

2019 Improvement Plans - A&S

Biological & Physical Sciences:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Biological & Physical Sciences

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Biological & Physical Sciences

1. What Did You Do?

2019 Annual Improvement Plan - Biological & Physical Sciences

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

BIOLOGY COURSES ASSESSED

BIO 111: For the Fall of 2019 I had used the Assessment of Key Concepts in Biology which was based off of 4 questions. The questions used were from a final exam and practicum the students were given at the end of the semester. The rubric was based off of how many questions the students got right, 1-4.

BIO 201: Baseline data from Fall 2019 was established from BIO 201 were 5% A, 26% B, 26% C, 21% D and 22% F from all HALC resources being used.

BIO 202: Baseline data from Fall 2019 was established from BIO 202 were 4% A, 15% B, 26% C, 22% D and 33% F from HALC using all of their resources.

CHEMISTRY COURSES ASSESSED

CHE 101: Spring of 2019 was the last semester dimensional analysis was assessed. In discussion with fellow chemistry colleagues, this has been continuously assessed throughout the previous

years and we chose to no longer continue assessing this concept as student improvement in this area had reached comparable plateau's despite various improvement plans implemented. Beginning the fall of 2019, students were newly assessed on their comprehension of chemical nomenclature, which is a critical key component to understanding and applying chemistry in many industries and areas of study. This area of assessment was also chosen as students tend to struggle with this concept not only in CHE 101 but in other CHE courses as well. In the fall of 2019, baseline data was established in the form of an in-class quiz to ensure maximum student participation. In-class assignments that incorporate assessment has worked well this past year and helps increase student participation - this methodology will be continued for following semesters. The rubric was based on how many questions the students got right on the quiz after the material was presented in class. In the spring of 2020, at the beginning of the 2nd unit, students will be given an in-class quiz within a week of being presented the material to determine initial understanding. They will be provided required homework and optional problems to work on from the initial material presentation as well as adequate time to learn the material before the 2nd unit exam. Students will be re-assessed on their comprehension from problems given on their exam. The pre-assessment and post-assessment rubrics will be based on the number of questions the student got right. This method worked well with previous learning outcomes as it made it easy to grade and assess.

CHE 111 and 112:

Students in CHE 112 performed well on the dimensional analysis assessment, with 60% of the students receiving a Mastery score, and 80% being Competent. This ends the continued assessment covering dimensional analysis.

For Fall 2019, a new assessment was developed for all chemistry courses. This assessment covers chemical nomenclature, which is important to all chemistry courses.

A baseline was established in the Fall. Sixty-four percent of students performed at the competent level. The goal for next year will be to improve this score and to improve the quiz. One of the questions on the quiz as related to nomenclature, but not directly.

CHE 111: All sections of CHE 111 participated.

GEOLOGY COURSES ASSESSED

GEY: I assessed GEY 111 on describing the fundamental differences and characteristics of plate boundaries. The results showed that 9.52% of students were exemplary, 38.10% were accomplished, 23.81% were developing and 28.57% were beginning. My default performance measurement goal was 70% of students were above beginning percentages. They accomplished the goal with a percentage of 71.43% above beginning and with 28.57% beginning.

I will change my assessment goals for the coming year to concentrate on GEY 135 syllabus competency XI. Read, analyze and apply written material to new situations.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last

calendar year satisfactory? Lower than you'd like? Higher than you expected?

- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

In general, the rate of participation within the Biological and Physical Sciences department increased. Multiple courses worked on developing new assessments and establishing baselines last year to help in improving outcomes for this next calendar year. More work needs to be done to include more adjunct instructors in assessment.

2. What Did You Learn?

2019 Annual Improvement Plan - Biological & Physical Sciences

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

Overall, students appear to excel in areas that are related to data interpretation based on evidentiary support. (ISLO 1a and 1c).

The learning outcomes students appear to struggle with the most are outlined as follows:

ISLO 3c: Not all students that were assessed are science majors. In both science and non-science degree seeking majors there is a lack of basic algebra skills and critical thinking skills needed at this level that hinder overall performance.

In ISLO1, 2, and 4: Students that are not science degree students don't have the desire or ability to look past the obvious answers and apply what they learn to other situations unless told exactly how the information applies. There is a noticeable trend throughout all courses and majors that students expect to memorize and regurgitate the material and have a hard time critically applying what they've learned. This is a habit that we are having a hard time breaking from their transition into college level courses from the K-12 level.

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2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Biological & Physical Sciences

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | 0% | |
| 3b: Represent information as numerical data, functions, and formulae | 0% | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | 61.84% | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | | |
| 3f: Interpret numerical data and calculations in defense of an argument | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | 72.53% | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | 63.64% | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | 72.73% | |
| 1d: Formulate creative solutions in | 58.59% | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| consideration of and in response to relevant contexts, opinions, and opposition | 58.59% | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | 66.98% | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | 65.09% | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 65.09% | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | 62.26% | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | 65.33% | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | 59.7% | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | 46.27% | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | 46.27% | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | | |
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | | |
| 5c-2: Engage with local and extended | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| communities to promote civic action and social improvement | | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Biological & Physical Sciences

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| Biological & Physical Sciences | | |
| PSLO | | |
| Astronomy | | |
| PSLO | | |
| | | |
| Describe the fundamental concepts of the Laws of Motion. | | |
| Biology | | |
| PSLO | | |
| | | |
| Describe fundamental concepts of biology. | 67.47% | |
| Chemistry | | |
| PSLO | | |
| | | |
| Apply dimensional analysis to problem solving. | 62.67% | |
| Environmental Science | | |
| PSLO | | |
| | | |
| Geology | | |
| PSLO | | |
| | | |
| Describe the fundamental concepts of geology. | 47.62% | |
| Health & Wellness | | |
| PSLO | | |
| | | |
| 1. Describe fundamental concepts of nutrition. | | |
| 2. Evaluate nutritional information for accuracy from trusted sources. | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| 3. Present nutritional information knowledgeably and professionally. | | |
| Physics | | |
| PSLO | | |
| | | |
| Apply dimensional analysis to problem solve. | | |
| Science | | |
| PSLO | | |
| | | |
| Describe the fundamental concepts of science. | | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Biological & Physical Sciences

| CSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| AST101 - Planetary Astronomy w/Lab: SC1 | | |
| BIO105 - Science of Biology w/Lab: SC1 | | |
| BIO106 - Basic Anatomy And Physiology | | |
| BIO111 - Gen College Biology I/Lab: SC1 | | |
| BIO112 - Gen College Biology II/Lab:SC1 | | |
| BIO201 - Human Anatomy&Phys I w/Lab:SC1 | | |
| BIO202 - Human Anatomy&Phys IIw/Lab:SC1 | | |
| BIO204 - Microbiology w/Lab: SC1 | | |
| BIO216 - Pathophysiology | | |
| 01. Explain the etiology of disease states and imbalances. | 92.5% | |
| 02. Analyze how health deviations alter normal physiology. | 92.5% | |
| 03. Describe the alterations in cells, tissues, and organs that occur with disease and the effects they have on total body function. | 82.5% | |
| 04. Relate the manifestations of diseases to their underlying cellular | 70% | |

| CSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| mechanisms. | 70% | |
| CHE101 - Intro to Chemistry I/Lab: SC1 | | |
| 04. Write and/or give orally the corresponding formula and name of a compound when given only the formula or name. | 59.26% | |
| 2. Organize data mathematically using dimensional analysis in a conversion from one unit to another | 65.38% | |
| CHE109 - General, Organic, & Biochem | | |
| CHE111 - Gen College Chem I/Lab: SC1 | | |
| 01. Recognize, define, and apply the vocabulary, symbolism, and nomenclature of chemistry. | 63.64% | |
| CHE112 - Gen College Chem II/Lab: SC1 | | |
| ENV101 - Environmental Sci w/Lab: SC1 | | |
| GEY111 - Physical Geology w/Lab: SC1 | | |
| 16. Identify the characteristics of plate boundaries and mantle plumes and their relationship to earthquakes, volcanoes, and mountain building. | 47.62% | |
| GEY112 - Historical Geology w/Lab: SC1 | | |
| GEY135 - Environmental Geol w/Lab: SC1 | | |
| HWE100 - Human Nutrition | | |
| HWE111 - Health and Fitness | | |
| PHY105 - Conceptual Physics w/Lab: SC1 | | |
| PHY111 - Physics Alg-Based I/Lab: SC1 | | |
| PHY211 - Physics Calc-Based I/Lab: SC1 | | |
| PHY212 - Physics Calc-Based II/Lab: SC1 | | |
| SCI155 - Integrated Sci I w/Lab: SC1 | | |
| SCI156 - Integrated Sci II w/Lab: SC1 | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Biological & Physical Sciences

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

BIOLOGY COURSES ASSESSED

BIO 111: Spring 2020 will be reassessed the same way.

BIO 201: This Spring 2020, BIO 201 is focused on muscles with no cat dissection with emphasis on human muscular system on Practicum 2 at HALC.

BIO 202: This Spring 2020 data from BIO 202 will be collected reflecting the changes made which are Practicum 2 at HALC with the entire focus on human anatomy, including respiratory, digestive and urinary systems which had been included on Practicum 3. with no cat dissection.

CHEMISTRY COURSES ASSESSED

CHE 101: Baseline data from fall of 2019 shown student comprehension of chemical nomenclature to be 59.26% (CHE 101), the goal is to increase this to 72%. In the spring of 2020, to improve student comprehension of chemical nomenclature they will be required homework and optional problems to work on from the initial material presentation as well as adequate time to learn the material before the 2nd unit exam.

CHE 111: Nomenclature will be re-assessed in CHE 111 in Fall 2020 with improved questions. A flow chart will also be developed to help students think through the process of naming chemical compounds.

GEOLOGY COURSES ASSESSED

GEY: The reason I'm choosing GEY 135 is because I have never assessed this course. I am getting a baseline spring 2020 and will reevaluate fall 2020.

I will develop the rubric to be used at a later date but will use the basic rating I've used in different classes in the past. It will include Exemplary, Accomplished, Developing and Beginning percentages. My default performance measurement goal will be 70% of students will perform at

70% or above.

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Biological & Physical Sciences

| Action | Goal | Timeline | Participants |
|---|---|--|-------------------------|
| BIO 111: Spring 2020 will be assessed the same way. | To continue to assess key concepts of Biology. | indefinite | All BIO 111 instructors |
| BIO 201: This spring 2020, BIO 201 is focused on muscles with no cat dissection with emphasis on human muscular system on Practicum 2 at HALC. | A baseline is currently being established for the spring 2020 on students comprehension of the human muscular system to determine if/what any changes should be made to the new assessment. | newly established assessment with improvement plans by the fall of 2020 | All BIO 201 instructors |
| BIO 202: This spring 2020, data from BIO 202 will be collected reflecting the changes made which are practicum 2 at HALC with the entire focus on human anatomy, including respiratory, digestive and urinary systems which had been included on Practicum 3 with no cat dissection. | A baseline is currently being established on student comprehension of human respiratory, digestive, and urinary systems for the spring 2020, to determine if/what any changes should be made to the new assessment. | newly established assessment with improvement plans by the fall of 2020 | All BIO 202 instructors |
| CHE 101: Baseline data from fall of 2019 shown student comprehension of chemical nomenclature to be 59.26%. To improve chemical nomenclature they will be required homework and optional problems to work on from the initial material presentation as well as adequate time to learn the material before exam 2. | To increase student comprehension of chemical nomenclature to 72% | newly established improvement plan based on this spring's results by fall of 2020 | All CHE 101 instructors |
| CHE 111: Nomenclature will be reassessed in the fall of 2020 with improved questions. Develop a flowchart to help students think through the naming process | A baseline is currently being established and improved questions will be generated for the fall of 2020 to better assess student initial comprehension | newly established assessment and improvement plan by fall 2020 | All CHE 111 instructors |
| GEY 135: Baseline development underway in spring of 2020. | 70% of students will perform at 70% or above. | Re-evaluation of baseline data from spring 2020 to be conducted in the fall of 2020. | All Gey instructors |
| | | | |

2019 Improvement Plans - A&S

Criminal Justice:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Criminal Justice

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Criminal Justice

1. What Did You Do?

2019 Annual Improvement Plan - Criminal Justice

This section has no content

2. What Did You Learn?

2019 Annual Improvement Plan - Criminal Justice

This section has no content

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Criminal Justice

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | | |
| 3b: Represent information as numerical data, functions, and formulae | | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| 3f: Interpret numerical data and calculations in defense of an argument | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | 68.29% | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | 52.17% | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 58.82% | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | 55.56% | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | | |
| 5a-3: Practice ethical behavior by | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| demonstrating honesty, trustworthiness, and integrity of work | | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Criminal Justice

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Criminal Justice | | |
| 01. Define theories about the development of deviant/criminal behavior. | 55.56% | |
| 02. Analyze applications of theories of criminal activity in real-world situations. | 68% | |
| 03. Support an analysis with sufficient and relevant legal or criminological sources. | | |
| 04. Analyze applications of substantive and procedural criminal law rules in real-world situations. | 70.59% | |
| 05. Produce written work that accurately represents legal and theoretical concepts and research. | 55.56% | |
| 06. Describe concepts of constitutional law, especially those that relate to the criminal justice system. | | |
| 07. Discuss ethical issues specific to criminal justice and strategies for combatting ethical problems. | | |
| 08. Explain the inner workings of the court system and how a criminal case advances through the system. | 58.82% | |
| 09. Accurately employs substantive, grammatical, and technical elements of writing. | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| 10. Construct and defend conclusions regarding legal rules, principles, or theories, that are firmly supported by sufficient and relevant data/research. | 52.17% | |
| 11. Interpret, analyze, and assess available evidence, information, and ideas, regarding legal or criminological rules, principles, rules, or theories. | 65.22% | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Criminal Justice

| CSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|---|
| CRJ110 - Intro to Criminal Justice: SS3 | | |
| 2. Compare the various goals and perspectives of the criminal justice system | 71.43% | This was a strong showing, but the assessment on discretion isn't really as challenging as we think we needed. We are changing over to a short paper on the exclusionary rule. in 2020. |
| CRJ125 - Policing Systems | | |
| CRJ135 - Judicial Function | | |
| CRJ145 - Correctional Process | | |
| 6. Discuss legal liabilities and legal principles in the field of corrections | 80% | The instructor was pleased with the results but wants to continue assessing this. |
| CRJ205 - Principles of Criminal Law | | |
| CRJ210 - Constitutional Law | | |
| CRJ230 - Criminology | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Criminal Justice

This section has no content

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Criminal Justice

| Action | Goal | Timeline | Participants |
|---|--|---|--|
| Continue assessing the exclusionary rule, using the assignment created Fall 19, and the same rubric | Same performance goals for students as last year. I would like to see a 10% improvement on those scores in the 50s. All scores 70 and above would be ideal | Spring/Fall 2020 | Rich Keilholtz, David DiBari, Carl Miedich (if he teaches Intro), David Migneault (am going to try to bring him onboard with the signature assignment) |
| Continue assessing the students' understanding of the various state courts (compare/contrast) using the same state courts assignment/rubric | All scores above 70 would be ideal. a 10% increase for those areas where students scored in the 50s | Spring/Fall 2020 | Keilholtz (if I teach the class, either or both terms) |
| Continue assessing the students' ability to analyze and apply statutory elements to a hypothetical fact pattern | Scores above 70% is target. For those area in the 50s, a 10%+ improvement | Spring/Fall 2020 (course may only be taught one of these two terms) | Keilholtz, in the Spring, and again in the fall, if I teach it. |
| | | | |

2019 Improvement Plans - A&S

Early Child/Education/Library:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Early Childhood/Education/Library Technician

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Early Child/Education/Library

1. What Did You Do?

2019 Annual Improvement Plan - Early Childhood/Education/Library Technician

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
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- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

CONTINUE: ECE will continue utilizing the communications rubric for the 2020 AY.

MODIFY: No modifications to the communications rubric at this time.

ADD: The communications rubric to EDU 221. Add assessment to LTN courses. This was briefly discussed with the LTN instructors; planning to implement for 2020 AY.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last

calendar year satisfactory? Lower than you'd like? Higher than you expected?

- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

The participation per ECE instructors was above average.

The goal is to add instructors/courses to the assessment plan in 2020 AY.

Increase concurrent enrollment assessments in the high schools by mid-semester. The timing of the end of semester dates make it challenging to complete assessments timely or in full completion as evidenced by ECE 101 (4 out of 19 students).

2. What Did You Learn?

2019 Annual Improvement Plan - Early Childhood/Education/Library Technician

This section has no content

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Early Childhood/Education/Library Technician

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | | |
| 3b: Represent information as numerical data, functions, and formulae | | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | | |
| 3f: Interpret numerical data and calculations in defense of an argument | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | 90.91% | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | 93.23% | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 100% | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | 93.98% | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | 80% | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | 80% | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | 80% | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | 80% | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | | |
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | 93.46% | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Early Childhood/Education/Library Technician

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Early Child/Education/Library | | |
| PSLO | | |
| Early Childhood Education | | |
| PSLO | | |
| | | |
| 1a. Apply the Developmental Domains in developing lesson plans using content knowledge and resources of the academic discipline (such as language and literacy, the arts, mathematics, science, physical education, health and safety, and social studies). | | |
| 1b. Discuss the goals, benefits, and uses of assessment in developing appropriate goals, curriculum, and teaching strategies for young children. | | |
| 1c. Recognize and explore young children's characteristics, needs, and influences on early development and learning. | | |
| 2a. Collaborate professionally with families and colleagues/team members. | 93.46% | |
| 2b. Create healthy, respectful, supportive, and challenging learning environments for young children. | | |
| 2c. Demonstrate awareness of diverse family and community characteristics. | | |
| 2d. Develop a plan to involve families and communities in young children's development and learning. | | |
| 2e. Demonstrate effective communication and presentation skills. | 90.63% | |
| 2f. Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus. | 93.8% | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| 2g. Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience. | 94.57% | |
| 3a. Describe how classroom arrangement maximizes learning in all developmental domains. | | |
| 3b. Discuss appropriate early learning standards and other resources for designing, implementing, and evaluating developmentally meaningful and challenging curriculum for each child. | | |
| 4. Apply a broad repertoire of developmentally appropriate teaching/learning approaches, including technology. | | |
| 5a. Reflect on own practice to promote positive outcomes for each child. | | |
| 5b. Demonstrate personal accountability for engaging in the learning process, including preparation, time management, and active participation. | | |
| 6a. Identify and involve oneself with the early childhood field. | | |
| 6b. Uphold ethical standards with commitment to academic integrity and other early childhood professional guidelines. | | |
| 6c. Engage in continuous learning to develop as a professional. | | |
| 6d. Integrate knowledgeable, reflective, and critical perspectives on early education. | | |
| 6e. Engage in informed advocacy for young children and the early childhood profession. | | |
| 7a. Observe and practice in early education settings. | | |
| 7b. Apply observation, documentation, and other appropriate assessment tools and approaches. | | |
| Education | | |
| PSLO | | |
| | | |
| 1. Discuss the goals, benefits, and uses of assessment in developing appropriate goals, curriculum, and teaching strategies. | | |
| 2. Demonstrate effective communication skills for collaborating with families and colleagues. | | |
| 3. Apply a broad repertoire of developmentally appropriate teaching/learning approaches, including technology. | | |
| 4. Uphold ethical standards and other | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| education professional guidelines. | | |
| 5. Apply observation, documentation, and other appropriate assessment tools and approaches. | | |
| Library Technician | | |
| PSLO | | |
| | | |
| 1a. Demonstrate awareness of ethics, values, perspectives, intellectual freedom, and foundational principles when working with colleagues and patrons. (Life Skills) | | |
| 1b. Use service concepts, principles, and techniques to connect diverse individuals or groups with accurate, relevant, and appropriate information in a variety of formats. (Life Skills) | | |
| 2a. Competently explain the acquisition, description, storage, retrieval and use of library information products, services and programs. (Analytic Techniques) | | |
| 2b. Critique the quality of information products and services and evaluate them both for agency purchase and for practical or academic use by self or others. (Analytic Techniques) | | |
| 3. Provide professional customer service through effective interpersonal communication (writing, speaking, and listening) skills including analysis and synthesis of information or situations. (Communication Skills) | | |
| 4a. Demonstrate technical and practical skills in the use of library resources including hardware and software in practical applications and in library employment. (Technology Skills) | | |
| 4b. Demonstrate proficiency in identifying, using, and evaluating current and emerging information and communication technologies. (Technology Skills) | | |
| 5. Exhibit professional ethics and behaviors which include respect for colleagues and customers by demonstrating best library technician customer service skills. (Teamwork Techniques) | | |
| 6a. Observe and develop library programming that meets the needs of a diverse community including social media connections. (Social Values) | | |
| 6b. Recognize the diversity in the clientele and employees of a library | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| information system and be familiar with actions the organization takes to address this diversity. (Social Values) | | |
| 7a. Display aptitudes for career success (time management, attention to detail and quality, professionalism) in the library workplace. (Employability) | | |
| 7b. Competently discuss library administrative organization, management and supervision. (Employability) | | |
| 7c. Demonstrate collegiality, team-building and communication with the ability to work as an effective team member. (Employability) | | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Early Childhood/Education/Library Technician

| CSLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| N/A | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Early Childhood/Education/Library Technician

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that

plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.

- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

See detailed notes in sections.

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Early Childhood/Education/Library Technician

| Action | Goal | Timeline | Participants |
|--|--|----------|--------------------------|
| Continue using the communication rubric | Implements the rubric EDU 221 and concurrent enrollment courses. | AY 2020 | Faculty and instructors. |
| Create a rubric that is appropriate for LTN courses. | Develop a rubric for fall 2020 that is appropriate for LTN online courses. | AY 2020 | LTN instructors. |
| | | | |

2019 Improvement Plans - A&S

English & Communication:

Date: 06-02-2020

- 2019 Annual Improvement Plan - English & Communication

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

English & Communication

1. What Did You Do?

2019 Annual Improvement Plan - English & Communication

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

During the 2018 cycle, the department assessed source integration. We found that students had difficulties at various level of tying sources to their thesis and understanding the importance of aligning research to their writing goals. The department anecdotally recognized that a common thread with these problems were in student planning and time management. The department thus made the decision to assess deeper, affective skills rather than cognitive for the upcoming assessment cycle.

The department selected the institutional rubric for professionalism and divided the Time Management criterion into three separate, assessable parts: Preparedness, Responsibility for Time

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

In general, full-time faculty assessment has been exemplary. All members of the department participate. Ideally, all department members would assess a department-wide assessment goal, but we also recognize that the demands of course revision and updating may require that an individual faculty member assess an individual course or section.

Part-time faculty participation is mixed, primarily due to turnover of instructors. Some instructors have reported that the process seems confusing or intimidating and they are not entirely sure why it is done. Going forward, we would like to sell it more as part of existing duties and communicate in a more ongoing basis, rather than at the beginning and end of a semester.

2. What Did You Learn?

2019 Annual Improvement Plan - English & Communication

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes

assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

Student scores vary widely across disciplines. This may be due to the nature of the course or due to the disparate expectations of instructors. The integration of evidence is particularly low. Given the different measurement devices that we use in each course (papers vs. speeches, for example), the possibility exists that the assessment tool may account for the differences. Students can integrate sources verbally with less work than they can during a paper. We have hypothesized that the consistent cause of this may be student time management skills and habit-learning.

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - English & Communication

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | 71.43% | |
| 3b: Represent information as numerical data, functions, and formulae | 57.14% | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | 50% | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | 64.29% | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | 42.86% | |
| 3f: Interpret numerical data and calculations in defense of an argument | 71.43% | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | 69.98% | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | 56.62% | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | 72.17% | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | 58.96% | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | 79.5% | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | 79.88% | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 69.93% | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | 79.7% | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | 63.27% | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | 77.11% | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | 74.59% | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | 72.85% | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | 68.09% | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | 79.04% | |
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | 71.27% | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | 77.59% | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | 68.32% | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | 46.15% | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - English & Communication

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| English & Communication | | |
| PSLO | | |
| Advanced Academic Achievement | | |
| PSLO | | |
| | | |
| 01. Demonstrate enhanced personal management (Time Management/Personal Accountability) | 56.82% | |
| 02. Apply critical and creative thinking | 72.73% | |
| 03. Demonstrate effective collegiate communication skills | 71.59% | |
| 04. Demonstrate an awareness of community and diversity | 62.5% | |
| 05. Enhance personal strategies for improved academic proficiency (Resource Management) | 84.09% | |
| 06. Enhance personal strategies for improved academic proficiency (Interdependence/Interpersonal Skills) | 84.09% | |
| 07. Create educational and career plans (Grit/Perseverance/Self-efficacy) | 79.76% | |
| 08. Preparedness (placeholder) | 52.73% | |
| 09. Responsibility for Time Management (placeholder) | 65.45% | |
| 10. Follows Communication Procedures (placeholder) | 52.73% | |
| American Sign Language | | |
| PSLO | | |
| | | |
| College Composition & Reading | | |
| PSLO | | |
| | | |
| ENG121 4a. Use accurate grammar. | | |
| ENG121 4b. Use accurate mechanics and spelling. | | |
| ENG121 4c. Choose diction and usage appropriate to writing purposes and audiences. | | |
| PSLO1: Create and develop within the context of the situation and the assigned tasks. | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| PSLO2a: Apply formal and informal conventions of writing, including organization, content, and mechanics, in particular forms/fields. | | |
| PSLO2b: Apply formal and informal conventions of writing, including purpose, in particular forms/fields. | | |
| PSLO2c: Apply formal and informal conventions of writing, including presentation and formatting, in particular forms/fields. | | |
| PSLO2d: Apply formal and informal conventions of writing, including stylistic choices, in particular forms/fields. | | |
| PSLO3: Critically read and evaluate a variety of college-level texts in multiple genres | | |
| PSLO4: Integrate and synthesize evidence and/or sources in support of a claim | 60% | |
| Communication | | |
| PSLO | | |
| | | |
| 01. Describe the Communication discipline and its central questions | | |
| 02. Employ Communication theories, perspectives, principles, and concepts. | | |
| 03. Engage in Communication inquiry. | | |
| 04. Create messages appropriate to the audience, purpose, and context. | 77.78% | |
| 05. Critically analyze messages. | | |
| 06. Demonstrate the ability to accomplish communicative goals (self-efficacy). | | |
| 07. Apply ethical communication principles and practices. | | |
| 08. Utilize communication to embrace difference | | |
| 09. Influence public discourse. | | |
| 10. Integrate and synthesize evidence and/or sources in support of a claim | 88.37% | |
| 11. Preparedness (placeholder) | 74.14% | |
| 12. Responsibility for Time Management (placeholder) | 79.31% | |
| 13. Follows Communication Procedures (placeholder) | 76.72% | |
| English | | |
| PSLO | | |
| | | |
| 01. Integrate knowledge of audience, purpose, genre, and context in a way that is responsive to the situation. | 79.03% | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| 02a. Define the scope of the research question, thesis, or main idea. | 83.88% | |
| 02b. Select sources that directly relate to the key concepts or answer the research question(s). | 69.77% | |
| 03. Access information using effective, well-designed search strategies. | | |
| 04a. Critically read evidence and/or sources. | 71.29% | |
| 04b. Evaluate evidence and/or sources. | 89.47% | |
| 04c. Integrate and synthesize evidence and/or sources in support of a claim | 68.72% | |
| 04d. Follow an appropriate documentation system in applying evidence and/or sources. | 74.28% | |
| 05a. Utilize a variety of information sources appropriate to the scope and discipline of the research question. | 79.02% | |
| 05b. Evaluate the importance of multiple research criteria, such as relevance to the research question, currency, authority, audience, and bias or point-of-view, when evaluating source information. | 73.26% | |
| 06. Utilize correct citation practices on the use of information from a variety of sources to observe ethical and legal restrictions. | 68.55% | |
| 07a. Apply formal and informal conventions of writing in designated forms and/or fields. (Organization) | 78.74% | |
| 07b. Apply formal and informal conventions of writing in designated forms and/or fields. (Content) | 73.12% | |
| 07c. Apply formal and informal conventions of writing in designated forms and/or fields. (Presentation & Formatting) | 81.58% | |
| 07d. Apply formal and informal conventions of writing in designated forms and/or fields. (Stylistic Choices) | 82.35% | |
| 08a. Employ proper conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task. | 70.32% | |
| 08b. Produces sentence structures that are complete, varied, and effective. | 72.1% | |
| 09a. Support a conclusion that is tied to the range of information presented. | 80.71% | |
| 09b. Reflect on the implications and consequences of the stated conclusion. | 80% | |
| 10. Identify connections between world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts. | 72.84% | |
| 11a. Address ethical, social, and environmental challenges within local | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| or global systems. | | |
| 11b. Assess a range of actions or solutions informed by one's sense of personal and civic responsibility. | | |
| 12a. Exhibit personal accountability in the classroom and in the online environment. | | |
| 12b. Exhibit self-efficacy in the classroom and in the online environment. | | |
| 12c. Exhibit ethical behavior in the classroom and in the online environment. | | |
| 13a. Collaborate to constructively critique one's own work and the work of others. | 89.47% | |
| 13b. Engage in a recursive writing process that demonstrates planning, reflection, and growth in response to feedback. | | |
| 14a. Preparedness (placeholder) | 73.17% | |
| 14b. Responsibility for Time Management (placeholder) | 74.07% | |
| 14c. Follows Communication Procedures (placeholder) | 70.81% | |
| FA16 PSLO1: Integrate source information using a variety of strategies. | | |
| FA16 PSLO2a: Demonstrate critical thinking by writing persuasive essays that meet acceptable standards of evidence. | | |
| FA16 PSLO2b: Demonstrate critical thinking by writing persuasive essays that meet acceptable standards for the influence of context and assumptions. | | |
| FA16 PSLO2c: Demonstrate critical thinking by writing persuasive essays that meet acceptable standards for the statement of position. | | |
| FA16 PSLO3: Write a well-structured essay that applies the principles of thesis, unity, coherence, and support. | | |
| FA16 PSLO4: Access and correctly cite sources from the PCC databases in a research paper. | | |
| Interview Fair | | |
| PSLO | | |
| | | |
| 1. Appearance | 100% | |
| 2. Vocalics | | |
| 3. Physical Behavior | 100% | |
| 4. Grammar & Articulation | | |
| 5. Content | 100% | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| 6. Language | 100% | |
| 7. Preparedness | 100% | |
| 8. Engagement | 100% | |
| Literature | | |
| PSLO | | |
| | | |
| 01. Create and develop ideas within the literary context. | | |
| 02. Critically read and synthesize evidence from a variety of literary works. | 90% | |
| 03. Follow MLA documentation style. | | |
| 04. Evaluate the contextual relevance of specific era(s) and/or specific culture(s) when presenting a position on a work (or works) of literature. | | |
| 05. Identify and analyze one's own and others' assumptions about literary subjects, themes, and authors. | | |
| 06. Formulate and defend a conclusion by applying knowledge of elements of literature. | | |
| 07. Reflect on the implications and consequences of one's stated conclusion. | | |
| 08. Locate a varied selection of fiction and non-fiction literary works. | | |
| 10a. Collaborate to constructively critique one's own work and the work of others. | 100% | |
| 10b. Engage in a recursive writing process that demonstrates planning, reflection, and growth in response to feedback. | 100% | |
| 11. Use accurate grammar, mechanics, and spelling. | | |
| 9a. 12a. Exhibit personal accountability in the classroom and in the online environment. | 100% | |
| 9b. Exhibit self-efficacy in the classroom and in the online environment. | 100% | |
| Philosophy | | |
| PSLO | | |
| | | |
| 01. Identify philosophical and/or theological arguments and/or concepts | 31.37% | |
| 02. Analyze philosophical and/or theological arguments and/or concepts | 23.53% | |
| 03. Evaluate the efficacy of philosophical and/or theological arguments and/or concepts | 47.06% | |
| 04. Formulate solutions to philosophical and/or theological | 18% | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| problems | 18% | |
| 05. Preparedness (placeholder) | 42.11% | |
| 06. Responsibility for Time Management (placeholder) | 31.58% | |
| 07. Follows Communication Procedures (placeholder) | 52.63% | |
| Analyze philosophical and/or theological arguments and concepts | | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - English & Communciation

| CSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| AAA109 - Advanced Academic Achievement | | |
| ASL101 - Basic Sign Language I | | |
| ASL102 - Basic Sign Language II | | |
| CCR092 - Composition and Reading | | |
| CCR094 - Studio 121 | | |
| COM115 - Public Speaking | | |
| COM125 - Interpersonal Communication | | |
| COM130 - Comm and Popular Culture: AH1 | | |
| COM217 - Group Communication | | |
| COM220 - Intercultural Comm: SS3 | | |
| COM263 - Conflict Resolution | | |
| COM264 - Negotiation | | |
| COM269 - Leadership | | |
| ENG121 - English Composition I:CO1 | | |
| ENG122 - English Composition II:CO2 | | |
| 0. Focus and develop a thesis. (121 1d) | 80% | |
| 0. Generate and explore ideas. (121 1b) | 80% | |
| 01. Apply and expand the rhetorical knowledge, critical/logical thinking, reading, and writing skills developed in English Composition I to more complex assignments. | 72.09% | |
| 02. Plan, write, and revise compositions within various rhetorical situations, employing research and applying | 67.44% | |

| CSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| correct documentation where applicable. | 67.44% | |
| 03. Apply conventions of research to composition: defining problems, gathering information, considering multiple viewpoints, evaluating data, analyzing, summarizing, synthesizing, and documenting. | 73.26% | |
| 04. Apply genre conventions including structure, paragraphing, tone, mechanics, grammar, syntax, formatting, documentation, and style to complex writing projects. | 73.26% | |
| 05. Select and apply contemporary forms of technology to solve problems or compile information. | 69.77% | |
| 3. Extend the critical/logical thinking and reading skills - developed in English Composition I (ENG 121) - and apply those skills to more complex assignments. | 73.33% | |
| ENG131 - Technical Writing I: CO1 | | |
| 01. Identify audience | 94.74% | |
| 01. Identify audience | 92.11% | |
| 02. State purpose | 92.11% | |
| 02. State purpose | 97.37% | |
| 03. Find, evaluate, interpret, and document data | 84.21% | |
| 03. Find, evaluate, interpret, and document data | 89.47% | |
| 04. Organize data and outline reports | 81.58% | |
| 04. Organize data and outline reports | 86.84% | |
| 05. Select and use format and style appropriate to the purpose and audience | 78.95% | |
| 05. Select and use format and style appropriate to the purpose and audience | 81.58% | |
| 06. Use standard grammar, spelling, and mechanics | 76.32% | |
| 06. Use standard grammar, spelling, and mechanics | 84.21% | |
| 07. Develop the skills necessary for writing a variety of commonly used technical documents | 86.84% | |
| 07. Develop the skills necessary for writing a variety of commonly used technical documents | 73.68% | |
| 08a. Employ writing strategies such as description and definition | 73.68% | |
| 08a. Employ writing strategies such as description and definition | 86.49% | |
| 08b. Employ writing strategies such as instruction (and explanation) | 78.95% | |
| 08b. Employ writing strategies such as | 86.84% | |

| CSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| instruction (and explanation) | 86.84% | |
| 09. Integrate visual aids into documents | 92.11% | |
| 09. Integrate visual aids into documents | 76.32% | |
| 10. Produce collaborative documents | 89.47% | |
| ENG221 - Creative Writing I: AH1 | | |
| LIT115 - Intro to Literature I: AH2 | | |
| LIT201 - World Lit to 1600: AH2 | | |
| LIT205 - Ethnic Literature: AH2 | | |
| LIT255 - Children`s Literature | | |
| PHI111 - Intro to Philosophy: AH3 | | |
| PHI112 - Ethics:AH3 | | |
| PHI113 - Logic: AH3 | | |
| PHI114 - Comparative Religions: AH3 | | |
| PHI214 - Philosophy of Religion: AH3 | | |
| PHI220 - Philosophy-Death & Dying: AH3 | | |
| PHI275 - Intro Nietzsche Gnlgy of Moral | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - English & Communciation

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
 - This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
 - If **no changes** are needed/planned, please explain why and describe what new assessment

activities you will undertake instead.

Our initial baseline data from Fall 2019 indicated disparate levels of achievement in time management. PHI reported the lowest scores with particular problem areas in Responsibility for Time Management. Conversely, COM showed the highest levels of that same category at 79% achievement. If we are to glean meaningful data from this assessment we will need to do three things:

- 1) Modify the rubric. During our Spring meeting, many faculty members questioned whether the rubric actually measured Time Management or if it started to creep into other areas.
- 2) We also agree on the need for rubric norming, which will take place during the Spring and Fall semesters.
- 3) We will need to increase part-time instructor participation.

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - English & Communication

| Action | Goal | Timeline | Participants |
|---|--|--------------------------|---|
| Modify Rubric | Arrive at a rubric that is consistent and relevant across all participating disciplines in the department. | Prior to SP20 assessment | Jamie Patti, Kari Lee, Gayle Welch, Johanna Parkhurst, Travis Parkhurst, Tony Mitchell, Matthew Sterner-Neely, Colleen Boyle, Dustin Dunaway |
| Norming | Arrive at consistent definitions for criteria ratings | Prior to SP20 assessment | Jamie Patti, Kari Lee, Gayle Welch, Johanna Parkhurst, Travis Parkhurst, Tony Mitchell, Matthew Sterner-Neely, Colleen Boyle, Dustin Dunaway, Participating Instructors |
| Increase Part-Time Instructor Participation | Increase part-time participation by 10% | SP20 and FA20 | Part-Time Instructors, Jamie Patti, Dustin Dunaway, Tony Mitchell, Travis Parkhurst |
| | | | |

2019 Improvement Plans - A&S

Fine Arts & Humanities:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Fine Arts & Humanities

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Fine Arts & Humanities

1. What Did You Do?

2019 Annual Improvement Plan - Fine Arts & Humanities

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

This cycle we continued to focus on program-level assessment. As a follow-up to last year's goals, we:

- Revised the studio art program-level rubric to flip the levels so that they are consistent with the other rubrics. We revised the judge's evaluation tool to add in originality/risk-taking to each category.
- We simplified the language of the PSLOs for the Arts & Expression AH1 rubric to be more like the Humanities rubric. We revised the language within the AH1 and the Humanities rubric to be more straightforward.
- We reviewed our mapping of PSLOs to ISLOs in eLumen.
- We developed course-level rubrics for HUM 121, HUM 122, HUM 123, and ART 128. These rubrics are currently being tested.
- We met with part-time instructors to review the rubrics and discuss any questions that they had about assessment.

The skills that are fundamental to our program fall under the following ISLOs: Critical Thinking & Problem Solving, Effective Communication, and Textual Literacy. Some of the action steps that we took to improve these skills over the past year include:

- Held weekly writing workshops on Wednesdays 4:00-4:30 for all arts and humanities students. They weren't as well attended this year, so we probably need to increase the marketing, perhaps develop special topics (with snacks), or think about a different time to offer them. We could also encourage instructors to add a folder in D2L for drafts of papers ahead of deadlines.
- Increased scaffolding for papers. This included having students submit the final research paper in stages: thesis, outline, draft, and final paper. More tools were developed that included guidelines for the outline, resources for developing thesis statements and sample thesis statements as students have particular difficulty with creating a thesis.
- For our studio classes, we continued to have regular shows in our gallery to showcase professional-level presentation skills, and co-curricular activities where the artists in the gallery discussed their work or offered demonstrations. Last spring, we had a pastel demonstration and a charcoal figure-drawing demonstration. This fall, we had a gallery talk on the road to being a professional artist. This fall, we also took students to the Denver Art Museum to see the world-class Monet exhibition.

We will continue to assess the same institutional learning outcomes next year. These skills comprise our core PSLOs and CSLOs and are not likely to change. Our data also suggests that there is still plenty of room for improvement in these areas. These are the improvement steps that we plan to make:

- Continue to evaluate our assessment tools, and make revisions as needed. Norm the program-level rubrics. Add more course-level rubrics, and begin to implement them in eLumen.
- Continue to offer co-curricular activities that promote student learning, such as the writing workshops, artist demonstrations, and field trips.
- Continue to develop tools to assist students with writing, such as self-assessments, peer assessments, and workshops with librarians.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

For academic year 2019, we had 39 assessments completed, which is an improvement from last year, when we had 24 assessments completed. In Spring 2019, we had 16 assessments completed, which is an improvement from Spring 2018's 8 assessments. In Fall 2019, there were 13 assessments completed, which is down a little bit from Fall 2018, when there were 16 assessments completed. The summer is where we saw the biggest improvement in participation. In 2018, we did not have summer participation. For the summer of 2019, we had 10 assessments completed, which indicates that assessment is becoming routine for each semester.

All of our full-time faculty participated in 2019 assessment, and all but two of our part-time instructors participated. One instructor was new, and is not continuing with us, and another is a

Southwest Campus instructor, with whom communication is difficult, so this is something to address. Fremont campus instructors participated.

One of the strategies that we are using is to hold a meeting with the part-time instructors each semester on the topic of assessment. Last year, we introduced the program-level rubrics, determined which classes instructors wanted to assess, and reviewed the results. This year, we held a meeting in the fall to review the program-level rubrics and to introduce some newly developed course-level rubrics for humanities and studio art. Participation in the meetings decreased over time. We attempted to incentivize the meeting in Fall 2019 by paying instructors, but it still had low participation. Although we looked at part-time instructors' teaching schedules to find a time that would work best for all, we may need to look at the point in the semester that we are meeting, or other incentives. Overall, the meetings still seem to be an effective way to include our instructors in the assessment process, but we may need to do more frequent email communication as well.

2. What Did You Learn?

2019 Annual Improvement Plan - Fine Arts & Humanities

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

In general, our scores showed improvement over last year. There were some outliers, such as higher scores in music and lower scores in humanities. This may be an issue of norming, so this is something that we should offer as a workshop to our department. It would be helpful to continue to increase our sample size in the performing arts. We will continue to assess the same skills, so that we can get more longitudinal data to see broader trends. One area that could be targeted for improvement is evaluating the relevance and reliability of information.

AH1 ART COURSES: Students seem to be doing well at analyzing artworks, but could use some targeted help with developing a claim (thesis) and supporting it with sources of evidence. Part of this will probably be continuing to educate students on what a college-level thesis looks like, and

how to properly document sources. The English department has developed a supplementary course specifically for humanities students to help address these issues for struggling students.

STUDIO ART: Students made big strides in professional presentation from last year and are showing strength in media handling. As was also shown last year, they are lower in originality/risk-taking. This is not surprising as it is not something that is typically stressed in beginning level art courses, which comprise most of our classes. Students are generally more focused on media handling techniques. It might be helpful to expose them to examples of originality by other artists to encourage them to think more about that aspect of their art.

HUMANITIES: Scores are a little lower overall in humanities. Rubric norming may be helpful to address this. As with Art, students are stronger in analyzing the artwork itself, but weaker in supporting a claim with evidence. Part of this may be students struggling with the formatting. We probably need to address finding good sources and how to document them appropriately more heavily, or break up the outcome to see where exactly the problem lies.

MUSIC: Scores overall are quite high. Again, norming might be helpful for the department. Music shows similar trends to Art and Humanities. Students are stronger at analyzing the work, but have some trouble with developing a claim and supporting it with evidence and documentation.

THEATER: Theater shows roughly the same trends as the other areas. Students are better with critically thinking about works of art, but are having difficulty with formal writing, including developing a claim and supporting it with documented evidence.

Since we are seeing similar strengths and weaknesses across the board, it would be good to brainstorm and develop department resources that address the following issues related to formal writing:

- 1) Developing a claim/thesis
- 2) Finding and evaluating sources for evidence
- 3) Documenting sources

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Fine Arts & Humanities

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | | |
| 3b: Represent information as numerical data, functions, and formulae | | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| quantitative information | | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | | |
| 3f: Interpret numerical data and calculations in defense of an argument | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | 54.87% | 40.27% 2018 |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | 62.46% | 33.99% 2018 |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | 52.21% | 25.93% 2018 |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | 58.07% | 47.22% 2018 |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | 87.5% | 28.17% 2018 |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | 61.24% | 31.88% 2018 |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 59.43% | 45.30% 2018 |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | 68.22% | 36.96% 2018 |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | 81.25% | no data from 2018 |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | 47.93% | 48.16% 2018 |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | 50.2% | 46.27% 2018 |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | 75% | no data from 2018 |
| 5a-2: Exhibit self-efficacy by growing | 100% | no data from 2018 |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | 100% | no data from 2018 |
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | 100% | no data from 2018 |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | 100% | no data from 2018 |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | 100% | no data from 2018 |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Fine Arts & Humanities

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|--|
| Fine Arts & Humanities | | |
| PSLO | | |
| Art | | |
| PSLO | | |
| | | |
| 01. Critically analyze works of art (visual, performing or literary). | 61.61% | new PSLO for 2019 |
| 02. Evaluate the relevance of context to understanding art in its various forms. | 65.77% | This was broken into 2 PSLOs for 2018. It most closely aligns with "Evaluate the relevance of context": 62.16% from 2018. |
| 03. Evaluate creative thinking in works of art. | 63.64% | This is a new PSLO. The state outcome addresses creative thinking. We are primarily assessing our GT-Pathways appreciation classes. It is more realistic for our students to evaluate creative thinking in professional artists since students are typically assessed based on research papers than to assess students' levels of creative thinking in the appreciation classes, so we revised the wording of the outcome. |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|--|
| 04. Create academically formal written work related to the study of the arts. | 50.89% | The wording of this PSLO is new, but it most closely aligns with "Develop content": 45.95% from 2018 |
| 05. Formulate a claim related to the study of the arts. | 56.25% | This is a new PSLO as well, but most closely aligns with "Understand implications and make conclusions": 40.54% from 2018. |
| 06. Critically analyze works of art (visual, performing or literary). | | repeated PSLO |
| 06. Identify the visual elements and principles of design. | | outdated PSLO |
| 06. Support a claim related to the study of the arts with appropriate sources, evidence and documentation. | 51.79% | This is a new PSLO, but most closely aligns with "Use sources and evidence": 43.24% from 2018. |
| 07. Analyze and critically evaluate works of art. | | outdated PSLO |
| 07. Proportion: Accurately displays the relative size and scale of the various elements in a work of art and the relationships between objects, or parts, of a whole. | 65.49% | 52.24% 2018 |
| 08. Evaluate influences in the development of artistic styles. | | outdated PSLO, now reflected in #2 |
| 08. Media Handling (technique): Makes design/artistic choices appropriate to the characteristics of the medium, or the combination of materials used and the techniques applied to those materials. | 61.06% | 46.27% 2018 |
| 09. Composition/Design: Applies the visual elements according to the principles of design. | 57.52% | 43.28% 2018 |
| 09. Create academically formal written work related to the study of the arts. | | repeated PSLO |
| 09. Explore alternate, divergent, or contradictory perspectives or ideas within the context of visual forms and processes. | | outdated PSLO, now reflected in #3 |
| 10. Originality/Risk-Taking: Trying something completely different, trying new approaches, and risking not being comfortable with the work in order to achieve a goal. | 50.97% | 40.00% 2018 This is a difficult skill for students as most of them are beginners and are more focused on mastery of technique than risk-taking. |
| 11. Presentation: Displays artwork crafted with attention to professional display standards. | 81.42% | 47.76% 2018 |
| Dance | | |
| PSLO | | |
| | | There is no data for dance. We offered one studio dance course in SP 2019, but the instructor was new, so was not asked to complete assessment. We have not had dance since then, but hope to offer it in the future. |
| 01. Critically analyze works of art (visual, performing or literary). | | |
| 02. Evaluate the relevance of context to | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|--|
| understanding art in its various forms. | | |
| 03. Evaluate creative thinking in works of art. | | |
| 04. Create academically formal written work related to the study of the arts. | | |
| 05. Formulate a claim related to the study of the arts. | | |
| 06. Support a claim related to the study of the arts with appropriate sources, evidence and documentation. | | |
| Humanities | | |
| PSLO | | |
| | | |
| 1. Critically evaluate works of art (visual, performing or literary). | 44.78% | 50.27% 2018 |
| 2. Evaluate the relevance of context in understanding art in its various forms. | 44.28% | 52.73% 2018 |
| 3. Create academically formal written work related to the study of humanities. | 36.22% | This is a new PSLO. |
| 4. Formulate a claim related to the study of Humanities. | 42.79% | 52.03% 2018 |
| 5. Support a claim related to the study of humanities. | 33.33% | 44.43% 2018 |
| 6. Demonstrate Originality and Ingenuity (Creative Thinking 4a): Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work. | | outdated PSLO, not a state requirement for HUM |
| 7. Utilize Context-Assumptions (Critical Thinking 2b-c): Identify assumptions and analyze one's own and others' assumptions. | | outdated PSLO, now reflected in #2 |
| 8. Develop Content (Written Communication 2a): Create and develop ideas within the context of the situation and the assigned task(s). | | outdated PSLO, now reflected in #3 |
| Music | | |
| PSLO | | |
| | | Art, Music, and Theater use the same rubric. The scores in Music are significantly higher, which suggests that it would be a good idea to norm the rubrics within the department. |
| 01. Critically analyze works of art (visual, performing or literary). | 80.95% | new PSLO for 2019 |
| 02. Evaluate the relevance of context to understanding art in its various forms. | 85.11% | This was broken into 2 PSLOs for 2018. It most closely aligns with "Evaluate the relevance of context": 37.50% from 2018. |
| 03. Evaluate creative thinking in works of art. | 89.36% | This is a new PSLO. The state outcome addresses creative thinking. We are primarily assessing our GT-Pathways appreciation classes. It is more realistic for our students to evaluate creative |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|---|
| 03. Evaluate creative thinking in works of art. | 89.36% | thinking in professional artists since students are typically assessed based on research papers than to assess students' levels of creative thinking in the appreciation classes, so we revised the wording of the outcome. |
| 04. Create academically formal written work related to the study of the arts. | 85.11% | The wording of this PSLO is new, but it most closely aligns with "Develop content": 43.75% from 2018 |
| 04. Create academically formal written work related to the study of the arts. | | repeated PSLO |
| 05. Formulate a claim related to the study of the arts. | 74.47% | This is a new PSLO as well, but most closely aligns with "Understand implications and make conclusions": 31.25% from 2018. |
| 06. Support a claim related to the study of the arts with appropriate sources, evidence and documentation. | 82.98% | This is a new PSLO, but most closely aligns with "Use sources and evidence": 44.44% from 2018. |
| 08. Utilize Context-Assumptions (Critical Thinking 2b-c): Identify Assumptions and analyze one's own and others' assumptions. | | outdated PSLO, now reflected in #2 |
| Theater | | |
| PSLO | | |
| | | |
| 01. Critically analyze works of art (visual, performing or literary). | 66.67% | new data |
| 02. Evaluate the relevance of context to understanding art in its various forms. | 66.67% | new data |
| 03. Evaluate creative thinking in works of art. | 55.56% | new data |
| 04. Create academically formal written work related to the study of the arts. | 33.33% | new data |
| 05. Formulate a claim related to the study of the arts. | 22.22% | new data |
| 06. Support a claim related to the study of the arts with appropriate sources, evidence and documentation. | 22.22% | new data |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Fine Arts & Humanities

| CSLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| N/A | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Fine Arts & Humanities

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

See below.

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Fine Arts & Humanities

| Action | Goal | Timeline | Participants |
|-----------------------------------|---|---|---|
| Establish the assessment plan | Contact instructors to determine which assessments to plan in eLumen. Encourage assessment of performing arts classes | Week 8 of spring and fall semesters 2020 | Shawna Shoaf, Ann Oreskovich, David McKean, Dave Edwards, Sally Ashton, Sara Cox, Craig Smith, Karen Foglesong, Katrina Mann, Steven Walker, Jean Rich-Whitmore |
| Reach out to the Southwest Campus | Encourage participation of Southwest Campus instructors. | Week 8 of spring and fall semesters 2020 | Shawna Shoaf, Ann Oreskovich, Perry Pepper |
| Plan assessments in eLumen | Distribute rubrics in eLumen, to include dance and theater. | Week 10 of spring and fall semesters 2020 | Ann Oreskovich |

| Action | Goal | Timeline | Participants |
|--|---|--|--|
| Planning meetings | Hold a meeting once per semester with all faculty and instructors. In the fall, meet to plan assessments, norm program-level rubrics, and bring newcomers up-to-speed. In the spring, meet to review data, plan for the upcoming year, and share tools. | Fall meeting in October, spring meeting in February | All Fine Arts, Humanities & Media Communications faculty and instructors |
| Develop course-level rubrics | Expand course-level rubrics by encouraging other instructors to develop them. | End of fall semester 2020 | All Fine Arts, Humanities & Media Communications faculty and instructors |
| Research D2L/eLumen compatibility for course-level rubrics | Research how D2L works with eLumen in order to share with instructors and take the next step towards course-level assessment. | By start of fall semester 2020 | Ann Oreskovich |
| Start to implement and map course-level rubrics in eLumen | Implement and map course-level rubrics in eLumen, beginning with HUM 121, 122, 123 | Before week 10 (before rubrics are distributed) of fall semester 2020. | Ann Oreksovich |
| Offer co-curricular activities | Continue to offer and expand co-curricular opportunities that enhance student learning, such as the weekly writing workshop (including guest leaders), artist demonstrations (in conjunction with each show), and a trip to the Denver Art Museum. | Ongoing--shoot to offer a guest writing workshop leader each fall. | All Fine Arts, Humanities & Media Communications faculty and instructors |
| Offer photography workshop for studio art students | Organize a photography workshop for studio art students to give them the skills to develop a digital portfolio. | October 2020 | All Fine Arts, Humanities & Media Communications faculty and instructors |
| Develop tools to target writing thesis statements and evaluating sources | Create handouts/resources that can be shared with instructors to assist students with developing thesis statements and evaluating sources. | September 2020 | Shawna Shoaf and Ann Oreskovich |
| Streamline art show entry process | Update forms for the student art show to streamline the process, and allow for online classes to be incorporated. | End of spring 2020 | Shawna Shoaf and Ann Oreskovich |
| | | | |

Strategic Initiative Section Report

Mathematics:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Mathematics

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Mathematics

1. What Did You Do?

2019 Annual Improvement Plan - Mathematics

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

- In 2020, the Math Department will continue to assess MAT 055, MAT 107, MAT 108, MAT 120, MAT 121, MAT 122, MAT 125, MAT 135, MAT 155, MAT 156, MAT 201, MAT 202.

- MAT 120, MAT 122, MAT 125, MAT 201, MAT 202 will use the GT Pathways Rubric.

- MAT 055, MAT 107, MAT 108, MAT 121, MAT 135, MAT 155, MAT 156 will use the MAT PSLO Rubric.

- We will begin assessing MAT 112 and try to increase the Sample Size for MAT 103. Both courses will use the MAT PSLO Rubric.

- We will continue to use the same assessments and assess the same learning outcomes as 2019.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

- The 2019 data indicated that more faculty and instructors participated than in 2018, but we still need to work towards 100% participation of those faculty and staff teaching lecture courses.

- In 2020, we will continue to use consistent rubrics for each course for spring and fall semesters.

- All faculty and instructors teaching lecture sections of the courses listed in Part A above will participate in the assessment.

- An emphasis on communication (by email, phone, in person) about assessment will continue to be made with faculty and instructors throughout the spring and fall 2020 semesters to encourage and support better participation.

2. What Did You Learn?

2019 Annual Improvement Plan - Mathematics

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar

year?

- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

Overall, most students met the performance goals in our classes.

Some specific comments submitted by faculty include:

- Many students still struggle with Category 1 “Interpreting Information” from the MAT PSLO Rubric. We will continue to work on giving more explicit instructions and extended examples to help students achieve this learning outcome.
 - The only thing I will change is putting more specifics in the project description for MAT135. For instance, give examples of the specific claims that I would like the students to test.
 - I believe that students are learning their SLO's, but in Calculus students need to pay more attention to performing the proper derivative tests as applied to situations in problems they encounter. On exams and the capstone lab, I need to explain why they are using derivative tests pertinent to the problem.
 - Using quizzes and exams in Calculus, concentrate on drilling down on specific derivative tests and then using the capstone lab to assess the proper test in that problem.
 - In MAT121 and MAT125, concentrate on explanations of answers to posed problems.
 - Students in both MAT120 and MAT122 struggle with using calculators--they want problems that are so easy they don't need them. "Ohh for life in 1800, only with cars and cell phones." Several students even said so--emphatically!

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Mathematics

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | 76.45% | |
| 3b: Represent information as numerical data, functions, and formulae | 81.88% | |
| 3c: Select appropriate numerical data, functions, and formulae to perform | 84.5% | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|---|
| accurate computations | 84.5% | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | 90.24% | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | 82.05% | |
| 3f: Interpret numerical data and calculations in defense of an argument | 80.91% | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | 85.66% | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 85.66% | |
| ISLO4: Textual Literacy | | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | 81.88% | |
| ISLO5: Professionalism & Social Consciousness | | Small Sample Size Assessed - Not Statistically Significant |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | 54.55% | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | 54.55% | |
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | 77.78% | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | 54.55% | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | 45.45% | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | 100% | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Mathematics

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| Mathematics | | |
| PSLO | | |
| Mathematics | | |
| PSLO | | |
| | | |
| 1. Interpret Information: Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words). | 78.77% | |
| 2. Represent Information: Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words). | 81.76% | |
| 3. Address Assumptions: Describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course (for statistics courses). | 90.09% | |
| 4. Perform Calculations: Solve problems or equations at the appropriate course level, and use appropriate mathematical notation | 83.39% | |
| 5. Apply & Analyze Information: Make use of graphical objects (such as graphs of equations in two or three variables, histograms, scatterplots of bivariate data, geometrical figures, etc.) to supplement a solution to theoretical and application problems at the appropriate course level. | 81.88% | |
| 6. Communicate Using Mathematical Forms (Quantitative Literacy: Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may also include oral communication). | 85.66% | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Mathematics

| CSLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| N/A | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Mathematics

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
 - This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
 - If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Mathematics

| Action | Goal | Timeline | Participants |
|--|--|----------------------|---|
| Increase PT Instructor participation in 2020 | Increase by 20% for college campus instructors only (excluding online) | Spring and Fall 2020 | College campus instructors (excluding online) |
| Assess summer 2020 face-to-face classes on the Pueblo Campus | 75% of classes that make | Summer 2020 | Summer 2020 instructors |

| Action | Goal | Timeline | Participants |
|--|--------------------------------------|----------------------|--|
| Assess MAT 112 face-to-face class on the Pueblo Campus | 100% | Spring and Fall 2020 | Pueblo college campus instructors (excluding online) |
| Increase Sample Size for MAT 103 | Increase by 75% if enrollment allows | Spring and Fall 2020 | All campus instructors |
| | | | |

Strategic Initiative Section Report

Media Communications:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Media Communications

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Media Communications

1. What Did You Do?

2019 Annual Improvement Plan - Media Communications

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

The Media Communications department would like to continue to assess those courses that have been previously assessed in previous academic years.

MGD 111 Adobe Photoshop, MGD 141 Web Design I: Data is collected at critical points in the semester and provide immediate assessment related to how students are meeting expectations with technology use. Instructors evaluate and adjust course delivery as required to meet and improve teaching and learning specific to the students' needs. This includes adaptation of materials, resources and instruction through supplementary lectures and demonstrations for content areas performing weakness. We find the data provided from early pre-examination provides opportunities to support an adaptive learning environment. We want to continue with little to no changes in MGD 111 as previously assessed. MGD 141 is considering multiple pre-test for specific content areas, with a more substantive post-exam to evaluate multiple content areas.

MGD 133 Graphic Design I: In 2017 focused improvements to rubrics and assignments were developed and tested to specifically focus on assessing the *CSLO: Understand and Apply the Principle of Design*. In 2019 the assessment was mapped across five assignments. Assignment one is designed to provide students a method of showing their understanding and application of core principles in a basic media application. Assignments two through five focus on the application of principles to various design strategies. For example, posters, logotype, branding collateral and advertising.

MGD 233 Graphic Design II: Students are assessed on *ISLO: Professionalism and Social Consciousness*. The course itself creates a mock design studio environment. The students are assigned professional roles that are typically found in professional media communications firms. Assessments is accomplished through instructor observations, self-evaluation, and peer evaluation. Students are provided individualized coaching from the instructor to accomplish Students observed typical maintain an accomplished level of performance. It is difficult to develops these soft skills in a fast paced high stress environment. Early implementation of these expectations will be introduced in the Fall prerequisite MGD 133 Graphic Design I course to better prepare students with personal attention and performance based on professional soft skills, considering additional observation across ALL course work: addressing professionalism in communications, meeting deadlines, accountability to the work, integrity (work ethic).

NEW Assessment 2019

JOU 105 Introduction to Mass Communication: This courses was assessed formally in Srping 2019. The course rubric related to Critical Thinking And Problem solving was adapted in Srping 2019. This course is an entry level course with not pre-requisettes. The assessment of one writing assignments at the end of the semester. The intent of the assignment will address *CSLOs 1-3 and objectives 6-7*. These are the objectives focused on the analytical side of working with media as a consumer, and how convergence impacts the medium. The *course objective 3*. The activity will be an analytical essay, assessed for critical thinking, argumentative skills, and overall writing ability in the context of either the internet, or social media, given how deeply embedded in most student's lives these two areas are.

MGD 241 Web Design II: This course was assessed at a PCC Critical Thinking and Problem Solving rubric. Each catagory was assessed with the successful applications of creative solutions, analysis and constructing solutions for more advanced uses of HTML, CSS, and sripting languages use in Website Design and Development.

RTV 100 Introduction to Electronic Media: Assessment of CLSO: *Explain the cultural impacts of electronic media on society*. The chosen topic bears a direct relation to how electronic media is in daily life routines and a huge part of American culture. The assignments will require the students to work in groups to conduct a research and presentation. They will be expected to research a ten-year span on what electronic devices came into the culture and changed the way information was shared or processed in comparison to what was already available before the new technology was introduced. Students will be expected to discover significant events that were best showcased through this new technology (Vietnam War: Television, War of the Worlds: Radio, 9/11, Social Media).

The assessment will be based on execution and how informative each group is able to present their findings.

A successful presentation will be informative, interactive and well executed. The intent of this project will provide a visual stimulant to understanding how electronic media is a daily and evolving point of their lives. It will take a broad category and simplify it to have the best impact on the students with less chance of overloading information onto students but maintaining a direct correlation to the material needed.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Full-time faculty participates in a minimum of two courses per academic semester. The department continues to struggle with challenges in department turn-over of part-time instructional staff. MGD is consistently assessed in a formal method and is documented accordingly, MGD holds the largest percentage of courses offered within program degrees. JOU, MGD, and RTV prefixes are also taught by part-time faculty. Further challenges in the performance of instructional staff also left gaps in reporting on planned assessments for the semester. The addition of two new team members in 2019 created challenges in documenting formal assessments across all prefixes.

As a department leader I have found little resistance to Assessment. While only a small number of objectives and courses are formally documented, assessments are executed in all courses taught by one full-time faculty/department chair. A successful strategy implemented with part-time instructors is setting the expectation of participation upon hiring individuals. The department staffer assists, and develops formal assessment practices in the instructors second semester with inexperienced part-time instructional staff. CTE instructors often do not possess direct teaching/classroom experience. The time necessary to set expectations, preparing new part-time instructors to teach, and technology demands often require new instructors (content experts) to develop updated teaching materials. The required credentialing process, mandatory HR, accessibility, online training typically overwhelms new instructional staff. Returning part-time instructors are expected to participate in a minimum of one formal assessment activity.

2019 assessment included 100% of full-time and returning part-time instructors participating in assessment.

Courses that remained without assessments were due to two factors; 1) first time instructional staff placed in new courses, 2) unexpected loss of instructor during semester timeline.

2. What Did You Learn?

2019 Annual Improvement Plan - Media Communications

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

Current mapping structure may be "over mapped" for Graphic Design Data. Seek to improve mapping in future semesters for Professionalism.

ISLO and PSLO

ISLO 5a-1, Time management remains a struggle with students. Teaching was adapted to set "soft deadlines" for each assessment that students could accomplish. The intent was to assist in developing time management skills, and provide instructor feed back at multiple point in time.

ISLO 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work had a significant increase of 75% meeting the performance target (40% in 2018). Students typically demonstrate honest and integrity in the work that they provide. However, work ethic, time management, and ability to meet deadlines was student's biggest struggle.

ISLO4: A marked improvement of students performing at the 85% (averaged 50% 2018) of performance target for ISLO4-a, b, and c. Instruction was updated in

2019 to include Library Services personnell to speak to research methods to determine the validity of a document. The intructional staff also utilized the Desire2Learn Library Resource Course to assist in training students. Students continue to struggle in locating and evaluating reliable sources. Student at beginning level in the program are struggling with all areas of ISLO4-4d: Textual Literacy. Performing at 53% of target performance (2018 65.63%). Possible direct instruction in AAA, or a writing/research workshops within the department to determine additional methods on how to assist students in research is being developed for 2020.

This includes PSLO 03: Analyze information [research] needed to make informed decisions appropriate for the media communications professions (50%). JOU105, ENG 121/131, MAR 220, MGD 227, and MGD 133 are typically where student are asked to call upon research strategy, further emphasis within the course will be pursued in beginning courses Fall 2020. MGD 233 Spring 2021.

CSLO

MGD111 - Adobe Photoshop I

CSLO 3. Demonstrate a knowledge of Adobe Photoshop through a variety of skill-based activities in 2019 increased to 33.33% (26% 2018)

Pre- and Post-test activities where created to assess students (as described above), however reporting in eLumen seems to incorrect-test is given prior to any learning. Several students listed in eLumen were not assessed due to students dropping the course or withdrew from the course within semester. Seeking improvement and training to correct or determine what is impacting reporting in eLumen.

Students tend to struggle utilizing the correct terminology. The exam is an attempt to encourage students to learn and use terminology present on the Adobe Certification Exams. Students perform tasks within the software as expected and in accordance industry best practices, however, a population of students continue to struggle with adopting proper terminology.

Statistics specific to the exam as determined by instructor via Desire2Learn

2019 Results

22/23 Students Assessed

Target: 70% +

12/22 Students met or exceeded the target

Average 63.4% (D)

Maximum 90.8% (A)

| | |
|---------|------------------------------------|
| Mode: | B (83.7 %), C (71.2 %), D (67.7 %) |
| Median: | C (71.2 %) |

2018 Results

19/19 Students Assessed

Target: 70% +

13/19 Students met or exceeded the target

Average 74.2% (C)

Maximum 91.4% (A)

Minimum 53.4% (F)

| | |
|---------|--|
| Mode: | C (79.3 %), C (70.7 %), B (81 %), C (74.1 %), F (53.4 %) |
| Median: | C (74.1 %) |
| | |

MGD133 - Graphic Design I

CSLO 3. Identify and apply the visual elements to graphic design problems. 75% 2019 (71% 2018)

Overall students met the minimum requirement to demonstrate their ability to apply the Principles of Design. Assessment took place across multiple assignments.

Students demonstrated an average of 75% performance in understanding and applying the principles of design (spatial depth, emphasis, and balance) in the introductory assignment.

Assignments 2-5 provided student the opportunity to apply the Principles of Design to a variety of media formats. For each assignments completed student performed as follows: 75% Poster, 60% Branding Identity (logo), 75% Branding Collateral, 65% Advertising. Improvement of instruction will make appropriate emphasis on the Principles of Design to specific areas challenged by students.

Students also answered select questions 70.03% 2019 (77% 2019) correct on the mid-term exam for questions specifically relating to the Principles of Design.

MGD141 - Web Design I

CSLO: Develop a basic understanding of the Internet and WWW and Web Standards.

2018 100% dropped to 66% in 2019

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Media Communications

| ISLO | Target Achievement Rate | Comments/Clarifications |
|-------------------------------|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|--|
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | | N/A |
| 3b: Represent information as numerical data, functions, and formulae | | N/A |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | | N/A |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | | N/A |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | | N/A |
| 3f: Interpret numerical data and calculations in defense of an argument | | N/A |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | 83.72% | 67.44% 2018 |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | 62.07% | New |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | 68.97% | 50% 2018 |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | 53.95% | 72.73% 2018 - The addition of JOU 205 assessment with large sample size, first time college students (concurrent). |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | 85.71% | NEW |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | 85.71% | NEW |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 81.82% | 65.79% 2018 |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | 54.55% | 72.34% 2018 |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | 85.71% | NEW |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | 85.71% | 50% 2018 |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | 85.71% | 50% 2018 |
| 4d: Select suitable information and | 51.06% | 69.74% 2018 |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| materials and apply proper methods in order to accomplish tasks | 51.06% | 69.74% 2018 |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | 50% | 60% 2018 |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | 75% | 70% 2018 |
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | 75% | 40% 2018 |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | 60.87% | 67.44% 2018 |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | 77.78% | NEW |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | 77.78% | New |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Media Communications

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------------|
| Media Communications | | |
| PSLO | | |
| Computer Web-Based | | |
| PSLO | | |
| | | |
| Journalism | | |
| PSLO | | Assessed at ISLO Level |
| | | |
| PSLO 01: Select tools and technologies appropriate for the communications professions in which they work. | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| PSLO 02: Effectively use industry required digital media technology/software to execute media based projects appropriate the field in which they work. | | |
| PSLO 03: Analyze information [research] needed to make informed decisions appropriate for the media communications professions. | | |
| PSLO 04: Demonstrate essential design/communication skills by creating visual/written solutions to communication problems. | | |
| PSLO 05: Interpret the diversity of demographics in community, country and global society in accordance with media communication best practices. | | |
| PSLO 06: Critically evaluate their own work and that of others for clarity, appropriate style, correct use of technology, and grammatical correctness as required within a variety of written and/or visual media communications solutions. | | |
| PSLO 07: Adapt to the changing environment of emerging media and its impact upon social, cultural, ethical, and economic issues. | | |
| PSLO 08: Contribute abilities to work cooperatively as a team in order to solve media communications problems. | | |
| PSLO 09: Interpret numerical data specific to audience analysis in order to formulate reasonable conclusions that apply to solving communications problems. | | |
| PSLO 10: Model ethical principles [truth, accuracy, fairness and diversity] and respectful responsibility to themselves, the media discipline, the media profession, and society. | | |
| Multimedia and Graphic Design | | |
| PSLO | | |
| | | |
| PSLO 07: Adapt to the changing environment of emerging media and its impact upon social, cultural, ethical, and economic issues. | | |
| PSLO 07: Adapt to the changing environment of merging media and its impact social, cultural, ethical, and economic issues. | | |
| PSLO 01: Select tools and technologies appropriate for the communications professions in which they work. | | |
| PSLO 02: Effectively use industry required digital media technology/software to execute media based projects appropriate the field in | 51.06% | 72% 2018 - Why?? |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| which they work. | 51.06% | 72% 2018 - Why?? |
| PSLO 03: Analyze information [research] needed to make informed decisions appropriate for the media communications professions. | | |
| PSLO 04: Demonstrate essential design/communication skills by creating visual/written solutions to communication problems. | 75% | 71.43% 2018 |
| PSLO 05: Interpret the diversity of demographics in community, country and global society in accordance with media communication best practices. | | |
| PSLO 06: Critically evaluate their own work and that of others for clarity, appropriate style, correct use of technology, and grammatical correctness as required within a variety of written and/or visual media communications solutions. | | |
| PSLO 08: Contribute abilities to work cooperatively as a team in order to solve media communications problems. | | |
| PSLO 09: Interpret numerical data specific to audience analysis in order to formulate reasonable conclusions that apply to solving communications problems. | | |
| PSLO 10: Model ethical principles [truth, accuracy, fairness and diversity] and respectful responsibility to themselves, the media discipline, the media profession, and society. | | |
| Radio and Television | | |
| PSLO | | |
| | | |
| PSLO 01: Select tools and technologies appropriate for the communications professions in which they work. | | |
| PSLO 02: Effectively use industry required digital media technology/software to execute media based projects appropriate the field in which they work. | | |
| PSLO 03: Analyze information [research] needed to make informed decisions appropriate for the media communications professions. | | |
| PSLO 04: Demonstrate essential design/communication skills by creating visual/written solutions to communication problems. | | |
| PSLO 05: Interpret the diversity of demographics in community, country and global society in accordance with media communication best practices. | 85.71% | New |
| PSLO 06: Critically evaluate their own work and that of others for clarity, | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| appropriate style, correct use of technology, and grammatical correctness as required within a variety of written and/or visual media communications solutions. | | |
| PSLO 07: Adapt to the changing environment of emerging media and its impact upon social, cultural, ethical, and economic issues. | 85.71% | New |
| PSLO 08: Contribute abilities to work cooperatively as a team in order to solve media communications problems. | | |
| PSLO 09: Interpret numerical data specific to audience analysis in order to formulate reasonable conclusions that apply to solving communications problems. | | |
| PSLO 10: Model ethical principles [truth, accuracy, fairness and diversity] and respectful responsibility to themselves, the media discipline, the media profession, and society. | | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Media Communications

| CSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| CWB130 - Web Editing Tools: (Editor) | | |
| JOU105 - Introduction to Mass Media:SS3 | | |
| MGD102 - Introduction To Multimedia | | |
| MGD104 - Videography | | |
| MGD105 - Typography & Layout | | |
| MGD111 - Adobe Photoshop I | | |
| 03. Demonstrate a knowledge of Adobe Photoshop through a variety of skill-based activities | 33.33% | 26.32% 2018 |
| MGD114 - Adobe InDesign | | |
| MGD133 - Graphic Design I | | |
| 03. Identify and apply the visual elements to graphic design problems. | 75% | 71.43% 2018 |
| MGD141 - Web Design I | | |
| 01. Develop a basic understanding of the Internet and WWW and Web | 66.67% | 100% 2018 |

| CSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Standards. | 66.67% | 100% 2018 |
| MGD143 - Motion Graphic Design I:Softwr | | |
| MGD164 - Digital Video Editing I | | |
| MGD175 - Spec Top Mobile App Developmnt | | |
| MGD227 - Marcomm Practices | | |
| MGD233 - Graphic Design II | | |
| MGD241 - Web Design II | | |
| MGD256 - Graphic Design Production | | |
| MGD268 - Business for Creatives | | |
| MGD280 - Internship | | |
| MGD289 - Capstone | | |
| RTV100 - Intro to Electronic Media | | |
| 01. Define media convergence and new media in the 21st century | 71.43% | NEW |
| 06. Explain the cultural impacts of electronic media on society | 100% | NEW |
| RTV102 - Beginning Television | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Media Communications

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment

activities you will undertake instead.

MGD 143 Motion Graphics (After Effects): Assignment to assess Course Level Objectives: *Demonstrate industry vocabulary and best of practices*, and *Define project requirements and objectives*. The planned assessment includes the *PSLO: Demonstrate essential design/communication skills by creating visual/written solutions to communication problems*.

This will be accomplished through classroom lectures, software specific demonstrations, and class workshops. Assignments critiques will be facilitated during class with instructor observation of the quality and use learned vocabulary. The worksheets will help students identify requirements and objectives. Measurement will be assessed in the D2L Discussion Panel and in Class. A standard discussion/observation rubric will be developed to critique all online and in-class discussions.

A rubric will be developed to specifically for the mid-term assignment, based on vocabulary, writing and/or meeting project requirements and objectives. The intended outcome is to improve classroom clarity in communication and assess student learning via use of written discussions and project execution.

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Media Communications

| Action | Goal | Timeline | Participants |
|---------|---|----------------------|--------------|
| JOU 105 | Course Objective 3 | Spring, Fall | part-time |
| MGD 111 | Technical Skills | Fall | full-time |
| MGD 105 | Typography | Spring | full-time |
| MGD 133 | Design Principles | Fall | full-time |
| MGD 133 | Professionalism | Fall | full-time |
| MGD 141 | Technical Skills | Fall | part-time |
| MGD 143 | PSLO: Demonstrate essential design/communication skills by creating visual/written solutions to communication problems. | Spring | part-time |
| MGD 233 | Design Principles | Spring | full-time |
| MGD 233 | Professionalism | Spring | full-time |
| MGD 241 | | Spring | part-time |
| MGD 289 | PSLOs | Spring, Summer, Fall | full-time |
| RTV 100 | CLSO: Explain the cultural impacts of electronic media on society. | Spring | part-time |
| RTV 102 | | Fall | part-time |
| | | | |

Strategic Initiative Section Report

Social Sciences:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Social Sciences

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Social Sciences

1. What Did You Do?

2019 Annual Improvement Plan - Social Sciences

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

2019 Annual Performance Plan for PSY, SOC, SWK and WST.

During 2019 of the above prefixes there were 50 assessments planned and 29 assessments were completed. Although all of the prefixes had at least one assessment completed, many of them had planned assessments that were not accomplished, many of our courses are taught by part-time instructors who may not be aware or willing to completed the aseessment. However, there are classes that were assessed in Fall 19 and will be assessed in Spring 20 for the first time. These include Psy 226 Social Psychoology, Psy 240 Health Psychology Psy 249 Abnormal Psychology, Psy 227 Death and Dying, Psy 207 Forensic Psychology and Psy 217 Human Sexuality. Psy 235 Human Growth and Development assessment involves a research paper on Bandura and Social Learning Theory. Students are assessed using the rubric for the ISLO of Critical Thinking. Psy 249 Abnormal Psychology the assessment involves an analytical paper identifying the portrayal of a diagnosed behavior and comparing it to the way media portrays the bahvior. Students are assessed using the rubric for the ISLO of Critical Thinking. Psy 240 Health Psychology and Psy 226 Social Psychology, a reflective essay is used where students describe one concept that they learned in class and then have to describe how they will apply the concept to improve their life. Students are assessed using the rubric for the ISLO of Critical Thinking.

For Psy 101 and 102, General Psychology, Psy 217 Human Sexuality, Psy 227 Death and Dying, Psy

207 Students participate in a Psychology Expo where students must present an oral presentation along with a written assignment on the topic they choose. **Students are assessed using the rubric for the ISLO of Effective Communication.**

GEO 105, HIS 111, HIS 112, HIS 121, HIS 122, HIS 225, and POS 111 all have a common rubric built around a critical-thinking writing assignment, as they have common student learning outcomes. However, with outcomes changing at the state level, this may not be possible in the future. For 2020 I have restructured the rubric for the HIS assignments to accommodate a wider variety of writing assignments, but because the new course outcomes are the same for all HIS courses, they are the same rubric across the courses spectrum. GEO 105 will need to be reexamined, and if we can get consistency in our part-time faculty, I would like to have them help develop it. The same is true for POS 111.

Because ANT, ETH, SWK, and WST had no ISLOs, PSLOs, or CSLOs, I developed assessment rubrics in eLumen for the based on PCC PSLOs. The goal is to begin to implement assessing these in 2020.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Faculty Participation: In 2019 we have had 100% participation from full time faculty and the participation for part-time instructors continues to grow at the Pueblo Campus. In the spring of 2018, 33% of the Pueblo part-time instructors participated, and in the fall of 2018, participation of Pueblo campus part-time instructors increased to 60%, in the fall of 2019 75% of the Pueblo campus part-time instructors participated in the assessment process. As we continue to develop our Signature assignment of the Psych Expo, our goal is to raise the Pueblo campus participation to 100% in fall or 2020. The next task will be to gain participation at the branch campuses. Our plan is to start with branch campus instructors for PSY 101, 235 and 102, and SOC 101, and make a personal visit to each campus and with each of those instructors to explain the assignments and the assessment process in detail, included entering scores in eLumen.

For planned assessments in 2019, GEO, had one out of one part-time instructors participate in Spring 2019. HIS had one part-time instructor out of seven participate in CY2019, and POS had one out of two participate in Fall 2019.

The greatest challenge that we encountered with the assessment process, was to effectively communicate to our adjunct the importance of assessment. Because of varied schedules, part-time status, limited contact and course hours, and an overall lack of support for adjunct professional development; it has become increasingly difficult to provide a framework of why we need to assess, why we need to be aligned in our process, and what we are going to be doing with our assessment results. Moreover, adding a more formal assessment process and requiring data

input from our adjunct has been seen as “one-more-task” to an already overburdened adjunct staff. Thus, our approach was to meet individually with each adjunct faculty and walk them through our purpose, our process, provide the actual assessment and associated rubrics, and as an incentive we offered to assist or put in the actual data for each adjunct. As a result we saw a significant increase in adjunct participation in the department’s assessment plan.

Our primary strategy in maintaining and increasing participation in the assessment process of adjunct at the Pueblo Campus is to continue with our extensive support system for our adjunct faculty. We will continue to provide one-on-one training for those adjunct who need assistance with eLumen, and or inputting data for adjunct. As we have seen an increase in adjunct participation at the Pueblo Campus, we will now attempt to provide this level of support at our branch campuses with hope that we can replicate the results.

2. What Did You Learn?

2019 Annual Improvement Plan - Social Sciences

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

This past year, 15 courses in the prefix areas of GEO, HIS, POS, PSY, SOC, SWK, and WST had a planned assessment, and scores were entered for 11 of those courses. The four that were not assessed are SWK 205, WST 200, HIS 121, and PSY 102, though PSY 102 had some assessments scored. WST 200 is an online-course, making it more difficult to get it assessed. SWK 205 is only offered in Spring semesters, making longitudinal data slower to collect.

GEO 105: ISLO 4 was assessed in Spring 2019. Students were assessed using the PCC ISLO 1: Critical Thinking and Analysis rubric. While students hit the target for 1a, they were substantially below the target for 1b (50%), 1c (55%), and 1d (30%). We will continue assessing GEO 105 using

the ISLO 1 rubric for 2020 and discuss with the GEO instructor changes that could be made to the assessment procedure to move students closer to the target.

HIS 111: CSLO 20b and 20c was assessed in Spring 2019, where only 50% of students met the goal, and was planned for Fall 2019 but not assessed by the instructor. There are mitigating circumstance with the instructor, however, so it is hard to draw any conclusions from the data. The rest of HIS PSLOs and CSLOs all met or exceeded the target rate, indicating that these SLOs are being assessed well.

In comparing 2018 and 2019 there is a 10% difference in the level of competency with Critical Thinking. In 2018 the average was an 81.91% and in 2019 it was 71.89%. The area that is the lowest is 1d "Consider Alternate Perspectives/Solutions". This is the area that focuses on critical thinking for the Psy 235 assignment. One possible reason behind the lower scores is the addition of a new faculty person in the psychology department with different teaching styles and becoming acclimated to the assignment and the expectations.

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Social Sciences

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|--|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | 74.7% | The exceeds the target rate. I feel no changes are necessary at this time. |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | 72.5% | The exceeds the target rate. I feel no changes are necessary at this time. |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | 73.77% | The exceeds the target rate. I feel no changes are necessary at this time. |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | 66.59% | This is close to the 70% target, so we may need to focus on this for CY2020 |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | 83.91% | The far exceeds the target rate. I feel no changes are necessary at this time. |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | 82.33% | The far exceeds the target rate. I feel no changes are necessary at this time. |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 79.51% | The far exceeds the target rate. I feel no changes are necessary at this time. |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, | 82.33% | The far exceeds the target rate. I feel no changes are necessary at this time. |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|---|
| interests, and needs of the audience | 82.33% | The far exceeds the target rate. I feel no changes are necessary at this time. |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | 79.65% | The far exceeds the target rate. I feel no changes are necessary at this time. |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | 68.34% | This is close to the target rate, so further assessment in 2020 will tell if this assessment needs to altered |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | 66.83% | This is close to the target rate, so further assessment in 2020 will tell if this assessment needs to altered |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | 68.84% | This is close to the target rate, so further assessment in 2020 will tell if this assessment needs to altered |
| ISLO5: Professionalism & Social Consciousness | | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | 87.78% | The far exceeds the target rate. I feel no changes are necessary at this time. |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Social Sciences

| PSLO | Target Achievement Rate | Comments/Clarifications |
|------------------------|-------------------------|-------------------------|
| Social Sciences | | |
| PSLO | | |
| Anthropology | | |
| PSLO | | |
| | | |
| Ethnic Studies | | |
| PSLO | | |
| | | |
| Geography | | |
| PSLO | | |
| | | |
| History | | |
| PSLO | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|--|
| PSLO1: Acquire information from multiple, credible primary and secondary historical sources. | 71.02% | This meets the target rate. I feel no changes are necessary at this time. |
| PSLO2: Evaluate complex and multiple sources of information to synthesize clear and relevant evidence specific to the historical argument. | 71.02% | This meets the target rate. I feel no changes are necessary at this time. |
| PSLO3: Synthesize clear and relevant evidence specific to the historical argument from complex and multiple sources of information. | 71.02% | This meets the target rate. I feel no changes are necessary at this time. |
| PSLO4: Cite sources within the assignment according to styles used by the discipline of History. | 71.02% | This meets the target rate. I feel no changes are necessary at this time. |
| PSLO5: Contextualize how our interpretation of the past has changed over time. | 82.95% | The far exceeds the target rate. I feel no changes are necessary at this time. |
| PSLO6: Argue rationally and effectively about an historical subject or question using credible evidence in a narrative structure. | 82.95% | The far exceeds the target rate. I feel no changes are necessary at this time. |
| Political Science | | |
| PSLO | | |
| | | |
| Psychology | | |
| PSLO | | |
| | | |
| PSLO 1 Describe fundamental principles of psychology | 87.78% | |
| Social Work | | |
| PSLO | | |
| | | |
| Sociology | | |
| PSLO | | |
| | | |
| Women's Studies | | |
| PSLO | | |
| | | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Social Sciences

| CSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|--|
| ANT101 - Cultural Anthropology: SS3 | | |
| HIS111 - The World: Antiquity-1500: HI1 | | |
| 20b. Students should demonstrate they can synthesize historical narratives and timelines from primary and secondary sources, maps, and/or artifacts. | 59.46% | HIS 111: CSLO 20b and 20c was assessed in Spring 2019, where only 50% of students met the goal, and was planned for Fall 2019 but not assessed by the instructor. There are mitigating circumstance with the instructor, however, so it is hard to draw any conclusions from the data. |
| 20c. Students should demonstrate they can critically analyze, interpret and evaluate many different points of view to construct historical arguments. | 59.46% | HIS 111: CSLO 20b and 20c was assessed in Spring 2019, where only 50% of students met the goal, and was planned for Fall 2019 but not assessed by the instructor. There are mitigating circumstance with the instructor, however, so it is hard to draw any conclusions from the data. |
| HIS112 - The World: 1500-Present: HI1 | | |
| 22b. Students should demonstrate they can synthesize historical narratives and timelines from primary and secondary sources, maps, and/or artifacts. | 72.41% | This meets the target rate. I feel no changes are necessary at this time. |
| 22c. Students should demonstrate they can critically analyze, interpret and evaluate many different points of view to construct historical arguments. | 84.48% | This far exceeds the target rate. I feel no changes are necessary at this time. |
| HIS121 - US History to Reconst: HI1 | | |
| HIS122 - US History since Civil War:HI1 | | |
| 12b. Students should demonstrate they can synthesize historical narratives and timelines from primary and secondary sources, maps, and/or artifacts. | 72.22% | This meets the target rate. I feel no changes are necessary at this time. |
| 12c. Students should demonstrate they can critically analyze, interpret and evaluate many different points of view to construct historical arguments. | 91.67% | This far exceeds the target rate. I feel no changes are necessary at this time. |
| HIS175 - Hist/ColdWar:James Bond Films | | |
| HIS225 - Colorado History: HI1 | | |
| 12b. Students should demonstrate they can synthesize historical narratives and timelines from primary and secondary sources, maps, and/or artifacts. | 77.78% | This exceeds the target rate. I feel no changes are necessary at this time. |
| 12c. Students should demonstrate they can critically analyze, interpret and evaluate many different points of view | 93.33% | This far exceeds the target rate. I feel no changes are necessary at this time. |

| CSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|---|
| to construct historical arguments. | 93.33% | This far exceeds the target rate. I feel no changes are necessary at this time. |
| POS111 - American Government: SS1 | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Social Sciences

This section has no content

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Social Sciences

| Action | Goal | Timeline | Participants |
|--|--|----------|--|
| HIS 111: Part-time instructor will assess using the new HIS rubric, which incorporates elements of the PCC ISLO2: Effective Communication rubric. | 70% of the students completing the assignment will score a 70% or better | CY2020 | Nicole Emmons and Richard Hernandez in Spring 2020, TBD for Fall 2020 |
| HIS 112: Part-time instructors and full-time faculty will assess using the new HIS rubric, which incorporates elements of the PCC ISLO2: Effective Communication rubric. | 70% of the students completing the assignment will score a 70% or better | CY2020 | Brad Bowers and Aaron Daniels in Spring 2020, TBD for Fall 2020 |
| HIS 121: Part-time instructors will assess using the new HIS rubric, which incorporates elements of the PCC ISLO2: Effective Communication rubric. | 70% of the students completing the assignment will score a 70% or better | CY2020 | Tim Brotherton, Richard Hernandez, and Michael Engle in Spring 2020, TBD for Fall 2020 |
| HIS 122: Part-time instructors and full-time faculty will assess using the new HIS rubric, which incorporates elements of the PCC ISLO2: Effective Communication rubric. | 70% of the students completing the assignment will score a 70% or better | CY2020 | Brad Bowers, Christine Kurtz and Gerry Davis in Spring 2020, TBD for Fall 2020 |
| HIS 225: Full-time faculty will assess using the new HIS rubric, which incorporates elements of the PCC ISLO2: Effective Communication rubric. | 70% of the students completing the assignment will score a 70% or better | CY2020 | Brad Bowers in Spring 2020 and Fall 2020, TBD for Fall 2020 |
| GEO 105: Part-time instructor will assess using the new GEO rubric, which incorporates elements of the PCC ISLO2: Effective | 70% of the students completing the assignment will score a 70% or better | CY2020 | Melissa Greenleaf and Gerry Davis in Spring 2020, TBD for Fall 2020 |

| Action | Goal | Timeline | Participants |
|--|--|----------|---|
| Communication rubric. | 70% of the students completing the assignment will score a 70% or better | CY2020 | Melissa Greenleaf and Gerry Davis in Spring 2020, TBD for Fall 2020 |
| POS 111: Part-time instructors will assess using the new POS rubric. | 70% of the students completing the assignment will score a 70% or better | CY2020 | Jean Gabriel Starika-Jolivet, Brian Soule, and Gerry Davis in Spring 2020, TBD for Fall 2020 |
| ANT 101: Part-time instructors will assess using the new ANT rubric. | 70% of the students completing the assignment will score a 70% or better | CY2020 | Suzanne Stone in Spring 2020 |
| ETH 224: Part-time instructors will assess using the new ETH rubric. | 70% of the students completing the assignment will score a 70% or better | CY2020 | Offered Fall only, Instructor TBD |
| WST 200: Part-time instructors will assess using the new WST rubric. | 70% of the students completing the assignment will score a 70% or better | CY2020 | Sarah Messer in Spring 2020, TBD for Fall 2020 |
| SWK 100: Part-time instructors will assess using the new SWK rubric. | 70% of the students completing the assignment will score a 70% or better | CY2020 | Offered Fall only, Instructor TBD |
| Psy 101 Full-time and part-time instructors in the Fall of 2020 and Spring 2021 will use the Psych Expo in which an oral and written assignment is required. The rubric for ISLO Effective Communication will be utilized. | 70% of the students completing the assignment will score a 70% or better | CY2020 | Adam Zaleski, Tracy Williams, Melissa Ayala, Fall 2020. Adam Zaleski, Tracy Williams Spring 2021 |
| Psy 102 Full-time faculty in the Fall of 2020 and Spring 2021 will use the Psych Expo in which an oral and written assignment is required. The rubric for ISLO Effective Communication will be utilized. | 70% of the students completing the assignment will score a 70% or better | CY2020 | Charles Bonfadini Fall 2020 and Spring 2021 |
| Psy 207 Part-time faculty Spring 2021 will use the Psych Expo in which an oral and written assignment is required. The rubric for ISLO Effective Communication will be utilized. | 70% of the students completing the assignment will score a 70% or better | CY2020 | Lisa LaRose Spring 2021 |
| Psy 226 Full-time faculty Fall 2020 will use an APA cited reflective paper. The rubric for the ISLO Critical Thinking will be utilized. | 70% of the students completing the assignment will score a 70% or better | CY2020 | Adam Zaleski Fall 2020 |
| Psy 227 Part-time instructor will use the Psych Expo in which an oral and written assignment is required. The rubric for ISLO Effective Communication will be utilized. | 70% of the students completing the assignment will score a 70% or better | CY2020 | Tracy Williams Fall 2020 |
| Psy 235 Full-time faculty Fall 2020 and Spring 2021 will use an APA cited research paper. The rubric for the ISLO Critical Thinking will be utilized. | 70% of the students completing the assignment will score a 70% or better | CY2020 | Charles Bonfadini, Tracy Williams, Adam Zaleski, Melissa Ayala, Lisa LaRose Fall 2020 and Spring 2021 |

| Action | Goal | Timeline | Participants |
|---|--|----------|-------------------------------|
| Psy 240 Full-time faculty Fall 2020 will use an APA cited reflective paper. The rubric for the ISLO Critical Thinking will be utilized. | 70% of the students completing the assignment will score a 70% or better | CY2020 | Adam Zaleski Fall 2020 |
| Psy 249 Full-time faculty Fall 2020 and Spring 2021 will use an APA cited research paper. The rubric for the ISLO Critical Thinking will be utilized. | 70% of the students completing the assignment will score a 70% or better | CY2020 | Charles Bonfadini Spring 2021 |
| | | | |

2019 Improvement Plans - BAT

Automotive Technology:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Automotive Technology

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Automotive Technology

1. What Did You Do?

2019 Annual Improvement Plan - Automotive Technology

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

We continued to enhance our classroom assessments by moving to online testing for assessing each section of courses. This has improved students scores and participation. We continue to use outside partnerships for stackable industry certifications with NC3 testing and Subaru which require an 80 percentile to achive a certificate. We have 100% of our students complete this training and assessment. We will continue to assess each section of courses for all instructors. We did make a few modifications to rubrics and will continue using the critical thiking and problem solving for our reporting.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

The participation is 100% from Faculty and Adjuncts this past semester which had them reporting on multiple sections. I rate the participation as high and very good with the results supporting student learning in key areas of critical thinking and problem solving. The challenge is I assist them in setting up their Eleumen results and work side by side to ensure we have no issues or concerns. I feel as a department we are growing and continue to strive for participation and success with assessment results and reporting. We set the bar at a 70% and continue to have strong results above that number in key areas of instruction and training.

2. What Did You Learn?

2019 Annual Improvement Plan - Automotive Technology

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

The skills sets of students coming is a challenge due to their mechanical skill, problem solving, critical thinking and comprehension. The students I feel struggle the most is theory and some equipment usage due to the lack of experience. That is why we move to a pass/fail of testing in key areas of equipment usage and job completion. The unfortunate problem we face is in the industry we can't do a job half way through and expect customer satisfaction. That is why we have the pass fail to show mastery of the content and equipment usage. The students are excelling in the pass or fail areas due to the high level of expectation of the program and industry they wish to find or continue their employment in reflecting over 90% of them passing in those areas.

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Automotive Technology

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|--|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | | |
| 3b: Represent information as numerical data, functions, and formulae | | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | | |
| 3f: Interpret numerical data and calculations in defense of an argument | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | 64.32% | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | 64.82% | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | 64.57% | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | 66.08% | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | 52.38% | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | 57.14% | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 57.14% | Students struggle with the information and technology in regards to terminology and equipment usage. |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | 52.38% | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|---|
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | 75% | This is our target number but are strive to get to an 80% and above for each semester moving forward. |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | 75% | |
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | 75% | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | 75% | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | 75% | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | 75% | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Automotive Technology

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Automotive Technology | | |
| PSLO | | |
| PSLO #9: Identify key shop safety procedures, tool identification and usage, repair manual information, shop equipment. ASE 102 | | |
| PSLO #1: Identify, diagnose, disassemble, rebuild and repair automotive engines. ASE 130,161, 162 and 260 | | |
| PSLO #2: Identify, locate, test, diagnose, and properly repair electrical and electronic circuits in today's automobiles. ASE 120,123,132, | | |
| PSLO #3: Properly identify, test, diagnose, and repair brake and ABS systems. ASE 110,111 AND 210 | | |
| PSLO #4: Identify, remove and replace, diagnose, repair and align vehicle steering suspension systems. ASE 140,141 AND 240 | | |
| PSLO #5: Identify refrigerant, leak test, diagnose and repair and proper equipment operation to service Cooling and HVAC systems in today's vehicles. ASE 264, 265 | | |
| PSLO #6: Identify, test, remove and replace, disassemble and rebuild Automatic and Manual transmissions and transfer cases in passenger cars and trucks. ASE MANUAL TRANS 151,152,253 AUTOMATIC TRANS 250,251 AND 252 | | |
| PSLO #7: Identify, diagnose, and utilize scan tools and 5 gas analyzers, with repairing vehicle drivability concerns. ASE 221,236,134,233 | | |
| PSLO #8: Employ critical thinking skills in a hands-on lab to troubleshoot problematic vehicles after setting up a diagnostic tree. ALL ASE COURSES | | |
| PSLO 01: Collect preliminary information on presenting problem from customer. | | |
| PSLO 02: Examine selected vehicle area to verify the problem. | | |
| PSLO 03: Troubleshoot vehicle systems related to problem areas as appropriate for symptoms that present. | | |
| PSLO 04: Interpret vehicle information to determine a diagnosis and repairs needed to correct the problem. | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| PSLO 05: Clearly communicate findings (diagnosis of problem and recommended repairs) to customer in repair order. | | |
| PSLO 06: Perform necessary vehicle repairs to correct diagnosed problem. | | |
| PSLO 07: Manage time effectively while conducting repairs. | | |
| PSLO 08: Demonstrate commitment to professional development in the automotive industry. | | |
| PSLO 09: Document compliance with industry practices for automotive repair. | | |
| PSLO 10: Adhere to industry expectations for dress code and professional interactions with coworkers and customers. | | |
| PSLO 11: Express respect and appreciation for coworkers and customers in a diverse automotive industry. | | |
| PSLO# 10: Identify shop practices in industry and work place skills, soft skills, critical thinking, trouble shooting skills and professionalism in an Internship. ASE 281, 282 | | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Automotive Technology

| CSLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| N/A | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Automotive Technology

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.

- **Timeframe:** An achievable deadline for implementing the change(s).
- **Participants:** A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues:** instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
 - This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
 - If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Continue to move forward with a hands on expectation of pass or fail in regards to industry expectations on diagnosis, repair and equipment usage. We will continue to assess critical thinking and problem solving which fit our program the best for assessment of student learning. The Goal will be to have all students testing and with lab grades being above the 75 percentile. The time frame will be starting in the Spring 2020 with continuing to build and evolve our classes and labs to reflect these changes in technology and student expectations to assist them in post program employment. This will be a semester goal to strive to increase our assessment results. The group that will assist in this will Be the Department Chair James Cordova and the following faculty members Roger Pfannenschnid, Bill Kuik, Joe Jaburg, John Duston and adjuncts Chad Austin and Leonard Pollari. This group will be from all three campus Auto programs at PCC.

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Automotive Technology

| Action | Goal | Timeline | Participants |
|---|--|---|--|
| The action is to have all Faculty and Staff assisting with reporting and developing new ideas to ensure we meet our goals and see the progression of our students inside and outside the classroom. | The goal is to have all Campus Auto programs to be at 80% or higher. | This will be based on each semester as we will move forward from year to year but will be modifying our classes based on previous semester results. | 100% of Faculty and Adjuncts in Automotive |
| | | | |

2019 Improvement Plans - BAT

Business & Accounting:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Business & Accounting

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Business & Accounting

1. What Did You Do?

2019 Annual Improvement Plan - Business & Accounting

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

In reviewing what the department completed in AY 2019 it appears that we primarily used institutional rubrics for each class with the exception of accounting, which we used the course objectives to create course level rubrics. We would like to work on getting a course specific rubric created for more of the courses in the future. I think that the lacking of a department chair in AY19 led to an unclear assessment goal or vision for the department as well as an inability to really execute the goals for the year of implementing a common assignment across multiple sections.

The course statistics report also points out that we did not complete any assessments for BUS216, but we would like to make sure that we do complete an assessment for this class in the future. It is one of the classes on the DWD, so it seems highly important to be a course that we are continually assessing and have evidence to support the accomplishments and improvements that we make to the course over time.

It could also be noted that many of the courses that have "no planned assessment" are classes that were not taught in AY19 some of which haven't been taught on campus for many years.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

I am very pleased to see the improvement in participation from spring to fall and anticipate that we will continue to have increased participation as we move forward. In spring 19 we only had 27% adjunct participation, 0% concurrent participation, and 100% faculty participation. In fall 19 we increased to 83% adjunct participation, 0% concurrent, and 100% faculty participation. The increase from 27 to 83% adjunct participation is a noteworthy improvement. I believe that the lack of participation in the past is largely due to inconsistency within the department and having the chair position unfilled last academic year. As the chair this year, I really stressed the importance of participation and held a group assessment submission session, which I think largely impacted the participation.

We are going to continue to stress the importance and host group sessions to submit results, but we are also hoping to gain further traction by really involved instructors in the assessment process and asking that they participate in developing course level rubrics, participate in norming those rubrics, and participate in developing assignments to be assessed.

As a goal, we would also like to see the concurrent instructors participating in the assessment process and will make it a goal in the next academic year to reach out to the concurrent instructors and see how we can support them to ensure that they do submit assessment results in the future.

2. What Did You Learn?

2019 Annual Improvement Plan - Business & Accounting

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

I am worried that a lack of leadership within the department has created a situation of unreliable assessment data inputs, so I am not comfortable making any big conclusions on the students skills based off of the current results. I think that in future years when we increased instructor participation and involvement, we will be able to better make conclusions from the assessment results. Currently, several course outcomes report 100%, which I find to be inaccurate, which leads me to believe there could be a couple of reasons our data is inaccurate: 1. Instructors are not trained properly in collecting/inputting the data 2. Rubrics need to be “normed” by all instructors within the department 3. We need to check the quality of the assignment we are using for the assessment data.

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Business & Accounting

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|---|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | 77.27% | |
| 3b: Represent information as numerical data, functions, and formulae | 75.45% | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | 70.31% | Overall, quantitative reasoning is the lowest performing area for our students and warrants further investigation. The department has experienced so much turn over and inconsistency, that I am not sure that we are at a good place to make many decisions on our current assessment results. |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | 74.55% | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | 76.12% | |
| 3f: Interpret numerical data and | 70.91% | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| calculations in defense of an argument | 70.91% | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | 88.28% | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | 90.91% | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | 89.09% | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | 89.09% | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | 93.02% | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | 90.7% | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 89.57% | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | 83.72% | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | 91.67% | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | 84.91% | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | 96.23% | |
| 5a-3: Practice ethical behavior by demonstrating honesty, | 96.23% | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|---|
| trustworthiness, and integrity of work | 96.23% | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | 96.23% | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | 96.23% | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | 100% | Similar to the PSLO6, seeing 100% is concerning that we might not be providing enough rigor in what we are assessing. |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Business & Accounting

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|--|
| Business & Accounting | | |
| Accounting | | |
| PSLO | | |
| PSLO 1: Describe fundamental concepts of accounting. | 91.67% | |
| PSLO 3: Effectively communicate in a business environment through accurate preparation of journal entries and financial statements. | 87.5% | |
| PSLO 4: Utilize various technology functions to accomplish accounting tasks. | 94.44% | |
| PSLO 5a: Interpret cost- volume- profit analysis. | 95.83% | |
| PSLO 5b: Apply cost- volume- profit analysis. | 0% | |
| PSLO 6: Demonstrate use of budget planning and control. | 100% | A 100% in terms of this PSLO seems falsely inflated and will be looked at to see if we are giving an adequate opportunity to actually demonstrate the skill. My current concern is that what we are using to assess this skill is not invasive enough to properly demonstrate the knowledge, which is inflating the score. |
| PSLO2: Prepare and analyze financial statements. | 84.85% | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|---|
| Business | | |
| PSLO | | |
| Articulate and understand both sides of controversial issues. | | |
| PSLO1: Describe fundamental business concepts terminology, and theories. | | I would definitely like to see more of the departmental PSLOs assessed in future years. I think a challenge we face is that we have several different departmental areas with unique outcomes, but it is impossible for us to know which students within a class are pursuing accounting as a degree vs business as a degree. Maybe we should remove all program level outcomes, except for business and then tie all the classes back to it rather than separating them out. |
| PSLO2: Create accurate and effective presentations. | | |
| PSLO3: Use mathematical skills to solve economic or business problems. | | |
| PSLO4: Think creatively and solve problems, as they relate to common business practices. | | |
| PSLO5: Communicate effectively orally and in writing. | | |
| PSLO6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of accuracy and transparency. | | |
| Economics | | |
| PSLO | | |
| PSLO1: Describe fundamental business concepts terminology, and theories. | | |
| PSLO 7: Articulate and understand both sides of controversial issues. | | |
| PSLO5: Communicate effectively orally and in writing. | | |
| PSLO2: Create accurate and effective presentations. | | |
| PSLO4: Think creatively and solve problems, as they relate to common business practices. | | |
| PSLO3: Use mathematical skills to solve economic or business problems. | | |
| PSLO6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of accuracy and transparency. | | |
| Management, BUSM | | |
| PSLO | | |
| PSLO1: Describe fundamental business concepts terminology, and theories. | | |
| PSLO2: Create accurate and effective presentations. | | |
| PSLO3: Use mathematical skills to solve | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| economic or business problems. | | |
| PSLO4: Think creatively and solve problems, as they relate to common business practices. | | |
| PSLO5: Communicate effectively orally and in writing. | | |
| PSLO6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of accuracy and transparency. | | |
| Marketing, BUSM | | |
| PSLO | | |
| PSLO1: Describe fundamental business concepts terminology, and theories. | | |
| PSLO2: Create accurate and effective presentations. | | |
| PSLO3: Use mathematical skills to solve economic or business problems. | | |
| PSLO4: Think creatively and solve problems, as they relate to common business practices. | | |
| PSLO5: Communicate effectively orally and in writing. | | |
| PSLO6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of accuracy and transparency. | | |
| Public Service | | |
| PSLO | | |
| PSLO 1: Discuss leadership principles and public service. | | |
| PSLO 2: Apply principles of leadership in public service. | | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Business & Accounting

| CSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-----------------------------------|
| ACC115 - Payroll Accounting | | |
| ACC121 - Accounting Principles I | | |
| 01. Describe the concepts and principles used in the accounting profession for business organizations. | 83.33% | |
| 10. Assign a value to inventory using | 100% | The large number of 100% that are |

| CSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|--|
| the FIFO, LIFO, and weighted average cost flow assumptions | 100% | listed within the accounting course outcomes makes me believe that either the assessment data is not being collected properly, or not being input correctly. Unfortunately, I think it highlights that we have a lot of work to do as a department to improve our assessment processes before we can actually use the results to make decisions. |
| 11. Estimate ending inventory values | 100% | |
| 12. State the effect of inventory errors on financial statements | 83.33% | |
| 13. Account for plant assets, natural resources and intangible assets | 100% | |
| 14. Calculate and record depreciation, depletion and amortization | 83.33% | |
| 15. Account for the disposal of plant assets | 100% | |
| 16. Analyze, calculate, and journalize transactions relating to current liabilities | 66.67% | |
| 2. Analyze transactions in relationship to the accounting equation | 100% | |
| 3. Record transactions in an accounting system for service and merchandising businesses | 83.33% | |
| 4. Complete end-of-period work including preparing adjusting entries, financial statements, and closing entries | 83.33% | |
| 5. Identify advantages and disadvantages of using both computerized and manual systems | 100% | |
| 6. Describe the principles and practices of effective internal control systems | 100% | |
| 7. Account for cash transactions and prepare bank reconciliations | 66.67% | |
| 8. State the difference between a note and an account receivable, and demonstrate the calculation of interest on notes and record the related transactions | 83.33% | |
| 9. Analyze and prepare journal entries for bad debts | 100% | |
| ACC122 - Accounting Principles II | | |
| 1. Describe the organizational structure of a corporation | 100% | |
| 2. Analyze, record and report equity transactions for a corporation | 91.67% | |
| 3. Analyze, record, and report transactions related to long-term liabilities | 83.33% | |
| 4. Analyze, record, and report transactions relating to investments in debt and equity securities | 100% | |
| 5. Prepare and analyze a statement of | 83.33% | |

| CSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| cash flow | 83.33% | |
| 6. Analyze and interpret financial statements using various financial analysis tools | 75% | |
| 7. Describe, identify, and apply basic managerial cost concepts | 100% | |
| 8. Interpret and apply cost-volume-profit analysis | 91.67% | |
| 9. Demonstrate the use of budget, planning, and control | 100% | |
| ACC125 - Computerized Accounting | | |
| ACC133 - Tax Help Colorado Practicum | | |
| ACC211 - Intermediate Accounting I | | |
| ACC212 - Intermediate Accounting II | | |
| ACC287 - Cooperative Education | | |
| BUS115 - Introduction to Business | | |
| BUS116 - Personal Finance | | |
| BUS216 - Legal Environment of Business | | |
| BUS217 - Business Communications | | |
| BUS226 - Business Statistics | | |
| ECO201 - Prin of Macroeconomics: SS1 | | |
| ECO202 - Prin of Microeconomics: SS1 | | |
| MAN225 - Managerial Finance | | |
| MAR216 - Principles of Marketing | | |
| MAR220 - Principles of Advertising | | |
| PSV230 - Intro to Civic Leadership | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Business & Accounting

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
 - This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
 - If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

The action that we will be taking to improve ASL is increasing instructor (adjunct and concurrent) participation and involvement in the departmental ASL processes over the next year. More specifically, we have a goal of increasing participation to a 90% of instructors (adjunct and concurrent combined) and to continue to have 100% faculty participation.

To work towards this goal, we intend to:

- Continue to promote the importance of ASL within departmental meetings
- Host group sessions to submit results
- Send reminders to instructors who missed the ASL deadline
- Include instructors in ASL processes to encourage buy in, such as developing course rubrics
- Host norming sessions to try to increase the confidence each instructor has in the ASL submission process and their rubric scoring processes (this will also work towards improving the quality of the data we are receiving).

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Business & Accounting

| Action | Goal | Timeline | Participants |
|--|--|---------------------------|--|
| Increase instructor participation and involvement in ASL | Increase instructor participation in ASL to 90% between adjunct and concurrent | 90% participation by AY20 | All departmental faculty, instructors and staff. |
| | | | |

2019 Improvement Plans - BAT

Computer Information Systems:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Computer Information Systems

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Computer Information Systems

1. What Did You Do?

2019 Annual Improvement Plan - Computer Information Systems

This section has no content

2. What Did You Learn?

2019 Annual Improvement Plan - Computer Information Systems

This section has no content

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Computer Information Systems

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | 63.04% | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | 72.73% | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | 72.73% | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | 69.7% | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | 91.84% | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | 89.8% | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 72% | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | 93.88% | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | 92.31% | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | 92.31% | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | 92.31% | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | 97.44% | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | 50% | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | 83.33% | |
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | 33.33% | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | 57.89% | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | 47.37% | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | 38.46% | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Computer Information Systems

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Computer Information Systems | | |
| PSLO | | |
| Business Technologies | | |
| PSLO | | |
| | | |
| 1. Coordinate, organize, and manage office projects effectively. | | |
| 2a. Work independently. | | |
| 2b. Work as part of a team. | | |
| 3. Explain the major functions of business in a democracy including economics, finance, human resources, management, and marketing. | | |
| 4. Provide excellent customer service to both internal and external customers of their organizations. | | |
| 5. Recognize how both legal and ethical decision making will impact business. | | |
| 6. Demonstrate the written and verbal skills that contribute to success in an office environment. | | |
| 7. Perform job readiness skills to be successful in a job search. | | |
| Computer & Networking Technology | | |
| PSLO | | |
| | | |
| 1. Properly divide a block of network addresses into functional sub-networks. | | |
| 2. Identify the 7 layers of the OSI model | | |
| Configure a functional network | | |
| Identify the 7 layers of the OSI model | 100% | |
| Students will be able to identify and use most major operating systems. | | |
| Students will be able to troubleshoot, repair and evaluate all major hardware components. | | |
| Understand both legal and ethical considerations as they apply to network operations and administration | | |
| Use binary and hexadecimal number systems | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Computer Information Systems | | |
| PSLO | | |
| | | |
| 01. Critically analyze | 38.46% | |
| 02. Participate as a member of a learning community | 38.46% | |
| 03. Communicate effectively, following professional etiquette | 38.46% | |
| 04. Employ proper spelling and mechanics | 38.46% | |
| Computer Science | | |
| PSLO | | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Computer Information Systems

| CSLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| N/A | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Computer Information Systems

This section has no content

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Computer Information Systems

This section has no content

2019 Improvement Plans - BAT

Culinary Arts & Hospitality Studies:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Culinary Arts & Hospitality Studies

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Culinary Arts & Hospitality Studies

1. What Did You Do?

2019 Annual Improvement Plan - Culinary Arts & Hospitality Studies

This section has no content

2. What Did You Learn?

2019 Annual Improvement Plan - Culinary Arts & Hospitality Studies

This section has no content

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Culinary Arts & Hospitality Studies

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | | |
| 3b: Represent information as numerical data, functions, and formulae | | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | | |
| 3e: Formulate reasonable solutions and draw logical conclusions from | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| numerical data | | |
| 3f: Interpret numerical data and calculations in defense of an argument | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | 60% | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | 48.57% | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 68.57% | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | 54.29% | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | 34.62% | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | 34.62% | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | 34.62% | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | 54.39% | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | 78.41% | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | 67.44% | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Culinary Arts & Hospitality Studies

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Culinary Arts & Hospitality Studies | | |
| PSLO | | |
| Culinary Arts | | |
| PSLO | | |
| | | |
| 2. Professionally demonstrate time management in an industry setting. | | |
| 3. Professionally demonstrate organization in an industry setting. | | |
| 4. Use technology common to industry settings in food service operations. | | |
| 5. Apply problem solving skills in a variety of customer service and industry settings. | 61.9% | |
| 6a. Demonstrate commitment to professional growth within industry settings. | 79.76% | |
| 6b. Demonstrate appropriate conduct in interactions with guests and colleagues in industry settings. | 73.81% | |
| Students will manipulate recipes and formulas using weights and measures with industry specific tools and technology. | | |
| Students will professionally | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| demonstrate time management in an industry setting. | | |
| Hospitality Studies | | |
| PSLO | | |
| Demonstrate commitment to professional growth and interactions with guests and colleagues in an industry setting. | 50% | |
| Students will be able to apply problem solving skills in a variety of customer service and industry settings. | 50% | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Culinary Arts & Hospitality Studies

| CSLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| N/A | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Culinary Arts & Hospitality Studies

This section has no content

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Culinary Arts & Hospitality Studies

This section has no content

2019 Improvement Plans - BAT

Health Information Technology:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Health Information Technology

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Health Information Technology

1. What Did You Do?

2019 Annual Improvement Plan - Health Information Technology

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

Activities to Continue:

Pre- and Post- Assessments in all classes, IT 268, where sitting for the CCA exam will be a requirement, and the result of this exam will be the assessment of the course/program.

Activities to Modify: A completing student survey was added in BTE 287 (soon to be HIT 289), and it will be updated and incorporated as a requirement.

Activities to Add: None

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Participation is very good. Even though part-time instructors do not have much time, the instructors take the time to complete because it is easy and we support them in remembering how and when to do it.

2. What Did You Learn?

2019 Annual Improvement Plan - Health Information Technology

This section has no content

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Health Information Technology

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | | |
| 3b: Represent information as numerical data, functions, and formulae | | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | | |
| 3f: Interpret numerical data and calculations in defense of an argument | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| ideas | | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | 67.09% | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 90.63% | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | 56.76% | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | 70.59% | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | | |
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others | 90.91% | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| and collaboration | 90.91% | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Health Information Technology

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| Health Information Technology | | |
| PSLO | | |
| Health Information Technology | | |
| PSLO | | |
| | | |
| 1a. Explain and discuss medical and legal vocabulary as it relates to Healthcare Information Management (HIM) and Health Information Technology (HIT). | 58.97% | |
| 1b. Apply medical and legal vocabulary as it relates to Healthcare Information Management (HIM) and Health Information Technology (HIT). | 90.63% | |
| 2. Analyze and evaluate medical documentation as components of a medical record and relate established state and federal regulations, standards, and guidelines for implementation or use. | 67.09% | |
| 3a. Apply information technology in the use, access, and protection of healthcare records and healthcare software/systems (EHR, HIM, PM, CAC). | 70.59% | |
| 3b. Investigate the use, access, and protection of healthcare records and healthcare software/systems (EHR, HIM, PM, CAC). | 51.52% | |
| 4. Perform job readiness skills to be successful in a job search. | 100% | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Health Information Technology

| CSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|---|
| HIT102 - Medical Vocabulary HIT | | |
| 01. Identify medical terms as they relate to each body system. | 93.75% | |
| 02. Demonstrate proper pronunciation and spelling of medical terms as they relate to each body system. | 90.63% | |
| HIT105 - Prin of Healthcare Reimbrsment | | |
| 04. Demonstrate how clinical data, clinical coding and coding compliance affect reimbursement . | 25% | There is no actual pre-test in the course. Not sure scores were recorded correctly in the post-test. |
| HIT111 - Hlth Data Mgmt & Info Systems | | |
| 04. Describe the components of an electronic health record, internet technologies (software utilization), archival and retrieval systems for patient information, and health information system infrastructure. | 52% | This course represents the "whole" of the field of Health Information Management. This assessment needs to be adjusted to cover only the main points, and not the many details the students are presented with. |
| HIT112 - Legal Aspects Health Records | | |
| 02. Apply confidentiality, privacy and security measures and policies and procedures for internal and external use and exchangeto protect electronic health information (includes state and federal privacy and security laws, internal and external standards, regulations and initiatives | 88% | |
| HIT121 - Networking and Health Info | | |
| HIT150 - Healthcare Delivery Systems | | |
| 02. Differentiate between the various health care organizations' classification and infrastructure . | 66.67% | |
| HIT188 - Health Information Practicum I | | |
| HIT220 - ICD Coding I | | |
| 02. Interpret the content of the patient health care record in order to assign diagnostic and procedure codes using the ICD coding system; apply diagnostic and procedure coding conventions in code assignment. | 57.14% | Used only 15 questions. Will increase to 30 questions. |
| HIT222 - Quality Management | | |
| 05. Adhere to the legal and regulatory requirements related to health information management i.e. coding quality monitoring, compliance strategies and reporting. | 93.75% | |
| HIT225 - Health Information Management | | |
| 07. Utilize tools and techniques to | 88.46% | |

| CSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|---|
| monitor, report, and improve processes (benchmarking) | 88.46% | |
| HIT241 - CPT Coding Basic Principles | | |
| 04. Apply Diagnosis/procedure codes according to current CPT and HCPCS guidelines. | 85.71% | |
| HIT252 - ICD Coding Applications | | |
| 01. The student will develop industry-valued coding knowledge and skills. | 11.11% | Only 16 questions. Had change of instructors mid-semester. Several students dropped. Have updated course for S20. |
| HIT261 - Healthcare Software | | |
| 01. Use technology, including hardware and software, to ensure data collection, storage, analysis, and reporting of information. | 60% | |
| HIT268 - Certification Test Preparation | | |
| 01. Demonstrate and understanding of all aspects of health information technology and questions from sample test banks. | 100% | |
| HPR232 - Disease Process and Treatment | | |
| 4. List the major categories of human disease care and management. | 66.67% | |
| 7. Identify medications within commonly prescribed drug/pharmaceutical categories. | 37.5% | Need to adjust level of pharmacology tested. |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Health Information Technology

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or

collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.

- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.

- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Action:

- Assessment questions need to be aligned overall to learning objectives of course, not just a random sample of quiz questions from each topic.

Goal:

- To have a truer measurement of the attainment of learning objectives.

Timeframe:

- To have all assessments aligned by semester start F19

Participants:

- Ronda Gasperetti, lead faculty
- Marianne Horvath, supporting faculty

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Health Information Technology

| Action | Goal | Timeline | Participants |
|-----------------------------------|--|-------------|-------------------------------------|
| Revise/update assessments/rubrics | Answer whether we are asking the right questions | Summer 2020 | Marianne Horvath & Ronda Gasperetti |
| | | | |

2019 Improvement Plans - BAT

Machining & Industrial Technology Maintenance:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Machining & Industrial Technology Maintenance

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Machining & Industrial Technology Maintenance

1. What Did You Do?

2019 Annual Improvement Plan - Machining & Industrial Technology Maintenance

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

we mostly did a professional rubric using attendance and professionalism this has been going well we have got everyone of oncampus to buy in.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?

- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

It is going to be a ongoing project to get to where we get 100% of all classes assessed.

2. What Did You Learn?

2019 Annual Improvement Plan - Machining & Industrial Technology Maintenance

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

we learned that in our MAC 203-208 the NIMS credential has been a good tool but we werre given the ability to get more data that will narrow done to be more specific on what students missed and we can determin if the students are not getting the info or we are not covering the material. it will be good for next year to see the true data. we are seeing the need to go to more course level assesments.

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Machining & Industrial Technology Maintenance

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | | |
| 3b: Represent information as numerical data, functions, and formulae | | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | | |
| 3f: Interpret numerical data and calculations in defense of an argument | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | 100% | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | 100% | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | 100% | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | 100% | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| multiple genres including academic and technical sources | | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | 88.64% | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | 75.17% | work on improving |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | 80.65% | |
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | 78.49% | Work on improving |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | 79.35% | work on improving |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | 75.89% | work on improving |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | 62.92% | we need to work on this |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Machining & Industrial Technology Maintenance

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| Machining & Industrial Technology Maintenance | | |
| PSLO | | |
| Architectural Eng./Construction | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|---|
| Mgmt. | | |
| PSLO | | |
| PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. | | |
| PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. | | |
| PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. | | |
| Computer Aided Drafting | | |
| PSLO | | |
| PSLO 1a: Professionalism - Attendance: Attends Class regularly arrives on time and responsible for work | | |
| PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. | 67.86% | Address with students the attendance policy |
| PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities | | |
| PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. | 89.29% | |
| PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard | | |
| PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. | 96.43% | |
| Construction Technology | | |
| PSLO | | |
| PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. | | |
| PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. | | |
| PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. | | |
| Electronics | | |
| PSLO | | |
| PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. | 78.26% | Address students attendance |
| PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. | 78.26% | Address being prepared |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|--|
| PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. | 78.26% | make students aware of what the expectation is |
| PSLO 2. Apply critical thinking skills in building electronic and hydraulic circuits. | | |
| PSLO 3. Programing PLC's | | |
| PSLO 4. Trouble Shooting Electronic Circuits | | |
| PSLO 5. Building Electronic Circuits | 93.75% | |
| Engineering | | |
| PSLO | | |
| | | |
| PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. | | |
| PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. | | |
| PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. | | |
| PSLO 2. Apply critical thinking skills in building electronic and hydraulic circuits. | | |
| Engineering Graphic Technology | | |
| PSLO | | |
| | | |
| PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. | | |
| PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. | | |
| PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. | | |
| Machining Technology | | |
| PSLO | | |
| | | |
| Become Mastercam certified using MastercamU software. | | |
| PSLO 09a: Demonstrate proficiency in Applied Mathematics | | |
| PSLO 09b: Demonstrate proficiency in Gemoetrical Dimensioning & Tolerancing | | |
| PSLO 09c: Demonstrate proficiency in Machine Maintenance | | |
| PSLO 09d: Demonstrate proficiency in Machine Operation & Controls | | |
| PSLO 09e: Demonstrate proficiency in Measurement Tools | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| PSLO 09f: Demonstrate proficiency in Measurements | | |
| PSLO 09g: Demonstrate proficiency in Operations | | |
| PSLO 09h: Demonstrate proficiency in Process Planning | | |
| PSLO 09i: Demonstrate proficiency in Programming | | |
| PSLO 09j: Demonstrate proficiency in Setup | | |
| PSLO 09k: Demonstrate proficiency in Part Completion | | |
| PSLO 09l: Demonstrate proficiency in Shop Safety | | |
| PSLO 1a: Professionalism - Attendance: Attends Class regularly arrives on time and responsible for work. | | |
| PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. | 88.58% | |
| PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. | | |
| PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. | 92.69% | |
| PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. | | |
| PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. | 95.41% | |
| PSLO 1d: Professionalism - Quality of Work | | |
| PSLO 1e: Professionalism - Teamwork | | |
| PSLO 1f: Professionalism - Respect | | |
| PSLO 2. Demonstrate the basic operation and programming of CNC Mill using NIMS Credentialing Standards. | 85.71% | |
| PSLO 3. Demonstrate the basic operation and programming of CNC Lathe using NIMS Credentialing Standards. | 85.71% | |
| PSLO 4. Demonstrate Mastery at Setup and Programming of CNC Lathes using NIMS Credentialing Standards. | 85.71% | |
| PSLO 5. Demonstrate Mastery at Setup and Programming of CNC Mills using NIMS Credentialing Standards. | 85.71% | |
| PSLO 6. Demonstrate mastery in geometric construction and tool-pathing competencies required to pass the Mastercam certification test. | | |
| PSLO 7. Demonstrate mastery in the setup and operating of the manual lathe using NIMS Credentialing | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Standards. | | |
| PSLO 8. Demonstrate mastery in the setup and operating of the manual mill using NIMS Credentialing Standards. | | |
| Use applied mathematics using NIMS process-planning work sheets and related lab work. | | |
| Manufacturing Technology | | |
| PSLO | | |
| | | |
| PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. | | |
| PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. | | |
| PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. | | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Machining & Industrial Technology Maintenance

| CSLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| N/A | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Machining & Industrial Technology Maintenance

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
 - This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
 - If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

we are going to use the tools that we are now getting for NIMS so that we can know what area that the students are missing on the written test so we can make informed decisions on if the students are missing or is the holes in the material we teach.
 we need to come up with a assesment that we can assess students on each compentcies we cover in class.

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Machining & Industrial Technology Maintenance

| Action | Goal | Timeline | Participants |
|---|---|----------------------------------|--|
| We will work on course level assessments. | We want to have a better assessment of which competencies and the level they are at in each course level. | By the start of the fall smester | Gregg White Wayne Schwarze Larry Harmon |
| | | | |

2019 Improvement Plans - BAT

Welding:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Welding Technology

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Welding

1. What Did You Do?

2019 Annual Improvement Plan - Welding Technology

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

Continue-

I would like to use the same assessment activity "The Guided Bend" for at least a few more cycles. My plan initially was to run this assessment for 5 years. The Bend test is something the welding industry uses to test potential employees for job placement. The welding department receive a lot of positive feedback from our advisory committee members about this assessment.

I would like to continue running this assessment in WELs 102, 103, 104, 124, 125, 141, 142, 143, 144, 224, 225, 233, 235.

Modify-

The only thing the welding department would like to change with the guided bend would be the groups of students being assessed. We need to distinguish from beginning and advanced students. I believe the advanced student's achievement rating would be higher than 74%. The beginning level student might be significantly lower. It would give us a chance as instructors identify and improve

content in our entry level courses.

I would not change any content in the guided bend rubric as those are industry standards. I would just change the titles and have two assessment activities for two groups.

Advanced Guided Bend Activity –
WELs 104,143, 144, 224, 225, 233, 235

Intro Guided Bend Activity-
WELs 102, 103, 124, 125, 141, 142

We will be running a safety/preparedness/professionalism assessment activity starting this springs 2020. This was something the welding Advisory Board asked us to assess. We will be assess these qualities in the spring and making improvements to content and instruction in the fall.

New activity planned for WELs 102, 124, 106, 250, 251

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Overall I am satisfied with the rate of participation in assessment. There are a couple individuals that I need to focus my attention on. My goal for Spring 2020 is to achieve 100% participation amongst instructors and faculty. We are very close to this goal and participation rates are much better than they were a few years ago.

In my experience I have found instructors are more willing to participate if they are involved in the process. The welding staff are content experts. When they see their suggestions and ideas being used in assessment they want to participate especially when it is relevant to industry standards/practices.

I am going to try and initiate assessment scoring sooner and not at the end of the year. I believe this will yield better participation results. I believe assessment is

becoming routine with most of the welding staff. I will continue to encourage, involve and remind instructors about assessment.

2. What Did You Learn?

2019 Annual Improvement Plan - Welding Technology

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

Welding had planned several action items on the 2018 Assessment improvement plan. Our goal was to improve our achievement rate by 70% or more. The 2018 achievement rate was 67.84%. The 2019 achievement rate was 74.25%.

Some of the changes we made to improve our scores were –

- Teach students about the AWS (American Welding Society) its codes and guidelines especially D-1.1 by using the following teaching methods: Lecture/theory, new assignments, research projects. Exposing students to the AWS library located within the PCC library. It's a tremendous resource for any welder, new or experienced.

- Make minor changes and additions to the welding program curriculum. By added new student instructional resources. Creating new assignments and lessons about the AWS (American Welding Society) its codes and guidelines especially D-1.1.

- Create an instructional resources detailing the step by step process on how to properly set up a guided bend test plate.

- Create an instructional video demonstrating how to process a completed

(fully welded) guided bend test. This would cover oxyfuel scarfing, weld coupon layout, weld coupon removal, weld coupon preparation, and the bend procedure. The original plan was for some of these student resources to be in video format. We were unable to do that.

It does appear that the minor changes we did make to instruction and content help our overall achievement scores. We also created some additional recourses covering preparation and processing procedures for the Guided Bend Test. By continuing to improve on the changes we have made I would hope our scores will go up on the next assessment cycle.

We also assessed our welding courses that traditionally do not perform a guided bend test these would be WELs 106, 251 and 263. These classes were assessed using-

ISLO #3 Quantitative Reasoning, 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations.

ISLO #4 Textual Literacy, 4c: Evaluate the relevance and reliability of information and its appropriateness for the context.

ISLO #5 Professionalism and Social Consciousness-

5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments

5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed

5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work

5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration

5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.

5c-2: Engage with local and extended communities to promote civic action and social improvement.

We felt like these ISLO were most applicable to ours students especially in these upper level welding classes. Overall we are pleased with these scores. But we will be developing a more condensed version of these ISLO that will cover preparedness, safety and professionalism.

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Welding Technology

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | | |
| 3b: Represent information as numerical data, functions, and formulae | | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | 74.25% | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | | |
| 3f: Interpret numerical data and calculations in defense of an argument | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| multiple genres including academic and technical sources | | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | 74.25% | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | 73.5% | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | 68.12% | |
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | 75.36% | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | 75.36% | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | 76.81% | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | 81.48% | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Welding Technology

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---------------------------|-------------------------|-------------------------|
| Welding | | |
| PSLO | | |
| Welding Technology | | |
| PSLO | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| 1. Perform safe and proper welding machine/equipment set-up, weld joint fit-up/configurations, and plate surface preparation. | | |
| 2. Adhere to proper rate of travel when performing the OFC-P, SMAW, GMAW, GTAW, and FCAW welding and cutting process. | | |
| 3. Demonstrate proper welding and torch angles in regard/relationship to weld joint configuration and plate surfaces. | | |
| 4. Demonstrate proper welding arc lengths/electrode extension in relationship to weld joint configuration and plate surfaces. | | |
| Accurately create proper size fillet weld in in a manner conforming to the project print. | | |
| Students will perform a guided bend test in accordance with AWS Structural Welding Code D1.1. | 74.25% | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Welding Technology

| CSLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| N/A | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Welding Technology

This section has no content

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Welding Technology

| Action | Goal | Timeline | Participants |
|--|-----------------------------------|----------|---|
| Continue to build improve changes made to instruction, | Keep achievement rates above 70%. | | Catlin Davis, Roger Wolfe, John Sinks, James Jones, Brett |

| Action | Goal | Timeline | Participants |
|---|---|--|--|
| content and recourses created to help students with code quality welds and the Guided Test. Add more instructional recourses to D2L so students have more access to content when not in the weld lab. | Keep achievement rates above 70%. | | Pavlik, Robert Reed, Cody Hager, Daniel Vinci. |
| Roll out the new assessment activity which will assess a student's safety, preparedness, and professionalism. Results from this assessment activity will help us strengthen industry soft skills within our student population. | Assess our WELs 102, 124, 106, 250, 251 and 263 with this new activity. | Starting April, 2020 | Catlin Davis, Roger Wolfe, John Sinks, James Jones, Brett Pavlik, Robert Reed, Cody Hager, Daniel Vinci. |
| Utilize our new welding software PowerWave Check point by Lincoln Electric. This software tracks actual weld time, consumable usage, gas flow and numerous forms production data. It can also be used to score/assess welds. It's an excellent assessment tool with that can be used in a multitude of ways. Our goal is to develop an assessment activity using this new software. | Create a new activity using this software. | Have a new activity ready by Spring 2021 | Catlin Davis, Roger Wolfe, John Sinks, James Jones, Brett Pavlik, Robert Reed, Cody Hager, Daniel Vinci. |
| | | | |

2019 Improvement Plans - HPS

Cosmetology:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Cosmetology

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Cosmetology

1. What Did You Do?

2019 Annual Improvement Plan - Cosmetology

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

In COS110 the students were given a timed skill test at the end of the semester. They had to complete three skills for this portion of their exam to move on in their training. They had to complete a virgin color, retouch color, and a highlight with foils using the skill tasks lines according to the Board of Barber and Cosmetology. The students are score on a 1-4 scale on the skills performed. This assessment was done using the Critical Thinking and Problem Solving rubric.

In COS210 the students were required to go through the 15 steps of a client haircolor consultation to determine how they were going to proceed to achieve the desired look; they were required to use professional terminology, maintain professional standards, follow all proper safety and sanitation requirements as required by law, complete the service in a 4 hour time frame, and provide a detailed written description of the process and procedures used to achieve the final finished look for the client.

In NAT158 the students were to complete a basic manicure according to Colorado State Board of Cosmetology requirements. They were tested on presentation, set up, sanitation, and skills on polish application, massage and finish. This is a timed skills test. This assessment was done using the Critical Thinking and Problem Solving rubric.

In EST160 the students were required to describe the guidelines for the disinfection level of infection control, including the role of regulating agencies, considerations

for disinfection and blood spill procedures that are required by Law.

- Reviewed by Lisa Heckel 4/30/2020

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

In the Cosmetology Department there are four instructors the participate in assessment. They are:
 Michele Edwards - Department Chair - Faculty - Course assessed COS110
 Andrea Valencia - Full Time Faculty - Course assessed COS210
 Pamela Graham - Full time Faculty - Course assessed NAT158
 Lisa Pacheco - Part Time Instructor - Course assessed EST160

Reviewed by Lisa Heckel 4/30/2020

2. What Did You Learn?

2019 Annual Improvement Plan - Cosmetology

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?

- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

In COS110 I learned that 16 percent of the class scored exemplary in their skills and 74 percent of the class scored accomplished. This means they are ready to move to their intermediate class and will have no trouble understanding the material or performing the skills presented at a intermediate level. 21 percent of the class scored at the developing level in there skills. This means that they have not quite reached the level they to be at to be proficient in their skills. The majority of the class will begin to take clients in a clinical setting while the students the need additional help will continue to work on there skills in a clinical setting but on a manikin until such time that they become proficient.

In COS210 I learned that 37.5 % of the 8 students assessed can perform their client consultations at an exemplary level; 37.5% of the 8 students assessed can perform their client consultations at an accomplished level. These students were met with individually and given feedback on how they can improve their scores so that they next time they are assessed they can increase their score to the exemplary. 25% of the 8 students assessed scored developing on their assessment. These students were also given individual feedback in order to help them increase their scores in the future.

In NAT158 I learned that 50 percent are exemplary. Their skills are exactly where they need to be to pass state boards and obtain their license as a manicurist. forty-two percent are accomplished but with some mentoring and minimal practice they can increase their skills. Only one student scored developing. With individual attention she will be able to complete and increase her skills.

In EST160 I learned that all (15) of my students assessed can perform their disinfection control at an Accomplished Level. All students are able to demonstrate disinfection and sanitation procedures, as well as safety guidelines in the Salon/Spa setting. Also, they are able to demonstrate preventative cross contamination procedures while using equipment and tool

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Cosmetology

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | 76.68% | |
| 3b: Represent information as numerical data, functions, and formulae | 80.51% | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | 76.54% | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|--|
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | 83.39% | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | 79.64% | |
| 3f: Interpret numerical data and calculations in defense of an argument | 78.63% | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | 70.41% | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | 68.75% | Use different teaching methods on the different techniques so students can become proficient in the skills at the level they are at. |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | 67.64% | Implement a plan for students to come up with a conclusion to the task being taught and an explanation on how they achieved it. |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | 65.93% | Use a reflection journal that students can write out their thought process and then discuss it in class. |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | 80.88% | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | 79.34% | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 74.19% | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | 78.19% | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | 70.36% | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | 73.1% | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | 73.63% | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | 68.95% | Adjust assessment period to earlier in the semester in order to have time for students to improve their skills. |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal | 75.17% | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| accountability through time management, preparedness, and honoring commitments | 75.17% | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | 80.65% | |
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | 78.49% | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | 79.35% | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | 75.89% | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | 62.92% | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Cosmetology

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Cosmetology | | |
| PSLO | | |
| Barbering | | |
| PSLO | | |
| | | |
| Cosmetology | | |
| PSLO | | |
| | | |
| PLSO5: Demonstrate the knowledge for the state board practical exam upon completion of the program. | | |
| PSLO1: Perform a basic introductory skill or service. | | |
| Esthetician | | |
| PSLO | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| | | |
| PLSO5: Demonstrate the knowledge for the state board practical exam upon completion of the program. | | |
| PSLO1: Perform a basic introductory skill/service. | | |
| Manicurist | | |
| PSLO | | |
| | | |
| PLSO5: Demonstrate the knowledge for the state board practical exam upon completion of the program. | | |
| PSLO1: Perform a basic introductory skill/service | | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Cosmetology

| CSLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| N/A | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Cosmetology

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that

plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.

- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

COS110 I will continue to assess my students using the same guidelines set by the State Board of Barber and Cosmetology. This will ensure that the students will be proficient in there skills and will be able to complete the tasks and pass there state board exam. By passing there state board exam they will be able to enter the workforce in an entry level position.

COS210 I will in the future I will continue to re-assess the client consultation skill until 85% of students assessed score at the exemplary level.

NAT158 I am going to continue to teach and assess my students in the same manor, perform regular assessments so I can identify individual students that need one on one attention to increase their scores.

EST160 I will In the future continue to re-assess the skills necessary until all students are able to score at the exemplary level.

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Cosmetology

| Action | Goal | Timeline | Participants |
|--|--|---|--|
| Students in the Cosmetology Department will work on the skills being taught in their perspective programs that are being assessed. | 90% of the students will be proficient in the skills being assessed in the perspective programs. | The time line for this is by the end of fall semester 2020. | The Cosmetology Department. Michele Edwards, Pamela Graham, Andrea Valencia, and Lisa Pacheco. |
| | | | |
| | | | |

2019 Improvement Plans - HPS

Dental Hygiene:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Dental Hygiene

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Dental Hygiene

1. What Did You Do?

2019 Annual Improvement Plan - Dental Hygiene

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

The dental hygiene program consists of twenty-five 2nd year students and twenty-six 1st year students in the AAS degree. In the BAS degree program there are four 2nd year students and nine 1st year students.

In comparing results from 2018 to 2019, the dental hygiene faculty realized that we needed to assess in sequential courses in order to not have a skewed data set.

Our results still show the discrepancies due to the mixed sample size and non-norming techniques utilized with the current class graduating in 2020. Within a norming session held during the Fall 2019 semester, we aligned similar courses to follow a cohort through the full two year program.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
 - 7/7 dental hygiene full time faculty participated in assessment of student learning
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
 - Successes: Seasoned faculty assisted with navigation of eLumen
 - Difficulties: Lack of participation from 6/6 part-time instructors that are strictly in the clinical setting
 - No part-time instructors are course responsible for a didactic course
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?
 - We will meet once a semester as full-time faculty to assign sequential rubrics that are cohort specific

2. What Did You Learn?

2019 Annual Improvement Plan - Dental Hygiene

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

ISLO 5a-1 and PSLO 5c: Target achievement rate of 95.45%

- is above our target goal
- is offset due to two cohorts of larger class size
- small class graduated Spring 2019 and is data still showing due to academic calendar

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Dental Hygiene

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | | |
| 3b: Represent information as numerical data, functions, and formulae | | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | | |
| 3f: Interpret numerical data and calculations in defense of an argument | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | 40.94% | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and | 44.55% | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| opposition | 44.55% | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | 61.54% | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | 95.45% | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | | |
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Dental Hygiene

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Dental Hygiene | | |
| PSLO | | |
| Dental Hygiene | | |
| PSLO | | |
| AAS PSLOs | | |
| 1. a. Recognize and explain dental hygiene rules and regulations established by state licensing agencies. | 82.43% | |
| 1. b. Model the dental hygiene professional code of ethics. | | |
| 1.c. Apply principles of risk management and infection/hazard control to prevent liability and support patient/client health. | | |
| 1. d. Provide compassionate and competent oral health care in a variety of settings and to a variety of individuals without discrimination. | | |
| 1. e. Communicate effectively with peers and instructors to formulate a clear and precise point of view. | 61.54% | |
| 2. a. Offer patient education and counsel to reduce health risks and promote wellness. | | |
| 2. b. Collaborate with patients/clients and other health professionals to deliver a comprehensive and continuous health care plan that meets the needs of the patient/client. | | |
| 3. a. Systematically collect and record relevant data on the patient/client. | | |
| 3. b. Interpret patient/client data to identify needs and oral health problems. | | |
| 3. c. Apply evidence-based decision making using methods consistent with the dental hygiene scope of practice and legal principles to establish a diagnosis. | 40.94% | |
| 3. d. Formulate a comprehensive dental hygiene care plan that meets the needs of the patient/client. | 44.55% | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| 4. a. Provide preventive and therapeutic services that promote oral health according to the needs of the patient/client. | | |
| 4. b. Evaluate the effectiveness of the implemented dental hygiene care plan by using indices, instruments, examination techniques and the patient/client satisfaction survey. | | |
| 4. c. Modify dental hygiene care plan and refer patient/client for follow-up care as needed. | | |
| 5. a. Advance the profession through service activities and affiliations with professional organizations. | | |
| 5. b. Promote the values of the profession to the public and outside organizations. | | |
| 5. c. Assume professional responsibilities through the process of self assessment for personal growth and life-long learning. | 95.45% | |
| BAS PSLOs | | |
| 1. Compare and contrast current and emerging issues and trends facing the profession of dental hygiene today. | | |
| 2. Communicate effectively with peers and instructors to formulate a clear and precise point of view | | |
| 3. Effectively use technology to locate, relate and communicate information. | | |
| 4. Create and implement instructional best practices to facilitate effective teaching and student learning. | | |
| 5. Demonstrate the ability to problem solve effectively utilizing evidenced based strategies and decision making processes. | | |
| 6. Promote and recognize the science of public health through education and service activities. | | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Dental Hygiene

| CSLO | Target Achievement Rate | Comments/Clarifications |
|-------------------------------------|-------------------------|-------------------------|
| DEH101 - Preclinical Dental Hygiene | | |

| CSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| DEH102 - Preclinic Dental Hygiene Lab | | |
| DEH103 - Dental Anatomy and Histology | | |
| DEH104 - Dental Radiology | | |
| 06. Compare and contrast the ethical and legal aspects of radiology and the ramifications of not maintaining acceptable standards. | 61.54% | |
| DEH105 - Intro to Dental Hygiene | | |
| DEH111 - Dental and Medical Emergencies | | |
| DEH122 - Periodontics I | | |
| DEH123 - Head and Neck Anatomy | | |
| DEH126 - Dental Materials | | |
| DEH132 - Applied Dental Pharmacology | | |
| DEH133 - Local Anesthesia | | |
| DEH134 - Advanced Clinical Skills | | |
| DEH136 - Clinical Dental Roentgenology | | |
| DEH138 - Nitrous Oxide/Oxygen Sedation | | |
| DEH153 - Clinical Theory I | | |
| DEH170 - Clinical Practice I | | |
| DEH171 - Clinical Practice I-A | | |
| DEH202 - Dental Nutrition | | |
| DEH204 - Community Dental I | | |
| 06. Demonstrate the steps and methods for assessment, planning, implementation and evaluation of community-based oral health programs. | 92% | |
| DEH213 - General and Oral Pathology | | |
| 01. Describe the cellular mechanism of inflammation, neoplasia, and wound healing and recognize the influence of the immune system on these conditions. | 80% | |
| DEH221 - Ethics and Practice Management | | |
| DEH225 - Community Dental Health II | | |
| DEH242 - Periodontics II | | |
| DEH259 - Advanced Dental Hygiene Theory | | |
| DEH266 - National Boards Review | | |
| DEH268 - Clinical Theory II | | |
| 02. Apply the Dental Hygiene Process of Care to treatment planning and | 84% | |

| CSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| progress notes documentation. | 84% | |
| DEH270 - Clinical Practice II | | |
| DEH271 - Clinical Practice III | | |
| DEH282 - Periodontics III | | |
| DEH285 - Clinical Theory of DEH III | | |
| DEH301 - Adv Careers in Dental Hygiene | | |
| DEH341 - Clinical Teaching Methods | | |
| DEH355 - Social Issues in Oral Health | | |
| DEH455 - Topics in Dental Public Health | | |
| DEH489 - Capstone: Dental Hygiene | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Dental Hygiene

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the

improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
 - This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
 - If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Ideally to have assessment placed on an academic year rather than a calendar year would be more beneficial for gather accurate data. We will always have a semester of data from a previous cohort mixed in with a current cohort. We realize data will be skewed due to this and we will evaluate our target achievement rate and assess students' progress within the curriculum starting fall 2020.

In the future, it would be beneficial to separate 1st year dental hygiene students from 2nd year dental hygiene students.

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Dental Hygiene

| Action | Goal | Timeline | Participants |
|--|---|-----------------|-----------------------|
| Align one rubric for the class of 2022 to be scored throughout their 2 year curriculum | The evaluate progression of dental hygiene students over the 2 year period of the program | Start fall 2020 | 7/7 full time faculty |
| Align one rubric for the BAS program | To assess one BAS class sequentially throughout the 2 year program | Start fall 2020 | BAS faculty |
| | | | |

2019 Improvement Plans - HPS

Emergency Medical Services:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Emergency Medical Services

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Emergency Medical Services

1. What Did You Do?

2019 Annual Improvement Plan - Emergency Medical Services

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

The EMS department kept the same assessments we had in 2018 as the scores were poor in 2018 and we wanted to focus more in the classroom on patient assessment.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share

any difficulties, successes, extenuating circumstances, etc. that you may have encountered.

- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

In our department we had 35 courses with only 8 of those assessed. But, most of our students take multiple courses in a program. One instructor teaches each cohort so in assessing 8 courses we would get almost all of the EMS students. We did have two part time instructors who did not participate in the evaluation. These were on the SW campus at the Durango site so managing their participation can be difficult. We had much better participation in the fall of 2018 and 2019 than the springs of either year. I'm not sure why that is but we will work this semester, spring 2020 to get all data from all courses assigned.

2. What Did You Learn?

2019 Annual Improvement Plan - Emergency Medical Services

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

Overall our students are showing some increase in ability to perform patient assessments. However, we are still seeing gaps when we do patient simulations. For 2020 we are planning on keeping the same assessment for the EMT students and making a few changes to the assessment for the paramedic students.

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Emergency Medical Services

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | | |
| 3b: Represent information as numerical data, functions, and formulae | | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | 73.91% | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | | |
| 3f: Interpret numerical data and calculations in defense of an argument | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | 70.91% | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | 68.92% | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 73.91% | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in | 75% | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| multiple genres including academic and technical sources | 75% | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | 68.92% | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | | |
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | 70.1% | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Emergency Medical Services

| PSLO | Target Achievement Rate | Comments/Clarifications |
|----------------------------|-------------------------|-------------------------|
| Emergency Medical Services | | |
| PSLO | | |
| Emergency Medical Services | | |
| PSLO | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Analyze patient information obtained through interview, assessment and/or report to list potential differential diagnoses. | 75% | |
| Correctly perform all skills appropriate to an entry level EMS provider | | |
| Demonstrate professional and compassionate communication during contact with patients, bystanders, coworkers and other health care providers. | | |
| Demonstrate professional behavior in the classroom, clinical and internship settings. | | |
| Demonstrate scene safety and safe attitudes in the class, lab, clinical and field settings. | | |
| Demonstrate the ability to team lead with the cognitive, psychomotor and affective skills necessary for an entry level EMS provider. | | |
| Develop a treatment plan based on patient information and presentation. | | |
| Model team interaction using crew resource management. | 73.91% | |
| Perform a complete focused physical assessment based upon patient presentation | 68.92% | |
| Provide accurate, timely and complete documentation of each patient encounter. | | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Emergency Medical Services

| CSLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| N/A | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Emergency Medical Services

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

For 2020 we are planning on developing a series of videos that show various physical assessments. These will be uploaded to D2L so the students can watch them multiple times. We are also planning on making those videos available to our skill instructors. They are often the people who score the students in scenarios and being able to have them watch the videos should help with interrater reliability. This year we will use the same physical assessment rubric for the EMT students but for the paramedic students we decided to make the assessment evaluation more specific. We will be looking at their performance in assessing a patient with chest pain with a specific chest pain assessment rubric. We are also planning on assessing the paramedic students in a trauma physical assessment specific to the event. Those assessments can only be done in the spring semesters as the fall students do not have the knowledge for those yet.

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Emergency Medical Services

| Action | Goal | Timeline | Participants |
|---|---|--------------------------------------|--|
| improve interrater reliability by holding norming sessions with skill instructors and by having videos for them to watch. | to improve scoring across skill instructors | by the assessment period this spring | department chair, faculty and skill instructors. |
| develop a general physical assessment video | to get input from all EMS faculty to develop a 'script' | by the end of spring semester | EMS faculty |

| Action | Goal | Timeline | Participants |
|--|--|---------------------------|-------------------|
| to develop fall benchmarks for the paramedic program | to develop a rubric for history taking with appropriate acknowledgment of significant questions. | by the start of fall 2020 | paramedic faculty |
| | | | |

2019 Improvement Plans - HPS

Fire Science:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Fire Science

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Fire Science

1. What Did You Do?

2019 Annual Improvement Plan - Fire Science

This section has no content

2. What Did You Learn?

2019 Annual Improvement Plan - Fire Science

This section has no content

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Fire Science

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | | |
| 3b: Represent information as numerical data, functions, and formulae | | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| 3f: Interpret numerical data and calculations in defense of an argument | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | 66.67% | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | 50% | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | 66.67% | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | 33.33% | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | | |
| 5a-3: Practice ethical behavior by | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| demonstrating honesty, trustworthiness, and integrity of work | | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Fire Science

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| Fire Science Technology | | |
| PSLO | | |
| 1. Attendance - present for and fully participates in class activities. | | |
| 2. Punctuality - shows respect for everyone's time and exhibits initiative for all assignments. | | |
| 3. Attitude - communicates respectfully; has a "can-do" attitude. | | |
| 4. Commitment - values both the learning process and the information garnered in the process. | | |
| 5. Classroom Interaction - recognizes and respects multiple perspectives and constructive criticism. | | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Fire Science

| CSLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| N/A | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Fire Science

This section has no content

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Fire Science

This section has no content

2019 Improvement Plans - HPR

Health Professional:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Health Professional

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Health Professional

1. What Did You Do?

2019 Annual Improvement Plan - Health Professional

This section has no content

2. What Did You Learn?

2019 Annual Improvement Plan - Health Professional

This section has no content

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Health Professional

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | | |
| 3b: Represent information as numerical data, functions, and formulae | | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| 3f: Interpret numerical data and calculations in defense of an argument | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | | |
| 5a-3: Practice ethical behavior by | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| demonstrating honesty, trustworthiness, and integrity of work | | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Health Professional

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| Health Professional | | |
| PSLO | | |
| Health Professional | | |
| PSLO | | |
| | | |
| 01. Communicate effectively using appropriate medical terminology. | | |
| 02. Describe the role of dietary nutrition in healthcare | | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Health Professional

| CSLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| N/A | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Health Professional

This section has no content

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Health Professional

This section has no content

2019 Improvement Plans - HPS

Law Enforcement Academy:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Law Enforcement Academy

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Law Enforcement Academy

1. What Did You Do?

2019 Annual Improvement Plan - Law Enforcement Academy

This section has no content

2. What Did You Learn?

2019 Annual Improvement Plan - Law Enforcement Academy

This section has no content

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Law Enforcement Academy

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | | |
| 3b: Represent information as numerical data, functions, and formulae | | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | | |
| 3e: Formulate reasonable solutions and draw logical conclusions from | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| numerical data | | |
| 3f: Interpret numerical data and calculations in defense of an argument | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Law Enforcement Academy

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Law Enforcement Academy | | |
| PSLO | | |
| Law Enforcement Academy | | |
| PSLO | | |
| | | |
| 1a: Interpret available information in investigating criminal violations. | | |
| 1b: Evaluate the relevance of evidence in investigating criminal violations | | |
| 1c: Apply the appropriate techniques in investigating criminal violations | | |
| Demonstrate a thorough working knowledge of the Colorado Criminal Code | | |
| Demonstrate the ability to choose and utilize the proper degree of use of force to effect an arrest | | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Law Enforcement Academy

| CSLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| N/A | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Law Enforcement Academy

This section has no content

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Law Enforcement Academy

This section has no content

2019 Improvement Plans - HPS

Occupational Therapy Assistant:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Occupational Therapy Assistant

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Occupational Therapy Assistant

1. What Did You Do?

2019 Annual Improvement Plan - Occupational Therapy Assistant

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

Overall we were pleased with the data that we collected in the 2019 year.

In the first semester, first year students in (OTA100) being tested on their understanding and application of Ethics within the OT community generally understood (71.43%) what the ethical term Beneficence was, but it was not until students were in their second year after completing all the didactic portion of the curriculum that (100%) in (OTA 235) were able to define and give a therapeutic application of the term.

In the first semester (OTA 106), the instructor noted within the last 2 years consistency in understanding the objective and assessment portion of therapeutic documentation. (55%) in 2018 and (57.89%) in 2019 scored 4, Exemplary or 3, Accomplished. The instructor would like to assess this consistency 1 more year and then will look at assessing how students respond to electronic documentation (EHRgo)

In the students fourth semester (OTA 221) the instructor saw a significant improvement with documentation showing (68.75%) in 2018 and (80.95%) in 2019.

In (OTA 125) the instructor was very encouraged to see the significant increase of understanding with an assignment after creating a written rubric vs verbal directions. 2018 (7) students received a 4-3, Exemplary-Accomplished) for the assignment and in 2019 (14) received a 4-3).

The Trends for the (OTA 280/281) Fieldwork continue to be consistent and we will continue to assess since it is a Program outcome for Accreditation.

Overall we were pleased with the data that we collected in the 2019 year.

In the first semester, first year students in (OTA100) being tested on their understanding and application of Ethics within the OT community generally understood (71.43%) what the ethical term Beneficence was, but it was not until students were in their second year after completing all the didactic portion of the curriculum that (100%) in (OTA 235) were able to define and give a therapeutic application of the term.

In the first semester (OTA 106), the instructor noted within the last 2 years consistency in understanding the objective and assessment portion of therapeutic documentaion. (55%) in 2018 and (57.89%) in 2019 scored 4, Exemplary or 3, Accomplished . The instructor would like to assess this consistency 1 more year and then will look at assessing how students respond to electronic documentation (EHRgo)

In the students fourth semester (OTA 221) the instructor saw a significant improvement with documentation showing (68.75%) in 2018 and (80.95%) in 2019.

In (OTA 125) the instructor was very encouraged to see the significant increase of understanding with an assigment after creating a written rubric vs verbal directions. 2018 (7) students received a 4-3, Exemplary-Accomplished) for the assignment and in 2019 (14) recieved a 4-3).

The Trends for the (OTA 280/281) Fieldwork continue to be consistent and we will continue to assess since it is a Program outcome for Accreditation.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Full time faculty #1 assesed 3/7 classes taught.

Full time faculty #2 assessed 2/5 classes taught.

Part time faculty #1 assessed 1/2 classes taught.

Part time faculty #2 assessed 1/1 classes taught.

All faculty in the OTA program participated in assessment increasing the participation with part-time faculty. It is a challenge to involve part time faculty since they have full time jobs outside of PCC and therefore do not have a lot of time outside of teaching to develop new assessment opportunities or time to learn elumen for entering assessment result.

2. What Did You Learn?

2019 Annual Improvement Plan - Occupational Therapy Assistant

This section has no content

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Occupational Therapy Assistant

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | | |
| 3b: Represent information as numerical data, functions, and formulae | | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | | |
| 3f: Interpret numerical data and calculations in defense of an argument | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | 84.62% | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 81.69% | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | 100% | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | | |
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | 91.67% | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | 100% | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Occupational Therapy Assistant

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Occupational Therapy Assistant | | |
| 1. Model ethical, legal and professional values and beliefs congruent with the profession in all practice settings. | 91.67% | |
| 5. Professionally interact within an interdisciplinary team. | 100% | |
| 2. Develop therapeutic programs to meet established goals based on acquired knowledge, published research, and practical experiences. | 100% | |
| 3. Demonstrate clinical reasoning skills during client centered interventions through innovative strategies. | 84.62% | |
| 4. Provide culturally competent care to individuals in a variety of settings. | 100% | |
| 6. Demonstrate effective and appropriate written and/or oral communication with team members, patients, and families. | 81.69% | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Occupational Therapy Assistant

| CSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| OTA100 - Intro to Occupational Therapy | | |
| 09. Discuss patient rights, ethics and the legal implications of health care. | 71.43% | |
| OTA105 - Occup. Disrupt./Activ. Analy. | | |
| OTA106 - Basic OT Frames of Refer/Docum | | |
| 04. Demonstrate written, oral, and non-verbal communication skills through professional documentation. | 57.89% | |
| OTA121 - Assess Movement thrgh Occup. | | |
| OTA122 - Origins of Occup. & Perform. | | |
| OTA125 - Basic OT App. to Mental Health | | |
| 09. Participate in individual and group interaction and demonstrate therapeutic use of self as a means to achieving therapeutic goals. | 66.67% | |
| OTA131 - Geriat Concern/Disease/Treatmt | | |

| CSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| OTA181 - Geriatric Lv 1 Fieldwork Exp. | | |
| OTA182 - Phy Disability Lvl 1 Fldwrk Ex | | |
| OTA183 - Pediatric Lvl I Fieldwork Exp | | |
| OTA216 - Phys Disab Neuro-Retraining | | |
| OTA217 - OT Rehabilitation Techniques | | |
| OTA218 - OT - Adult Physical Disab | | |
| OTA221 - Ped Disease/Disab/Treatmnt | | |
| 6b. Collaborate on [the intervention plan, including] any modifications [and] recommendations for discharge. | 80.95% | |
| OTA235 - Professional Mgmt for the OTA | | |
| 09. Demonstrate behavior congruent with the occupational therapy code of ethics as it relates to clinical reasoning and professionalism. | 100% | |
| OTA278 - OTA Seminar | | |
| OTA280 - Fieldwork in OT I | | |
| OTA281 - Fieldwork in OT II | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Occupational Therapy Assistant

This section has no content

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Occupational Therapy Assistant

| Action | Goal | Timeline | Participants |
|---|---|------------------|----------------------|
| Assess documentation for the profession | 1st year goal: 80% of students will earn a 2 (developing) or above on their mid-semester unit test. | End of Fall 2020 | 20 1st year students |
| Assess documentation for the profession | 2nd year goal: 80% of students will score a 3-Accomplished or 4-Exemplary on the objective | End of Fall 2020 | 19 2nd year students |

| Action | Goal | Timeline | Participants |
|--|--|--------------------|---------------------------|
| Assess documentation for the profession | and assessment portion of a SOAP note. | End of Fall 2020 | 19 2nd year students |
| Assess competency levels in group leadership skills | 90% of students will earn a score of "13 or more out of "15" possible points in the discussion section of the group presentation grading sheet. | End of Spring 2020 | 19 1st year students |
| Students will demonstrate competency in written communication during Fieldwork experience. | 70% of students will be at entry level performance (3-meets standards or above) in section V: Written Communication on the AOTA national assessment evaluation (midterm score) | End of Spring 2020 | 21 2nd year students |
| Calibrate the ethics rubric for part time faculty | Part time faculty will come together to review and agree on how they will assess students in the first and second year class. | End of Fall 2020 | 1st and 2nd year students |
| | | | |

2019 Improvement Plans - HPS

Physical Therapist Assistant:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Physical Therapist Assistant

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Physical Therapist Assistant

1. What Did You Do?

2019 Annual Improvement Plan - Physical Therapist Assistant

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

The PTA department has been performing their assessments in more of a silo mode. As whole department, it would benefit us to plan for more 1st year to 2nd year progressions. We have an overarching goal for our students to all pass the required national examination following completion of our program. In the future we should look at the exam data to see where the areas of weakness are and focus our efforts and assessments to improve in those areas.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

All faculty completed one assessment per semester including our one part-time instructor.

2. What Did You Learn?

2019 Annual Improvement Plan - Physical Therapist Assistant

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

PTA 230: The students were asked to include three treatment progressions in the plan section of the SOAP note they wrote during their final practical scanerio. Of the 20 studnets in the class 17 included treatment progressions in the plan portion of the soap note. 100% of the students that completed the assessment reached the target acheivement rate. This was an improvement compared to the second year last studnets. This increase in ability to prescribe appropriate ther. ex. progression in our students demonstrates that the changes made to 140 and 230 have been benefical.

PTA 251: Prof Communication III: The students are assessed on their ability to demonstrate expected clinical behaviors in a professional manner as determined by their Clinical Instructor. This assessment is completed with data from their summer internship CPI. Of the 20 students, 90% reached the target achievement rate. 10% fell in the developing category. This is an early assessment of this type of clinical expectation as the students have not yet completed all didactic courses. Professional clinical behaviors exhibited by faculty and guest speaker in our program are having an influence on our students.

HPR 117: This data was collected and the scoresheet appears in PTA 230. The intent was to see how well the students retained knowledge about anatomy throughout the program. The target was for a minimum of 80% of the students to score a 3 (Accomplished) or above to show that sufficient knowledge was retained. Six students were rated Exemplary , 10 were Accomplished, 3 were Developing and 1 student was rated Beginning. The 80% target was met, but this objective will continue to be monitored for retention of knowledge throughout the program. Knowledge of anatomy is vital to a student progressing successfully through the program and to applying safe, effective interventions.

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Physical Therapist Assistant

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | 76.68% | |
| 3b: Represent information as numerical data, functions, and formulae | 80.51% | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | 76.54% | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | 83.39% | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | 79.64% | |
| 3f: Interpret numerical data and calculations in defense of an argument | 78.63% | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | 70.34% | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | 68.75% | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | 67.64% | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | 66.02% | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | 80.85% | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with | 79.29% | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| a clear focus | 79.29% | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 73.87% | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | 79.04% | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | 70.11% | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | 72.88% | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | 73.44% | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | 69.22% | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | 75.17% | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | 80.65% | |
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | 78.49% | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | 79.95% | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | 75.89% | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | 61.5% | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Physical Therapist Assistant

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| Physical Therapist Assistant | | |
| PSLO | | |
| Physical Therapist Assistant | | |
| PSLO | | |
| | | |
| 3b. Implement appropriate progression of the physical therapy plan of care as a physical therapist assistant. | 100% | |
| 6a. Collect objective measurement patient data. | 80% | |
| 7. Graduates will pass the National Physical Therapy Exam (NPTE). | 84.21% | |
| 9. Students will be able to develop components of treatment that align with the physical therapy plan of care under the supervision of the physical therapist. | 90% | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Physical Therapist Assistant

| CSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| HPR117 - Anatomical Kinesiology | | |
| PTA110 - Basic Patient Care in PT | | |
| PTA115 - Principles of Physical Therapy | | |
| PTA120 - Modalities in Physical Therapy | | |
| PTA124 - Rehab Principles of Medical | | |
| PTA131 - Professional Communications I | | |
| PTA134 - Rehab Principles of Medical II | | |
| PTA135 - Principles of Elec Stimulation | | |
| PTA140 - Clinical Kinesiology | | |

| CSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| PTA141 - Professional Communications II | | |
| PTA205 - Psychosocial Issue Health Care | | |
| PTA230 - Orthopedic Assess/Mgmt Tech | | |
| PTA240 - Neurologic Assess/Mgmt Tech | | |
| PTA251 - Professional Comm III | | |
| PTA278 - PTA Seminar | | |
| 03. Prepare for the national PTA exam through participation in a capstone course and mock examinations. | 84.21% | |
| PTA280 - Internship I: | | |
| PTA281 - PTA Internship II | | |
| PTA282 - PTA Internship III | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Physical Therapist Assistant

This section has no content

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Physical Therapist Assistant

| Action | Goal | Timeline | Participants |
|--|--|--------------------|-----------------------|
| Assess student's ability to progress "real" patients in therapeutic exercise while on their final clinical rotation. | 85% of students will score >/- 4 on a scale of 1-5, rated by CI on their ability to progress a patients in ther. ex. | End of Spring 2020 | All 2nd year students |
| Assess student's ability to identify appropriate progression of therapeutic exercise in a patient care scenario. | By the end of PTA, 140, 90% of the students will be able to list 3 appropriate ther. ex. progressions | End of Spring 2020 | All 1st year students |
| Assess student's ability to effectively apply clinical problem solving on their intermediate and terminal internships. | By the end of PTA 282, 100% of the students will rate entry level in the area of Clinical Problem Solving on their Clinical Performance Indicator. | End of Spring 2020 | All 2nd year students |
| Assess student's ability to effectively communicate on their initial 4-week internships. | By the end of PTA 280, 90% of the students will rate Advanced Beginner in the area of communication on | End of Summer 2020 | All 1st year students |

| Action | Goal | Timeline | Participants |
|---|---|--------------------|-----------------------|
| Assess student's ability to effectively communicate on their initial 4-week internships. | their Clinical Performance Indicator. | End of Summer 2020 | All 1st year students |
| Assess students scores on the PEAT Retired NPTE version. Assess all areas of content as well as overall scores. | 80% of the students will score a 3 or above on each content area of the PEAT Retired NPTE form. | End of Spring 2020 | All 2nd year students |
| | | | |

2019 Improvement Plans - HPS

Respiratory Therapy:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Respiratory Therapy

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Respiratory Therapy

1. What Did You Do?

2019 Annual Improvement Plan - Respiratory Therapy

This section has no content

2. What Did You Learn?

2019 Annual Improvement Plan - Respiratory Therapy

This section has no content

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Respiratory Therapy

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | | |
| 3b: Represent information as numerical data, functions, and formulae | | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| 3f: Interpret numerical data and calculations in defense of an argument | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | 86.96% | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | 86.96% | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | 82.61% | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | 82.61% | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | | |
| 5a-3: Practice ethical behavior by | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| demonstrating honesty, trustworthiness, and integrity of work | | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Respiratory Therapy

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Respiratory Therapy | | |
| PSLO | | |
| Respiratory Care | | |
| PSLO | | |
| | | |
| Assimilate professional, legal, and ethical guidelines in clinical practice as a professional respiratory therapist. (professionalism, ethical behavior, legal principles, standards of practice) | | |
| Engage in critical thinking to make patient-centered care decisions. (critical thinking, clinical decision making and respiratory care program judgment) | | |
| Participate in collaborative relationships with members of the interdisciplinary team, the patient, and the patient's support persons. (teamwork and collaboration) | | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Respiratory Therapy

| CSLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| N/A | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Respiratory Therapy

This section has no content

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Respiratory Therapy

This section has no content

2019 Improvement Plans - HPS

Radiologic Technology:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Radiologic Technology

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Radiologic Technology

1. What Did You Do?

2019 Annual Improvement Plan - Radiologic Technology

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

RTE 182 & 183: Extremely pleased with the scores demonstrating marked improvement with c-arm utilization. Although 0% scored in the exemplary column, we had a 30% increase in students that demonstrated accelerated performance; and 36.5% of the students advanced from the beginning skill set to the developed skill set. We will continue intensive initial c-arm training and schedule students at surgical centers for additional c-arm utilization/practice. We have added two outpatient surgical centers in which students will get additional hands - on training with the c-arm to improve their skill set and confidence.

RTE 281: Somewhat pleased with results although these students are in their 4th semester and we did expect better. We feel that 0% should have been in the beginning skill set category. Results showed that 23/8% were exemplary, 38% accomplished, 19% developed, 14.2 % beginning. We now have added additional simulation to practice trauma and unusual circumstances hoping that the more the student sees it, the easier it will become.

Additional activities will be added once we move to St. Mary Corwin and have access to equipment / lab needed for trauma and c-arm simulaitions.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

I'm not certain if I ran the participation report correctly, but it shows that no assessments were completed for either DMS or RTE prefixes. I am certain that all full-time faculty completed and entered scores for assessments throughout the calendar year and that all but one part-time instructor completed assessments and entered scores. Two part-time DMS instructors completed their assessments after the deadline had passed to be included in this year's report. Scores were entered late and I will ensure that scores are netered on time in the future. Additionally, the DMS244 lab instructor was not available for training on eLumen during the semester in which she taught. I will have her complete eLumen Basic Training before she teaches in another semester. I will meet with Liz to make sure that I am familiar with how to appropriately run the participation report and to utilize it to inform improvements.

2. What Did You Learn?

2019 Annual Improvement Plan - Radiologic Technology

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?

- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

RTE 182 & 183: We learned that the students are improving as many students jumped up a skill set from the first c-arm assessment to the second c-arm assessment. Outside factors include lack of exposure to c-arm in the clinical setting and lack of a room to utilize the c-arm for additional training with the students.

RTE 281: students need more access to trauma situations whether it be in simulation or clinic. Accessibility continues to be an issue.

RTE 231: Students have made good improvement in critical thinking but the institutional rubric does not really assess what students need to know. A new program level rubric needs to be created to better assess student understanding of how public perceptions of radiation exposure affect the technologist's ability to obtain diagnostic images.

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Radiologic Technology

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | 100% | |
| 3b: Represent information as numerical data, functions, and formulae | 100% | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | 100% | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | 100% | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | 100% | |
| 3f: Interpret numerical data and calculations in defense of an argument | 100% | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | 92.31% | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | 92.31% | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | 96.15% | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | 100% | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | 100% | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | 100% | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 100% | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | 100% | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | 91.89% | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | 70.27% | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | 91.89% | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | 52.63% | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | 89.41% | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | 90.59% | |
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | 97.65% | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | 95.29% | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | 92.94% | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | 54.12% | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Radiologic Technology

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| Radiologic Technology | | |
| PSLO | | |
| Diagnostic Medical Sonography | | |
| PSLO | | |
| | | |
| 01. Discuss performance of a pelvic sonogram | | |
| 02. Clarify the differences in wave motion with various tissue densities | | |
| Radiologic Technology | | |
| PSLO | | |
| PSLO2: Image Production | | |
| PSLO2a: Utilize x-ray production equipment appropriately and according to protocol. | | |
| PSLO2b: Produce diagnostic radiographs using effective techniques to optimize image quality. | | |
| PSLO3: Imaging Procedures | | |
| PSLO 3a: Properly position patients for exams | | |
| PSLO 3b: Demonstrate proficiency in surgical C-arm operation | 31.58% | |
| PSLO 3c: Demonstrate proficiency in portable trauma radiography. | 65% | |
| PSLO1: Safety | | |
| PSLO1a: Perform radiographic procedures safely. | | |
| PSLO1b: Identify problems with patient perceptions on exam success | | |
| PSLO4: Patient Care | | |
| PSLO 4a: Show proper use of communication skills using the AIDET model. | | |
| PSLO 4b: Model ethical behavior according to the American Registry of | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Radiologic Technologists (ARRT) Code of Ethics. | | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Radiologic Technology

| CSLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| N/A | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Radiologic Technology

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
 - This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
 - If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

C-Arm: we will make a c-arm tutorial for students to repeatedly review. The tutorial will include buttonology, mobility, and usage of c-arm. Until we move to SMC, we don't have access to the resources for additional training.

Trauma: Increased simulation exposure; exposure to trauma videos.

Public perceptions of radiation exposure: create a new rubric to better assess what students need to know.

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Radiologic Technology

| Action | Goal | Timeline | Participants |
|---|---|--------------|---------------------|
| Create new rubric for assessing students understanding of how public perceptions of radiation influence exam success. | Stop using institutional rubrics for this assessment | June, 2020 | Roger |
| Create video C-Arm tutorial to be posted on D2L courses for students to view repeatedly. | Increase student C-Arm surgical proficiency to better than 35% | July, 2020 | Patty, Polly, James |
| Locate trauma x-ray videos for upload to D2L for repeated student viewing. | Increase student trauma proficiency to greater than 68%. | July, 2020 | Patty, Polly, James |
| Ensure DMS244 instructor receives eLumen Basic Training and assesses and enters scores. | 100% part-time instructor participation in assessment | August, 2020 | Roger, Nancy |
| Continue to use the Discussion Rubric to assess textual literacy in RTE (CT) BAS courses | Reassess and change any necessary information that will better convey the guidelines and grading process to students. | August 2020 | Beth |
| | | | |

2019 Improvement Plans - NUR

Medical Assisting:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Medical Assisting

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Medical Assisting

1. What Did You Do?

2019 Annual Improvement Plan - Medical Assisting

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

Math was assessed in MAP 150, pharmacology for medical assistants. In the past, basic math and clinical calculations were taught during the first 4 weeks. Students continued getting smaller quizzes throughout the semester assessing if their math skills were getting better. The goal for this year was to spread math throughout the entire semester and not just within the first several weeks. The plan was to spend at least 30 minutes in specific class periods and review clinical math calculations they will see in an office setting. This year the class was reorganized with smaller lessons of math and several examples of step by step instructions given to students on specific class days. Quizzes were given to students throughout the semester to assess their clinical calculations and if they would give the correct dose of medication to a patient. The program will continue to assess their clinical math calculations with the same course rubric. The plan for 2020 is to continue to adjust which basic concepts will be taught and remove non pertinent math, such as roman numerals. Designing study guides for students will be one activity to add for the Spring 2020 semester.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Kathy Maurello is the only full time faculty for the Medical Assistant program. The program has two part time instructors for the spring semester only. Both part time instructors were unable to finish the spring 2019 semester. One instructor quit after 4 weeks and Kathy took over the MAP 150 course. The other instructor had medical complications and another instructor finished the last 6 weeks of the MAP 120 course. For the 2019 assessment results, the program did not have assessment entered into eLumen by part time instructors. The program was better this year at entering data in a timely manner compared to previous years, however, the program goal is to have full participation. Strategies to increase participation will include meeting with faculty in person to make sure they know how to navigate eLumen and having better communication of which rubric and assignment they will be using to assess their class.

2. What Did You Learn?

2019 Annual Improvement Plan - Medical Assisting

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to

guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

In reviewing the 2019 year, students are sufficiently performing in their medical assistant program classes. The goal is to have them excelling, so we have areas to improve on. Students struggle with learning anatomy in a short period of time and retaining the information. The program tries to reinforce some body systems in their second semester so they can hear this information for a second time. Another area to keep improving on is their clinical lab skills. Students express their stress and pressure they feel while being evaluated performing their clinical skills. Students get time to practice, some students need to be reminded to keep busy and practicing, while others take full advantage of the time they have in lab. Majority of students are doing well in the communication skills and assignments. The program will continue to assess the same assignments.

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Medical Assisting

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|---|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | | |
| 3b: Represent information as numerical data, functions, and formulae | | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | 92.86% | This year we focused on the math that was pertinent to students learning how to correctly do a clinical math calculation and removed math that would not progress their math skills such as learning roman numerals. Students were given several examples and several quizzes over the semester. The program percentage was higher at 95% during the Spring 2018 semester. We will continue to work on this assessment. |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|--|
| 3f: Interpret numerical data and calculations in defense of an argument | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | 74.03% | Students are assessed during their three anatomy classes through practicums. One way to increase practicum scores is to create soft chalk labeling activities with using photos of the anatomy models they see in class versus using online anatomy photos. Students will be able to continue practicing their labeling at home with the same models they will see in class. Students are also assess in their lab skill class. One way to increase scores is to keep urging students to practice during their lab time. The program will continue to assess students through anatomy practicums and skilled competencies. |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | 71.43% | 71% is a sufficient percentage for students to have after taking their national registry practice exams. This gives students a guideline to what topics they need to study so they can successfully pass their national registry at a score of 70 or higher. One idea to increase this score, is to give mini lessons prior to students taking their practice exams while they are in their internship. |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | 86.21% | Students should be efficiently writing as this is the last semester of the program. This assignment is assessed during their internship through weekly written logs of the skills they are perfecting and patient interaction. The program will continue to assess their written skills during their internship. |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | 93.33% | The program will continue to assess students writing research papers and displaying the information to their classmates in several classes. This give students the opportunity to work on their written and oral communication skills. |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 93.33% | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, | 93.02% | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|--|
| interests, and needs of the audience | 93.02% | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | 76.47% | Students are required to look up correct government agencies and their importance to the healthcare professional in a written assignment. The program will continue to assess this assignment. |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | | Students were assessed on creating a notebook of billing and coding tasks. Scores were not entered into eLumen for this course. The goal is to enter these scores for the next year. |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | | |
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | | The program will work toward entering scores for this section in the upcoming year. |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Medical Assisting

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|---|
| Medical Assisting | | |
| PSLO | | |
| Medical Assisting Profession | | |
| PSLO | | |
| Medical Office Terminology | | |
| PSLO | | |
| | | |
| PSLO1: Define ethical parameters within the medical office. | | The program has not mapped PSLO's into elumen yet. The goal moving forward is to have these in place before May of 2020 |
| PSLO2: Demonstrate clinical techniques as related to the medical office | | |
| PSLO3: Explain the administrative duties of the medical office. | | |
| PSLO4: Validate academic knowledge to successfully pass the AMT Registered Medical Assistant Certification examination. | | |
| PSLO5: Safely practice medical assisting functions with supervision and direction. | | |
| PSLO6: Perform calculations for clinical pharmacology. | | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Medical Assisting

| CSLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| N/A | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Medical Assisting

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

The plan is to develop one rubric that will assess several if not all of the medical assistant program courses. The program chair will review all program courses and their CCCS objectives during the spring/summer 2020 semesters. Communication is one topic that can be applied to every course and will be the focus of developing the rubric, possible adding professionalism rubric for all courses as well. After the program rubric is developed, the chair will need to align the PSLO's to the ISLO's in eLumen. This new rubric will be assessed during the Fall 2020 semester.

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Medical Assisting

| Action | Goal | Timeline | Participants |
|---|---|---|--|
| Develop one rubric that will assess several program courses. Communication rubric will be the focus for the 2020 year | To have 80% of students passing their communication assignment in several courses at 85% for the 2020 year, and try to increase the percentage of students and their pass rate to 90% over the next 2 to 3 years. | Review all program CCCS course objectives during the spring or summer 2020 semester and develop one rubric. | Part time Instructors for MAP 120, MAP 150 & the department chair. |
| | | | |
| | | | |

2019 Improvement Plans - NUR

Nursing Aide:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Nurse Aide

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Nursing Aide

1. What Did You Do?

2019 Annual Improvement Plan - Nurse Aide

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

Students were assessed on soft skills/skills lab rubric for NUA 101 in the nurse aide program. All faculty and instructors are encouraged to complete the rubric upon completion of students course, and rubric is attached to the graded skills packet for easy access.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share

any difficulties, successes, extenuating circumstances, etc. that you may have encountered.

- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

The rate of participation by faculty/instructors is lower than I expected, and I will continue to request and encourage all nurse aide faculty/instructors to complete rubric following completion of NUA 101.

I encountered "i don't know how to do elumen/I need more training." I forwarded directions from Liz Medendorp to Mancos Coordinator, and Instructor at Fremont campus and requested this be complete upon completion of all NUA 101 classes.

I will continue to encourage faculty/instructors to complete the rubric upon completion of NUA 101. Rubric is attached to students graded skills packet.

2. What Did You Learn?

2019 Annual Improvement Plan - Nurse Aide

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

I am pleased with overall rate of student learning, however; there is room for improvement.

Students have struggled with safety and infection control outcomes and I will continue to reiterate teaching in this area. Students excelled in communication, maintaining privacy, and explaining procedures, and I will also continue to reiterate teaching in this area.

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Nurse Aide

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | | |
| 3b: Represent information as numerical data, functions, and formulae | | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | | |
| 3f: Interpret numerical data and calculations in defense of an argument | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | 83.33% | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | 83.33% | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | 83.33% | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | 83.33% | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| multiple genres including academic and technical sources | | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | | |
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Nurse Aide

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--------------|-------------------------|-------------------------|
| Nursing Aide | | |
| PSLO | | |
| Nursing Aide | | |
| PSLO | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| 1. Describe the functions of body systems and identify stages of growth and development appropriate to the nursing assistant scope of practice. | | |
| 2. Describe the roles and responsibility of nursing assistants including ethics, legal responsibilities, and state regulations. | | |
| 3. Demonstrate professional communication skills in all interactions with patients and colleagues, including recording and reporting. | 88.37% | |
| 4. Demonstrate safety and infection control practices that comply with standards of practice for nursing assistants. | 72.09% | |
| 5. Define common medical terms and abbreviations used in health care. | | |
| 6. Demonstrate competency with all skills required for certification. | | |
| 7. Comply with privacy and confidentiality laws. | 88.37% | |
| 8. Demonstrate behaviors consistent with professional work ethics in compliance with policies and procedures of clinical sites. | | |
| 9. Clearly introduce and explain procedures to patient/client/resident. | 86.05% | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Nurse Aide

| CSLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| N/A | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Nurse Aide

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

I will continue to teach and assign assignments to students on the importance of pre/post procedures during skills lab. I will continue to use the specific nurse aide rubric and request all faculty/instructors to complete rubric following last day of their course.

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Nurse Aide

| Action | Goal | Timeline | Participants |
|--|---|--|--|
| I will continue to reiterate pre/post procedures related to rubric | I hope to improve overall learning outcomes of students in rubric | with upcoming April 2020 class and continued classes | Cheri Johnson Mancos Coordinator and all her instructors. Melissa Hardy at Fremont Campus and Canon City High School, and instructors here at Pueblo Campus. |
| | | | |

2019 Improvement Plans - NUR

Nursing:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Nursing

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Nursing

1. What Did You Do?

2019 Annual Improvement Plan - Nursing

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

In Nursing, critical thinking is a valued skill as individuals move from novice to expert. In this case with students, we expect students to progress from novice to beginner (based on Patricia Benner's Nursing theory of Novice to Expert).

Students are assessed with their proctored ATI scores for their critical thinking skills. This is a skill that is assessed on each proctored ATI (end of course) exam. The critical thinking components are listed in the rubric and changed as the level of courses increases. i.e., the assessment of the answers that the student chooses is scored based on the course it is administered within. This is an ongoing assessment with our courses. We have seen changes in the scores based on the data,

In looking at the data from the different courses, the scores reflect an emerging integration from the students as they progress. The scores hover between exemplary and accomplished. Those students scoring in the area of discovering are few, but it allows us to make changes to course delivery in these areas.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Our participation is average this year for the courses being surveyed.

With the changing of roles and new instructors, we see a few areas missed. It was also noted to us that if one person was not scored, the data was not shown.

The department would like to see this improve as we progress into the next year. We were also able to employ the use of our clinical instructors to help with the assessments.

In the upcoming assessment cycle, it may behoove us to begin each course with the instructor or faculty member who is conducting the class to begin their assessment within the areas of the rubric earlier then wait until the final numbers. This can help improve those students who are still lagging in the "discovering" area as well as capture those who scored the lowest. Also, having the instructor or faculty member understand up front what is being assessed, we may have more participation.

2. What Did You Learn?

2019 Annual Improvement Plan - Nursing

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar

year?

- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

This will be an ongoing area of evaluation as well. From NUR 109, where we do have students in the lower two areas, then progressing to NUR 230, we have no students who are in the lowest category of using critical thinking or clinical reasoning.

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Nursing

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | | |
| 3b: Represent information as numerical data, functions, and formulae | | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | | |
| 3e: Formulate reasonable solutions and draw logical conclusions from numerical data | | |
| 3f: Interpret numerical data and calculations in defense of an argument | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | 79.17% | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | 66.67% | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | 79.17% | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | 69.97% | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly | 71.43% | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| in both written and oral communication | 71.43% | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | 95.24% | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | 76.62% | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | 71.43% | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | 63.64% | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | | |
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | 70.85% | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Nursing

| PSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Nursing | | |
| PSLO | | |
| Counseling | | |
| PSLO | | |
| Nursing | | |
| PSLO | | |
| | | |
| 02. Integrate critical thinking and clinical reasoning skills to make patient-centered care decisions.(Critical thinking, clinical decision making and nursing judgment.) | 69.59% | |
| 03. Implement quality measures to improve patient care. | 63.64% | |
| 04. Participate in collaborative relationships with members of the interdisciplinary team, the patient, and the patient's support persons. | 70.85% | |
| 05. Apply information management principles, techniques, systems, and patient care technology to communicate, manage knowledge, mitigate errors, and support decision making. | 75% | |
| 2a. Demonstrate critical thinking in assessing patient status. | | |
| 2b. Demonstrate clinical judgment in making patient-centered care decisions. | | |
| Determine diagnosis through evidence-based medicine and clinical decision making. | | |
| 01. Analyze provision of safe, quality, evidenced based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan. (nursing process, safety, and patient-centered care. | | |
| Integrate critical thinking and clinical reasoning skills to make patient-centered care decisions. | | |
| 3. Implement quality measures to improve patient care. | | |
| 4. Participate in collaborative relationships with members of the interdisciplinary team, the patient, and | | |

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| the patient's support persons. | | |
| 5. Use information management principles, techniques, systems, and patient care technology to communicate, manage knowledge, mitigate errors, and support decision making. | | |
| 07. Assimilate professional, legal, and ethical guidelines, in practice as a professional nurse. | | |
| 06. Provide leadership in a variety of healthcare settings for diverse patient populations. | | |
| 08. Promote a culture of caring to provide holistic, compassionate, culturally, competent care. | | |
| Psychiatric Technician | | |
| PSLO | | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Nursing

| CSLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| N/A | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Nursing

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or

collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.

- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

As a faculty, we are looking at the success of our students with medication math competency exams. This can be assessed throughout the program since the students are tested during their Fundamentals of Nursing NUR 109 course; continued testing in NUR 106, Medical Surgical Nursing course; Second level Pharmacology NUR 212 and Medical surgical nursing 206. Understanding how to calculate medication is a vital skill for nurses, and is often times a great source of anxiety for nursing students (nurses as well).

Since students from the past have been taught medication math in MAT 103, their success depends on a good foundation. This coming academic year, we will be administering a course of Medication math calculations within the nursing program and not as a prerequisite. This will be taught by Nursing faculty and hopefully close the gap where some students can become lost in the use of medication calculations. This is something the faculty feel strongly about with seeing an increase in understanding of the math process for medication.

As a plan, we will be able to score the students based on their high stakes medication calculation exams in each course listed above. These are also standardized exam that utilize the ATI testing platform. We require students to obtain a 90% or higher on these exams, and if they do not earn that score, they will have two more attempts to take the exam before being able to advance in the nursing program.

The idea/score: we can utilize the outcome printout of each exam as the students complete the exam and score them accordingly: Passing on the first attempt, scoring 100-90% as a level of exemplary (4). If they have to take the exam for a second time, they will have remediation time and then take the exam. If they are successful on the second attempt 100-90%, they will score Accomplished (3); If they must take the exam for the third time, they will remediate before taking the exam, and if they pass on this third attempt they will score as a level of Developing (2). If they are unable to pass after the third attempt, they will score not proficient (1).

As they move into NUR 106, Intravenous medication calculations will be added to this skill and students assessed. In NUR 216, critical care medication calculations will be tested.

We can then determine based on the results, if moving the Medication Calculation course from MAT 103 to nursing is successful and make changes accordingly.

This rubric has not been built yet, but will be added to the other areas being assessed for the next academic year.

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Nursing

| Action | Goal | Timeline | Participants |
|---|--|--|---|
| Develop Rubric from ATI Math Competency Exam to assess students across the program. | To see an improvement in first time pass rates on the math competency exams through the program, as we move the Medication Calculations out of MAT 103 to NUR. | This will be an ongoing assessment beginning with the student in NUR 109 and concluding with the final math competency exam for that student in their second year. | Faculty teaching courses where math competency exams are present. |
| | | | |

2019 Improvement Plans - NUR

Pharmacy & Phlebotomy Technician:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Pharmacy & Phlebotomy Technician

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Pharmacy & Phlebotomy Technician

1. What Did You Do?

2019 Annual Improvement Plan - Pharmacy & Phlebotomy Technician

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

For 2019, Pharmacy Tech program was only offered fall semester. Phlebotomy was offered both spring and fall. Program Coordinator met with part-time instructors at the beginning each semester and discussed assessment strategies and "professionalism" was chosen. The plan was each instructor would choose one activity to complete for assessment. However, program coordinator forgot to remind instructors to submit assessment data. Thus no assessment data was enter for 2019 for Pharmacy and Phlebotomy Tech program.

The plan for 2020, program coordinator needs to be more diligent in follow up with instructors. We will meet prior to the semester start and discuss which student learning outcome we will assess for fall 2020. Program coordinator, I will set coordinate a schedule with instructors for submission of data. Only Pharmacy Tech will be offered fall 2020. Phlebotomy Tech has been cancelled due to COVID-19 pandemic as the required skills involve touching patients.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

This question has not been answered yet

2. What Did You Learn?

2019 Annual Improvement Plan - Pharmacy & Phlebotomy Technical

This section has no content

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Pharmacy & Phlebotomy Technical

| ISLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| Pueblo Community College | | |
| ISLO | | |
| ISLO3: Quantitative Reasoning | | |
| 3a: Interpret and explain information presented as numerical data, functions, and formulae | | |
| 3b: Represent information as numerical data, functions, and formulae | | |
| 3c: Select appropriate numerical data, functions, and formulae to perform accurate computations | | |
| 3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information | | |
| 3e: Formulate reasonable solutions and draw logical conclusions from | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| numerical data | | |
| 3f: Interpret numerical data and calculations in defense of an argument | | |
| ISLO1: Critical Thinking & Problem Solving | | |
| 1a: Interpret, analyze, and assess available evidence, information, and ideas | | |
| 1b: Explore implications, inferences, assumptions, and alternate solutions | | |
| 1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence | | |
| 1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition | | |
| ISLO2: Effective Communication | | |
| 2a: Organize and express ideas clearly in both written and oral communication | | |
| 2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus | | |
| 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations | | |
| 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience | | |
| ISLO4: Textual Literacy | | |
| 4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources | | |
| 4b: Locate relevant and reliable information from a variety of sources as appropriate for the context | | |
| 4c: Evaluate the relevance and reliability of information and its appropriateness for the context | | |
| 4d: Select suitable information and materials and apply proper methods in order to accomplish tasks | | |
| ISLO5: Professionalism & Social Consciousness | | |
| 5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments | | |
| 5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed | | |

| ISLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| 5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work | | |
| 5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration | | |
| 5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. | | |
| 5c-2: Engage with local and extended communities to promote civic action and social improvement | | |
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Pharmacy & Phlebotomy Technical

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|-------------------------|
| Pharmacy & Phlebotomy Technician | | |
| PSLO | | |
| Pharmacy Technician | | |
| PSLO | | |
| | | |
| Phlebotomy Technician | | |
| PSLO | | |
| | | |
| Explain the procedures for point of care tests. | | |
| Explain the procedures of processing vacutainers. | | |
| Perform venipuncture using vacutainer tubes. | | |
| Perform venipunctures for blood cultures. | | |
| State all areas of the laboratory and other hospital department areas. | | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Pharmacy & Phlebotomy Technical

| CSLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| N/A | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Pharmacy & Phlebotomy Technical

This section has no content

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Pharmacy & Phlebotomy Technical

This section has no content

2019 Improvement Plans - NUR

Surgical Technology:

Date: 06-02-2020

- 2019 Annual Improvement Plan - Surgical Technology

Sorted by: Program

SI Section Templates: 1. What Did You Do?, 2. What Did You Learn?, 2A. Institution-Level (ISLO) Performance, 2B. Program-Level (PSLO) Performance, 2C. Course-Level (CSLO) Performance, 3. What Will You Do Next?, 3. What Will You Do Next? (Action Plan)

Surgical Technology

1. What Did You Do?

2019 Annual Improvement Plan - Surgical Technology

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

Surgical Technology had 100% participation from faculty and part time instructors.

We made a commitment to assess the same rubrics over a 3 year period of time. This is the second year of our assessment. Data has identified that our continual review of sterilization is positively impacting our students in preparation for their national certification exam.

We don't have the same challenges as other programs with many faculty and part time instructors and have been able to meet our 100% goal for participation of faculty and PT instructors.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last

calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Surgical Technology had 100% participation from faculty and part time instructors.

We don't have the same challenges as other programs with many faculty and part time instructors and have been able to meet our 100% goal for participation of faculty and PT instructors.

2. What Did You Learn?

2019 Annual Improvement Plan - Surgical Technology

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

Our STE team rewrote our assessment rubrics to capture the student learning taking place in each STE course. We made a commitment to assess for a three year cycle. This will be year two of three. We identified that CST Exam Review test scores and rubric are not reflecting correct data. Diana will work with faculty to ensure that data is entered correctly. .

Overall, our program is meeting the 70% thresholds required by PCC and our Division of Nursing. Our students struggle most with sterilization (STE122, STE132, STE279, STE289) and preoperative preparation (STE279, STE189). One of our new assessments which was written to capture the test scores on the NBSTSA Practice CST Exam in the fall (STE279) and spring (STE289) was entered incorrectly in fall 2019. We have still measuring time management and accurate documentation (STE281, STE282, STE283).

2A. Institution-Level (ISLO) Performance

2019 Annual Improvement Plan - Surgical Technology

| ISLO | Target Achievement Rate | Comments/Clarifications |
|------|-------------------------|-------------------------|
| | | |

2B. Program-Level (PSLO) Performance

2019 Annual Improvement Plan - Surgical Technology

| PSLO | Target Achievement Rate | Comments/Clarifications |
|--|-------------------------|---|
| Surgical Technology | | |
| PSLO | | |
| Surgical Technology | | |
| PSLO | | |
| | | |
| PSLO1: Explain the relationship between instrument type and usage | 95% | |
| PSLO2: Match best practices for aseptic techniques to the appropriate sterile principle. | 89.41% | |
| PSLO3: Describe the characteristic of the professional surgical technologist | | |
| PSLO4: Discuss the relationship between the principles of asepsis and practice of sterile technique and surgical patient care, including developing a surgical conscience. | | |
| PSLO5: Completes weekly clinical paperwork | 94.74% | |
| PSLO6: Time management and preparedness | 89.47% | |
| PSLO7: Demonstrate proficiency in the content needed for certification (CST EXAM). | 54.17% | Identified that scores are low. It was discovered that data was incorrectly entered into eLumen. Diana will work with faculty to ensure data is accurate. |
| PSLO8: Demonstrate proficiency in the skills needed for certification (FINAL SKILL ASSESSMENT). | 100% | |
| PSLO9: Interpret and analyze pharmacology and anesthesia information. | 100% | |
| | | |

2C. Course-Level (CSLO) Performance

2019 Annual Improvement Plan - Surgical Technology

| CSLO | Target Achievement Rate | Comments/Clarifications |
|---|-------------------------|-------------------------|
| STE102 - Intro to Surgical Technology | | |
| 13. Apply principles of wound care, types and classification of wounds, inflammatory and healing processes, factors influencing wound healing, and complications. | 92% | |
| STE103 - Intro to Surgical Tech Lab | | |
| 7. Demonstrate how to open sterile supplies and instrumentation onto a sterile field using sterile technique. | 100% | |
| STE105 - Pharmacology-Surgical Tech | | |
| 3. Discuss basic concepts of anesthesia. | 100% | |
| STE110 - Surgical Procedures I | | |
| II. Identify specialized surgical instrumentation, supplies and equipment utilized in general, obstetric/gynecological and urologic surgical procedures | 100% | |
| STE115 - Surgical Procedures II | | |
| II. Identify specialized surgical instrumentation, supplies and equipment utilized in plastic, otorhinolaryngological, ophthalmologic and orthopedic surgical procedures. | 100% | |
| STE120 - Surgical Procedures III | | |
| IV. Discuss and demonstrate case management for all phases of surgery for cardiac, peripheral vascular, and neurologic surgical procedures | 100% | |
| STE279 - CST Exam Review Course | | |
| STE281 - ST Clinical Internship I | | |
| STE282 - ST Clinical Internship II | | |
| 1. Observe and report cases not to be included in the required minimum total case count in an observation role. | 85.71% | |
| STE283 - ST Clinical Internship III | | |
| STE289 - Surgical Technology Capstone | | |
| | | |

3. What Will You Do Next?

2019 Annual Improvement Plan - Surgical Technology

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Action Steps: Assessment plans will be sent to faculty to complete in eLumen at the end of each term.

Goal: 100% participation from faculty and part time instructors.

Timeframe: End of term

Participation: All faculty and part time instructors.

3. What Will You Do Next? (Action Plan)

2019 Annual Improvement Plan - Surgical Technology

| Action | Goal | Timeline | Participants |
|--|---|---|--|
| send out spring assessment plans | every course will have an assessment plan | End of Spring Semester 2020 and forward | Diana Montoya, Raeann Quintana, Nadine LaForme, Alison Basta |
| Make necessary changes to existing assessment plans (keep, modify, delete) | Review all assessment plans for STE courses with Liz Medendorp | End of Spring Semester 2020 | Diana Montoya, Liz Medendorp |
| Collect data for 3 years | Collect data and assess overall learning outcomes for three years. We are in year two of cycle. | End of Spring Semester 2019, 2020, 2021 | Diana Montoya, Raeann Quintana, Nadine LaForme, Alison Basta |
| End of Term assessment department meeting | Review semester assessment data, identify areas for improvements, make | End of Spring Semester 2020 | Diana Montoya, Raeann Quintana, Nadine LaForme, Alison Basta |

| Action | Goal | Timeline | Participants |
|---|---|-----------------------------|--|
| End of Term assessment department meeting | changes to course lesson plans and assessment activities. | End of Spring Semester 2020 | Diana Montoya, Raeann Quintana, Nadine LaForme, Alison Basta |
| | | | |