

# 2022 Assessment Improvement Plans

## Automotive Technology

Version by Cordova, James on 02/03/2023 17:36

### 1. What Did You Do?

#### 1A. Assessment Activities

We focused on hands on pass/fail lab objectives to ensure mastery of the hands-on content. The percentile we have chosen is 70-80 percent in all areas of ASE training A1-8.

We will continue to focus on the hands-on equipment training and hands on portion in our courses.

We will also continue to modify how and what we are requiring in the lab due to technology changes and vehicle manufacture specifications.

The rubrics we will be adding will reflect the section of courses we are teaching and is relevant to our industry partners training that will be available at that time.

We are adding additional curriculum to support the move to electric vehicles.

#### 1B. Participation

We have had a 100 percent participation. The faculty have been very supportive on date reporting and participation.

### 2. What Did You Learn?

We have learned we need to enhance to physical hands-on training in the lab for all student to reflect mastery of the content. We will be focusing more on assessing actual jobs that are performed in all classes. The students struggle in the lab with certain hands-on expectations, equipment usage and some need additional time and repetition. The only outside factor that impacts student learning is their attendance is what is the factor that reduces the overall scores.

#### 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	62.65%	
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>66.79%</b>	
1a: Interpret, analyze, and assess available evidence, information, and ideas	63.81%	
1b: Explore implications, inferences, assumptions, and alternate solutions	65.92%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	65.41%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	90.63%	
<b>ISLO2: Effective Communication</b>	<b>58.99%</b>	

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ISLO	Target Achievement Rate	Comments/Clarifications
2a: Organize and express ideas clearly in both written and oral communication	58.99%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	58.99%	
<b>ISLO4: Textual Literacy</b>	<b>58.26%</b>	
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas		
4b: Locate applicable information or materials from relevant resources as appropriate to the task	58.77%	
4c: Evaluate the validity and reliability of information and its appropriateness for the context	56.58%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	59.43%	
<b>ISLO5: Professionalism</b>	<b>90.00%</b>	
5a: Demonstrate personal accountability through time management, preparedness, and honoring commitments	90.00%	
5b: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	90.00%	
5c: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	90.00%	
5d: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations	90.00%	
<b>ISLO6: Social Consciousness</b>	<b>88.89%</b>	
6a: Demonstrate respectful, fair, and equal treatment of all people, and contribute positively to collaboration and teamwork by offering ideas, assistance, and encouragement		
6b: Examine and acknowledge different views and express appreciation for diversity, explore the relationships between the ideas, values, and practices of different groups of people across cultures and throughout history	88.89%	
6c: Engage with local and extended communities to promote civic action and social improvement	88.89%	

## 2B. Program-Level (PSLO) Performance

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PSLO	Target Achievement Rate	Comments/Clarifications
PSLO 03: Troubleshoot vehicle systems related to problem areas as appropriate for symptoms that present. (Active from Spring 2017)	58.77%	
PSLO 04: Interpret vehicle information to determine a diagnosis and repairs needed to correct the problem. (Active from Spring 2017)	56.58%	
PSLO 05: Clearly communicate findings (diagnosis of problem and recommended repairs) to customer in repair order. (Active from Spring 2017)	58.99%	
PSLO 06: Perform necessary vehicle repairs to correct diagnosed problem. (Active from Spring 2017)	59.43%	

## 2C. Course-Level (CSLO) Performance

N/A - No CSLOs Directly Assessed

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

Action: Identify a worksheet that will assist them with procedures, diagrams and time frames for the repair. Utilize trainers and supplemental equipment to assist students in the classroom and lab.

Goal: The goal here is 100% of all ASE students to follow the action plan. To have 100 percent Faculty participation.

Timeframe: We can start this new process at the start of Fall 2022.and Spring 2023

Participants: We hope for at least 80% participation of ASE students, branch campus programs in Automotive courses.

Action	Goal	Timeline	Participants
Continue to work with industry partners to enhance curriculum and develop additional lab objectives to enhance the mastery of the content.	70-80% participation results with 100% participation on the staffs end.	Fall 2022 Spring 2023 and Summer 2023	All ASE Staff and Faculty

# 2022 Assessment Improvement Plans

## Biological & Physical Sciences

Version by Mayes, Amanda on 02/23/2023 16:23

### 1. What Did You Do?

#### 1A. Assessment Activities

##### **ASTRONOMY**

###### AST 1011

Continue: Students' were assessed on Kepler's 3 Laws of motion and expected to provide examples of each on an examination.

Modify: N/A

Add: Focus will be placed on pre-COVID versus post-COVID assessment results.

##### **BIOLOGY**

###### BIO 1111

Continue: During the spring and fall 2022 semesters students were assessed on their ability to analyze and interpret data as it related to hypothetical genetic testing results. Students were asked to organize the hypothetical data set, scientifically analyze the data and draw solid conclusions based on the data set.

Modify: We are planning on developing a different approach to assessing students' ability to scientifically analyze, interpret and draw conclusions based off of data provided. This assessment is always given at the end of each semester. With that said the assessment tool is still being developed.

Add: N/A

###### BIO201

Continue: The various types of neurotransmitters and their functions were assessed. An essay question was constructed in a way that the student had to identify the neurotransmitter and function. The neurotransmitters tested were: Dopamine, serotonin, epinephrine, glutamic acid, acetylcholine, neuropeptide Y and enkephalin.

Modify: N/A

Add: N/A

##### **CHEMISTRY**

###### CHE1011

Continue: During the spring 2022 and fall 2022 semesters students were given an assessment of their ability to use chemical nomenclature through a question that were built into paper exams.

Modify: In the spring 2023, students will be assessed on the same concept utilizing Aktiv Chemistry. The chapter quiz will be compared to examination questions for that unit.

Add: N/A

###### CHE1009

Continue: During the semesters of Spring 22 and Fall 22, students in CHE 1009 were given an assessment of their ability to use dimensional analysis. The assessment for spring was given as an in-person paper exam, while in the Fall semester students were given a more thorough explanation of dimensional analysis - the exam was given using Aktiv chemistry. Each student had a randomized

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question pulled from question pool 14 on exam 1. While the actual questions varied, all of the problems that required 2 steps and a conversion from English to metric and a conversion within the metric system.

Modify: In the spring of 2023, I will reassess to ensure that success rates are still above 70% for dimensional analysis. I will also implement a new assessment.

Add: N/A

## CHE1111

Continue: During the Fall 2022 semester, CHE 1111 students were assessed in their ability to use dimensional analysis. The question they were given was on their comprehensive final exam. It was: What is the M of  $\text{Pb}(\text{NO}_3)_2$  solution produces 28.00g of  $\text{NO}_2$ ? (chemical equation given). This question requires the use of dimensional analysis, but also requires a knowledge of concentration, balancing equations, and using stoichiometric coefficients. This will be reassessed in CHE 1112 since students from CHE 1111 will go on to take CHE 1112 in the spring semester.

Modify: N/A

Add: N/A

## **GEOLOGY**

### GEY 1111

Continue: Students were tasked with identifying the characteristics of plate boundaries and mantle plumes and their relationship to earthquakes, volcanoes, and mountain building. Results were generated from questions on an examination.

Modify: N/A

Add: Focus will be placed on pre-COVID versus post-COVID assessment results.

### 1B. Participation

In general, the rate of participation of full time and part time instructors greatly increased - a lot of faculty have implemented new assessments within the past 2 assessment calendar years.

In general, participation of full-time instructors has increased, although assessment data generated for this report should be from all sections taught at all campus locations.

## 2. What Did You Learn?

### Overview

## **ASTRONOMY**

### AST1011

Students in AST1011 are generally doing either much better or much poorer. More students seemed more stressed than in previous years. The excellent students continue to do very well, but are fewer than in the past. Data was unable to be entered into eLumen and therefore reported notes are from another assessment.

## **BIOLOGY**

### BIO1111

A very small percentage of students showed solid mastery of this concept. However, a good percentage of students were developing in their approach to scientifically analyze, interpret and draw conclusions based off of the data set. Students were noted to have achieved a 45.61% of CSLO 05.

### BIO2101

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Students needed different ways to learn about the neurotransmitters (focused case study, visual aids etc.) to capture different learning styles. Knowing and understanding the various types is essential in not just BIO 2101 but other anatomy and biology classes as well. If the student does not gain knowledge and understanding at this level it could be an issue in future courses. Students achieved a 56.91% average of the CSLOs assessed.

## CHEMISTRY

### CHE 1011

CSLO 3: 43.24% of students scored a 4 or 3 to achieve the understanding rating of Exemplary or Accomplished, respectively.

### CHE 1009

CSLO 3: During the spring semester, the assessment results only had 57.7% of students receiving a score of Exemplary or Accomplished whereas the fall semester saw an improvement to 72.2%.

### CHE 1111

Students were assessed on CSLO 02 and did very well when NAs are not counted. They achieved a 87.5% achievement in concept.

## GEOLOGY

### GEY 1111

Students in AST1011 are generally doing either much better or much poorer. More students seemed more stressed than in previous years. The excellent students continue to do very well, but are fewer than in the past. Data was unable to be entered into eLumen and therefore reported notes are from another assessment.

### 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	64.53%	
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>60.65%</b>	
1a: Interpret, analyze, and assess available evidence, information, and ideas	58.96%	
1b: Explore implications, inferences, assumptions, and alternate solutions	67.74%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	70.18%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	61.29%	
<b>ISLO2: Effective Communication</b>	<b>43.24%</b>	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	43.24%	
<b>ISLO3: Quantitative Reasoning</b>	<b>81.82%</b>	

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ISLO	Target Achievement Rate	Comments/Clarifications
3a: Select appropriate numerical data, functions, and formulae to perform accurate computations	79.41%	
3b: Represent information as numerical data, functions, and formulae	85.71%	
3c: Interpret and explain information presented as numerical data, functions, and formulae	85.71%	
3d: Formulate reasonable solutions and draw logical conclusions from numerical data	85.71%	
<b>ISLO4: Textual Literacy</b>	<b>61.82%</b>	
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas	59.06%	
4b: Locate applicable information or materials from relevant resources as appropriate to the task	93.75%	
4c: Evaluate the validity and reliability of information and its appropriateness for the context	93.75%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	75.00%	
<b>ISLO5: Professionalism</b>	<b>71.59%</b>	
5a: Demonstrate personal accountability through time management, preparedness, and honoring commitments	71.59%	
5b: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	71.59%	
5c: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	71.59%	
5d: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations	71.59%	

## 2B. Program-Level (PSLO) Performance

PSLO	Target Achievement Rate	Comments/Clarifications
Astronomy		
Describe the fundamental concepts of the Laws of Motion. (Active from Spring 2017)	0.00%	
Biology		

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PSLO	Target Achievement Rate	Comments/Clarifications
Describe fundamental concepts of biology. (Active from Spring 2017)	58.24%	Overall, students understand this concept. However, some need to be able to apply this knowledge to lecture and lab.
Chemistry		
01. Apply dimensional analysis to problem solving. (Active from Spring 2017)	76.92%	
02. Employ conventions of chemical nomenclature. (Active from Spring 2020)	43.24%	Students were assessed at the pre-introduction to this concept. Rubrics need to be updated to reflect post topic coverage results.

## 2C. Course-Level (CSLO) Performance

CSLO	Target Achievement Rate	Comments/Clarifications
BIO1111 - Gen College Biology I/Lab: SC1		
05. Employ scientific methodologies to develop predictions, interpret experimental data, and form conclusions. (Active from Summer 2019)	45.61%	The assessment tool is still being developed to test the students on this skill.
BIO2101 - Human Anatomy&Phys I w/Lab:SC1		
02. Identify the anatomical structures and explain the physiological functions of body systems. (Active from Summer 2019)	53.13%	Students need more practice in this area, they need to be able to use lab and lecture together.
03. Explain the principle of homeostasis and the use of feedback loops to control physiological systems in the human body. (Active from Summer 2019)	62.50%	Students excel in this content area in many different BIO classes.
04. Use anatomical knowledge to describe physiological consequences, and use knowledge of function to describe the features of anatomical structures. (Active from Summer 2019)	55.10%	Students need more practice in this area, they need to utilize what they learn in lab and apply it to lecture and vice versa.
BIO2102 - Human Anatomy&Phys IIw/Lab:SC1		
03. Explain the principle of homeostasis and the use of feedback loops to control physiological systems in the human body. (Active from Summer 2019)	57.69%	



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CSLO	Target Achievement Rate	Comments/Clarifications
05. Explain the interrelationships within and between anatomical and physiological systems of the human body. (Active from Summer 2019)	26.92%	
BIO2116 - Pathophysiology		
01. Explain the etiology of disease states and imbalances. (Active from Summer 2016)	100.00%	
02. Analyze how health deviations alter normal physiology. (Active from Summer 2016)	90.91%	
03. Describe the alterations in cells, tissues, and organs that occur with disease and the effects they have on total body function. (Active from Summer 2016)	83.33%	
04. Relate the manifestations of diseases to their underlying cellular mechanisms. (Active from Summer 2016)	90.91%	
CHE1009 - General, Organic, & Biochem		
04. Apply dimensional analysis, mathematical equations, inductive and deductive reasoning, and the scientific method in correctly solving word problems related to the topics indicated in course outline. (Active from Summer 2016)	72.22%	
CHE1011 - 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. (Active from Fall 2019)	43.24%	Students were assessed introductory knowledge the concept. These results do not reflect post topic coverage knowledge obtained.
CHE1111 - Gen College Chem I/Lab: SC1		
02. Interpret the computed outcome of a chemical calculation to determine its validity. (Active from Fall 2019)	87.50%	This value appears to be counting the NAs in the graph presented, versus those that actually completed the assessment materials.

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

See table with specific plans below.

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Action	Goal	Timeline	Participants
Work is being done in Connect to focus on neurotransmitters covered in class. This will include a possible case study, animations, and fill-in-the-blank activities. This will encourage more engagement and understanding of the material.	To increase achievement by 20%	New assignments and activities will be completed by the end of the spring and fall 2023 semesters.	BIO 2101 sections led by Dr. Kushner and Dr. Wingham.
The same skill will continue to be assessed. A different approach to assessing students' ability to scientifically analyze, interpret, and draw conclusions based off of data provided.	To increase achievement by 20%	To develop a new assessment tool by the end of the fall 2023 semester.	All BIO 1111 sections on the Pueblo campus
The same skill will be assessed to ensure continued rates are being achieved over the 70% marker.	To maintain achievement rates of 70% or more	A new assessment will be implemented by the end of the fall 2023 semester.	CHE 1009
The same skill set will be assessed as inquiry into data represented versus achieved targets are analyzed to determine discrepancies.	To increase achievement to 70%	New rubrics and/or activities will be completed by the end of the fall semester.	CHE 1011
Due to the discovery of discrepancy amongst the NAs reported into the data set, students are doing well with what was assessed. A new assessment will need to be generated for a different skill set.	To develop a new assessment for a different skill set.	A new assessment for a new skill set will be developed by the end of fall 2023.	CHE 1111
New rubrics will need to be entered into eLumen along with comparison of pre-COVID and post-COVID student impacts on assessment results.	To develop an assessment to compare student achievement pre/post COVID	A new assessment on COVID impacts will be developed by the end of the fall semester 2023	GEY 1111

# 2022 Assessment Improvement Plans

Action	Goal	Timeline	Participants
New rubrics will need to be entered into eLumen along with comparison of pre-COVID and post-COVID student impacts on assessment results.	To develop an assessment to compare student achievement pre/post COVID	A new assessment on COVID impacts will be developed by the end of the fall semester 2023.	AST 1011

# 2022 Assessment Improvement Plans

## Business & Accounting

*Version by Harshbarger, Kristen on 02/22/2023 21:36*

### 1. What Did You Do?

#### 1A. Assessment Activities

As a new department chair, hired in September 2022. The training and onboarding have been rather extensive. I have not made and changes to the assessment in the classes and have utilized this time to evaluate the Fall semesters outcomes. I have recently been accepted to be part of the assessment committee in hopes to help me better understand the data and process.

Jackie feels that our students would greatly benefit from being evaluated the same in the following courses: ACC 1021, ACC 1035, ACC 1038, ECO 2001, ECO 2002, MAN 2024, and MAN 2026

We would like to look at making adjustments to ensure we are providing outcomes that match employer needs in our community. These are the courses I would modify:

- ACC 1022: Remove Professionalism, Add textual Literacy, and quantitative reasoning.
- ACC 2012: Add Textual Literacy
- BUS 1015: Use both professionalism and effective communications in the same semester.
- BUS 2017: Add professionalism and communication.
- PSV 2030: Add effective communications.

#### 1B. Participation

The department did have a few new part time instructors, including myself as a new department chair. We (as a department) worked together to allocate the time to attend or review the recorded valuable trainings that were provided. After reviewing the results of participation over the past years, I was pleased with the increase. The Fall 2021 semester was at 78.5% participation. The past fall semester was definitely an increase at 82%.

Moving forward as the department chair, I will continue to bring awareness to the surface and provide support to instructors with training and support in the classrooms.

Moving forward into the new year, I will discuss the assessment with the part time instructors at the beginning of the semester and provided them a reminder that the assessment does not have to be completed only at the end of the term. This emphasized that you could evaluate at any time in the semester. I have also set reminders for myself on MS outlook to provide the instructors monthly reminders of any training, support, and /or deadlines of the assessment expectations.

### 2. What Did You Learn?

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
  - Over the last year it seems to have a very positive outcome in the assessments from previous years.
  - The increase in participate also help with the overall evaluation and concepts recognized.
- What learning outcomes have your students struggled with the most?
  - Looking at last year a previous year, it looks as though the students continue to struggle with communication and economic concepts.
- In what areas did your students excel?

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- Over the past year the student excelled in professionalism, textual literacy, and social consciousness.
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?
  - Not that I am aware of at this time.

## 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	79.59%	
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>78.40%</b>	
1a: Interpret, analyze, and assess available evidence, information, and ideas	77.11%	
1b: Explore implications, inferences, assumptions, and alternate solutions	79.52%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	74.55%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	81.82%	
<b>ISLO2: Effective Communication</b>	<b>69.48%</b>	<b>Reviewing the past data, this area tends to be a concern department wide. More research into this area will be a focus point this year.</b>
2a: Organize and express ideas clearly in both written and oral communication	70.13%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	71.43%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	68.83%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	67.53%	
<b>ISLO3: Quantitative Reasoning</b>	<b>77.16%</b>	
3a: Select appropriate numerical data, functions, and formulae to perform accurate computations	80.56%	
3b: Represent information as numerical data, functions, and formulae	77.27%	

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ISLO	Target Achievement Rate	Comments/Clarifications
3c: Interpret and explain information presented as numerical data, functions, and formulae	65.91%	
3d: Formulate reasonable solutions and draw logical conclusions from numerical data	75.86%	
3e: Identify, evaluate, and infer reasonable assumptions based on quantitative information	100.00%	
3f: Interpret numerical data and calculations in defense of an argument	N/A	
<b>ISLO4: Textual Literacy</b>	<b>85.00%</b>	
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas	82.29%	
4b: Locate applicable information or materials from relevant resources as appropriate to the task	88.24%	
4c: Evaluate the validity and reliability of information and its appropriateness for the context	82.35%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	88.24%	
<b>ISLO5: Professionalism</b>	<b>84.83%</b>	
5a: Demonstrate personal accountability through time management, preparedness, and honoring commitments	82.41%	
5b: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	78.49%	
5c: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	91.45%	
5d: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations	85.58%	
<b>ISLO6: Social Consciousness</b>	<b>92.86%</b>	

# 2022 Assessment Improvement Plans

ISLO	Target Achievement Rate	Comments/Clarifications
6a: Demonstrate respectful, fair, and equal treatment of all people, and contribute positively to collaboration and teamwork by offering ideas, assistance, and encouragement	92.86%	

## 2B. Program-Level (PSLO) Performance

PSLO	Target Achievement Rate	Comments/Clarifications
Economics		
PSLO1: Describe fundamental business concepts terminology, and theories. (Active from Spring 2017)	82.14%	
PSLO3: Use mathematical skills to solve economic or business problems. (Active from Spring 2017)	100.00%	
PSLO4: Think creatively and solve problems, as they relate to common business practices. (Active from Spring 2017)	85.71%	
PSLO6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of accuracy and transparency. (Active from Spring 2017)	92.86%	

## 2C. Course-Level (CSLO) Performance

CSLO	Target Achievement Rate	Comments/Clarifications
ECO2001 - Prin of Macroeconomics: SS1		The Department Chair will look into the activity and assessment in this area and suggest a solution to help increase the understanding of these concepts.
01. Explain specialization patterns (Active from Spring 2022)	37.50%	
02. Predict market outcomes using the supply and demand model (Active from Spring 2022)	50.00%	
05. Evaluate indicators of economic performance (Active from Spring 2022)	25.00%	

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CSLO	Target Achievement Rate	Comments/Clarifications
07. Compare fiscal and monetary policies (Active from Spring 2022)	12.50%	
ECO2002 - Prin of Microeconomics: SS1		
01. Predict market outcomes using the supply and demand model (Active from Fall 2019)	100.00%	
02. Explain specialization patterns (Active from Fall 2019)	78.57%	
03. Analyze elasticity concepts (Active from Fall 2019)	85.71%	
04. Formulate choices using marginal reasoning (Active from Fall 2018)	85.71%	
06. Compare implicit and explicit production costs (Active from Fall 2018)	85.71%	
07. Contrast different market structures (Active from Fall 2018)	92.86%	
08. Evaluate microeconomic public policy issues (Active from Fall 2018)	92.86%	

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

Moving forward into the new year of assessment I plan to work with my business team to bring awareness to the importance of the gathered information. I have positioned myself as being part of the committee to learn more about the process and learn from the other committee members the multiple avenues and activities to help increase our data in a positive way.

Jacke has suggested an avenue to help unity the data moving forward that we will consider implementing. Please see action plan below.

Action	Goal	Timeline	Participants
Create an assessment Rotation	Assess 1 course for each subject once a year	1 year (Spring 2024)	All full time and part time instructors.



# 2022 Assessment Improvement Plans

## Computer Information Systems

Version by Medendorp, Liz on 01/24/2023 20:12

### 1. What Did You Do?

#### 1A. Assessment Activities

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#### 1B. Participation

\*Note classes/instructors that don't actually fall under this department\*

### 2. What Did You Learn?

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#### 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	83.31%	
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>77.27%</b>	
1a: Interpret, analyze, and assess available evidence, information, and ideas	76.36%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	78.18%	
<b>ISLO2: Effective Communication</b>	<b>81.82%</b>	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	81.82%	
<b>ISLO4: Textual Literacy</b>	<b>88.77%</b>	
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas	89.31%	
4b: Locate applicable information or materials from relevant resources as appropriate to the task	87.63%	
4c: Evaluate the validity and reliability of information and its appropriateness for the context	89.31%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	89.31%	
<b>ISLO5: Professionalism</b>	<b>80.00%</b>	
5a: Demonstrate personal accountability through time management, preparedness, and honoring commitments	78.18%	

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ISLO	Target Achievement Rate	Comments/Clarifications
5b: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	72.73%	
5c: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	89.09%	
<b>PCC Flex Self-Assessment</b>	<b>78.44%</b>	
Flex 1. Content Mastery (1a)	81.82%	
Flex 2. Problem Solving (1d)	81.82%	
Flex 3. Effective Communication (2c)	83.64%	
Flex 4. Finding Resources (4b)	69.09%	
Flex 5. Time Management (5a)	78.18%	
Flex 6. Participation (6a)	74.55%	
Flex 7. Integrity of Work (5c)	80.00%	

## 2B. Program-Level (PSLO) Performance

Version by Medendorp, Liz on 01/24/2023 20:12

N/A - No PSLOs Assessed

## 2C. Course-Level (CSLO) Performance

Version by Medendorp, Liz on 02/01/2023

N/A - No CSLOs Directly Assessed

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

Version by Medendorp, Liz on 01/24/2023 20:12

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# 2022 Assessment Improvement Plans

## Cosmetology

*Version by Edwards, Michele on 03/03/2023 17:14*

### 1. What Did You Do?

#### 1A. Assessment Activities

In this assessment activity students were introduced to, shown how to and then had to perform the process of each of these 6 men's haircuts. I will continue to assess this activity in COS 2021 every semester I teach this class because student's need to successfully complete men's haircuts because this is an industry entry level hiring requirement for salons and barbershop, and because this activity introduces the students to the differences of cutting men's hair vs. women's hair. It also gives them the ability to practice and master these basic techniques so that they can then build from this foundation and accomplish any men's haircut they may encounter in the clinic floor salon setting or once they enter the industry they are prepared to service male clients and accomplish any haircut. Next time I assess this activity I may consider using the critical thinking rubric or the professionalism rubric depending on what changes I make to the activity overall. I'm considering reducing the number of haircuts, as well as evaluating the haircuts based on the overall outcome, rather than the procedures used to obtain the overall outcome; right now I am using a combination of the procedures used and the overall outcome. I plan to add another assessment activity to COS 2021, where the students will be assessed using the professionalism rubric and performing a women's pixie haircut service evaluating the procedures used and the overall outcome.

The assessment activity in NAT 1058 was to create an artificial nail on a free form using acrylic powder and liquid monomer, I evaluated this activity using the critical thinking and problem-solving rubric. I will continue to assess this activity every semester I teach this class because this is not only an industry required entry level skill for the student to perform but also a possible state board exam task the students would have to successfully complete as a part of the licensing process. I will continue to use the critical thinking and problem solving rubric because it is the best rubric for evaluating this activity currently.

For the assessment activities in EST 1010 and 1011 students were asked to replicate the structure of the skin using items from home. This activity was assessed because students should have a thorough understanding of the physiology, and histology of the skin; as well as the structure and functions of the skin; it was evaluated using the critical thinking and problem-solving rubric. This understanding is important because students will need to perform services effectively and safely both in the salon clinic setting and after they obtain their professional license. This knowledge also helps the students to gain a better understanding of how the body functions, and how to ultimately maintain the overall health of the skin. I will continue to assess this activity and use the same rubric; however, I will modify the specific requirements of the assignment.

The assessment for COS1050 helps the students to understand that requirements for licensure in our state is not the same as other states. In the student's presentation 16 out of 25 scored above average on the rubric set for the assignment. Scoring of a percentage between 93%-100%. This means they were prepared to give their presentation and exceeded the requirements set on the rubric. Four students met the requirements set on the rubric and scored 85%. Three students scored a 70% which they were not prepared for their presentation and 1 student did not meet any of the requirements and scored a zero. Overall the students met or exceeded the requirements of the assessment.

#### 1B. Participation

The Cosmetology Department always has 100% participation by the faculty and part-time instructor. They all know the importance of assessing our students.

Michele Edwards - COS1050-Faculty

Pamela Graham - NAT1058-Faculty

# 2022 Assessment Improvement Plans

Lisa Pacheco - EST1010 and EST1011-Part-time Instructor

Andrea Valencia - COS2021-Faculty

## 2. What Did You Learn?

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.

Using the assessment data from COS 2021 I have decided to introduce and demonstrate the 6 men's haircuts in COS 2020 and assess the activity in that class during the spring semester; when the students return the following fall and are enrolled in COS 2021 I will have them perform this activity again, because the students will have had more time and experience with the task it is my hope that the scores for the assessment in 2021 will be at a minimum of 80% if not higher. I will use the same rubric while assessing this activity in both COS 2020 and COS 2021 in order to measure any growth or improvement in scores.

Using the assessment data from NAT 1058 I learned that during my demonstration and instruction of this activity I need to give more examples of how to perform applying an artificial nails to a free form, because all students learn differently there are some who prefer to start from the back of the nail and work forward to the free edge, and some start from the front at the free edge and work their way back to the cuticle. While the results of the task comes out the same, it is important that my instruction reflects the variety of ways to accomplish it, not just my preference; by adjusting the demonstration and instructions when I assess this activity again I hope to see an improvement in the scores and overall performance of this activity in the future.

Using the assessment data from EST 1010 and EST 1011 I learned that I need to give explicit and specific requirements in the materials used for this activity, instead of giving creative freedom to choose materials. There were several students that used the same materials to create their skin structure replica, in the future I plan to give each student an individual set of required materials to use. By changing the parameters of the assignment, I hope that it will improve both student engagement and my assessment scores in the future as I continue to assess this activity.

I am going to reassess this course COS1050 in fall 2023 to see if the outcome are the same. Overall the students did well on the project and the majority met the requirements of the project.

### 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	63.57%	
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>63.37%</b>	
1a: Interpret, analyze, and assess available evidence, information, and ideas	67.44%	
1b: Explore implications, inferences, assumptions, and alternate solutions	60.47%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	62.79%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	62.79%	
<b>ISLO6: Social Consciousness</b>	<b>65.91%</b>	

# 2022 Assessment Improvement Plans

ISLO	Target Achievement Rate	Comments/Clarifications
6a: Demonstrate respectful, fair, and equal treatment of all people, and contribute positively to collaboration and teamwork by offering ideas, assistance, and encouragement	72.73%	
6b: Examine and acknowledge different views and express appreciation for diversity, explore the relationships between the ideas, values, and practices of different groups of people across cultures and throughout history	72.73%	
6c: Engage with local and extended communities to promote civic action and social improvement	54.55%	
6d: Recognize the interconnectivity of important issues and broaden disciplinary and personal knowledge to include overarching social, ecological, and political issues	63.64%	

## 2B. Program-Level (PSLO) Performance

N/A – No PSLOs Assessed

## 2C. Course-Level (CSLO) Performance

Version by Edwards, Michele on 03/03/2023 17:14

N/A - No CSLOs Directly Assessed

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

[blank]

# 2022 Assessment Improvement Plans

## Criminal Justice

Version by Medendorp, Liz on 01/24/2023 20:12

### 1. What Did You Do?

#### 1A. Assessment Activities

[blank]

#### 1B. Participation

[blank]

### 2. What Did You Learn?

[blank]

#### 2A. Institution-Level (ISLO) Performance

Version by Medendorp, Liz on 02/01/2023 19:25

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	62.50%	
<b>ISLO2: Effective Communication</b>	<b>62.50%</b>	
2a: Organize and express ideas clearly in both written and oral communication	62.50%	

#### 2B. Program-Level (PSLO) Performance

PSLO	Target Achievement Rate	Comments/Clarifications
09. Accurately employs substantive, grammatical, and technical elements of writing. (Active from Spring 2018)	62.50%	

#### 2C. Course-Level (CSLO) Performance:

N/A - No CSLOs Directly Assessed

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

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# 2022 Assessment Improvement Plans

## Dental Hygiene

Version by Blasi, Linda on 03/09/2023 17:31

### 1. What Did You Do?

#### 1A. Assessment Activities

The dental hygiene program consists of eighteen 2nd year students and twenty-five 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 2021 to 2022, the dental hygiene faculty assessed sequential courses in order to have an accurate data set.

Our results still show the discrepancies due to the mixed sample size and non-norming techniques utilized with the current class graduation in 2023. Within a norming session held during the Fall 2022 semester, we aligned similar courses to follow a cohort through the full two year program.

#### 1B. Participation

- 7/7 full time dental hygiene 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 7/7 part-time instructors that are strictly in the clinical setting
- 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 continue to meet once a semester as full-time faculty to assign sequential rubrics that are cohort specific

### 2. What Did You Learn?

ISLO 5a-1 and PSLO 5c:1st year target rate goal is 30% and 2nd year target rate goal is 75%. This will be our goal for both classes, but not the actual performance.

#### 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	61.52%	
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>55.56%</b>	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	58.01%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	45.45%	
<b>ISLO2: Effective Communication</b>	<b>66.67%</b>	

# 2022 Assessment Improvement Plans

ISLO	Target Achievement Rate	Comments/Clarifications
2a: Organize and express ideas clearly in both written and oral communication	66.67%	
<b>ISLO5: Professionalism</b>	<b>92.31%</b>	
5a: Demonstrate personal accountability through time management, preparedness, and honoring commitments	92.31%	
5b: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	92.31%	
<b>ISLO6: Social Consciousness</b>	<b>56.67%</b>	
6c: Engage with local and extended communities to promote civic action and social improvement	56.67%	

## 2B. Program-Level (PSLO) Performance

Version by Blasi, Linda on 02/27/2023 18:55

PSLO	Target Achievement Rate	Comments/Clarifications
1. a. Recognize and explain dental hygiene rules and regulations established by state licensing agencies. (Active from Summer 2017)	58.21%	
1. e. Communicate effectively with peers and instructors to formulate a clear and precise point of view. (Active from Fall 2017)	66.67%	
3. c. Apply evidence-based decision-making using methods consistent with the dental hygiene scope of practice and legal principles to establish a diagnosis. (Active from Spring 2017)	58.01%	
3. d. Formulate a comprehensive dental hygiene care plan that meets the needs of the patient/client. (Active from Spring 2017)	45.45%	
5. a. Advance the profession through service activities and affiliations with professional organizations. (Active from Spring 2017)	56.67%	
5. c. Assume professional responsibilities through the process of self assessment for personal growth and life-long learning. (Active from Fall 2017)	92.31%	

## 2C. Course-Level (CSLO) Performance

CSLO	Target Achievement Rate	Comments/Clarifications
DEH1003 - Dental Anatomy and Histology		



# 2022 Assessment Improvement Plans

CSLO	Target Achievement Rate	Comments/Clarifications
04. Distinguish dental caries classifications and the classifications of tooth preparations. (Active from Fall 2019)	84.00%	
DEH1004 - Dental Radiology		
06. Compare and contrast the ethical and legal aspects of radiology and the ramifications of not maintaining acceptable standards. (Active from Fall 2019)	48.00%	
DEH1005 - Intro to Dental Hygiene		
01. Apply principles and theoretical knowledge in regard to the dental hygiene process of care. (Active from Fall 2019)	19.23%	
DEH1011 - Dental and Medical Emergencies		
05. Explain the ASA physical classification, give examples of each, and recognize necessary treatment modifications. (Active from Fall 2019)	100.00%	
DEH1022 - Periodontics I		
04. Identify the histopathology of gingival and periodontal diseases. (Active from Fall 2019)	27.27%	
DEH1034 - Advanced Clinical Skills		
04. State the specific guidelines for instrumentation of dental implants and demonstrate appropriate instrumentation technique (Active from Fall 2019)	57.14%	
DEH1053 - Clinical Theory I		
01. Determine appropriate instrument sharpening armamentarium to maintain a sharp instrument cutting edge and original instrument design. (Active from Fall 2019)	45.45%	
DEH2004 - Community Dental I		
07. Identify different methods of reimbursement for oral health services. (Active from Fall 2019)	55.56%	
DEH2021 - Ethics and Practice Management		
13. Discuss the code of Ethics of the Dental Hygiene profession (Active from Fall 2019)	85.00%	
DEH2025 - Community Dental Health II		
05. During the course, prepare a portfolio of evidence for documentation of activities used in the planning, implementation and evaluation of the field activity. (Active from Fall 2019)	90.00%	
DEH2066 - National Boards Review		

# 2022 Assessment Improvement Plans

CSLO	Target Achievement Rate	Comments/Clarifications
02. To provide a formalized review session of the Dental Hygiene Subjects covered on the National Board Exam (Active from Fall 2019)	100.00%	
DEH2068 - Clinical Theory II		
02. Apply the Dental Hygiene Process of Care to treatment planning and progress notes documentation. (Active from Fall 2019)	83.33%	
DEH2082 - Periodontics III		
03. Define osseointegration and compare the three implant types (Active from Fall 2019)	95.00%	

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

Ideally to have assessment placed on an academic year rather than a calendar year would be more beneficial in our situation to gather accurate data. We 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 throughout the program.

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

First year students should be at a target achievement rate of 30%. Second year students should be at a target achievement rate of 75%.

Action	Goal	Timeline	Participants
Continue to align one sequential course rubric for the class of 2024 and 2025 to be scored throughout their 2-year curriculum	The evaluation progression of dental hygiene students over the 2-year period of the program	Start Fall 2023	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 2023	BAS Faculty

# 2022 Assessment Improvement Plans

## Early Child/Education/Library

Version by Medendorp, Liz on 01/24/2023 20:12

### 1. What Did You Do?

#### 1A. Assessment Activities

[blank]

#### 1B. Participation

[blank]

### 2. What Did You Learn?

[blank]

#### 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	73.13%	
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>62.50%</b>	
1a: Interpret, analyze, and assess available evidence, information, and ideas	50.00%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	75.00%	
<b>ISLO2: Effective Communication</b>	<b>75.00%</b>	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	75.00%	
<b>ISLO4: Textual Literacy</b>	<b>93.33%</b>	
4b: Locate applicable information or materials from relevant resources as appropriate to the task	75.00%	
4c: Evaluate the validity and reliability of information and its appropriateness for the context	100.00%	
<b>ISLO5: Professionalism</b>	<b>75.00%</b>	
5a: Demonstrate personal accountability through time management, preparedness, and honoring commitments	75.00%	
5b: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	75.00%	

# 2022 Assessment Improvement Plans

ISLO	Target Achievement Rate	Comments/Clarifications
5c: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	75.00%	
<b>PCC Flex Self-Assessment</b>	<b>64.29%</b>	
Flex 1. Content Mastery (1a)	75.00%	
Flex 2. Problem Solving (1d)	75.00%	
Flex 3. Effective Communication (2c)	75.00%	
Flex 4. Finding Resources (4b)	0.00%	
Flex 5. Time Management (5a)	75.00%	
Flex 6. Participation (6a)	75.00%	
Flex 7. Integrity of Work (5c)	75.00%	

## 2B. Program-Level (PSLO) Performance:

PSLO	Target Achievement Rate	Comments/Clarifications
2a. Competently explain the acquisition, description, storage, retrieval and use of library information products, services and programs. (Analytic Techniques) (Active from Summer 2017)	87.50%	
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) (Active from Summer 2017)	100.00%	

## 2C. Course-Level (CSLO) Performance

CSLO	Target Achievement Rate	Comments/Clarifications
LTN1001 - Intro to Library Services		
02. Introductory vocabulary of the library field; (Active from Summer 2016)	87.50%	
LTN1010 - Selection and Acquisitions		
04. Apply selection principles by weeding a library collection. (Active from Summer 2016)	100.00%	

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

Version by Medendorp, Liz on 02/01/2023 19:23

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# 2022 Assessment Improvement Plans

## Emergency Medical Services

Version by Mathis, Dawnelle on 03/10/2023 16:55

### 1. What Did You Do?

#### 1A. Assessment Activities

EMT- operations, pretest in MyBradyLab before information was covered. Covered material in various units. Instructor developed a post test. Most students improved. Two did poorly. Fremont-, moved operations into Fundamentals. included questions throughout all exams. Included them in the final. Most improved.

Will check on Registry results when enough students have taken the exam.

Paramedic- resiliency

Did mentorship project in Fundamentals and identified a mentor with the idea to meet with the mentor during the class. Pharmacology- discussion on handling difficult days/calls. Most students had fairly healthy plan. Medical Emergencies- discussion on sleep deprivation, their own opinion. Then they had to do some sleep deprivation research to do a producible.

#### 1B. Participation

We had very good participation in the fall 2022 semester. The goal is to increase the number of assessments we do throughout the EMS department.

### 2. What Did You Learn?

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.

EMT- students showed big improvement in WMD. Some improvement in general operations. constantly returning to operations. MCI day helped with student retention.

Resiliency- the assignments improved the student's perception of their own resiliency and how to work to being more resilient. The student appreciated the self care focus. the students put some deep thought into the assignments.

Struggled to tie into course objectives. Was the assignment in Fundamentals, was it the best use of time?

#### 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	79.17%	
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>80.95%</b>	
1a: Interpret, analyze, and assess available evidence, information, and ideas	80.95%	
<b>ISLO2: Effective Communication</b>	<b>80.95%</b>	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	80.95%	

# 2022 Assessment Improvement Plans

ISLO	Target Achievement Rate	Comments/Clarifications
<b>ISLO3: Quantitative Reasoning</b>	<b>77.78%</b>	
3a: Select appropriate numerical data, functions, and formulae to perform accurate computations	77.78%	
<b>ISLO4: Textual Literacy</b>	<b>78.95%</b>	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	78.95%	
<b>ISLO5: Professionalism</b>	<b>80.00%</b>	
5b: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	80.00%	

## 2B. Program-Level (PSLO) Performance

PSLO	Target Achievement Rate	Comments/Clarifications
02. Correctly perform all skills appropriate to an entry level EMS provider (Active from Spring 2017)	77.78%	
05. Demonstrate scene safety and safe attitudes in the class, lab, clinical and field settings. (Active from Spring 2017)	80.95%	
11. Relate the concepts of resiliency to their own experience. (Active from Fall 2022)	80.00%	

## 2C. Course-Level (CSLO) Performance:

CSLO	Target Achievement Rate	Comments/Clarifications
EMS1024 - EMT Special Considerations		
15. Identify risks and responsibilities of safely operating a ground ambulance (Active from Summer 2016)	76.92%	
19. Establish a safe landing zone for aeromedical support (Active from Summer 2016)	84.62%	
EMS2031 - Paramedic Cardiology		
03. Interpret the rhythm accurately given an ECG tracing (Active from Summer 2016)	60.00%	

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

Cardiology- discuss with the student how they will handle the stress of cardiology. At the end of the semester revisit their plans and see if they did them and if they were effective.

EMT- continue with operations. MCI day to include Incident command.

Trauma- resource information Path4EMS.

Internship prep- producible for overall resiliency

# 2022 Assessment Improvement Plans

Action	Goal	Timeline	Participants
As a department we decided to continue with these assessments in the 2023.	Our goal is to improve the National Registry pass rate at the EMT level. We also want to increase awareness of resiliency in our paramedic and AEMT students.	2023 calendar year	All full-time faculty and adjunct instructors

# 2022 Assessment Improvement Plans

## English & Communication

Version by Patti, Jamie on 03/01/2023 15:25

### 1. What Did You Do?

#### 1A. Assessment Activities

Because we had discovered that communication, professionalism, and social consciousness continue to pose major challenges for our students, we collaborated with the Assessment Coordinator to expand the terms we had been using to define these qualities, and the Assessment Committee developed an additional assessment tool (rubric in eLumen) to help us more clearly understand the cause(s) that lead to scores below our target measurements in English, Communication, AAA 1009, and Philosophy courses. The new rubric separated "Professionalism" from "Social Consciousness," providing us with more specific areas of concern.

Data and research from the Teaching Excellence Grant and other DEI-focused professional development opportunities provided us with a lot of rich and varied material aimed to address those specific areas; and the full-time faculty members facilitated multiple discussions with full-time, part-time, and branch campus instructors to collaborate on ideas for ENG 1021 and AAA 1009. During the FA22, we began to implement some of these new strategies and grading methods to address the specific areas of concern. We are currently assessing the effects of those strategies, revising/adding, etc. to determine next steps.

#### 1B. Participation

The six full-time faculty in our program area all participated in assessment and four part-time instructors on the Pueblo campus submitted scores.

This level of participation for part-time instructors and on branch campuses is lower, in part, because we had several new hires this year. Several were hired after Part-time Instructor Orientation, so they did not get an opportunity to connect with the Assessment team.

Now that our new instructors have become comfortable with their teaching assignments, our department can improve participation rates by inviting part-time and branch campus instructors into the discussion sooner and by providing them with days and times to guide them through the process.

### 2. What Did You Learn?

Though we are focused on Professionalism and Social Consciousness, we did learn that students are meeting and exceeding target success rates for Communication rubric outcomes in ENG 1022 and ENG 1031 and that our department's goal to improve student awareness of "information literacy" by offering more practice in AAA, COM, and ENG 1021 may be having a positive impact at the next level.

Some outside factors affecting student performance include the increase of hyflex, online, and accelerated courses. Additionally, the limited options for students in need of developmental English support translated into an increase of under-prepared students in ENG 1021. These factors had both direct and indirect consequences in classrooms as a result of tremendous shifts in teaching preparedness as well as learning needs.

#### 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	61.05%	



# 2022 Assessment Improvement Plans

ISLO	Target Achievement Rate	Comments/Clarifications
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>60.95%</b>	
1a: Interpret, analyze, and assess available evidence, information, and ideas	56.72%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	65.20%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	56.49%	
<b>ISLO2: Effective Communication</b>	<b>67.22%</b>	
2a: Organize and express ideas clearly in both written and oral communication	67.73%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	66.67%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	64.10%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	71.57%	
<b>ISLO3: Quantitative Reasoning</b>	<b>100.00%</b>	
3a: Select appropriate numerical data, functions, and formulae to perform accurate computations	100.00%	
3b: Represent information as numerical data, functions, and formulae	100.00%	
<b>ISLO4: Textual Literacy</b>	<b>65.58%</b>	
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas	61.29%	
4b: Locate applicable information or materials from relevant resources as appropriate to the task	61.29%	
4c: Evaluate the validity and reliability of information and its appropriateness for the context	73.50%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	64.41%	
<b>ISLO5: Professionalism</b>	<b>57.20%</b>	
5a: Demonstrate personal accountability through time management, preparedness, and honoring commitments	44.96%	
5b: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	68.42%	

# 2022 Assessment Improvement Plans

ISLO	Target Achievement Rate	Comments/Clarifications
5c: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	58.47%	
5d: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations	63.45%	
<b>ISLO6: Social Consciousness</b>	<b>49.51%</b>	
6a: Demonstrate respectful, fair, and equal treatment of all people, and contribute positively to collaboration and teamwork by offering ideas, assistance, and encouragement	43.06%	
6b: Examine and acknowledge different views and express appreciation for diversity, explore the relationships between the ideas, values, and practices of different groups of people across cultures and throughout history	51.37%	
6c: Engage with local and extended communities to promote civic action and social improvement	34.88%	
6d: Recognize the interconnectivity of important issues and broaden disciplinary and personal knowledge to include overarching social, ecological, and political issues	52.30%	

## 2B. Program-Level (PSLO) Performance

PSLO	Target Achievement Rate	Comments/Clarifications
Advanced Academic Achievement		
01. Demonstrate enhanced personal management (Time Management/Personal Accountability) (Active from Fall 2019)	58.33%	
02. Apply critical and creative thinking (Active from Fall 2019)	58.33%	
03. Demonstrate effective collegiate communication skills (Active from Fall 2019)	33.33%	
04. Demonstrate an awareness of community and diversity (Active from Fall 2019)	25.00%	This percentage was impacted by the increase of hyflex, online, and accelerated sections, as opportunities for students to attend campus and community activities are limited in those sections.

# 2022 Assessment Improvement Plans

PSLO	Target Achievement Rate	Comments/Clarifications
05. Enhance personal strategies for improved academic proficiency (Resource Management) (Active from Fall 2019)	75.00%	
06. Enhance personal strategies for improved academic proficiency (Interdependence/Interpersonal Skills) (Active from Fall 2019)	33.33%	
07. Create educational and career plans (Grit/Perseverance/Self-efficacy) (Active from Fall 2019)	58.33%	
08. Preparedness (placeholder) (Active from Fall 2019)	47.06%	
09. Responsibility for Time Management (placeholder) (Active from Fall 2019)	58.82%	
10. Follows Communication Procedures (placeholder) (Active from Fall 2019)	58.82%	
English		
01. Integrate knowledge of audience, purpose, genre, and context in a way that is responsive to the situation. (Active from Spring 2017)	76.52%	
02a. Define the scope of the research question, thesis, or main idea. (Active from Spring 2017)	68.63%	
02b. Select sources that directly relate to the key concepts or answer the research question(s). (Active from Spring 2017)	70.91%	
04a. Critically read evidence and/or sources. (Active from Spring 2017)	56.36%	
04c. Integrate and synthesize evidence and/or sources in support of a claim (Active from Spring 2017)	62.33%	
04d. Follow an appropriate documentation system in applying evidence and/or sources. (Active from Spring 2017)	67.82%	
05a. Utilize a variety of information sources appropriate to the scope and discipline of the research question. (Active from Spring 2017)	56.36%	
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. (Active from Spring 2017)	73.64%	

# 2022 Assessment Improvement Plans

PSLO	Target Achievement Rate	Comments/Clarifications
06. Utilize correct citation practices on the use of information from a variety of sources to observe ethical and legal restrictions. (Active from Spring 2017)	57.07%	
07a. Apply formal and informal conventions of writing in designated forms and/or fields. (Organization) (Active from Spring 2017)	70.11%	
07b. Apply formal and informal conventions of writing in designated forms and/or fields. (Content) (Active from Spring 2017)	62.37%	
07d. Apply formal and informal conventions of writing in designated forms and/or fields. (Stylistic Choices) (Active from Spring 2017)	67.94%	
08a. Employ proper conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task. (Active from Spring 2017)	67.16%	
08b. Produces sentence structures that are complete, varied, and effective. (Active from Fall 2018)	62.37%	
09a. Support a conclusion that is tied to the range of information presented. (Active from Spring 2017)	65.20%	
10. Identify connections between world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts. (Active from Spring 2017)	56.49%	Strategies to address this outcome have been recently integrated (SP23) into ENG 1021 as part of the TEG process, so we hope to see this percentage increase in the next assessment cycle.
Philosophy		
05. Preparedness (placeholder) (Active from Fall 2019)	40.00%	
06. Responsibility for Time Management (placeholder) (Active from Fall 2019)	40.00%	
07. Follows Communication Procedures (placeholder) (Active from Fall 2019)	36.25%	

# 2022 Assessment Improvement Plans

## 2C. Course-Level (CSLO) Performance

CSLO	Target Achievement Rate	Comments/Clarifications
ENG1022 - English Composition II:CO2		
01. Apply and expand the rhetorical knowledge, critical/logical thinking, reading, and writing skills developed in English Composition I to more complex assignments. (Active from Fall 2019)	71.82%	
02. Plan, write, and revise compositions within various rhetorical situations, employing research and applying correct documentation where applicable. (Active from Fall 2019)	72.73%	
03. Apply conventions of research to composition: defining problems, gathering information, considering multiple viewpoints, evaluating data, analyzing, summarizing, synthesizing, and documenting. (Active from Fall 2019)	73.64%	
04. Apply genre conventions including structure, paragraphing, tone, mechanics, grammar, syntax, formatting, documentation, and style to complex writing projects. (Active from Fall 2019)	76.36%	
05. Select and apply contemporary forms of technology to solve problems or compile information. (Active from Fall 2019)	70.91%	
ENG1031 - Technical Writing I: CO1		
01. Create documents that respond to audience, purpose, context, formatting, and technical genres for a variety of workplace situations. (Active from Fall 2019)	100.00%	
02. Plan, write, revise, and review print and electronic documents that stress analytical, evaluative, and persuasive/argumentative writing within various workplace situations. (Active from Fall 2019)	95.45%	
03. Apply principles of effective technical communication including organization, visual design, and a reader-centered focus. (Active from Fall 2019)	86.36%	
04. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a defined purpose, using an appropriate documentation system. (Active from Fall 2019)	59.09%	
05. Apply technical writing conventions including structure, paragraphing, tone, mechanics, grammar, syntax, and style. (Active from Fall 2019)	100.00%	

# 2022 Assessment Improvement Plans

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

Action	Goal	Timeline	Participants
1. Share the Social Consciousness Rubric with all instructors in our program area and identify material, assignments, strategies, etc. that can be associated with this ISLO.	Increase full-time and part-time/branch campus buy-in, awareness, and participation in measuring and addressing student growth in Social Consciousness.	Beginning in March of 2023, we will invite all instructors to participate in the discussion and will connect monthly during the regular semesters to assess progress and provide assistance.	AAA, COM, ENG, PHI, LIT
2. Provide information/insights about DEI best practices and create opportunities spaces for collaboration.	Develop a shared vision for ISLO-6 and collaborate on meaningful teaching strategies and assessment tools that appropriately measure success for that outcome as well as ISLO-5.	Collaborate on a shared vision in March of 2023 and encourage all instructors to participate in "Insightful Grading" and/or at least one DEI-focused professional development opportunity in SP23 and FA23.	AAA, COM, ENG, PHI, LIT

# 2022 Assessment Improvement Plans

## Fine Arts & Humanities

*Version by Oreskovich, Ann on 02/24/2023 16:28*

### 1. What Did You Do?

#### 1A. Assessment Activities

We continue to focus largely on program-level outcomes because we have a wide variety of course offerings, and rely mostly on part-time instructors. It is helpful for us to pool our data and resources within the department. We also expanded our course-level assessment by implementing rubrics for Art Appreciation and Drawing I. As a follow-up to last year, we:

- Held our paid fall assessment meeting with part-time instructors (Nov 16, 2022) to get instructors up to speed on assessment.
- Implemented course-level rubrics for Art Appreciation and Drawing 1.
- Resumed in-person art shows and co-curricular activities to engage students. We had an artist talk with Mathias Valdez on Oct 25, 2022, and have another scheduled with Rick Espinoza for Feb 28 2023. We held a Copyright for Artists workshop led by librarian Hannah Moody-Goo on Nov 15, 2022. We also resumed our in-person student art shows.
- Continued to offer our virtual student art show to allow participation by branch campus and online courses and to provide a record of our student work. We also hosted a virtual awards ceremony. We stressed the importance of photography and online presentation by building it into our assessments and providing resources to students.
- Offered photography and framing workshops to students close to the start of the student art show.
- Simplified the submission forms for the student art shows.
- We recently built a repository of resources for instructors through Microsoft Teams. It includes files related to advising, assessment rubrics, Diversity, Equity and Inclusion resources related to the arts, and writing resources for students.
- We also developed an inventory of supplies, and the work study students are monitoring it.
- We will continue to build upon these strategies next year by continuing our departmental assessment meetings, expanding our course-level assessments, creating more co-curricular opportunities and refining our student art shows by developing videos of our workshops and continuing to stream our awards ceremonies, and building a repository of resources for instructors.

#### 1B. Participation

We had 10 instructors that we expected to participate in assessment and 1 full-time faculty member in 2022. For academic year 2022, we had 21 assessments completed, which is exactly the same as 2021, and similar to 2020, which was 22. We have 3 fewer instructors this year, so the instructors that we have are completing more assessments. The breakdown between spring, summer, and fall is pretty similar to last year. There were 11 completed in the spring (10 last year), 1 in the summer (2 last year), and 9 in the fall (9 last year). There were 8 instructors that participated in assessment this year, which is similar to last year's ratio.

#### CHALLENGES:

- We still struggle with getting participation from branch campus instructors. We have some success with instructors that teach both at the Fremont campus and the Pueblo campus, but communication with instructors that teach exclusively at the branch campuses is a challenge. That is something that could be improved.

# 2022 Assessment Improvement Plans

- We have had turnover of instructors in our department, and we have several new instructors this semester (spring 2023). It is difficult to get new instructors to participate because they have so much to navigate at first. It will be our challenge to help train them in assessment for the upcoming year.
- We still need to work with the Spanish instructor to review the PSLOs and rubric that we have in place in order to make sure that it's up to date.

## STRATEGIES:

- Reach out to branch site academic coordinators when attempting to contact part-time instructors there, so that there is a greater chance that they will get the message. Encourage participation in summer assessment.
- Continue to hold our paid fall assessment meetings with instructors to keep them up-to-date on assessment, and to help the new instructors feel more comfortable with it.
- Review the Spanish assessment for our department with the Spanish instructors.
- Invite concurrent enrollment instructors to our assessment meetings as a way to grow our assessment pool.

## 2. What Did You Learn?

In general, scores have steadily increased over the past 5 years, and all outcomes exceeded the performance targets of 70% this year. We tend to have small sample sizes because instructors are only required to assess one course per semester. We tend to have small class sizes, and don't have a lot of classes with multiple sections, so the data can be a bit limited or skewed. Like last year, we have a number of new instructors so it will be helpful to continue to review and norm the rubrics. The skills assessed in our program are fundamental to our courses, so we will continue to assess the same outcomes, but keep expanding our course-level rubrics.

**AH1 ART COURSES:** This year we have course-level data in Art Appreciation. Art Appreciation is our department's highest enrolling course with the greatest number of sections, so hopefully it will give us a larger pool of data, and a better indication of how students are performing in written communication in our GT art lecture courses. All of the outcomes are meeting the targets. Program-level scores in art lecture courses tend to be slightly higher or about the same as last year. The weakest area in Art Appreciation is in supporting a claim with evidence (finding quality sources and citing them correctly), which has been a weakness in the past.

**STUDIO ART:** Studio art course outcomes have increased steadily over the past 5 years. The scores are fairly high (80%-90%+). We have a new course-level rubric in Drawing 1. There are some 100% scores in Drawing! which are probably inflated due to a low sample size. The weaker area in studio art is in presentation.

**HUMANITIES:** The Humanities numbers in our area are a little lower than other subjects. This may be due to higher expectations or demands in writing. Most of the outcomes still exceed the targets, and have steadily increased over the last 5 years. The strongest and weakest areas have also remained consistent over time, with the weakest area is in formulating a claim, and the strength being critically evaluating works of art (which is the same as last year).

**MUSIC:** Music numbers have also generally increased over time. This year they are a little lower or about the same as last year. This is likely due to a change in instructors in the music area. Evaluate creative thinking is the lowest scoring area in this discipline, and the highest is in critically analyzing works of art (similar to art lecture courses).

**SPANISH:** Spanish was only recently reintroduced to our department, and this is the first year that we have data for it. The scores are high, all being 100%. This may be due to the fact that we have a new instructor and small class sizes. We will need to work with the new instructor to get them up to speed on



# 2022 Assessment Improvement Plans

assessment and to review/revise the assessments we currently have for Spanish because they were developed a number of years ago.

THEATER & DANCE: We did not offer theater or dance this past year, so there is no data for it.

Based on these findings, some paths to move forward will be:

- 1) Norming rubrics
- 2) Expanding resources to help students cite sources and develop thesis statements
- 3) Expanding CSLO reporting
- 4) Encouraging greater participation in assessment

## 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	86.46%	
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>87.20%</b>	
1a: Interpret, analyze, and assess available evidence, information, and ideas	87.26%	This is a bit higher than last year.
1b: Explore implications, inferences, assumptions, and alternate solutions	89.76%	About the same as last year.
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	84.71%	About the same as last year.
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	86.63%	A little higher than last year.
<b>ISLO2: Effective Communication</b>	<b>84.65%</b>	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	86.11%	About the same as last year.
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	84.00%	A little higher than last year.
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	85.37%	A little higher than last year.
<b>ISLO4: Textual Literacy</b>	<b>85.15%</b>	
4c: Evaluate the validity and reliability of information and its appropriateness for the context	83.74%	A little higher than last year.
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	86.78%	Higher than last year (73%).
<b>ISLO6: Social Consciousness</b>	<b>93.90%</b>	
6d: Recognize the interconnectivity of important issues and broaden disciplinary and personal knowledge to include overarching social, ecological, and political issues	93.90%	New data

# 2022 Assessment Improvement Plans

## 2B. Program-Level (PSLO) Performance

PSLO	Target Achievement Rate	Comments/Clarifications
Art		
01. Critically analyze works of art (visual, performing or literary). (Active from Spring 2020)	89.10%	Higher than last year (76%)
02. Evaluate the relevance of context to understanding art in its various forms. (Active from Spring 2020)	92.31%	A little higher than last year.
03. Evaluate creative thinking in works of art. (Active from Spring 2020)	93.59%	About the same as last year.
04. Create academically formal written work related to the study of the arts. (Active from Spring 2020)	84.62%	This was higher last year (100%), but this probably more accurate.
05. Formulate a claim related to the study of the arts. (Active from Spring 2020)	92.31%	This is about the same as last year.
06. Support a claim related to the study of the arts with appropriate sources, evidence and documentation. (Active from Spring 2020)	78.21%	This is a little higher than last year.
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. (Active from Spring 2018)	85.37%	This is a little higher than last year.
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. (Active from Spring 2018)	92.68%	This is higher than last year (83%).
09. Composition/Design: Applies the visual elements according to the principles of design. (Active from Spring 2018)	83.61%	This is a little lower than last year.
09a. Composition (Elements of Design): Effectively uses the elements of design (line, shape, value, color, space, texture) as composition strategies. (Active from Fall 2022)	87.50%	This is new data due to a new course-level rubric. Broke 1 PSLO into 2
09b. Composition (Principles of Composition): Creates a cohesive composition through the application of the design elements according to the principles of composition. (Active from Fall 2022)	100.00%	This is new data due to a new course-level rubric.

# 2022 Assessment Improvement Plans

PSLO	Target Achievement Rate	Comments/Clarifications
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. (Active from Spring 2018)	93.90%	This is higher than last year (80%)
11. Presentation: Displays artwork crafted with attention to professional display standards. (Active from Spring 2018)	85.00%	This is slightly lower than last year.
12. Evaluate artistic media and techniques. (Active from Spring 2022)	92.31%	This is new data
13. Assesses a presentation of work using relevant design terminology (Active from Fall 2022)	81.82%	This is new data
Dance		no dance classes were offered
Humanities		
1. Critically evaluate works of art (visual, performing or literary). (Active from Spring 2017)	80.85%	This is about the same as last year.
2. Evaluate the relevance of context in understanding art in its various forms. (Active from Spring 2017)	78.72%	This is a little higher than last year.
3. Create academically formal written work related to the study of humanities. (Active from Summer 2019)	78.72%	This is a higher than last year (72%)
4. Formulate a claim related to the study of Humanities. (Active from Spring 2017)	72.34%	This is a little lower than last year.
5. Support a claim related to the study of humanities. (Active from Spring 2018)	78.72%	This is higher than last year (60%)
Music		
01. Critically analyze works of art (visual, performing or literary). (Active from Summer 2019)	88.89%	This is lower than last year (96%)
02. Evaluate the relevance of context to understanding art in its various forms. (Active from Fall 2018)	84.44%	This is about the same.
03. Evaluate creative thinking in works of art. (Active from Fall 2018)	75.56%	This is lower than last year (89%)
04. Create academically formal written work related to the study of the arts. (Active from Fall 2018)	86.67%	This is about the same.
04. Create academically formal written work related to the study of the arts. (Active from Summer 2019)		Looks like there may be an updated rubric?
05. Formulate a claim related to the study of the arts. (Active from Fall 2018)	84.44%	This is lower than last year (98%).

# 2022 Assessment Improvement Plans

PSLO	Target Achievement Rate	Comments/Clarifications
06. Support a claim related to the study of the arts with appropriate sources, evidence and documentation. (Active from Fall 2018)	84.44%	This is a little lower than last year.
Spanish		
gtP1. Develop a Central Message (Oral/Presentational Communication 2a): Develop a central message using the content and supporting materials. (Active from Summer 2021)	100.00%	This is new data in Spanish.
gtP2. Address Language (Oral/Presentational Communication 3a-b): Employ language that enhances the presentation and incorporate language that is appropriate to the audience. (Active from Summer 2021)	100.00%	
gtP3. Execute Delivery (Oral/Presentational Communication 4a): Demonstrate performance skills (posture, gesture, eye contact, and vocal expressiveness) to share content with/present content to a particular audience for a specific occasion and purpose. (Active from Summer 2021)	100.00%	
Theater		no theater classes were offered

## 2C. Course-Level (CSLO) Performance

CSLO	Target Achievement Rate	Comments/Clarifications
ART1110 - Art Appreciation: AH1		
01. Analyze information and ideas from multiple perspectives based on works of visual art. (Active from Fall 2019)	84.62%	This is a new course-level rubric, so the data is new.
02. Articulate alternate, divergent, or contradictory perspectives or ideas within the context of visual art. (Active from Fall 2019)	93.59%	
03. Evaluate, apply, and synthesize evidence and/or sources in support of a claim regarding artists and/or artworks (Active from Fall 2019)	78.21%	
04. Apply visual literacy skills to interpret the visual arts. (Active from Fall 2019)	85.90%	
05. Explain various media and techniques. (Active from Fall 2019)	92.31%	
06. Identify themes or major concepts in the visual arts. (Active from Fall 2019)	92.31%	

# 2022 Assessment Improvement Plans

CSLO	Target Achievement Rate	Comments/Clarifications
07. Analyze visual forms and processes as expressed in historical periods. (Active from Fall 2019)	92.31%	
ART1201 - Drawing I		
01. Create observational drawings using a variety of black and white media and processes. (Active from Spring 2022)	100.00%	This is a new course-level rubric, so this is new data.
02. Identify and apply the basic elements of drawing. (Active from Spring 2022)	90.91%	
03. Apply the principles of composition as appropriate to drawing. (Active from Spring 2022)	100.00%	
04. Select, analyze, and compose content that communicates ideas visually through drawing processes. (Active from Spring 2022)	100.00%	
05. Utilize the fundamentals of drawing to demonstrate accurate observation through rendering. (Active from Spring 2022)	100.00%	
06. Analyze and evaluate the technical and conceptual modes of drawing. (Active from Spring 2022)	81.82%	
07. Assemble and assess a presentation of your work. (Active from Spring 2022)	90.91%	

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

See below...

Action	Goal	Timeline	Participants
Establish the assessment plan	Contact instructors to determine which assessments to plan in eLumen.	Week 8 of spring and fall semesters 2023	All Fine Arts, Humanities, and Media Communications faculty and instructors
Reach out to branch campuses	Reach out to branch campus instructors and coordinators to plan assessments	Week 8 of spring and fall semesters 2023	Shawna Shoaf, Ann Oreskovich, Perry Pepper, Aaron Daniel
Plan assessments in eLumen	Distribute rubrics in eLumen	Week 10 of spring and fall semesters 2023	Ann Oreskovich

# 2022 Assessment Improvement Plans

Action	Goal	Timeline	Participants
Planning meetings	Hold a meeting (paid if possible) once per semester with all faculty and instructors to plan assessments, review and norm rubrics, and bring new instructors into the fold in the fall. At this meeting, encourage instructors to participate in more than one assessment. In the spring, review data, plan for the upcoming year, and share tools.	Fall meeting in October, spring meeting in March	All Fine Arts, Humanities, and Media Communications faculty and instructors. (Invite high school concurrent enrollment instructors to the fall meeting in order to increase participation in assessment)
Develop course-level rubrics	Expand course-level rubrics, focusing on a studio course (ART 1002) and HUM 1115	End of fall semester 2023	Ann Oreskovich, Shawna Shoaf, and ART 1002 and HUM 1115 instructors
Create virtual photography and framing workshop for students	Develop videos specifically for our students to prepare them for the in person and virtual student art shows and improve presentation skills.	End of fall semester 2023	Shawna Shoaf, Ann Oreskovich, Craig Smith, and work study students
Review Spanish assessment	Review the current program-level outcomes and assessment in Spanish with new Spanish instructors and revise as necessary.	End of fall semester 2023	Shawna Shoaf, Ann Oreskovich, Cassandra Castillo
Offer co-curricular activities	Continue offering co-curricular opportunities that enhance student learning, such as artist demonstrations and lectures (in conjunction with each show), and trips to museums.	Ongoing	All Fine Arts, Humanities, and Media Communications faculty and instructors

# 2022 Assessment Improvement Plans

Action	Goal	Timeline	Participants
Continue to build on the shared repository for resources	Continue to build the repository of resources for instructors in Microsoft Teams, to target specific skills such as proportion and originality in art, and writing thesis statements and citing sources.	Ongoing	All Fine Arts, Humanities, and Media Communications faculty and instructors
Implement a DEI program-level outcome	Implement a DEI-related PSLO for our department that is aligned with the Social Consciousness rubric for the college.	End of fall semester 2023	Ann Oreskovich and Shawna Shoaf
Integrate eLumen into MyCourses	Experiment with integrating eLumen into MyCourses to help streamline assessment and improve part-time instructor participation.	End of fall semester 2023	Ann Oreskovich and Shawna Shoaf, and then introduce to part-time instructors

## Fire Science

Version by Medendorp, Liz on 01/24/2023 20:12

### 1. What Did You Do?

#### 1A. Assessment Activities

[blank]

#### 1B. Participation

[blank]

### 2. What Did You Learn?

#### 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	48.53%	
<b>ISLO2: Effective Communication</b>	<b>48.53%</b>	
2a: Organize and express ideas clearly in both written and oral communication	47.06%	

# 2022 Assessment Improvement Plans

ISLO	Target Achievement Rate	Comments/Clarifications
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	47.06%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	52.94%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	47.06%	

## 2B. Program-Level (PSLO) Performance

N/A - No PSLOs Assessed

## 2C. Course-Level (CSLO) Performance

N/A - No CSLOs Directly Assessed

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

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# 2022 Assessment Improvement Plans

## Health Information Technology

Version by Horvath, Gertrud on 02/09/2023 23:53

### 1. What Did You Do?

#### 1A. Assessment Activities

[blank]

#### 1B. Participation

[blank]

### 2. What Did You Learn?

[blank]

#### 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	84.37%	
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>80.18%</b>	
1b: Explore implications, inferences, assumptions, and alternate solutions	80.18%	
<b>ISLO2: Effective Communication</b>	<b>100.00%</b>	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	100.00%	
<b>ISLO4: Textual Literacy</b>	<b>78.62%</b>	
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas	74.00%	
4c: Evaluate the validity and reliability of information and its appropriateness for the context	88.89%	
<b>ISLO5: Professionalism</b>	<b>100.00%</b>	
5d: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations	100.00%	

# 2022 Assessment Improvement Plans

## 2B. Program-Level (PSLO) Performance

PSLO	Target Achievement Rate	Comments/Clarifications
1a. Explain and discuss medical and legal vocabulary as it relates to Healthcare Information Management (HIM) and Health Information Technology (HIT). (Active from Spring 2017)	84.91%	
1b. Apply medical and legal vocabulary as it relates to Healthcare Information Management (HIM) and Health Information Technology (HIT). (Active from Spring 2017)	100.00%	
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. (Active from Spring 2017)	80.16%	
3a. Apply information technology in the use, access, and protection of healthcare records and healthcare software/systems (EHR, HIM, PM, CAC). (Active from Spring 2017)	88.89%	
3b. Investigate the use, access, and protection of healthcare records and healthcare software/systems (EHR, HIM, PM, CAC). (Active from Spring 2017)	61.70%	

## 2C. Course-Level (CSLO) Performance

CSLO	Target Achievement Rate	Comments/Clarifications
HIT1002 - Medical Vocabulary HIT		
01. Identify medical terms as they relate to each body system. (Active from Summer 2016)	95.24%	
02. Demonstrate proper pronunciation and spelling of medical terms as they relate to each body system. (Active from Summer 2016)	100.00%	
HIT1005 - Prin of Healthcare Reimbrsment		
04. Demonstrate how clinical data, clinical coding and coding compliance affect reimbursement. (Active from Summer 2016)	70.37%	Lois please make sure questions on post-test address major topics/themes and not obscure facts.
HIT1011 - Hlth Data Mgmt & Info Systems		

# 2022 Assessment Improvement Plans

CSLO	Target Achievement Rate	Comments/Clarifications
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. (Active from Summer 2016)	70.83%	Ronda will look at pre-and post-test number of questions. Make sure questions address major topics/themes and not some obscure fact.
HIT1012 - Legal Aspects Health Records		
02. Apply confidentiality, privacy and security measures and policies and procedures for internal and external use and exchange to protect electronic health information (includes state and federal privacy and security laws, internal and external standards, regulations and initiatives (Active from Summer 2016)	90.91%	
HIT1020 - Working with Health IT Systems		
01. Identify common components of an HIT system and types of HIT applications (E-Mar, POE, PACS, ADT, Lab, DSS, Registries, Billing/Coding, etc, and acute care, community health, public health, small provider practices, etc.) (Active from Summer 2016)	100.00%	
HIT1050 - Healthcare Delivery Systems		
02. Differentiate between the various health care organizations' classification and infrastructure. (Active from Summer 2016)	72.73%	Ronda will carefully review questions for post-test.
HIT1088 - Health Information Practicum I		
04. Implement policies and procedures for release of protected health information to valid requesters. (Active from Fall 2019)	88.89%	
HIT2020 - 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. (Active from Summer 2016)	65.38%	Maurie, do you have any ideas of what can be done better/differently to improve the post-test scores?
HIT2022 - Quality Management		
05. Adhere to the legal and regulatory requirements related to health information management i.e. coding quality monitoring, compliance strategies and reporting. (Active from Summer 2016)	100.00%	
HIT2025 - Health Information Management		
07. Utilize tools and techniques to monitor, report, and improve processes (benchmarking) (Active from Summer 2016)	100.00%	

# 2022 Assessment Improvement Plans

CSLO	Target Achievement Rate	Comments/Clarifications
HIT2041 - CPT Coding Basic Principles		
04. Apply Diagnosis/procedure codes according to current CPT and HCPCS guidelines. (Active from Summer 2016)	87.50%	
HIT2052 - ICD Coding Applications		
01. The student will develop industry-valued coding knowledge and skills. (Active from Spring 2018)	52.00%	Dropped a little. Ask Iwona to align Post-test questions with CSLO. Make sure # of questions is at least 40.
HIT2061 - Healthcare Software		
01. Use technology, including hardware and software, to ensure data collection, storage, analysis, and reporting of information. (Active from Spring 2018)	84.38%	
HIT2068 - Certification Test Preparation		
01. Demonstrate and understanding of all aspects of health information technology and questions from sample test banks. (Active from Fall 2019)	100.00%	
HIT2089 - HIT Capstone Course		
01. To be determined by the individual instructor. A specific course description, list of competencies and topical outline will be developed for each class. This information will be filed in the department and with the Office of the Registrar for placement in the curriculum master file. (Active from Summer 2021)	100.00%	
02. To demonstrate the ability to be punctual (Active from Spring 2022)	100.00%	
03. To demonstrate the ability to work cooperatively with fellow employees and supervisors as a team member (Active from Spring 2022)	100.00%	
04. To demonstrate the ability to follow directions and meet or exceed standards and timelines (Active from Spring 2022)	100.00%	
05. To demonstrate the ability to complete tasks with little or no direction (Active from Spring 2022)	100.00%	
06. To demonstrate the ability to show initiative in completing assigned and unassigned tasks (Active from Spring 2022)	100.00%	

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

# 2022 Assessment Improvement Plans

Make sure that post-test questions are aligned with major content topics/themes in the courses indicated above. The HIT department is introducing a new teaching tool in a simulated electronic health record. It will give students hands-on practice in an electronic health record and activities are aligned with content standards for the Commission on Accreditation of Health Informatics and Information Management (CAHIIM) Education and the Registered Health Information Technician credentialing exam.

The goal is higher pass rates on the credentialing exams. The full introduction and use of the simulated electronic record will take about 2 years, and involve all HIT faculty and instructors.

Action	Goal	Timeline	Participants
Revise certain Post-Tests	Align results to major learning objectives	One year	All HIT Faculty and Staff
Introduce simulated electronic health record	Students become fluent in the use of an electronic health record, gain practical understanding of learning objectives, practice concepts in preparation of world of HIT work and excel on credentialing exams.	Two years	All HIT Faculty and Staff

# 2022 Assessment Improvement Plans

## Health Professional

Version by Medendorp, Liz on 02/01/2023 19:23

### 1. What Did You Do?

#### 1A. Assessment Activities

[blank]

#### 1B. Participation

[blank]

### 2. What Did You Learn?

[blank]

#### 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	90.43%	
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>80.00%</b>	
1b: Explore implications, inferences, assumptions, and alternate solutions	80.00%	
<b>ISLO2: Effective Communication</b>	<b>96.97%</b>	
2a: Organize and express ideas clearly in both written and oral communication	96.97%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	96.97%	
<b>ISLO4: Textual Literacy</b>	<b>69.23%</b>	
4c: Evaluate the validity and reliability of information and its appropriateness for the context	69.23%	

#### 2B. Program-Level (PSLO) Performance

PSLO	Target Achievement Rate	Comments/Clarifications
01. Communicate effectively using appropriate medical terminology. (Active from Summer 2019)	96.97%	
02. Describe the role of dietary nutrition in healthcare (Active from Summer 2019)	N/A	

# 2022 Assessment Improvement Plans

## 2C. Course-Level (CSLO) Performance

CSLO	Target Achievement Rate	Comments/Clarifications
HPR1032 - Disease Process and Treatment		
04. List the major categories of human disease care and management. (Active from Summer 2016)	75.00%	
07. Identify medications within commonly prescribed drug/pharmaceutical categories. (Active from Summer 2016)	85.71%	

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

[blank]

# 2022 Assessment Improvement Plans

## Law Enforcement Academy

Version by Swearingen, Tracy on 02/28/2023 17:50

### 1. What Did You Do?

#### 1A. Assessment Activities

We continued to follow Colorado Post Board standards and guidelines. The majority of our instructional hours is taught under an MOU with The Pueblo County Sheriff's Office. We will continue to cover the 55 segments, topics, skills and hours mandated by the Colorado Post Board.

#### 2022 Finished Items

- A. Graduated 17 class F-2022
- B. Introduced virtual reality machine, each student of F-2022 was given 2 scenarios as a test run as instructors also learned the machine.
- C. Met with the advisory board and looked for recommendations on how to improve the quality of training.
- D. Several law enforcement agencies from across Colorado and New Mexico were given job recruitment time to speak to our students.

#### 1B. Participation

Overall, the majority of our instructors are still employed and help cover shifts 24-7, 365 a year. Several times a year we have to reschedule or move our classes around to accommodate so we as a staff have to remain flexible. Colorado Post requires 100% in person attendance, any classroom time missed has to be made up in person.

### 2. What Did You Learn?

#### 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	100.00%	
<b>ISLO5: Professionalism</b>	<b>100.00%</b>	
5a: Demonstrate personal accountability through time management, preparedness, and honoring commitments	100.00%	
5b: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	100.00%	
5c: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	100.00%	
5d: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations	100.00%	
<b>ISLO6: Social Consciousness</b>	<b>100.00%</b>	



# 2022 Assessment Improvement Plans

## 2B. Program-Level (PSLO) Performance

N/A - No PSLOs Assessed

## 2C. Course-Level (CSLO) Performance

Version by Medendorp, Liz on 02/01/2023

N/A - No CSLOs Directly Assessed

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

Moving forward plan having teach backs from the students, and mini assesments more often. Create more reality based training for the students.

Action	Goal	Timeline	Participants
Create more reality based scenarios, including learning and making the virtual reality machine fully operational.	Help make some classes more lifelike, and help build professionalism, build more confidence in the student handling the scenarios,.	Fall 2023	All instructors

# 2022 Assessment Improvement Plans

## Machining & Industrial Technology Maintenance

*Version by White, Gregg on 04/07/2023 16:47*

### 1. What Did You Do?

#### 1A. Assessment Activities

We used professionalism for an assessment tool in the past and we were only doing the min. and it was not a true assessment of our students or program. we started with a couple of classes and are moving forward to do them all.

#### 1B. Participation

Participants:

##### **Faculty-**

Gregg White  
Brandon Vialpando  
Joel Sturtevant  
Schwarze, Wayne

##### **Part Time-**

Randy Arellano  
Matthew Gifford  
Jacob Hogan  
Sarhan Hasan  
Renee Johnson  
Auther Malechek  
Brian McDonagh  
Amy Rye  
John Smith  
Scott Smith  
Kevin Sparks

In the SP 22 semester we had a 28.5% participation rate. Fall 22 Machining and ITM had more assessment activities loaded and unfortunately this made score input dropped lower to an 11.6% participation rate. Machining and ITM have add two new faculty members. There are also several instructors who teach at Hs programs who are un-familiar with ASL process. These factors more than likely attributed to the lower participation rates.

Our goal is 80% with ASL score inputs. As a faculty performance goal Machining and ITM faculty Brandon and Joel will complete Elumen training and later assist part-time instructors with score input at the end of each semester as needed. Also, to simplify the process we would like to imbed assessment activities with in D2L so scores are automatically captured into elumen.

### 2. What Did You Learn?

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 we needed to make these true assessments of what we teach and what our program is training our students to become. With that being said our full time faculty are all working together to make each item we assess meaningful and that the data that we get is going to be measurable moving forward.

# 2022 Assessment Improvement Plans

## 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	68.30%	
<b>ISLO3: Quantitative Reasoning</b>	<b>17.19%</b>	
3a: Select appropriate numerical data, functions, and formulae to perform accurate computations	17.19%	
<b>ISLO4: Textual Literacy</b>	<b>28.05%</b>	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	28.05%	
<b>ISLO5: Professionalism</b>	<b>91.51%</b>	
5a: Demonstrate personal accountability through time management, preparedness, and honoring commitments	86.72%	
5b: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	100.00%	
5c: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	100.00%	
5d: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations	96.99%	

## 2B. Program-Level (PSLO) Performance

PSLO	Target Achievement Rate	Comments/Clarifications
Computer Aided Drafting		
PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. (Active from Spring 2017)	83.33%	
PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. (Active from Spring 2017)	100.00%	
PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. (Active from Spring 2017)	100.00%	
Machining Technology		
PSLO 01a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. (Active from Spring 2017)	73.33%	

# 2022 Assessment Improvement Plans

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO 01b: Professionalism - Preparedness: Prepared for all lab and class activities. (Active from Spring 2017)	86.67%	
PSLO 01c: Professionalism - Appearance: Appearance is in line with class or lab standard. (Active from Spring 2017)	93.33%	
PSLO 02a: Demonstrates proficiency with measurement tools (Micrometer) (Active from Fall 2022)	28.57%	
PSLO 02b: Demonstrates proficiency with measurement tools (Dial Calipers) (Active from Fall 2022)	7.14%	
PSLO 03. Demonstrate the basic operation and programming of CNC Lathe using NIMS Credentialing Standards. (Active from Spring 2018)	66.67%	
PSLO 04. Demonstrate Mastery at Setup and Programming of CNC Lathes using NIMS Credentialing Standards. (Active from Spring 2018)	66.67%	
PSLO 05. Demonstrate Mastery at Setup and Programming of CNC Mills using NIMS Credentialing Standards. (Active from Spring 2018)	66.67%	
PSLO 07. Demonstrate mastery in the setup and operating of the manual lathe using NIMS Credentialing Standards. (Active from Spring 2018)	66.67%	
PSLO 08. Demonstrate mastery in the setup and operating of the manual mill using NIMS Credentialing Standards. (Active from Spring 2018)	66.67%	
PSLO 10. Demonstrate the basic operation and programming of CNC Mill using NIMS Credentialing Standards. (Active from Spring 2018)	66.67%	
Manufacturing Technology		
PSLO 2a: Demonstrates proficiency with measurement tools (Micrometer) (Active from Fall 2022)	16.67%	
PSLO 2b: Demonstrates proficiency with measurement tools (Dial Calipers) (Active from Fall 2022)	16.67%	

# 2022 Assessment Improvement Plans

## 2C. Course-Level (CSLO) Performance

N/A - No CSLOs Directly Assessed

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

Action	Goal	Timeline	Participants
Incorporate assessment activities into D2L increase participation rates among part-time instructors especially at the high school sites	Achieve 80% participation in score inputs with part-time instructors.	Spring 2024	Faculty and part-time instructors.

# 2022 Assessment Improvement Plans

## Mathematics

Version by Farmer, Jacob on 02/09/2023 23:47

### 1. What Did You Do?

#### 1A. Assessment Activities

- In 2023, the Math Department will continue to assess MAT 0300, MAT 1120, MAT 1140, MAT 1150, MAT 1160, MAT 1240, MAT 1340, MAT 1420, MAT 1400, MAT 1260, MAT 1220, MAT 1230, MAT 2410, MAT 2420
- MAT 1240, MAT 1340, MAT 1420, MAT 1400, MAT 2410, MAT 2420 will use the GT Pathways Quantitative Literacy Rubric.
- MAT 0300, MAT 1120, MAT 1140, MAT 1150, MAT 1160, MAT 1260, MAT 1220, MAT 1230 will use the MAT PSLO Rubric.
- We will continue to use the same assessments and assess the same learning outcomes as 2022.

#### 1B. Participation

- The 2022 data indicated that about the same number of faculty and instructors participated as in 2021, and we still need to work towards 100% participation of those faculty and staff teaching College Campus courses.
- In 2023, we will continue to use consistent rubrics for each course for spring and fall semesters.
- The goal is for all faculty and instructors teaching College Campus sections of the courses listed in Part A above will participate in at least one assessment each full term.
- An emphasis on communication from the department to faculty and instructors about completing eLumen data entry will continue to be made throughout the spring and fall 2023 semesters to encourage and support better participation.

### 2. What Did You Learn?

#### 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	70.79%	Overall this meets the goal of 70% or more.
ISLO1: Critical Thinking & Problem Solving	50.00%	These numbers all being the same is indicative of the fact that the data were pulled from a single rubric (FA 22 Math for Liberal Arts)
1a: Interpret, analyze, and assess available evidence, information, and ideas	50.00%	
1b: Explore implications, inferences, assumptions, and alternate solutions	50.00%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	50.00%	

# 2022 Assessment Improvement Plans

ISLO	Target Achievement Rate	Comments/Clarifications
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	50.00%	
<b>ISLO2: Effective Communication</b>	<b>69.43%</b>	<b>Initially we were not sure where this number came from. A search of the Course Statistics and Evidence PDF did not find these objective anywhere. Turns out, this is mapped to PSLO 6.</b>
2a: Organize and express ideas clearly in both written and oral communication	69.43%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	69.43%	
<b>ISLO3: Quantitative Reasoning</b>	<b>71.29%</b>	<b>This is where our focus lies in the math department. This ISLO has the most data. We exceeded the goal of 70%.</b>
3a: Select appropriate numerical data, functions, and formulae to perform accurate computations	69.52%	
3b: Represent information as numerical data, functions, and formulae	65.69%	
3c: Interpret and explain information presented as numerical data, functions, and formulae	65.04%	
3d: Formulate reasonable solutions and draw logical conclusions from numerical data	78.76%	
3e: Identify, evaluate, and infer reasonable assumptions based on quantitative information	79.59%	
3f: Interpret numerical data and calculations in defense of an argument	78.35%	
<b>ISLO4: Textual Literacy</b>	<b>78.35%</b>	<b>Initially we were not sure where this number came from. A search of the Course Statistics and Evidence PDF did not find this objective anywhere. Turns out, this is mapped to PSLO 5.</b>

# 2022 Assessment Improvement Plans

ISLO	Target Achievement Rate	Comments/Clarifications
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	78.35%	Initially we were not sure where this number came from. A search of the Course Statistics and Evidence PDF did not find this objective anywhere. Turns out, this is mapped to PSLO 5.

## 2B. Program-Level (PSLO) Performance

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO		Some of these numbers are brought down by our entry level math classes. That is to be expected. As students take higher math classes, they tend to perform better on these PSLO's.
1. Interpret Information: Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words). (Active from Spring 2017)	64.66%	
2. Represent Information: Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words). (Active from Spring 2017)	61.75%	
3. Address Assumptions: Describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course (for statistics courses). (Active from Spring 2017)	81.25%	
4. Perform Calculations: Solve problems or equations at the appropriate course level, and use appropriate mathematical notation (Active from Spring 2017)	69.44%	
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. (Active from Spring 2017)	78.35%	This number is mapped to ISLO 4d.



# 2022 Assessment Improvement Plans

PSLO	Target Achievement Rate	Comments/Clarifications
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). (Active from Spring 2017)	69.43%	This number is mapped to 2a and 2c.

## 2C. Course-Level (CSLO) Performance

N/A - No CSLOs Directly Assessed

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

Action	Goal	Timeline	Participants
Increase Part-Time and Full-Time Instructor participation in 2023	All PT and FT to complete one assessment in eLumen for each full term.	Spring and Fall 2023	College Campus Instructors

# 2022 Assessment Improvement Plans

## Media Communications

*Version by Shoaf, Shawna on 02/28/2023 21:39*

### 1. What Did You Do?

#### 1A. Assessment Activities

##### **First Year Cohort Course Assessments**

**Media Communications 1011: Students Functional Use of Adobe Photoshop** Timed assessment of student's application of skills learned in Adobe Photoshop One. Student must use the provided images to recreate with accuracy the provided sample file. This includes core raster editing skills such as basic transformations, making accurate selections, layer stacking order, and vector shape building, while using non-destructive editing techniques. Students must apply the appropriate layer masks, clipping mask, and alpha channels. Students must submit the native Photoshop documents with layers, as well as standard file types used for production in the media industry. (note: Greece)

**Media Communications 1002: Commercial Prototype Using Adobe Premier** Students are required to create a 60 second, 30 second, and 10 second commercial to promote a product of their choice. This is an early formative assessment of their use of time-based media technology. They are expected to create a seamless commercial with basic communication goals.

##### **Second Year Cohort Course Assessments**

**Graphic Design Student Mid-Program Portfolio Review** Students are asked to gather media/graphics examples of their work from the core of their "first year" experience. Students have approximately 30 credit hours applied to their academic degree. They must present work that demonstrates raster, vector, page layout, and traditional art mediums (photography, drawing) in their body of work. They are assessed on the appropriateness of the software used and the quality of execution. Students are then informed of where their portfolios can improve over the remaining "second year" course work. Student portfolios are then reevaluated when completing their final professional portfolios in MGD 289 Capstone course.

**MGD 2080 Professional behavior in workplace SP22** Students are placed in a professional work place and expected to perform the duties as expected of a junior designer/web developer. Internship hosts are asked to provide assessment of the student's performance at mid-term and again at semester end. Goals and expectation are outlined within the first two weeks of class. The instructor monitors and guides the student as well as assess and compiles information regarding their performance onsite with the intern host. Students are also required to write a personal journal and assess themselves with identical criteria provided to the instructor and the host. ISLO5: Professionalism & Social Consciousness PSLO 10: Model ethical principles [truth, accuracy, fairness, and diversity] and respectful responsibility to themselves, the media discipline, the media profession, and society

**MGD 2089 Self-Defined and Self-Driven Media Project:** Students are asked to complete a media project that they pre-determine. They asked to use industry standard Scope of Work to define their project. They must present research, project planning timelines, and prepare a media project that reflects their competencies based on their area of study within the media communications programs. Students are observed on professionalism in the classroom, written and verbal communication, and quality of the media project. ISLO 5 Professionalism & Social Consciousness PSLO 10 Model ethical principles [truth, accuracy, fairness, and diversity] and respectful responsibility to themselves, the media discipline, the media profession, and society

**MGD 2089 SP22 Assessment of Student Competency in FINAL** Graduating Portfolio Students are

# 2022 Assessment Improvement Plans

required to gather a body of work that demonstrates the overall learning outcomes of the Media Communications Programs. They are to choose 10-12 pieces that they feel are the best representation of the skills obtained in the ≥60 credits earned.

**Department Themes and Interests** The department pulled back to basics this academic year. Program Student Learning Outcomes (PSLO) and Institution Student Level Outcomes over the last five years have been extremely inconsistent with student performance in classes. Considering the small samples sizes. Several years of remapping and adjusting rubrics created challenges in accurate data. The department continued to learn and adapt to the eLumen interface and how data is culled and pulled and mapped.

## PSLO Specific Assessment

- **Computer Web Based (CWB):** These courses are important to student learning in a small samples size and the courses offered are pooled between Media Communications and Computer Information Systems. The sample size is >6 for the specialized learning outcomes for our Web Design and Development students.
- **Multimedia and Graphic Design (MGD) PSLO 01:** Select tools and technologies appropriate for the communications professions in which they work. (Active from Spring 2017)
- **Journalism (JOU) PSLO 03:** Analyze information [research] needed to make informed decisions appropriate for the media communications professions. (Active from Fall 2018)
- **Journalism (JOU) PSLO 05:** Interpret the diversity of demographics in community, country and global society in accordance with media communication best practices. (Active from Fall 2018)
- **Radio and Television (RTV):** These courses are important to student learning in a small samples size and the courses offered represent a sample size is >6 for the specialized learning outcomes for our Mass Communication Students.

**ISLOs Assessed focused** on professionalism. Common Skills continue to be the biggest concern of employers higher our graduates. However, when assessed in classroom environments they perform at 91.37% above the expectation of 70%. (See *What did you learn?* below)

**Next Steps** include inputting new Program Learning Outcomes (1-10) to clarify language and cleanly map to Institution Outcomes. In reviewing the data reporting and the Program Learning Outcomes are inconsistent across prefixes; some have previous years language and others have current years language. Inconsistencies are a result of language being updated over the years and the program reporting is across multiple prefixes (ART, JOU, MGD, RTV). This will be corrected next cycle to align with updated verbiage and clarification across all PREFIXES to be consistent. New PSLOs and mapping strategies have been developed to include ISLO6: Social Conscious.

Future focus is expanded across additional courses including more part time instructor involvement. We intent to focus on technology as the technology continues to adapt and change. Our course learning outcomes and curriculum are updated continually to reflect this phenomenon specific to our discipline. By continuously assess in learning we are also assessing our ability as instructional staff to ensure we are also adapting accordingly.

The department also developed updated PSLOs and a Rubric specific to writing for professional media industry. (See section three, *what will you do next?*)

## 1B. Participation

Full time faculty are 100% represented in participation. Fine Arts, Humanities, and Media Communication department continues to have assessment dedicated meetings each semester to assist in introducing and facilitating assessment with part-time instructional staff. Part-time instructor participation varies greatly. Several factors contribute to the continued challenges of part time faculty participation. The first difficulty the Media programs face is the high turnaround of part-time faculty. The training and onboarding required of the new instructor and department leadership is substantial in the first semester. The second

# 2022 Assessment Improvement Plans

challenges is retention of media professional as part-time instructors. Full-time media instructor with complimentary skills to current full-time staff would allow for content and curriculum development and improve assessment participation across all prefixes.

In assessing department resources the continuous replacement of instructional staff is a major demand of time spent in preparing part-time teams in delivery high quality classroom experiences. This puts a demand on the human resources of the department, this is not unique to several academic departments. We continue to celebrate the Art and Humanities prefix participation. This is due to long-time dedicated and talented instructors who that are more apt to participate fully in assessment as they have overcome the demands and learning curve required of a new instructor.

In observing the improved and accurate data sets in this academic year, we are prepared to encourage more part-time instructors in media related courses to report assessment strategies in eLumen. (See *What will you do next?*)

We will no longer be documented pre- and post- evaluations in eLumen. This provides valuable feedback to instructors at the time of engagement of a semester but provides no advantageous information in annual reporting. We will continue to use pre- and post- testing in course delivery to evaluate instruction and make adaptations to our content delivery specific to student needs. It will be encouraged to report pre- and post- test information when relevant to the assessed activity. The department would like to seek mechanisms for part-time instructors to address these adjustments for the instructor and the department to receive a brief description from instructional staff on the adaptations that they have made.

Student participation may also be a factor to consider. (see *What did you Learn?* below)

## 2. What Did You Learn?

ISLOs Assessed focused on professionalism. Common Skills continue to be the biggest concern of employers higher our graduates. However, when assessed in classroom environments they perform at 91.37% above the expectation of 70%. (See *What did you learn?* below)

Textual Literacy was also a focus in several courses this year. The department utilized Library Services to speak with student regarding sound research practice, database access, and how to uncover appropriate materials. Encouraging student to expand beyond the world wide web and a basic "google search". Our library team also presented topics and resources specific to content that students struggle with (i.e. Fall 2022 Copyright presentation, Spring 2023 Fake News). It was a successful endeavor. Improvements can be made in student performance in evaluating (ISLO 4c) and selecting relevant resources (ISLO 4d).

Student performed as expected, (73%) related to Critical Thinking (ISLO 1a: Interpret, analyze, and assess available evidence, information, and ideas). Where assessed student show above >70% with translating and applying the research utilized to their own problem solving.

Observation and potential outside challenges not addressed directly in assessment reporting. Our department faculty and instructional staff reported a phenomenon in student participation. 2022 results contained more instances where students are "not assessed". While department meeting address challenges in engagement and retention themes regarding lack student participation. A disconcerting observation in a particular class where 54% of the class remained engaged, maintained excellent attendance, and turned required work in on time, the other 46% of students while present and attending, failed to submit work to be assessed. All best practices and mechanism where utilized; communication directly with student, written requests, request to visit office hours (virtually or in person), and the PCC Early Alert did not motivate these students. One hypothesis may be a symptom of the circumstance these students (mostly young adults) faced as a result of academic performance potentially being relaxed at other institutions during the challenges of Covid-19.

Students who did the FLEX self-assessment are likely not students who under performed or showed are

# 2022 Assessment Improvement Plans

reported as not assessed in the data represented in the PCC Flex Self-Assessment. They are also first year cohort student adapting to the HiFlex environment.

## 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	85.64%	
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>79.41%</b>	
1a: Interpret, analyze, and assess available evidence, information, and ideas	73.08%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	100.00%	
<b>ISLO2: Effective Communication</b>	<b>75.00%</b>	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	75.00%	
<b>ISLO4: Textual Literacy</b>	<b>79.17%</b>	
4b: Locate applicable information or materials from relevant resources as appropriate to the task	100.00%	A main focus this academic year. The department utilized Library Services to speak with student regarding sound research and how to find materials. While not depending on "google search". We also asked our library team to discuss topics specific to content that students struggle with. It was a successful endeavor.
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	77.27%	
<b>ISLO5: Professionalism</b>	<b>91.37%</b>	
5a: Demonstrate personal accountability through time management, preparedness, and honoring commitments	86.49%	
5b: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	91.67%	
5c: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	97.30%	

# 2022 Assessment Improvement Plans

ISLO	Target Achievement Rate	Comments/Clarifications
5d: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations	89.66%	
<b>ISLO6: Social Consciousness</b>	<b>77.78%</b>	
6b: Examine and acknowledge different views and express appreciation for diversity, explore the relationships between the ideas, values, and practices of different groups of people across cultures and throughout history	77.78%	
<b>PCC Flex Self-Assessment</b>	<b>92.86%</b>	
Flex 1. Content Mastery (1a)	87.50%	
Flex 2. Problem Solving (1d)	100.00%	
Flex 3. Effective Communication (2c)	75.00%	
Flex 4. Finding Resources (4b)	100.00%	
Flex 5. Time Management (5a)	100.00%	
Flex 6. Participation (6a)	87.50%	
Flex 7. Integrity of Work (5c)	100.00%	

## 2B. Program-Level (PSLO) Performance

PSLO	Target Achievement Rate	Comments/Clarifications
Journalism		
PSLO 03: Analyze information [research] needed to make informed decisions appropriate for the media communications professions. (Active from Fall 2018)	77.78%	
PSLO 05: Interpret the diversity of demographics in community, country and global society in accordance with media communication best practices. (Active from Fall 2018)	77.78%	
Multimedia and Graphic Design		
PSLO 01: Select tools and technologies appropriate for the communications professions in which they work. (Active from Spring 2017)	77.27%	

# 2022 Assessment Improvement Plans

## 2C. Course-Level (CSLO) Performance

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLO Data		No Course-Level where assessed this term to clarify mapping to Program-Level Assessment. The data appears to be more accurate and representative of student performance.

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

Lasts years improvement plan included reevaluating and mapping PSLO and including the NEW ISLO 6: Social Consciousness.

In preparation to adapt and include our ISLO 6: Social Consciousness we have drafted the following PSLOs. Verbiage was also adapted to clearly map to our ISLOs. We anticipate an impact future data. These updates are intended to reflect the updated aspects of the industry expectations and allow clarity in mapping. These will be updated Spring 2023 to be accessible for the 2023 reporting year.

### 2023 NEW Program Learning Outcomes FINAL DRAFT

1. Effectively use industry required digital media technology and software to execute media based projects appropriate the field in which they work. (possibly ISLO 5d: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations?)
2. Interpret the diversity of demographics and psychographics in their community, country and global society in accordance with media communication best practices. (ISLO 1a)
3. Employ essential communication strategies to create visual/written solutions to communication problems that consider the values, knowledge, interests, and needs a defined audience (ISLO 2d)
4. Interpret numerical data specific to audience analysis to formulate reasonable conclusions that apply to solving communications problems. (ISLO 3d)
5. Locate relevant and reliable information [research] from a variety of sources as appropriate required to make informed decisions appropriate for the media communications profession. (ISLO 4b – yes, this one fits best, I think!)
6. Evaluate the relevance and reliability of information [research] required to make informed decisions appropriate for the media communications profession. (ISLO 4c – same, this one is still good)
7. Model ethical principles [truth, accuracy, fairness, and diversity] with respect to themselves, the media discipline, the media profession, and society. (ISLO 5a,iii)
8. 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. (ISLO 5b Perhaps 2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations?)
9. Contribute abilities to work collaboratively to solve media communications problems. (ISLO 5b Probably our new ISLO 6a: Demonstrate respectful, fair, and equal treatment of all people, and contribute positively to collaboration and teamwork by offering ideas, assistance, and encouragement – would be perfect!)
10. Adapt to the changing environment of merging media and its impact on social, cultural, ethical, and economic issues. (PLSO 5c, ii)

A rubric has also been developed to address business writing skills specific to the industry. This is not based on past formal assessment, but will be incorporated and normalized begin Spring 2023.

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The goal of the {Creative Brief Rubric} is to provide students a way to self assess the Creative Brief a standard media document, similar to a scope of Work. Business writing is a weakness and is required in communications and emails to team members and clientele. The working draft has been included below, we are currently normalizing the rubric in several courses. This is also relevant to the department goals AY22/23

CREATIVE BRIEF	Accomplished	Proficient	Satisfactory	Emerging
	The sections is executed clearly and appropriately, according to the intended project.	The sections is executed clearly and defines the intended project.	The sections is clear but not specific enough to define the project.	The sections is unclear, not clearly identifiable or is missing.
The Product, Service, or Communication				
The Business				
The Market: Competitors				
The Market: Context				
The Market: Category				
Audience				
Demographic				
Psychographic				
1. Strategy / Campaign	The brief clearly outlines the strategy and how the strategy meets the requirements of the chosen media, fits the purpose and usefulness of a specific audience.	The brief outlines the strategy and how the strategy meets the requirements of the chosen media, fits the purpose and usefulness of a specific audience.	The brief defines a strategy, but is unclear on how it will meet the requirements of the chosen media. Fits a generic audience.	The brief does not make correlations to how the strategy will meet the requirements of the chosen media, does not communicate to audience outlined.
1. Design Profile	Fully developed profile that clearly communicates theme and "story".	Developed profile that identifies the intended theme and "story".	Profile identifies the intended theme and story is present, but not specific.	Profile is undeveloped. Does not identify the intended theme and story.



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CREATIVE BRIEF	Accomplished	Proficient	Satisfactory	Emerging
	Clearly outlines expectations of profile; including tag line, intended outcomes, call to action, color palettes, possible types of images, etc.	Outlines expectations of profile; including tag line, intended outcomes, call to action, color palettes, possible types of images, etc.	Generally, outlines profile; including tag line, intended outcomes, call to action, color palettes, possible types of images, etc.	Missing one or more elements of a profile; including tag line, intended outcomes, call to action, color palettes, possible types of images.
Clarity and Organization	Communicates, organizes and synthesizes information from sources to full achieve a specific purpose, with clarity and depth.	Communications, organizes and synthesizes information from source. Intended purpose is achieved.	Communicates and organizes information from sources. The information does not communicate intended purpose.	The information is fragmented and/or used inappropriately, so the intended purpose is not achieved.
Mechanics: Spelling, Grammar, Craftsmanship	Contains no (non-distracting) spelling and/or grammatical errors. Use of mechanics enhance meaning.	Contains less than two misspellings and/or grammatical errors.	Media project has three or more misspellings and/or grammatical errors.	Contains four or more spelling errors and/or grammatical errors.
Can you design this product with the Creative Brief as provided?	Absolutely	Yes	Maybe, I would be making several assumptions.	No, The information is incomplete or lacking the details necessary to create a successful design object.

The department would like to determine strategies and pathways to assess student projects that will align with ISLO 6c: Engage with local and extended communities to promote civic action and social improvement.

In reviewing the data reporting, Program Learning Outcomes are inconsistent across prefixes; some have previous years language and others have current years language. Inconsistencies are a result of language being updated over the years and the program reporting is across multiple prefixes (ART, JOU, MGD, RTV). This will be corrected next cycle to align with updated verbiage and clarification across all PREFIXES to be consistent. New PSLOs and mapping strategies have been developed to include ISLO6: Social Conscious.

Future goals department wide is to expand and including more part time instructor involvement across MGD and RTV courses.

We will continue focus on technology. Our course learning outcomes and curriculum are updated continually to reflect the constant change of technology specific to our discipline. By continuously

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assessing student learning we are also assessing our ability as instructional staff to ensure we are adapting accordingly.

In observing the improved and accurate data sets in this academic year, we are prepared to encourage more part-time instructors in media related courses to report assessment strategies in eLumen. The department chair will provide example assignments and rubrics prior to semester start. The intent is to gain the opportunity during Part-time Orientation to provide useful department specific information, not just the overview while allowing for compensation of their time. Instructors will be required to identify eligible learning activities, confirm with the department chair by census, work together to assign the correct rubric via eLumen no later than mid-term.

We will no longer be documented pre- and post- evaluations in eLumen. This provides valuable feedback to instructors at the time of engagement of a semester but provides no advantageous information in annual reporting. We will continue to use pre- and post- testing in course delivery to evaluate instruction and make adaptations to our content delivery specific to student needs. It will be encouraged to report pre- and post- test information when relevant to the assessed activity. The department would like to seek mechanisms for part-time instructors to report adjustment to classroom instruction as these adjustments for the instructor and the department to receive a brief description from instructional staff on the adaptations that they have made.

Action	Goal	Timeline	Participants
Enter and map new PSLOs for 2023	Create more accuracy and delineation of data for assessment	Mar-23	Shoaf
Schedule Bi-Annual Meetings for PT Instructional Staff	Increase participation in assessment across the department	March / October	Oreskovich / Shoaf
Normalize the Creative Breif Rubric	Ready the document for distribution and input into D2L	Spring 2023	Shoaf
Review eLumen Rubrics and prepare myCourses rubrics to assist in accurate data reporting. (Focus Technology)		Apr-23	Shoaf
Implement assessment for professionalism, communication strategy across multiple MGD prefixes.	To identify courses that contain similar projects in first year / second year to assess skill improvements. If possible in reporting.	Oct-23	Shoaf

# 2022 Assessment Improvement Plans

## Medical Assisting

*Version by Maurello, Kathy on 03/22/2023 17:24*

### 1. What Did You Do?

#### 1A. Assessment Activities

The plan for the anatomy courses is to continue developing resources to improve the students experience and improve practicum scores. Resources were able to students immediately after they completed their activity in the Human Anatomy Learning Center. Students had at least one week to review material before taking their practicum. This year, a word bank was also added to every practicum. During the anatomy courses, homework assignments were assessed and decreased in the amount of drug cards that needed to be completed.

For MAP 1050, Respondus Lockdown was required for all quizzes for the MA program this year. Students had the option to attend in person or by WebEx. Students were given additional math study guides with answers available for them to compare if they were doing the correct calculations. It was not a requirement they complete the math study guides, as math was still covered during lecture.

HPR 1007- Based off the goal from last year, the software "Access" was removed from this course and replaced with reviewing diagnostic reports and including additional EMR practice.

MAP 1083- students are being held accountable for their professional conduct and completing required competencies.

For MAP 1010, we had a new part time instructor teaching this course. It was a challenge for the new instructor to learn how to navigate D2L, teaching for the first time and taking established notes and creating her own to develop her style of teaching. The goal from the previous year was to remove students performing a facility analysis, it was replaced with completing a shadow day at a local clinic and increasing Electronic Medical Record practice.

#### 1B. Participation

Kathy Maurello is the only full-time faculty and responsible for 80% of the program courses. Kathy completes all program course assessments except for one course. Maurie Lucero and Tammy Estrada are part time instructors. Maurie is self-sufficient in completing her assessment for MAP 1020. Tammy is new to PCC and being an instructor, Kathy will need to work with Tammy and train her in eLumen assessment so Tammy can report on classes for the 2023 year.

### 2. What Did You Learn?

For anatomy courses, by having PowerPoint images available at least one week prior to students taking their practicum, they seemed to feel more confident taking their practicum, only for the ones that spent time reviewing the material. Several students voiced they didn't look at the material. All of the practicum class averages increased compared to the previous year. Softchalk labeling was not done in MOT 1025 because it was kept as a control in comparison to MOT 1026 and 1027. We believe these scores still increased due to PowerPoint images being available to view of all the models. The goal will be to still complete the softchalk labeling in MOT 1025.

For MAP 1050, student scores on the mini quizzes decreased from the previous year. This is attributed to Respondus Lockdown being required for all quizzes. The students that attended virtually did not do as well on quizzes compared to the student attending in person.

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For HPR 1007, students seemed to like having the additional practice of an EMR system. This class is being removed from the curriculum. This will be the last time this course is being offered for the program.

MAP 1083- In preparing to develop an apprenticeship program, the internship course should reflect the competencies that the apprenticeship student complete to have consistency within both programs.

For MAP 1010, students benefited from getting additional EMR practice to prepare them for their internship and getting to observe the flow of a front office medical clinic.

## 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	66.67%	
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>100.00%</b>	
1a: Interpret, analyze, and assess available evidence, information, and ideas	100.00%	Students are assessed during their three anatomy classes through practicums. Based off the feedback from last year, PowerPoint images from the models in the HALC were available to students with a week to practice learning body structures. This was a big benefit to have these additional learning resources available to students. Softchalk labeling still needs to be developed for MOT 1025. MAP 138 and MAP 140 assess students on their performance of their skilled competencies. The expectation is students continue to be proficient in all skills prior to completing the program.
<b>ISLO3: Quantitative Reasoning</b>	<b>46.15%</b>	

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ISLO	Target Achievement Rate	Comments/Clarifications
3a: Select appropriate numerical data, functions, and formulae to perform accurate computations	46.15%	These scores are significantly down from the 2020 year. Students who attended virtually did not do as well as students who attended in person. Additional math homework will need to be added to help students who are struggling. Increase awareness of office hours for students struggling and refer to tutoring center at PCC.
<b>ISLO4: Textual Literacy</b>	<b>18.18%</b>	
4c: Evaluate the validity and reliability of information and its appropriateness for the context	18.18%	This score is significantly down from 2020. MAP 1020 main competencies will be moving to MAP 1010. The plan is to reevaluate this summer in making improvements.

## 2B. Program-Level (PSLO) Performance

N/A - No PSLOs Assessed

## 2C. Course-Level (CSLO) Performance

N/A - No CSLOs Directly Assessed

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

The plan for the anatomy courses is to continue developing softchalk labeling for MOT 1025. Assessment scores will continue to be compared to previous years.

The plan for MAP 150 is to develop this class into an online format to accommodate our program developing an apprenticeship program. All lectures will need to be recorded in the goal of under 30 minutes. Math quizzes will also need to be converted into an online format. Additional math homework will be given to help increase student scores.

The plan for HPR 1007 is to take core competencies and add them to the MAP 1010 course.

The plan for MAP 1083 is to adopt the skilled competencies from the apprenticeship program and inserted in for the internship. The plan for MAP 2069 is to add additional resources for students to take practice exams in preparation for their national registry.

The plan for MAP 1010 is to do a curriculum redesign by adding competencies from the following courses: HPR 1008, HPR 1007 and MAP 1020 as these courses are being taken out of the curriculum.

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The plan for MAP 2038 and MAP 2040 is to create our own clinical skills for student to view. The program chair will reach out to past grads to see if they would be willing to be videotaped performing clinical skills. The expectation once the videos are done is students would be required to watch the videos prior to coming to lab. This should increase efficiency in students practicing hands-on skills.

Action	Goal	Timeline	Participants
Increase the math resources for MAP 1050, add additional math homework to give students ample practice to be competent in the calculations.	To have 75% of students passing all of their Math quizzes for the 2023 year.	Review course content, record math videos to under 10 minutes, develop additional math homework. Complete by the end of the Spring 2023 semester.	The department chair.

# 2022 Assessment Improvement Plans

## Nursing

Version by Pope, Joan on 04/10/2023 21:50

### 1. What Did You Do?

#### 1A. Assessment Activities

1. For the 2022 academic calendar year, the Nursing Department Faculty used several different rubrics developed to evaluate both course and end of program student learning outcomes. All rubrics for the Associate Degree program are mapped in eLumen CSLO's, PSLO's, and ISLO's. In our goal to improve participation, a group decision was made to link a minimum of 2 rubrics for each course, and that all faculty teaching those courses should complete the associated rubrics in eLumen.
2. Similar to last year, the Nursing Process Rubric (LPN and RN versions) is used to assess PSLO's # 1, 2, 3, 4, and 5. Courses where data was collected and entered into eLumen using this rubric included NUR 106 (LPN Version), NUR 109, NUR 150, NUR 169 (LPN version), NUR 206, NUR 212, NUR 216, and NUR 230. For the LPN program the courses using this tool include NUR1005, 1010, 1011 and others.

In part of our planning last year, faculty decided to change the scoring on the nursing process to add more rigor to the evaluation. Whereas scoring for exemplary was previously based on a score above the group average, the new scoring for exemplary is only now achieved by those scoring 5% or more above the group average. The new scoring tool is as follows:

**4 = Group average + 5%**  
**3 Range= Group average + 4.9 to group average – 4.9**  
**2 Range = Group average – 5 to group average – 10**  
**1= > 10% below group average**

3. The faculty also continued using the Nursing Math Competency Rubric to evaluate PSLO #1 (mapped to ISLO 1a and 3a) in all courses that require math competency exams, These courses include NUR 1001, 1009, NUR 1006, and NUR 2012.
4. Faculty began revising the ethics rubric, but that revision is in progress.
5. The rubric to evaluate the group change project in NUR 2030 was revised to focus on critical thinking, collaborative communication, leadership, management, and quality improvement. When entered in to eLumen, the mapping for this new rubric will include PSLO's 3 and 4.
6. In grading care plans, faculty notes that students are not proficient in writing goals/desired outcomes for their patients and properly evaluating those goals. Currently a rubric is in development that will score competencies in the area of writing smart goals within the eLumen tool. This evaluation will be performed based on the short-term goal's students write on their comprehensive clinical care plan.

#### 1B. Participation

1. Participation significantly increased this year. For the calendar year 2021, only 9 out of 24 faculty (full- and part-time) completed at least 1 assessment for a total of 25; only 1 of those assessments was completed by a part-time faculty.
2. For the calendar year 2022, 16 out of 23 faculty completed at least one assessment for a total of 63; 13 of those assessments were completed by part-time faculty. We will continue to encourage more participation, but this was a great improvement over all previous years.

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## 2. What Did You Learn?

1. As noted above, our students continue to score low on goals and evaluation components of the nursing process as indicated by scores on the ATI proctored exams (PSLO 3). Faculty also confirmed the weakness when grading comprehensive care plans; many students are not writing SMART goals, which then makes evaluation difficult.
2. No data was generated for PSLO's 6 or 8. A component of our 2022 plan was to develop more assessments/rubrics that map to these areas; we did not meet this goal, so we will continue this goal into the 2023 calendar year. We do have the transcultural rubric to evaluate PSLO 8, but no faculty submitted data to eLumen using this rubric in 2022.
3. We also did not modify the communication rubric to be more specific to mental health courses so will continue that goal as well.
4. Scores for PSLO 7 were low and this is an area identified for improvement and we need to create more assessments to measure this outcome.
5. Students did well in other areas. See comments below. See my comments below under PSLO performance

### 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	75.24%	
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>80.67%</b>	
1a: Interpret, analyze, and assess available evidence, information, and ideas	98.05%	
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	33.33%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	75.03%	
<b>ISLO2: Effective Communication</b>	<b>73.20%</b>	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	73.20%	
<b>ISLO3: Quantitative Reasoning</b>	<b>98.79%</b>	
3a: Select appropriate numerical data, functions, and formulae to perform accurate computations	98.79%	
<b>ISLO4: Textual Literacy</b>	<b>63.00%</b>	
4b: Locate applicable information or materials from relevant resources as appropriate to the task	80.00%	



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ISLO	Target Achievement Rate	Comments/Clarifications
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	92.88%	
<b>ISLO5: Professionalism</b>	<b>71.18%</b>	
5a: Demonstrate personal accountability through time management, preparedness, and honoring commitments	87.50%	
5b: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	100.00%	
5c: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	65.38%	
5d: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations	70.91%	
<b>ISLO6: Social Consciousness</b>	<b>71.16%</b>	
6a: Demonstrate respectful, fair, and equal treatment of all people, and contribute positively to collaboration and teamwork by offering ideas, assistance, and encouragement	71.16%	
<b>PCC Flex Self-Assessment</b>	<b>82.86%</b>	
Flex 1. Content Mastery (1a)	100.00%	
Flex 2. Problem Solving (1d)	80.00%	
Flex 3. Effective Communication (2c)	60.00%	
Flex 4. Finding Resources (4b)	80.00%	
Flex 5. Time Management (5a)	100.00%	
Flex 6. Participation (6a)	60.00%	
Flex 7. Integrity of Work (5c)	100.00%	

## 2B. Program-Level (PSLO) Performance

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PSLO	Target Achievement Rate	Comments/Clarifications
02. Integrate critical thinking and clinical reasoning skills to make patient-centered care decisions.(Critical thinking, clinical decision making and nursing judgment.) (Active from Spring 2022)	75.30%	Looking at data, especially for NUR 230 which is our capstone course, students score mostly exemplary or accomplished for this PSLO (42/54) which is 84% while scoring 77% in NUR 1009. So, the critical thinking skills are clearly improving as students advance in the program.
03. Implement quality measures to improve patient care. (Active from Spring 2022)	62.88%	This is an area identified for improvement. Noting that in NUR 230 in spring of 2022, only 69% scored exemplary or accomplished at end of program.
04. Participate in collaborative relationships with members of the interdisciplinary team, the patient, and the patient's support persons. (Active from Spring 2022)	71.16%	
05. Apply information management principles, techniques, systems, and patient care technology to communicate, manage knowledge, mitigate errors, and support decision making. (Active from Fall 2017)	73.05%	Most of this data comes from nursing process rubric. Very few communication rubrics were completed for 230 in the clinical setting. Hand off communication is a critical skill for nurses and high on the list of Joint Commissions safety goals. We need to increase participation of clinical instructors to complete this assessment on every students in the clinical setting, but especially at end of program in NUR 230
RN-BSN 01: Quality Care Interpret research to employ best practice and use data to monitor the outcomes of care processes. Propose an evaluation process to continuously improve the quality and safety of health care systems and deliver quality care to individuals and diverse populations (QSEN, 2007/MA Nurse of the Future Competencies 2016). (E2,E3,E4,E7, E9) (Active from Spring 2021)	83.33%	

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PSLO	Target Achievement Rate	Comments/Clarifications
RN-BSN 02: Professionalism Formulate a plan that demonstrates an enhanced commitment to professionalism embracing excellence, caring, legal and ethical practice, civility, accountability, and professional development (E2, E5, E6, E8, E9) (Active from Spring 2021)	41.67%	
RN-BSN 03: Communication Evaluate communication and collaboration with colleagues, interprofessional groups and members of the community to promote health, safety and well-being across the lifespan and across the continuum of healthcare environment. (E2, E6, E7, E8, E9) (Active from Spring 2021)	41.67%	
RN-BSN 04: Leadership Evaluate the contribution of leadership, quality improvement principles, and impact of organizational systems in transforming, managing, and coordinating safe, quality, cost effective, person-centered care. (E2, E3, E5, E6, E8) (Active from Spring 2021)	25.00%	
RN-BSN 05: Critical Thinking/Clinical Reasoning Integrate a systematic process of critical inquiry with nursing science, natural and behavioral sciences, arts and humanities to make evidence based practice decisions to improve the care of individuals, families, populations, and communities. (E1, E2, E3, E4, E5, E6, E7, E8, E9) (Active from Spring 2021)	25.00%	
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. (Active from Spring 2022)	98.79%	
07. Assimilate professional, legal, and ethical guidelines, in practice as a professional nurse. (Active from Spring 2017)	55.56%	Need to increase assessment data for this outcome, and clearly this is an area needing improvement.
06. Provide leadership in a variety of healthcare settings for diverse patient populations. (Active from Spring 2017)		Need to increase assessment data for this outcome.
08. Promote a culture of caring to provide holistic, compassionate, culturally, competent care. (Active from Spring 2017)		Need to encourage more faculty to integrate the transcultural rubric into their courses.

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## 2C. Course-Level (CSLO) Performance

CSLO	Target Achievement Rate	Comments/Clarifications
NUR3007 - Behavioral Health		
01. Use a systematic process of critical inquiry using nursing, natural and behavioral sciences, arts and humanities to make evidence-based practice decisions that improve behavioral health care. (Critical Thinking) (Active from Spring 2020)	60.00%	
02. Integrate an interdisciplinary approach to the health promotion and treatment of patient and families and populations with behavioral health concerns in the community. (Communication) (Active from Spring 2020)	60.00%	
03. Identify the role of the professional nurse that embraces excellence, caring, legal and ethical practice, civility, accountability, and professional development in behavioral health promotion. (Professionalism) (Active from Spring 2020)	100.00%	
04. Evaluate community resources using evidence-based practices for the patient, family, and populations with behavioral health concerns. (Quality care) (Active from Spring 2020)	60.00%	
05. Apply principles of leadership and knowledge of quality improvement and organizational systems to design and coordinate safe, quality and cost-effective care for individuals, families and populations with behavioral health concerns. (Leadership) (Active from Spring 2020)	60.00%	
NUR4008 - Legal/Ethical Issues		
01. Analyze concepts of legal and ethical issues related to quality and safety in the healthcare system. (Active from Spring 2020)	100.00%	
02. Apply legal and ethical concepts to issues across the lifespan including end-of-life care (Active from Spring 2020)	28.57%	
03. Analyze legal and ethical concepts to improve communication across the continuum of healthcare environments (Active from Spring 2020)		

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CSLO	Target Achievement Rate	Comments/Clarifications
04. Evaluate the legal and ethical concepts used in leading improvements in healthcare policy, financial, and regulatory systems. (Active from Spring 2020)		
05. Integrate legal and ethical concepts with other disciplines when making evidence-based practice decisions. (Active from Spring 2020)		

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

1. The program faculty have voted to change our standardized testing program from Assessment Technology Institute to the Kaplan platform. This will require modification of some of the rubrics (Nursing Process in particular) since the scoring is mostly based on ATI proctored exams.
2. Work with clinical instructors and keep them in the loop as to the areas of weakness identified. Students need more feedback in the clinical setting on their care planning activities, especially in writing SMART goals and performing evaluations. Beginning in fall, we plan to require a clinical notebook for each student, kept in the clinical setting, that lead faculty can review on site visits to track progress and make certain clinical instructors are providing the necessary feedback to improve this outcome. Rubric is currently in development for eLumen.
3. Need to encourage/require more faculty to develop assessments that can be used with the transcultural rubric to generate more data for PSLO #8
4. Develop a rubric using ATI/Kaplan scoring data for NCLEX content on Management of Care" to measure PSLO #6.
5. Complete revision of ethics rubric at the annual retreat and develop more assessments to measure this outcome.

Action	Goal	Timeline	Participants
Revise Ethics rubric	Level the rubric to ADN program	Complete in retreat in May	Nursing Faculty
Revise SPE	Integrate new plans and rubrics	Complete at retreat in May	Nursing Faculty
Revise NP Rubrics	Modify for use with Kaplan platform	Complete before Thanksgiving Break	Nursing Faculty
Develop Rubric	Evaluate competencies in writing goals	Complete by September 2023	Joan with Faculty input
Develop Rubric	Measure PSL Management of Care	Complete for use in spring assessments	Joan with faculty input

# 2022 Assessment Improvement Plans

## Nursing Aide

Version by Ohnemus, Michelle on 04/06/2023 19:51

### 1. What Did You Do?

#### 1A. Assessment Activities

We modified the current rubric, we placed the rubric to the online NUA courses

#### **NURSING AIDE SOFT SKILLS RUBRIC**

Scores should be assigned for all applicable skills dimensions outlined below. If the parameters of the assignment used to measure this student learning outcome do not offer the opportunity to demonstrate a given performance criterion, a core of N/A should be recorded.

PSLO	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
PSLO 9 Clearly introduce and explain procedures to patient/client/resident.	Immediately introduces self and relationship to patient/client/resident and addresses them by name. Clearly and fully explains the specific procedure to be performed using layman terms.	Directly introduces self and relationship to patient/client/resident and addresses them by name. Clearly explains the specific procedure to be performed using layman's terms.	Introduces self to patient/client/resident, but may not identify relationship to them and/or address them by name. Names the procedure to be performed but does not clearly explain what it entails in layman's terms; uses some medical jargon.	Does not clearly introduce self to patient/client/resident.
PLSO 3 Demonstrate professional communication skills in all interactions with patients and colleagues, including recording and reporting.	Consistently asks patient/client/resident/client to identify themselves (asking their name) and maintains eye contact.	Periodically asks patient/resident/client to identify themselves (asking their name) while making eye contact.	Inconsistently asks patient/resident/client to identify themselves by name but makes eye contact.	May ask patient/resident/client to identify themselves, but does not make eye contact.

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PSLO	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
PSLO 4 Demonstrate safety and infection control practices that comply with standards of practice for nursing assistants.	Consistently maintains infection control measures in all 4 of the following: washes hands prior to entering (1) patient/resident/client room, (2) PRN in room, (3) exiting room, and (4) uses gloves when needed. Consistently maintains safety in all 3 of the following: ensures that (1) call light is within reach, (2) bed is in low position, and (3) bed wheels are locked.	Usually maintains infection control measures in 3 out of 4: washes hands prior to entering (1) patient/resident/client room, (2) PRN in room, (3) exiting the room, and (4) uses gloves when needed. Usually maintains safety in 2 out of 3: ensures that (1) call light is within reach, (2) bed is in low position, and (3) bed wheels are locked.	Sometimes maintains infection control measures in 2 out of 4: washes hands prior to entering (1) patient/resident/client room, (2) PRN in room, (3) exiting the room, and (4) uses gloves when needed. Sometimes maintains safety in 1 out of 3: ensures that (1) call light is within reach, (2) bed is in low position, and (3) bed wheels are locked.	Rarely maintains infection control measures in 0-1 out of 4: washes hands prior to entering (1) patient/resident/client room, (1) patient/resident/client room, (2) PRN in room, (3) exiting the room, and (4) uses gloves when needed. Rarely maintains safety in any of the 3: ensures that (1) call light is within reach, (2) bed is in low position, (3) bed wheels are locked.
SLO 7 Comply with privacy and confidentiality laws	Consistently knocks on patient/resident/client door prior to entrance. Provides privacy, pulls privacy curtain, and closes door prior to providing patient care. Maintains HIPAA laws by not discussing patient information in the hallway, breakrooms, or other areas outside of care conferencing.	Usually knocks on patient/resident/client door prior to entrance. Does provide privacy by pulling privacy curtain or closing door prior to patient care. Maintains HIPAA laws by not discussing patient information in the hallways, breakrooms, or other areas outside of care conferencing.	Sometimes knocks on patient/resident/client door prior to entrance. Inconsistently provides privacy by not always pulling privacy curtain and closing door prior to providing care. Sometimes discusses patient with another caregiver within earshot of others.	Inconsistently knocks on patient/resident/client door prior to entrance. Provides limited privacy by not using privacy curtain or closing door prior to providing patient care. Regularly discusses patient care with in ear shot of other residents and/or non-caregivers.

## 1B. Participation

The rate of assessment is lower than expected, would like to see improvement this next year as the Dept. chair I just started in Sept. 2022 along with 2 of our instructors  
Will provide training for everyone in our dept. on the assessments, eLumen and how to document

## 2. What Did You Learn?

# 2022 Assessment Improvement Plans

The target achievement rates for 2022 were great  
 We complete paper assessments on all students who complete the course, however, we moved to an online hybrid course in Fall 2022 and the scores may not be reflected in the assessments  
 Over the last year there were temporary rules in place for NUA which may have affected the completion rates and assessments  
 The dept chair left her position and a new chair started

## 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	97.30%	
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>100.00%</b>	
1a: Interpret, analyze, and assess available evidence, information, and ideas	100.00%	
1b: Explore implications, inferences, assumptions, and alternate solutions	100.00%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	100.00%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	100.00%	
<b>ISLO2: Effective Communication</b>	<b>96.67%</b>	
2a: Organize and express ideas clearly in both written and oral communication	97.14%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	100.00%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	95.71%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	100.00%	
<b>ISLO3: Quantitative Reasoning</b>	<b>100.00%</b>	
3a: Select appropriate numerical data, functions, and formulae to perform accurate computations	100.00%	
3b: Represent information as numerical data, functions, and formulae	100.00%	
3c: Interpret and explain information presented as numerical data, functions, and formulae	100.00%	
3d: Formulate reasonable solutions and draw logical conclusions from numerical data	100.00%	



# 2022 Assessment Improvement Plans

ISLO	Target Achievement Rate	Comments/Clarifications
<b>ISLO4: Textual Literacy</b>	<b>100.00%</b>	
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas	100.00%	
4b: Locate applicable information or materials from relevant resources as appropriate to the task	100.00%	
4c: Evaluate the validity and reliability of information and its appropriateness for the context	100.00%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	100.00%	
<b>ISLO5: Professionalism</b>	<b>96.88%</b>	
5a: Demonstrate personal accountability through time management, preparedness, and honoring commitments	100.00%	
5b: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	100.00%	
5c: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	98.62%	This may be lower here as it is looked at in a first year course and a second year course, so the averages may be lower due to the first year course.
5d: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations	94.48%	
<b>ISLO6: Social Consciousness</b>	<b>100.00%</b>	
6a: Demonstrate respectful, fair, and equal treatment of all people, and contribute positively to collaboration and teamwork by offering ideas, assistance, and encouragement		
6b: Examine and acknowledge different views and express appreciation for diversity, explore the relationships between the ideas, values, and practices of different groups of people across cultures and throughout history	100.00%	This is looked at during the final semester of fieldwork, so this is a reasonable score for students in the community. We also hone in on this heavily in the didactic portion as it is a standard looked at with accreditation.

# 2022 Assessment Improvement Plans

ISLO	Target Achievement Rate	Comments/Clarifications
6c: Engage with local and extended communities to promote civic action and social improvement	100.00%	

## 2B. Program-Level (PSLO) Performance

PSLO	Target Achievement Rate	Comments/Clarifications
3. Demonstrate professional communication skills in all interactions with patients and colleagues, including recording and reporting. (Active from Spring 2017)	95.38%	
4. Demonstrate safety and infection control practices that comply with standards of practice for nursing assistants. (Active from Spring 2017)	93.85%	
7. Comply with privacy and confidentiality laws. (Active from Spring 2017)	98.46%	
9. Clearly introduce and explain procedures to patient/client/resident. (Active from Spring 2019)	96.92%	

## 2C. Course-Level (CSLO) Performance

N/A - No CSLOs Directly Assessed

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

No changes to the assessment at this time

We will educate and train staff to complete assessments in the online portal area

We will educate and train students on the importance of steps to skills

Action	Goal	Timeline	Participants
Continue rubric	measure student soft skills	within one year	Chair, faculty, staff
Develop faculty training	integrate eLumen into course shells	Each course within one year	Chair and faculty
Revise faculty training for pass rates	modify training for pass rates	within one year	Chair and faculty
Develop community interactions	integrate community interactions	within one year	Chair

# 2022 Assessment Improvement Plans

## Occupational Therapy Assistant

*Version by Vigil, Tricia on 02/13/2023 20:25*

### 1. What Did You Do?

#### 1A. Assessment Activities

The OTA Program reflected on CY 2022 and found the following:

##### Activities to continue:

OTA 1006 and OTA 2018:

Goal: 80% of students will report they felt more comfortable with electronic health records after participating in EHR Go activities. This will be measured through "3- Agree or 4-Strongly Agree."

Report:

OTA 1006: 60% (3 strongly agree and 9 agree) of students reported they felt more comfortable with electronic health records after EHR Go.

OTA 2018: 94% (15 strongly agree and 2 agree) of students reported they felt more comfortable with electronic health records after EHR Go.

OTA 2021:

100% of students will earn at least a 28 or higher out of 30 on the: Class Intervention, can be of the technique OR an intervention you would do after, to complement the technique. Actual activity- Intervention performed: 30pts

Report:

15/17 (88%) students earned 28 or higher.

OTA 2080 and OTA 2081:

A. 80% of students will score at a 100 or above for the final (2nd rotation) FW rating

Report: 9/17 (53%) of students scored 100 or more on their final score 2nd rotation.

B. 70% of students will be at entry level performance (3 meets standards or above) in section 6 "Clear and accurate documentation" on the AOTA Performance Evaluation for the midterm score (1st rotation).

Report: 10/17 (59%) scored 3 or higher on the 1st rotation midterm (#24).

OTA 1000 and OTA 2035: continue to assess current rubrics for consistency and seeing trends.

OTA 2016: Faculty chose to assess a practice test question based on sensation. Will keep assessing for trends.

##### Activities to Modify:

In OTA 1006 and OTA 21018, we can see that there is a large increase in confidence from 1st year to 2nd year after use. Continue to monitor effectiveness for consistency in OTA 1006 and OTA 2018. Try to increase 1st year scores from 60% to 80% or higher.

In order to increase FW performance in OTA 280 and OTA 281, we will continue the goal, but add more electronic health record strategies into more courses.

##### Activities to Add:

# 2022 Assessment Improvement Plans

Not at this time due to time with accreditation.

## 1B. Participation

OTA 1000 and OTA 2035 faculty both scored rubrics and put in results. We had all FT, adjunct, and PT Core Faculty participate in at least 1 course assessment. We also had a temporary adjunct participate for OTA 2021 as well.

14 planned and 14 completed assessments in CY 2022.

## 2. What Did You Learn?

### 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	91.32%	
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>85.29%</b>	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	85.29%	
<b>ISLO2: Effective Communication</b>	<b>80.00%</b>	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	80.00%	
<b>ISLO4: Textual Literacy</b>	<b>96.08%</b>	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	96.08%	
<b>ISLO5: Professionalism</b>	<b>84.17%</b>	
5c: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	73.91%	This may be lower here as it is looked at in a first year course and a second year course, so the averages may be lower due to the first year course.
5d: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations	98.04%	
<b>ISLO6: Social Consciousness</b>	<b>99.55%</b>	
6a: Demonstrate respectful, fair, and equal treatment of all people, and contribute positively to collaboration and teamwork by offering ideas, assistance, and encouragement	98.04%	

# 2022 Assessment Improvement Plans

ISLO	Target Achievement Rate	Comments/Clarifications
6b: Examine and acknowledge different views and express appreciation for diversity, explore the relationships between the ideas, values, and practices of different groups of people across cultures and throughout history	100.00%	This is looked at during the final semester of fieldwork, so this is a reasonable score for students in the community. We also hone in on this heavily in the didactic portion as it is a standard looked at with accreditation.
6d: Recognize the interconnectivity of important issues and broaden disciplinary and personal knowledge to include overarching social, ecological, and political issues	100.00%	

## 2B. Program-Level (PSLO) Performance

PSLO	Target Achievement Rate	Comments/Clarifications
1. Model ethical, legal and professional values and beliefs congruent with the profession in all practice settings. (Active from Spring 2017)	73.91%	
5. Professionally interact within an interdisciplinary team. (Active from Summer 2017)	98.04%	
02. Develop therapeutic programs to meet established goals based on acquired knowledge, published research, and practical experiences. (Active from Fall 2022)	100.00%	
2. Develop therapeutic programs to meet established goals based on acquired knowledge, published research, and practical experiences. (Active from Spring 2017)	94.12%	
3. Demonstrate clinical reasoning skills during client centered interventions through innovative strategies. (Active from Spring 2017)	85.29%	
4. Provide culturally competent care to individuals in a variety of settings. (Active from Spring 2017)	100.00%	
06. Demonstrate effective and appropriate written and/or oral communication with team members, patients, and families. (Active from Fall 2022)	100.00%	
6. Demonstrate effective and appropriate written and/or oral communication with team members, patients, and families. (Active from Spring 2017)	73.58%	

# 2022 Assessment Improvement Plans

## 2C. Course-Level (CSLO) Performance

CSLO	Target Achievement Rate	Comments/Clarifications
OTA1006 - Basic OT Frames of Refer/Docum		
03. Practice basic documentation skills. (Active from Fall 2017)	31.58%	Lower secondary to first year class. This is including electronic documentation and is typically newer to students.
OTA2016 - Phys Disab Neuro-Retraining		
05. Explain how results of an assessment guide ones intervention or discharge plan. (Active from Summer 2016)	81.25%	
OTA2035 - Professional Mgmt for the OTA		
09. Demonstrate behavior congruent with the occupational therapy code of ethics as it relates to clinical reasoning and professionalism. (Active from Summer 2016)	100.00%	2nd year course and reasonable as this is more application and was based on intro class in first semester

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

Action	Goal	Timeline	Participants
More electronic documentation	Will incorporate at least one more EHR Go ax into a course to help with FW scores.	End of CY 2023	OTA Faculty
Electronic documentation	increase 1st year (OTA 1006) scores from 60% to 80%	Fall 2023	OTA 1006 Faculty

# 2022 Assessment Improvement Plans

## Pharmacy & Phlebotomy Technician

*Version by Medendorp, Liz on 02/01/2023 19:01*

### 1. What Did You Do?

#### 1A. Assessment Activities

[blank]

#### 1B. Participation

[blank]

### 2. What Did You Learn?

[blank]

#### 2A. Institution-Level (ISLO) Performance

N/A - No ISLOs Assessed

#### 2B. Program-Level (PSLO) Performance

N/A - No PSLOs Assessed

#### 2C. Course-Level (CSLO) Performance

N/A - No CSLOs Directly Assessed

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

[blank]

# 2022 Assessment Improvement Plans

## Physical Therapist Assistant

Version by Miller, Andrew on 02/28/2023 16:39

### 1. What Did You Do?

#### 1A. Assessment Activities

As of Summer, 2022 and Fall 2022, there were vacancies in both Dept. Chair and CEC with limited documentation of assessment

#### 1B. Participation

Due to vacancies in faculty, data may be skewed and may showing inconsistent and possibly inaccurate numbers.

### 2. What Did You Learn?

As of Summer 2022 and Fall 2022, there were vacancies in both Dept. Chair and CEC with limited documentation of assessment.

#### 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	90.91%	
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>86.67%</b>	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	86.67%	
<b>ISLO4: Textual Literacy</b>	<b>100.00%</b>	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	100.00%	

#### 2B. Program-Level (PSLO) Performance

PSLO	Target Achievement Rate	Comments/Clarifications
8. Safely operate technology common to physical therapy settings to ensure the safety of others and self. (Active from Spring 2018)	100.00%	
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. (Active from Summer 2017)	86.67%	



# 2022 Assessment Improvement Plans

PSLO	Target Achievement Rate	Comments/Clarifications
8. Safely operate technology common to physical therapy settings to ensure the safety of others and self. (Active from Spring 2018)	100.00%	

## 2C. Course-Level (CSLO) Performance

CSLO	Target Achievement Rate	Comments/Clarifications
PTA1010 - Basic Patient Care in PT		
04. Apply concepts and principles of wheelchair management and mobility from both the patient and the caregiver perspectives. (Active from Spring 2022)	100.00%	

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

Hiring a Dept. chair and CEC will help with the implementation and review of the assessment beginning Fall 2023.

Hiring will not occur until August 2023, thus, the Dean and AEA have worked with the remaining 0.75FTE faculty and PT instructor to complete the action plan for 2023.

Action	Goal	Timeline	Participants
Assess student's ability to identify appropriate progression of therapeutic exercise in a patient care scenario.	During the final practicum for PTA 1040, 90% of the students will be able to list 3 appropriate therapeutic exercise progressions on a SOAP note.	Spring 2023	1st year cohort
Assess student's ability to effectively apply clinical problem solving on their intermediate and terminal internships.	By the end of PTA 282, 90% of the students will rate entry level in the area of Clinical Problem Solving on their Clinical Performance Indicator (CPI).	Spring 2023	2nd year cohort

# 2022 Assessment Improvement Plans

## Radiologic Technology

Version by Cox, Roger on 02/28/2023 22:56

### 1. What Did You Do?

#### 1A. Assessment Activities

RTE 1082, 1082, 1083, 2081, 2082 (clinical internships):

Continue to work on C-Arm and portable radiography. Students did not get 1:1 time with the c-arm due to space constraints and the lab being utilized every weekday, but students did get to utilize the c-arm during simulation clinic rotations. With portable radiography, students again use time in simulation clinic to work with the portable and various scenarios. Students are also set up for a "trauma simulation" in the simulation center. The student's performance is videotaped so the instructor is able to assess as well as the student (self-assess). In the fall

- Space has been found so I need to formally set up 1:1 time in the summer and/or fall semester to work with students on the C-Arm. I would like to continue this assessment to make sure students are on track and comfortable with the equipment.
- I am going to continue the portable simulation, although I would like to add this in for both first years and second years. Self - Assessment is a great tool for the students to see the "big picture" of how they perform clinically.
- I would like to modify my rubric for portable trauma simulation and separate out the different components. Aidet, Competency with imaging projections, ease of usage of the portable machine.
- We did a new assessment for 2nd year students for the first time; Lab Assistant Performance Rubric, in which we assessed students ability as a lab instructor. We are going to keep this at least until spring 2024 to get a couple of years worth of data. \

#### 1B. Participation

Clinical Coordinator and Simulation Clinic Instructor do the assessments for clinical internships.

### 2. What Did You Learn?

Clinical Internship assessments:

I learned that students are getting more comfortable with the equipment much quicker due to the exposure in simulation and 1:1 scenarios. Students still struggle with the "art of radiography". With the trauma simulation, the majority of students did well with the obstacles and overcoming them to achieve an image, but students were a bit lax with positioning and CR alignment. Unfortunately, our radiology phantom has lots of latitude with student positioning. Again, the majority of students were able to use their critical thinking skills and work around the obstacles / hurdles and I was impressed with their success. I believe these simulations are important to their education and are helping with the student's success in clinic.

#### 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	95.83%	
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>97.12%</b>	

# 2022 Assessment Improvement Plans

ISLO	Target Achievement Rate	Comments/Clarifications
1a: Interpret, analyze, and assess available evidence, information, and ideas	100.00%	
1b: Explore implications, inferences, assumptions, and alternate solutions	100.00%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	100.00%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	88.46%	
<b>ISLO2: Effective Communication</b>	<b>87.23%</b>	
2a: Organize and express ideas clearly in both written and oral communication	100.00%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	72.73%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	100.00%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	100.00%	
<b>ISLO4: Textual Literacy</b>	<b>93.33%</b>	
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas		
4b: Locate applicable information or materials from relevant resources as appropriate to the task	100.00%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	89.29%	
<b>ISLO5: Professionalism</b>	<b>97.46%</b>	
5a: Demonstrate personal accountability through time management, preparedness, and honoring commitments	98.31%	
5b: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	98.31%	

# 2022 Assessment Improvement Plans

ISLO	Target Achievement Rate	Comments/Clarifications
5c: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	96.61%	
5d: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations	96.61%	

## 2B. Program-Level (PSLO) Performance

PSLO	Target Achievement Rate	Comments/Clarifications
Diagnostic Medical Sonography		
01. Discuss performance of a pelvic sonogram (Active from Summer 2018)	68.75%	
02. Clarify the differences in wave motion with various tissue densities (Active from Summer 2018)	100.00%	
Radiologic Technology		
PSLO1: Safety		
PSLO1a: Perform radiographic procedures safely. (Active from Spring 2017)	0.00%	
PSLO1b: Identify problems with patient perceptions on exam success (Active from Fall 2017)	0.00%	
PSLO2: Image Production		
PSLO2b: Produce diagnostic radiographs using effective techniques to optimize image quality. (Active from Spring 2018)	100.00%	
PSLO3: Imaging Procedures		
PSLO 3c: Demonstrate proficiency in portable trauma radiography. (Active from Fall 2018)	89.29%	unfortunately this percentage dropped a bit from 92% to 89% but I still feel this is a great score for such a large cohort. Students are getting good exposure and with the work we do in simulation, it is better preparing the students.

## 2C. Course-Level (CSLO) Performance

N/A - No CSLO Data

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

Clinical Internship Courses: I would like to discuss adding C-arm exercises to simulation during the second semester to give the student additional exposure and hands on practice. I am also getting quotes

# 2022 Assessment Improvement Plans

for additional equipment (surgical tables, trauma stretchers, etc.) to have dedicated rooms always available to the students. With dedicated rooms, I have access on a daily basis and can run simulations repeatedly throughout the semesters.

Action	Goal	Timeline	Participants
Purchase equipment with grant funds to have dedicated rooms for radiography simulation.	Submit quotes and request funding (grants or other) to purchase new or refurbished surgical table(s) for simulation rooms	by the end of Fall, 2023	Roger, Beth & Patty
Acquire space on the 4th floor dedicated to radiography simulation	Renovate area on 4th floor to have 3-4 rooms for simulation	end of fall, 2023	Dr. Miller, Joe Waneka, Roger, Beth & Patty

# 2022 Assessment Improvement Plans

## Respiratory Therapy

Version by Tracy, Shawna on 03/09/2023 22:46

### 1. What Did You Do?

#### 1A. Assessment Activities

I would like to continue using the evaluation tool that we are currently using for the classes in fall and spring semesters. The courses we are evaluating are specific to clinical internships. I do not want to make adjusts to any of the rubrics, or classes, or learning outcomes. At this time, I do not want to change my assessment focus.

#### 1B. Participation

Participation was satisfactory  
There were no road blocks with my assessment.

### 2. What Did You Learn?

Students are performing at above average and higher based on the rubric and skills assessment. At this time there were no struggles identified  
Students excelled in all areas  
There were no outside factors affecting our outcomes.

#### 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	94.12%	
<b>ISLO2: Effective Communication</b>	<b>98.21%</b>	
2a: Organize and express ideas clearly in both written and oral communication	92.86%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	100.00%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	100.00%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	100.00%	
<b>ISLO5: Professionalism</b>	<b>91.25%</b>	
5a: Demonstrate personal accountability through time management, preparedness, and honoring commitments	80.00%	

# 2022 Assessment Improvement Plans

ISLO	Target Achievement Rate	Comments/Clarifications
5b: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	95.00%	
5c: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	100.00%	
5d: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations	90.00%	

## 2B. Program-Level (PSLO) Performance

Version by Tracy, Shawna on 03/09/2023 22:49

PSLO	Target Achievement Rate	Comments/Clarifications
01. Demonstrate diagnostic care in a clinical or lab setting. (Active from Spring 2021)	86.67%	
02. Demonstrate critical care in a clinical or lab setting. (Active from Spring 2021)	74.58%	
03. Demonstrate floor care in a clinical or lab setting. (Active from Spring 2021)	85.71%	
04. Demonstrate pediatric care in a clinical or lab setting. (Active from Spring 2021)	100.00%	

## 2C. Course-Level (CSLO) Performance

No CSLO data

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

Our plan is continuing with the rubric and evaluation tools for assessing student learning outcomes. We will assess and evaluate the clinical courses RCA 2070, 2071, 2072.

# 2022 Assessment Improvement Plans

## Social Sciences

*Version by Williams, Tracy on 02/28/2023 15:39*

### 1. What Did You Do?

#### 1A. Assessment Activities

During the 2022-year (spring, summer, fall) out of the above (9) prefixes four had planned and completed assessments (HIS, PSY, SOC, POS). The five remaining prefixes did not have planned or completed assessments (GEO, ANT, ETH, SWK, WST), as these are taught by PT instructors, the goal for the next assessment 2023 will be to increase part-time instructor participation to 100%. This year, Psychology was successful in assessing: Psych 1001 and 1002 (General Psychology) and Psych 2440 (Human Growth and Development) Psych 2333 (Health Psychology) Psych 2552 (Abnormal Psychology) Psych 2222 (Death and Dying) Psych 2221 (Social Psychology) and Psych 2107 (Human Sexuality) A previous goal from 2020 was still not achieved: Psych 207 Forensic Psychology did not accessed.

The assessment process involved the following assignments or projects:

Psych 2440 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.

For Psych 1001 and 1002, General Psychology, Psych 2107 Human Sexuality, Psych 2222 Death and Dying. Students were to 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.

Next year, students in Psych 2222 will focus on the Social Consciousness Rubric due to the multiple cultural/religious/personal beliefs that are discussed in class.

Students will continue to be assessed on the Psych Expo using the Effective Communication rubric.

#### 1B. Participation

Faculty Participation: In 2022 we have had 100% participation from full time faculty; however, due to a submission error, the participation does not show to be at 100%. The participation for part-time instructors shows to have decreased from 2020. During the year (spring, summer, fall) of 2022, under 50% of the Pueblo and Southwest campus part-time instructors participated. We continue to encourage participation with either face to face or remote training and being able to share information across the PCC campus sites; our goal is to raise the Pueblo campus participation to 100% by the end of fall 2023. The next task will be to gain participation at the branch campuses. Our plan is to reach out to branch campus instructors for PSY 1001, 2440 and 1002, and SOC 1001. The Social Sciences department will implement WebEx meetings/trainings that will include all full-time and part-times instructors. The goal is to meet those instructors and explain the assignments and the assessment process in detail, included entering scores in eLumen.

For HIS in 2022, 100% of full-time faculty participated (1); however, due to an error, its participation does not show to be 100%. 50% of part-time instructors participated (2).

Out of the 34 FT and PT instructor in the Social Sciences department; 13 participated in the 2022 year (spring, summer, fall).

### 2. What Did You Learn?

Based on last year's assessment, students were on track for the majority of the assessed target outcomes. Students scored really well in Effective Communication, Textual Literacy, and Social Consciousness. However, due to a low sample size of students in an intro to SOC course, the TAR was



# 2022 Assessment Improvement Plans

fairly low 4% in Quantitative Reasoning. There was also a fairly high TAR in the History PLSO (we are still looking into the cause).

## 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	78.87%	
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>81.56%</b>	
1a: Interpret, analyze, and assess available evidence, information, and ideas	82.20%	
1b: Explore implications, inferences, assumptions, and alternate solutions	84.62%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	79.85%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	79.55%	
<b>ISLO2: Effective Communication</b>	<b>86.74%</b>	
2a: Organize and express ideas clearly in both written and oral communication	89.02%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	85.71%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	85.86%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	86.59%	
<b>ISLO3: Quantitative Reasoning</b>	<b>4.00%</b>	<b>Small sample size for an intro-level course (SOC1001) means these low scores are reasonable/expected</b>
3a: Select appropriate numerical data, functions, and formulae to perform accurate computations	0.00%	
3b: Represent information as numerical data, functions, and formulae	4.00%	
3c: Interpret and explain information presented as numerical data, functions, and formulae	4.00%	
3d: Formulate reasonable solutions and draw logical conclusions from numerical data	8.00%	
<b>ISLO4: Textual Literacy</b>	<b>87.37%</b>	

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ISLO	Target Achievement Rate	Comments/Clarifications
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas	76.00%	
4b: Locate applicable information or materials from relevant resources as appropriate to the task	92.31%	
4c: Evaluate the validity and reliability of information and its appropriateness for the context	90.91%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	90.91%	
<b>ISLO5: Professionalism</b>	<b>83.33%</b>	
5a: Demonstrate personal accountability through time management, preparedness, and honoring commitments	75.00%	
5b: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	75.00%	
5c: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	100.00%	
<b>ISLO6: Social Consciousness</b>	<b>87.72%</b>	
6a: Demonstrate respectful, fair, and equal treatment of all people, and contribute positively to collaboration and teamwork by offering ideas, assistance, and encouragement	96.77%	
6b: Examine and acknowledge different views and express appreciation for diversity, explore the relationships between the ideas, values, and practices of different groups of people across cultures and throughout history	80.95%	
6c: Engage with local and extended communities to promote civic action and social improvement	93.33%	
6d: Recognize the interconnectivity of important issues and broaden disciplinary and personal knowledge to include overarching social, ecological, and political issues	87.23%	
PCC Flex Self-Assessment	60.71%	
Flex 1. Content Mastery (1a)	75.00%	
Flex 2. Problem Solving (1d)	75.00%	
Flex 3. Effective Communication (2c)	50.00%	
Flex 4. Finding Resources (4b)	75.00%	

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ISLO	Target Achievement Rate	Comments/Clarifications
Flex 5. Time Management (5a)	50.00%	
Flex 6. Participation (6a)	50.00%	
Flex 7. Integrity of Work (5c)	50.00%	

## 2B. Program-Level (PSLO) Performance

PSLO	Target Achievement Rate	Comments/Clarifications
Social Sciences		
Anthropology		
PSLO		
PSLO 1: Describe the history, purpose, branches, and features of anthropology as well as its relation and relative position within the general framework of academic disciplines. (Active from Spring 2020)		
PSLO 2: Compare and contrast distinct cultures with regard to any cultural facet. (Active from Spring 2020)		
PSLO 3: Define the important cross-cultural systems developed by human groups to reckon kinship and descent, and social affiliation. (Active from Spring 2020)		
PSLO 4: Discuss the important anthropological ideas regarding the origins, causes, and effects of war. (Active from Spring 2020)		
Ethnic Studies		
PSLO		
PSLO 1: Describe and explain 5 of the major historical contributions of Meso-American civilization. (Active from Spring 2020)		
PSLO 2: Define and explain the term indigenismo and the etymology of the term Chicano. (Active from Spring 2020)		
PSLO 3: Discuss and analyze the historical impact of the Sleepy Lagoon Case. (Active from Spring 2020)		
PSLO 4: Compare/contrast the colonial socio-historic model applied to many developing Third World Countries with the status of the contemporary Chicano. (Active from Spring 2020)		
Geography		
PSLO		

# 2022 Assessment Improvement Plans

## 2C. Course-Level (CSLO) Performance

N/A - No CSLOs Directly Assessed

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

Action	Goal	Timeline	Participants
Work with PT instructors to get each instructor to complete at least one assessment per semester they teach.	100% of PT instructors will complete at least 1 assessment per semester.	Dec-23	Tracy Williams will connect with PT instructors virtually/face to face to encourage them to complete at least one.

# 2022 Assessment Improvement Plans

## Surgical Technology

*Version by Montoya, Diana on 04/06/2023 14:18*

### 1. What Did You Do?

#### 1A. Assessment Activities

All faculty and part-time instructors are assigned student assessment projects. Jessica Alt-Berg and Alison Basta are no longer teaching at PCC.

Diana Montoya will continue to use our sterilization rubric to assess students by cohort from the beginning of the program to the end to assess student retention. Student scores are documented in MyCourses for 2022.

Nadine LaForme administers a pre- and post- assessment in the student's first year in both STE1002 fall and STE1011 spring semesters. Student scores are documented in MyCourses for 2022.

Diana Montoya posted scores for STE2081, STE2082, and STE2083 on professionalism and time management.

Joshua Strong is now tracking practice certification exams for STE2069 and STE2089.

#### 1B. Participation

Diana Montoya has met the participation goal of 100% for 2022 Fall & Spring

Nadine LaForme has met the participation goal of 100% for 2022 Fall & Spring

Joshua Strong has met the participation goal of 100% for 2022 Spring

Jessica Alt-Berg and Alison Basta are no longer teaching at PCC. Diana completed assessment data for those assessments.

### 2. What Did You Learn?

Focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

The Courses in the STE department are listed incorrectly on the Course Statistics and Evidence Template.

Courses are as follows: STE1002, STE1003, STE1005, STE1033, STE1034, SET1011, STE2051, STE2069, STE2081, STE2082, STE2083, STE2089. All others were pulled from the CCNS database and PCC does not utilize those course numbers.

STE1002 STE 1-12 Retention: 18/20 Students have shown exemplary in their retention skills. Nadine has used this data to improve course content and her teaching methodology. This is showing student success.

STE1011 Retention: 24/25 Nadine has used this data to improve course content and her teaching methodology. This continues to show student success.

STE1033 Sterilization: 21/21 Beginning as this is their first experience with sterilization management.

STE1051 Sterilization: Those same students scored 14 exemplary, 5 accomplished, 3 developing.

Students have shown exemplary/accomplished in their learning skills. Diana has used the data to improve course content and her teaching methodology. Focus was placed on the 3 students scoring beginning.

STE2069 CST Practice Exam A: 13/22 scored developing, 9/22 scored beginning. Joshua used this data to improve course content and his teaching methodology. This was the first semester for Josh teaching. This data was incredibly important to him as gains experience.

# 2022 Assessment Improvement Plans

STE2089 CST Practice Exam B: 6 accomplished, 7 developing

STE2081 Clinical Assessment: 5 exemplary, 3 accomplished, 14 developing - Used to score clinical documentation and time management cohort 8

STE2082 Clinical Assessment: 2 exemplary, 17 accomplished, 3 developing - Used to score clinical documentation and time management cohort 8

STE2083 Clinical Assessment 12 exemplary, 1 accomplished - Used to score clinical documentation and time management cohort 7

STE2089 6 accomplished, 7 accomplished, 7 developing - Used to score the CST practice exam B

Overall, our students are showing that they are achieving student success in their courses and that through student assessment, our faculty are able to improve on teaching methodology and course improvements.

## 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	46.82%	
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	<b>39.51%</b>	
1a: Interpret, analyze, and assess available evidence, information, and ideas	0.00%	
1b: Explore implications, inferences, assumptions, and alternate solutions	54.24%	
<b>ISLO2: Effective Communication</b>	<b>54.29%</b>	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	54.29%	
<b>ISLO4: Textual Literacy</b>	<b>64.77%</b>	
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas	86.21%	
4c: Evaluate the validity and reliability of information and its appropriateness for the context	54.24%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	54.24%	
<b>ISLO5: Professionalism</b>	<b>24.05%</b>	
5a: Demonstrate personal accountability through time management, preparedness, and honoring commitments	33.33%	
5d: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations	0.00%	
ISLO6: Social Consciousness	0.00%	

# 2022 Assessment Improvement Plans

ISLO	Target Achievement Rate	Comments/Clarifications
6d: Recognize the interconnectivity of important issues and broaden disciplinary and personal knowledge to include overarching social, ecological, and political issues	0.00%	

## 2B. Program-Level (PSLO) Performance

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO2: Match best practices for aseptic techniques to the appropriate sterile principle. (Active from Spring 2017)	54.24%	
PSLO5: Completes weekly clinical paperwork (Active from Fall 2018)	61.36%	
PSLO6: Time management and preparedness (Active from Fall 2018)	61.36%	
PSLO7: Demonstrate proficiency in the content needed for certification (CST EXAM). (Active from Fall 2018)	86.21%	

## 2C. Course-Level (CSLO) Performance

CSLO	Target Achievement Rate	Comments/Clarifications
STE2089 - Surgical Technology Capstone		
09. Perform a final practice exam. (Active from Spring 2018)	46.15%	

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

We will continue using the following rubrics: We assess our students by cohort from semester to semester.

1. Sterilization
2. First Year Student Comprehension
3. Clinical Student Professionalism and Time Management
4. CST Practice Exam

This might be a good time to add a biology A&P assessment and a biology Infectious Diseases assessment (microbiology) to assess our student's level when they enter into the program and when they leave our program.

Liz Medendorp will be generating a participation report that will help the Department Chair ensure that all faculty and part-time instructors are completing student assessment score cards at the end of each semester.

# 2022 Assessment Improvement Plans

Action	Goal	Timeline	Participants
Develop New Assessment	Develop a BIO1006 Basic A&P Comprehension Assessment	Fall 2023 & Fall 2024 & Spring 2025	Cohort #10
Develop New Assessment	Develop A BIO1016 Human Diseases (microbiology) Comprehension Assessment	Fall 2023 & Fall 2024 & Spring 2025	Cohort #10



# 2022 Assessment Improvement Plans

## Welding

Version by Davis, Catlin on 02/27/2023 19:37

### 1. What Did You Do?

#### 1A. Assessment Activities

Continue: We have continued running the same assessment activity “The Guided Bend” . The Bend test is something the welding industry uses to test potential employees for job placement. We only ran the guided bend in the Fall 22 semester. We are also began assessing student’s professionalism conduct. Student were assessed on safety, attendance and preparedness. Soft skills that frequently get discussed in our bi-annual advisory committee meetings. We have yet to utilize this assessment in all welding classes. we have piolet the professionalism assessment in WEL 2063, WEL 2051 and WEL 1006. These classes do not use the guided bend test as a weld project. So, in an attempt to assess all classes on some level we assess professionalism and safety.

We once again shared our achievement rates of this assessment with our advisory committee. The companies that use this same procedure for job placement tend to be much more supportive of our students when the see positive achievement rates. Also, several companies in Pueblo are actively hiring large groups of welders. Students who have passed the guided bend in WEL 1050 and attained the AWS qualification tend to get hired on the spot.

Modify: The guided bend assessments activity is very straight forward and replicates the qualification test given by industry. For this reason, we would like to add the assessment in D2L so instructor could enter the score as a graded project, and it would also enter the scores in Elumen. I think this would help with participation especially among part time instructors. I plan on attending one of Liz’s assessment workshops to learn how to build this in D2L

Add: We are in the process of creating a class focused on non-destructive testing (NDT). This would give student who might want to become a non-destructive weld examiner a chance to learn more about this profession.

Updated as of Nov 22: We did submit a course outline at the 2:2 meeting in Sep 22’. Our State Discipline team liked the course description, outcomes and outline. This will be the only non-destructive inspection class for welders in the CCCNS. It will go to the PCC curriculum committee in March and then off to the state for approval.

#### 1B. Participation

Participants-

##### Faculty

- James Jones
- John Sinks
- Brett Pavlik
- Daniel Vinci
- Robert Reed
- Cody Hager
- Catlin Davis

##### Part-time Instructors

- Randy Arellano
- Devin Brady
- Patrick Gallegos
- John Glover
- Emilio Gonzales
- Nathaniel Miller
- Brad Paglione
- Levi Espinoza
- Robert Mino
- John Warren
- Jonas Weiss HS
- Thomas Joyner HS
- Randy Lawson HS

# 2022 Assessment Improvement Plans

- Tyler Willbanks HS

We had 100% faculty participation. Only 57% of part-time Instructor participation out of those who were assigned an activity. Part-time instructor participation is still down from previous years but up slightly from last year. We have added a few new instructors so this maybe we are still trending down. Overall participation for faculty and part-time instructors was 68%. We had three instructors on the list who teach for at high school sites. I believe two other instructors on the list teach for Pueblo Corporate College. These five individuals may not know about Elumen and assessment because of their HS affiliation or because the work for different entities.

Our goal is 100% participation and we have come very close in the past. As a faculty performance goal. Welding faculty will be assisting part-time instructors with score input at the end of the spring semester.

## 2. What Did You Learn?

Our students have continued to excel with the guided bend activity. Most of our students scored in the exemplary or accomplished category. Meaning if this activity was an actually AWS qualification test these students would be awarded an AWS qualification for the chosen weld process.

We struggled to get our achievement score over 70% for the first few semesters running this activity. We have made several changes to content offered in D2L. We have also changed our instruction methods and welding projects so the closer align to industry standards and guidelines. This has helped all students perform better and make more code quality welds.

We are planning to purchase a new AWS bend tester, measuring device, and software to help improve our quality standards. We will use Perkins or Amend 50 funding to do this.

Overall, we are pleased with our scores we have some work to do with part time instructor input.

### 2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
All ISLOs	73.45%	
<b>ISLO3: Quantitative Reasoning</b>	<b>73.45%</b>	
3a: Select appropriate numerical data, functions, and formulae to perform accurate computations	73.36%	
3d: Formulate reasonable solutions and draw logical conclusions from numerical data	75.00%	
3e: Identify, evaluate, and infer reasonable assumptions based on quantitative information	75.00%	
<b>ISLO4: Textual Literacy</b>	<b>73.36%</b>	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	73.36%	
<b>ISLO5: Professionalism</b>	<b>73.50%</b>	
5a: Demonstrate personal accountability through time management, preparedness, and honoring commitments	73.63%	

# 2022 Assessment Improvement Plans

ISLO	Target Achievement Rate	Comments/Clarifications
5d: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations	73.36%	

## 2B. Program-Level (PSLO) Performance

PSLO	Target Achievement Rate	Comments/Clarifications
01. Perform safe and proper welding machine/equipment set-up, weld joint fit-up/configurations, and plate surface preparation. (Active from Spring 2017)	75.00%	
06. Perform a guided bend test in accordance with AWS Structural Welding Code D1.1. (Active from Spring 2018)	73.32%	I happy to see we are still over 70%. We struggled for a couple years to get over this mark. It tells me the change we have made
07. Professionalism - Attendance: Attends class regularly, arrives on time, and takes responsibility for work. (Active from Spring 2020)	83.33%	
08. Professionalism - Preparedness: Prepared for all lab and class activities. (Active from Spring 2020)	75.00%	

## 2C. Course-Level (CSLO) Performance

N/A - No CSLOs Directly Assessed

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

Improve instructional resources offered in the D2L course shells to include: Recorded hands welding demonstration performed by welding faculty/instructors. Add a section with specific AWS D1.1 welding code qualification and a visual weld discontinuity guide. Create an NDT overview course so students can learn more about visual discontinuities and weld defects and also the processes of non-destructive testing. Update: The NDT course WEL 1005 should be active Fall 23'

New Curriculum: We are also looking at a possible curriculum change. The American Welding Society has excellent curriculum which we are investigating. Lincoln Electric also has curriculum we can use if we can become NC3 accredited. Update: We are utilizing new textbook and curriculum which we acquired spring 21'. All of the D2L shells have been updated and the new curriculum is approved by the American Welding Society. We are looking to make further changes to curriculum and equipment. We are currently working on an NSF grant which will be submit Oct 23'

Action	Goal	Timeline	Participants
Continue to improve part-time instructor participation rates. With a goal of 100%	Fall 23'	SP 22'-F 23'	Catlin Davis and Welding Faculty

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Action	Goal	Timeline	Participants
Begin instruction of new WEL course WEL 1005 NDT Introduction/Vt Work Shop and create an assessment for this course.	Fall 23'	SP 23' -SP 24'	Brett Pavlik Catlin Davis, faculty, advisory committee input.

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