CIS 178. There is a definite trend toward loss of basic knowledge

Assessment Results –

Performance Target – 80% average

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2014	CNG121	16	91%
Fall 2014	CIS 178	14	76%

- Students are not retaining information from the early classes. This is a challenge since some of this information does not reappear in the later classes

Actions/Adjustments –

- Students are not retaining material from the early classes and we need to emphasize these same concepts in the later classes so the students do not lose the knowledge
- Technical test in CIS 178 and incorporation of concepts in later classes

SLO 2 - Students will be able to configure a functional network.

Assessment Method/ Timeframe –

Selected Response – Fall 2014

- In CIS 178 each year the students are given a Technical Test which is similar to the tests sometimes given by employers to judge candidates. The Test covers four different sections of computer networking knowledge General Networking, Database Concepts, TCP/IP Technology, and General Computer Knowledge. The scores from all students are combined and evaluated question by question. The results in the general networking area are shown below.
- In addition there is a general networking test administered to students in CNG 124 and those results have also been included in the section

Assessment Results –

PERFORMANCE TARGET/NATIONAL AVERAGES =80%

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2014	CNG 124	23	60%
Fall 2014	CIS 178	14	69%

- Students do not retain information that is not used in a future class. However, they need to retain it since it will apply later in their career

Actions/Adjustments –

- More hands on work with networking in CIS 115 and CNG 124

DISCIPLINE: Business Management**Department: Business****Completed by: Joe Easton, 5/13/2015****SLO 1** - Students will be able to articulate and understand both sides of controversial issues.**Assessment Method/ Timeframe –**

Selected Response and Performance Assessment– Fall 2014

- Direct Assessment – Assignments in ECO 201 and 202 Essay questions focusing on presenting both sides of a controversial issue and reason for opinions. Current event submissions in MAN 226 reviewed for capacity to define key controversial points and reason for opinion. Continual focus on ability to represent both sides of an issue...if students cannot articulate the other side of an issue, then how can

they possibly defend their choice to oppose it. Multiple essay questions and current event presentations will be used to assess

Assessment Results –

PERFORMANCE TARGET/NATIONAL AVERAGES =80%

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2014	ECO 201 all sections	77	83.67
Fall 2014	ECO 202 all sections	81	81.22
Fall 2014	MAN 226 all sections	19	80.33

- Class averages across all 3 courses met the performance criteria of 80% competency. Will however have to look and probably reassess with additional time spent on topics as average was attained but nearly 1 out of 5 students still did not meet the threshold performance level. Average performance across classes was raised by some students do extremely well.

Actions/Adjustments –

- CHANGES to be made: Increased focus and additional class time will be devoted to both current events and controversial topics. Will implement “partner” opportunities in both economics courses, pairing students who are doing very well with those still needing to improve

SLO 2 - Students will be able to use mathematical skills to solve economic or business problems

Assessment Method/ Timeframe –

Selected Response; Performance Assessment– Fall 2014

Assessment Results –

PERFORMANCE TARGET/NATIONAL AVERAGES =80%

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2014	ECO 201 all sections	77	79.12
Fall 2014	ECO 202 all sections	81	80.44
Fall 2014	MAN 226 all sections	19	77.89

Actions/Adjustments –

- Next year, we will reassess next year with more problems in the list of those selected to evaluate. Students seem to get better with more practice.

DISCIPLINE: Culinary Arts**Department: Hospitality Studies****Completed by Carol Himes, 5/26/2015**

SLO 1 - Students will be able to apply critical thinking skills in a variety of customer service and industry settings

Assessment Method/ Timeframe –

Performance Assessment – Spring 2015

- A rating scale of 1-4 is used on Task Lists for students in classes where critical thinking skill attainment is recorded

Assessment Results –

PERFORMANCE TARGET/NATIONAL AVERAGES = a rating of 3 or higher on Task List

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Spring 2015	CUA 136 -001	11	100% of the students assessed received a 3 or higher on critical thinking skills as measured by their use of critical thinking at actual bartending situations.
Spring 2015	CUA 233 -001 &-002	13	Ability to organize and supervise work stations for line cooking – Average was 3.0; Ability or apply a variety of cooking methods – Average was 3.3 Read and interpret guest checks – Average was 3.15
Spring 2015	CUA 190 -001 &-002	16	Task List # 16 – Apply critical thinking skills in customer complaints = 2.78 average. (3 students did not achieve a 3 or higher) Task List #17 – Apply critical thinking skills in special customer needs = 2.94 average (only 1 student did not achieve a 3 or higher)
Spring 2015	CUA 191 – 001	6	Task List # 15 – Apply critical thinking skills to customer

			complaints = 2.83 average (1 student did not achieve a 3 because of person health complications) Task List #18 – Apply critical thinking skills in handling customer’s special needs or requests = 3.0 (all students received a 3 on this task)
Spring 2015	CUA 234 – 001	12	100% of the students received a score of 3 or above on the critical thinking task. The overall average was 3.06

Actions/Adjustments –

- It is unknown if CUA 136 will remain part of the Culinary Arts curriculum in the future. If it is not, the SLO involving bartending students will be discontinued.
- Provide mid-semester feedback to students in all of the courses involved in this SLO in order to address potential for improvement.
- Prepare results in time to submit to the Assessment Committee in a timely manner – at the end of Week #14.
- For CUA 190 – Discuss techniques for handling customer complaints earlier in the semester and provide feedback on an individual basis where appropriate on a daily basis.

SLO 2 - Students will be able to use technology common to industry settings in food service operations

Assessment Method/ Timeframe –

Performance Assessment – Spring 2015

Assessment Results –

PERFORMANCE TARGET/NATIONAL AVERAGES = 95%_ American Culinary Federation Check List Requirement on an annual basis [CUA233]; 95% [CUA190]; 90% [CUA191]

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Spring 2015	CUA 233 –	13	3.55 was the overall rating for the two sections of the class (on a 1 – 4 rating) = 89% rating.
Spring 2015	CUA 190 –	17	All students were able to

			perform the basic functions of the POS system
Spring 2015	CUA 191 –	6	5 out of 6 students were able to apply the assistant manager functions on the POS system with 90% accuracy

Actions/Adjustments –

- There was one piece of equipment that students did not score very well on – the griddle. This is a relatively new attachable piece of equipment that students in the advanced class have not had a chance to use very much. In the future, we will review this particular item at the beginning of the semester and revisit it periodically during the semester.
- Students in CUA 190 should be learning a brand new POS system next year if our new hand-held equipment can be purchased by the time the fall semester, 2015 begins. Because the POS is used all the time in class, students are able to acquire excellent skills in this area. We will continue to have this as part of our assessment plan.
- The one student who was not able to meet the goal of using the assistant manager functions of the POS system had some serious health issues which affected his ability to use this rather complicated system with much consistency. Other students were very competent in this area. We will keep this as part of our plan next year.

SLO 3 - Students will be able to complete a Capstone Project which demonstrates the ability to apply skills and competencies from previous classes thus serving as a culminating department assessment tool

Assessment Method/ Timeframe –

Extended Written Response – Spring 2015

Assessment Results –

PERFORMANCE TARGET/NATIONAL AVERAGES:

- Students in CUA 134 will achieve ratings using the rubrics developed specifically for the Grand Buffet. The Department's goal is for 100% of the students to participate in the Grand Buffet and 85% of the students to achieve an overall rating of 2.5.
- Students in CUA 234 will achieve ratings using the rubric developed specifically for the Capstone Project. 100% of the students will complete the Capstone Project both by physically performing the tasks and by completing the written component of the project. 85% of the students will achieve an overall rating of 2.75 on the rubric.

- Students in CUA 191 will achieve ratings using the rubric developed specifically for the Capstone Project for this class. 100% of the students will complete the Capstone Project, both by physically performing the tasks and also by completing the written component of the project. 85% of the students will achieve an overall rating of 2.85 on the rubric.

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Spring 2015	CUA 134 -001 & -002	16	CUA 134 001 = 8.86 (out of 10) CUA 134 002 = 9.13 (out of 10)
Spring 2015	CUA 234	12	The class average was 2.9 for the physical demonstration of the tasks. The overall average for the written component was 3.06
Spring 2015	CUA 191	6	83.3% of the students received a 3 or higher on the overall rubric. 1 student did not turn in the written assessment portion of the capstone.

Actions/Adjustments –

- Consider requiring NutriCalc in CUA 156, Nutrition. It is more complete and easier to use than any nutrient analysis program we have investigated to date.
 - We will continue to use the Grand Buffet as a Capstone Project. The various components of the Capstone Project are revised each year. We will focus on finding a user-friendly software for the nutrient analysis requirement and will be more diligent about following timelines for recipes, costs, and production schedules.
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DISCIPLINE: Civil Engineering Technologies**Department: Civil Engineering****Completed by: Jamie Gage, 5/27/2015**

SLO 1 - Students will be able to apply a variety of techniques, skills, and tools appropriate to a range of the civil engineering technology activities

Assessment Method/ Timeframe –

Performance Assessment –Fall 2014

- Students will be given drawing assignments based on industry examples. In AEC102, each student must draw a full set of architectural plans and must show a competency of 80% with fewer than five errors per page.
- EGT143 students will complete several small lot drawings. A large plat drawing, worked with layers on the supplemental map and if you would use a ctb vs. line weights as well as the differences in industry

Assessment Results –

- PERFORMANCE TARGET/NATIONAL AVERAGES = 80%

Semester	Class/Section	# Students	Class Average %
Spring 2015	AEC 102	8	90%
Spring 2015	EGT 143	7	100%

Actions/Adjustments –

- CHANGES to be made: The computer labs in GATC 208 and GATC 216 are being upgraded to 64-bit systems that will accommodate auto desk civil 3D. This will help with our time issue in completing the plan, as well as bring our program up to industry standards

SLO 2 - Students will be able to demonstrate an introductory level of comprehensive knowledge of sustainability concepts and principles for Global Perspective for Design, as they pertain to building methods, materials and systems

Assessment Method/ Timeframe –

Extended Written Response –Fall 2014

Assessment Results –

- PERFORMANCE TARGET/NATIONAL AVERAGES = 80%

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2014	EGG 100 AEC 121		86% could define sustainability and its importance in our society. 80% could define sustainability and apply it to their own lives
Fall 2014	AEC 102		*- 95% of the students assessed could identify waste in the design of their plans that affected the environment in a negative way. *- 92% of the AEC102 students were able to select environmentally friendly products when determining the plan of their homes. Students have shown a bigger interest in sustainable practices even when compared to the university assessment

- Results for this assessment plan were difficult to compile due to the turnover in the last two years of part time instructors. None of the part time instructors that existed two years ago are still employed by the college.

Actions/Adjustments –

- The assessment plan will be focused on compiling the results from classes taught by full time employees (Jamie Gage and Joey Matthews) this should provide a stable and good foundation for other part time instructors to participate in the future. Having a good foundation will help determine better results in the future years

DISCIPLINE: Health Information Technology

Department: Office Administration

Completed by: Ginny Sullivan; Kathleen Collins; Mary McMahan

5/04/2015

SLO 1 - Students will be able to effectively communicate using Medical Terms – specifically demonstrate the ability to pronounce medical terms

Assessment Method/ Timeframe –

Performance Assessment – Oral; Spring & Fall 2014

- Since the class is fully online, a method of incorporating the spoken word was used. Students made audio files and uploaded them to D2L

Assessment Results –

PERFORMANCE TARGET/NATIONAL AVERAGES = 70%

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Spring 2014	HPR 178-0W5	24 Midterm	82%
Spring 2014	HPR 178-0W5	22 FINAL	88%
Fall 2014	HPR102-0W1	24 Midterm	84.7%
Fall 2014	HPR102-0W1	18 FINAL	84%

- Continue this assessment for the next school year, adding like exercises as appropriate.

Actions/Adjustments –

- This continues to be a good assessment and teaching tool.
- The assignment is available for students to practice.

SLO 2 - Students will be able to identify components, use, and management of medical records

Assessment Method/ Timeframe –

Performance Assessment; Spring 2015

Assessment Results –

PERFORMANCE TARGET/NATIONAL AVERAGES = 80% of the students should recall 9 or greater of the 13 components (70% or greater) of a common medical record

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Spring 2015	HIT 261-0W1	29 Quiz 1	92.3%
Spring 2015	HIT 261-0W1	23 Quiz 2	87%

- The strengths and improvements in this assessment are:
 - 1) That the observation was made early in curriculum that there was a need for improvement in the area of medical records knowledge.
 - 2) That a method to reinforce this concept was devised.
 - 3) That further development of reinforcement methods are necessary to improve the acquisition and retention of the medical records concepts.

Actions/Adjustments –

- During the next offering of this course, three (3) separate reviews of medical records will be given during the semester by slide and lecture presentation (since is an online course, the lecture will be provided via recording).
 - The quiz at the beginning and the quiz at the end will be repeated as per this semester (Spring 2015).
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DISCIPLINE: Industrial Electronics
Department: Advanced Manufacturing
Completed by: Lawrence Harmon 6/1/2015

SLO 1 - Students will be able to apply critical thinking skills in building electronic circuits

Assessment Method/ Timeframe –

Performance Assessment: Fall 2014; Spring 2015

Assessment Results –

PERFORMANCE TARGET/NATIONAL AVERAGES = 50% will achieve 90% or higher

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2014	ELT 101	12	83% of the students scored an A in the labs
Spring 2015	ELT 101	10	56% of the students scored an A in the labs

- This shows the rubric does provide a stronger analysis of student work and ability in the labs

Actions/Adjustments –

- We may modify the rubric slightly, although this process was a success
 - In the future, a different class will be assessed
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DISCIPLINE: Machining
Department: Machining

Completed by: Roger Weitzel – pending per email 5/28/2015:

- MAC 206 didn't run in Spring
- How should I address the assessment results for the CNC portion??

SLO 1 - Students will be able to become Mastercam certified using MastercamU software

SLO 2- Students will be able to interpret principles and demonstrate mastery of the set up and operation of the CNC (COMPUTER NUMERICAL CONTROL) Mill.

SLO 3 - Students will be able to demonstrate mastery in geometric construction and tool-pathing competencies required to pass the Mastercam certification test.

Assessment Method/ Timeframe –

Performance Assessment;

Assessment Results –

PERFORMANCE TARGET/NATIONAL AVERAGES = 80% of students will pass

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>

Actions/Adjustments –

SLO 4 - Students will be able to use applied mathematics using NIMS [NATIONAL INSTITUTE OF METAL-WORKERS SOCIETY] process-planning work sheets and related lab work

SLO 5 - Students will be able to interpret principles and demonstrate mastery of the set up and operation of the manual Lathe

SLO 6- Students will be able to interpret principles and demonstrate mastery of the set up and operation of the Manual Mill.

Assessment Method/ Timeframe –

Performance Assessment;

Assessment Results –

PERFORMANCE TARGET/NATIONAL AVERAGES = 80% of students will pass

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>

Actions/Adjustments –

DISCIPLINE: Office Administration
Department: Office Administration

Completed by: Kathleen Collins; Mary McMahon; Tatiana Parker

5/1/2015 DATA PENDING?

SLO 1 - Students will be able to demonstrate job readiness skills to be successful in a job search.

Assessment Method/ Timeframe –

Extended Written Response –

- ... Students will be required to participate in five to six job readiness skills' preparation activities. In MAR 106, which is a course often utilized to assist student with being able to market themselves in preparation for the workplace (in OFA/BUS MGMT/ACC, along with internship opportunities). The activities will be distributed throughout the semesters (Fall and Spring Semesters – MAR 106); and, in the HIT Certificate/Degree Programs the five to six activities will be distributed throughout their program, in several different courses. The activities are those associated with building job readiness, i.e. CHEO Career Hub Registration, Skills Assessment, Cover Letters, Industry Site Search, Resume Writing, Interviewing, and Employment Search.
- This is a new Assessment, and access to the new CHEO Career Hub has just become available, there will be only one class (HIT 102) in which job readiness activities have been initiated. Results for 2015/16 will be assessed in Spring 2015, Summer 2015, and Fall 2015, and will be reviewed yearly thereafter.
- These are activities that will be beneficial to the students, and will meet the suggested needs of our students (based on the Community Advisory Committee input). There will be a requirement that all ongoing job preparedness activities (other than the required activity noted for BTE 287), is mandatory to be completed by the students' registration for BTE 287. The activities are to be completed during the identified classes (OFA Assessment Table), with input and assistance from the CHEO Career Coach, English Pro, PCC Career Center, and ultimately the BTE 287 Internship Instructor and/or the MAR 106 Course Instructor(s).

Assessment Results –

PERFORMANCE TARGET/NATIONAL AVERAGES = 75 % of students will have accomplished required activities.

Course Prefix-		<u># Students</u>	<u>Class %</u>
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Section/Instructor/Semester			
<u>HIT 102, 01W, S15</u>		<u>27 Students</u>	

- **Structured learning:** HIT and OFA students are being provided opportunities for guided self-paced activities, utilizing valuable tools, and other collegiate resources, to become better prepared for their internship and for workplace employment upon graduation.

Actions/Adjustments –

CHANGES to be made: New assessment this year – work continues with the building of the CHEO National Career Center, and the Assessment Activities. Measurements defined to be implemented next year.
Due to the suggested Assessment period (Spring, Summer, Fall); and, the fact that most HIT students do BTE in Spring and Summer, there will be a one year rotation delay in full assessment, but we should be on track thereafter.
DATA to be collected: Data to be collected will include a report on the completion of activities by students in the guided self-paced process.

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DISCIPLINE: Visual/Mass Communications
Department: Visual/Mass Communications

Completed by: Shawna Shoaf 5/18/2015

- **SLO 1** - Students will be able to demonstrate proficiency in a variety of industry standard software.

Assessment Method/ Timeframe –

Performance Assessment and Personal Communication; Fall 2014/Spring 2015

Assessment Results –

PERFORMANCE TARGET/NATIONAL AVERAGES = 70%

- Fall 2014 / Spring 2015 – The Pre Exam was given to students within the first week of class with the expectation that they will be assessed on what they know. A Post exam was administered at mid-term. A 32 question pre-test was geared toward the expected objectives and outcomes in the MGD 111 Photoshop course, focusing on software skillsets required for employment. At midterm an identical test was given to the students with the expectations to see a considerable improvement on test scores.
- 80% of the student enrolled in the MGD 111 course will be able to demonstrate software knowledge by answering 78% of the questions correctly on the post-test exam. The pre-test exam is used as a baseline for the instructor to determine the average of the class prior to the post-test that is administered just prior to mid-term. Students demonstrated a marked increase in knowledge of the software averaging above 70% correct answers. The pre-test assist students in recognizing what they know and do not know about the Adobe Photoshop software, many come from self-taught and high school programs that do not have formal measures of progress. This assists the instructor in adjusting the course tempo according to each class based on averages on the pre and post-test.

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2014	MGD 111-001	14	85.71%
Spring 2015	MGD 111-001	17	74.29%

- Students seeking skills in Adobe Photoshop continue to show improvement in the subject matter as the semester progresses.
- Difficulties remain as students with a variety of technical ability, study techniques and methods of retention are present in the course.

Actions/Adjustments –

- In an effort to remain up to date in technology upgrades to software are frequent. Testing material will need to be updated to reflect the latest technology available on campus.

SLO 2 - Students will be able to demonstrate proficiency in a variety of industry standard software.

Assessment Method/ Timeframe –

Performance Assessment; Fall 2014

- Students are expected to be proficient in industry standard software to complete tasks in Communications. An interactive quiz in Desire2Learn (D2) will be administered. Focusing on skillsets and concepts of HTML image tags and attributes required for gainful employment within the website development fields. An identical test to be given to the students with the expectations to see a considerable improvement on test scores.

Assessment Results –

PERFORMANCE TARGET/NATIONAL AVERAGES =86%

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2014	MGD 141-001	16	89%

Actions/Adjustments –

- CHANGES to be made: Implement a pre and post-test that has a direct correlation. Students are showing retention concerns in upper division course work.

DISCIPLINE: Welding
Department: Welding

Completed by: Jacob Drummond 5/15/2015

SLO 1 - Students will be able to interpret principles and demonstrate mastery of the set up and operation of the SMAW [SHIELDED METAL ARC WELDING] welding process in all positions.

Assessment Method/ Timeframe –

Selected Response and Performance Assessment; Spring 2014

- Students will be given a 50 question pre-test based on the information needed to set up and operate the SMAW welding machines. Students will be given the same 50 questions as the theory final of the course to measure student learning and teaching effectiveness for this welding process.(#1-selected response assessment)
- Students will demonstrate the physical set up and operation of the SMAW equipment as part of the lab midterm of the class and then again as the lab final of the class.(#2-performance assessment)

Assessment Results –

PERFORMANCE TARGET/NATIONAL AVERAGES =90% of students will achieve 75% or better on the final theory test AND 90% of students will achieve 80% or better on the physical set up and operation lab final

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Spring 2014	WEL 230-001 Roger Wolfe	13	#1 100% of class received higher than 75%
			#2 100% of class received higher than 80%
Spring 2014	WEL 230-002 Nathaniel Miller	10	#1 100% of class received higher than 75%
			#2 100% of class received higher than 80%
Spring 2014	WEL 230-003	11	#1 100% of class received higher than 75%
	Brad Paglione		#2 100% of class received higher than 80%

- We are satisfied with the results of this assessment. We have made changes to our curriculum and subject delivery method. We achieved our goal of ensuring students mastery of this subject material. All changes have been made and uploaded into the curriculum for all WEL 230 courses.

Actions/Adjustments –

- In the WEL 230 course, 10 questions were added from the final test to the weekly worksheets to their comprehension both throughout the semester and on the final exam.

SLO 2 - Students will be able to interpret principles and demonstrate mastery of the set up and operation of the FCAW [ARC WELDING] welding process in all positions.

SLO 3 - Students will be able to interpret principles and demonstrate mastery of the set up and operation of the OFC-P welding process in all positions.

Assessment Method/ Timeframe –

Selected Response; Fall 2014

- We will be assessing all students from the WEL 225 and CHAMP grant courses attempting to certify in the FCAW process by taking the WEL 150 courses offered in the Fall 2014 semester. Students went through the certification process via the WEL 150 course all data was collected and is as follows

Assessment Results –

PERFORMANCE TARGET/NATIONAL AVERAGES =

- 30% of students will pass at least one plate test for their WEL 150 welding certification class.
- 75% of students will not fail their WEL 150 certification test because of inefficiencies with the OFC-P welding process

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2014	WEL 150 -001; -002; -003; -004	10 traditional	90% passed at least on plate test
			100% passed the OFC-P portion of the test for both plates
Fall 2014	WEL 125-002	10 CHAMP grant certificate students	90% passed at least on plate test
			100% passed the OFC-P portion of the test for both plates

- We found the results to be almost identical between the traditional WEL 225 and CHAMP grant students.
- We will continue to stress proper sequence of events for the AWS guided bend test so we can continue to increase the percentages of tests completed and passed on the quality of the weld instead of pre bend failures.

- The delivery of this material created for the CHAMP grant will be on D2L for all traditional WEL 225 courses. Students will be able to understand the certification process due to the delivery methods and availability of the subject matter. This will help more students reach the final process of the AWS guided bend test.

Actions/Adjustments –

- We will utilize online hybrid developed curriculum for the CHAMP grant and imbed that material into the WEL 225 courses to provide our traditional students with the same online instructional material as the CHAMP grant students
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