

Assessment of Program Goals –2007-2008

Automotive Technology

PCC Mission Statement – Pueblo Community College’s mission is to create learning opportunities through excellence in teaching and service so that students may attain the knowledge and skills necessary for careers, transfer, and professional and personal growth.

Division Mission Statement

To provide excellence in the career and technical education needs of our diverse community and ensure students success by offering quality, comprehensive educational opportunities.

Department Mission Statement

To offer courses that will support learning at all employment and personal interest levels. To meet the needs of our students and deliver a fully competent, contributing, self-motivating, and self fulfilling entry level automotive service technology technicians who will impact our community and nation with positive change.

Program Goal	Program Outcomes	Assessment Tools & Criteria	Results	Adjustments to program due to Analysis
1. To graduate students with technical knowledge and laboratory skills needed to function as a Competent automotive or collision technician.	Upon completion of each course the graduate will demonstrate the ability to comprehend apply and evaluate information needed to perform successful automotive s this is based on recommendations from our on site accreditation visit held on 1/21/08	The students will perform all tasks above the 85% level according to the new NATEF standards. Several areas were added to our accreditation 1/21/08 This will be recorded on their task lists They will score at least 30% higher on the post- tests compared to their pre- test	Due to the new changes on NATEF standards, industry has demonstrated a higher interest in hiring students while they are enrolled in PCC courses. Students will see their progress and Instructors will have better evaluations of student progress	By making sure that all instructors utilize the new standards implemented by our accreditation and add them to curriculum outline. Making sure that all part time Instructors are utilizing pre and post tests Making sure that all Part-time Instructors are utilizing the surveys
2. To meet the needs of students enrolled in courses for their own personal interest.	Students will be satisfied with the training he/she received	Upon completion of the courses the student will fill out a survey indicating the his/her Level of satisfaction	This gives the Instructors the ability to know if the students are learning to appreciate the instructor’s	Making sure that all instructors respond and grade the paragraphs written by the student.

		<p>of the courses taken</p> <p>Students will write paragraphs after each lab task. Paragraphs are based on what they learned, problems encountered and specifications related to the repair.</p>	<p>style.</p> <p>Instructors can analyze if the student understands the subject, if the student needs assistance with writing and spelling.</p>	
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Assessment of Program Goals –2007-2008

Business Computers and Media Technology

PCC Mission Statement – Pueblo Community College’s mission is to create learning opportunities through excellence in teaching and service so that students may attain the knowledge and skills necessary for careers, transfer, and professional and personal growth.

Division Mission Statement

THE MISSION of the Business and Technology Division is to provide excellence in the career and technical education needs of our diverse community and ensure student success by offering quality, comprehensive educational opportunities.

Department Mission Statement

To supply the tools needed to facilitate student success giving them the program-specific and technology skills required for employment in their chosen field.

Program Goal	Program Outcomes	Assessment Tools & Criteria	Results	Adjustments to program due to Analysis
Measuring employment success for graduates	Graduates of the BCMT department will either find jobs that meet their career goals or will transfer to a four-year institution for further study.	The department will use the data from the VE 135 report to personally contact as many graduates as possible and survey them for their current institution of higher education or for details about their current job situation. The survey tool will request information beyond the usual scope of the VE 135 report including job title and salary levels or degree completion and majors.	The VE135 data historically has been inaccurate. This year we established baseline data for the employment categories measured by the VE 135. We've also established a baseline for transfer student data for future comparison and will begin to track success rates for both transfer and employment outcomes.	The survey will be developed in 08-09. We will explore creating a 1-credit capstone course across BCMT disciplines to better prepare students for the next step - continuing education or entering the workforce.
To graduate students who have appropriate knowledge about the computer industry.	To ensure that students will be able to demonstrate their basic knowledge on a job interview.	A test will be developed to test 2 nd year students in the basics of binary numbers and the encoding methods for text, audio and graphics.	A sample of CIS students near graduation were tested on their knowledge of binary numbers and data encoding for text, graphics, and audio.	A new series of lessons have been created on binary numbers, and text, audio and graphics encoding. These lessons

		The test will be administered as part of CIS 178 the sophomore seminar.	The average score on the exam was 20%, considerably below the projected scores.	are being implemented in CIS 115 starting in the Fall 2008 semester.
To continually evaluate students across disciplines in one of the four core competencies PCC has adopted.	Students will be able to prepare and present a topic to their peers in a professional manner.	Multiple faculty across multiple classes will assess students, using a common rubric in communication and presentation skills. 80% of the students evaluated will score a 3 or better on the Presentation Skills rubric. The results will be compared to last year.	Using a common rubric (see attached), 94 students were evaluated on class presentations by five faculty within the department. Students were evaluated in the four areas of responsiveness, appropriateness, verbal effectiveness, and non-verbal effectiveness. 93% scored a three or better on their presentations. The strongest category met was verbal effectiveness, while the weakest was non-verbal effectiveness. 57% of students were advanced across all categories, while 37% were developing.	Compared to last year, the outcome didn't vary considerably. Results will be shared with faculty, and again we will work to incorporate presentations into additional course work. We will especially emphasise non-verbal communication, since this has been reported twice as a weakness in student presentations.

Assessment of Program Goals –2007-2008

Criminal Justice

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Division Mission Statement

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Department Mission Statement

The Criminal Justice Department mission is to provide lifetime learning opportunities in the knowledge, skills, ethical standards, and empathetic awareness of cultural diversity necessary for CRJ students to serve the community as professionals in the criminal justice system.

Program Goal	Program Outcomes	Assessment Tools & Criteria	Results	Adjustments to program due to Analysis
<p>3) The 06-07 CRJ Program Assessment provided valuable data. For that reason, the dept. will continue to assess, validate and measure program adjustments based on that data.</p> <p>Each CRJ syllabus informs the students that they will be evaluated in basic learning foundations. It is the goal of the CRJ program to assess student competencies and growth in <u>Basic Skills</u> (Reading, Writing, Listening, Speaking), <u>Thinking Skills</u> (Creative Thinking, Decision Making, Problem</p>	<p>4) Students in all CRJ classes will evidence competencies and growth in Basic Skills, Thinking Skills and Personal Qualities as identified in the “Learning Foundations” section in CRJ course syllabi.</p> <p>4a) 1. Students in all CRJ classes will evidence competencies and growth in their ability to read and comprehend US Supreme Court cases, Federal Civil Rights Legislation, criminal statutes, and hypothetical descriptions</p>	<p>5) Each CRJ instructor will assess each CRJ class on student competencies and growth and record the results on a standardized form (Program Assessment: Learning Foundations – attached). Department Chair will meet with all instructors at the end of the assessment period. Assessments will be reviewed, student competencies and growth measured, and strengths and weaknesses identified. Successful/creative/innovative learning methodologies will be identified and incorporated into instructional procedures. A plan to refine and enhance</p>	<p>6) -Reading Comprehension. <u>100 Level Classes:</u> 80% of incoming students evidenced difficulty in comprehending legal terminology. At the conclusion of the semester, 82% achieved a reading/comprehension assessment of 74% or higher. <u>200 Level Classes:</u> 64% of incoming students evidenced difficulty in comprehending legal terminology. At the conclusion of the semester, 87% achieved a reading/comprehension assessment of 82% or higher. -Critical Thinking Skills. <u>100 Level Classes:</u> 78% of</p>	<p>7) -Reading Comprehension: 100 and 200 level classes. The department will continue and enhance group briefings of landmark US Supreme Court decisions and individual oral presentations. This approach has significantly enhanced reading, listening, and organizational skills. In addition, we will expand the number and raise the standards on all writing exercises. -Critical Thinking Skills. The department will</p>

<p>Solving, Reasoning), and <u>Personal Qualities</u> in all course offerings.</p> <p>3a) In addition, the CRJ Dept. will provide experiential learning scenarios that will allow instructors to assess student abilities to apply criminal justice knowledge and skills.</p> <ul style="list-style-type: none"> Analytic ability 	<p>of civil disorders.</p> <p>2. Students will evidence competencies and growth in situational analysis and the application of knowledge gained in 1. above.</p> <p>3. Students will evidence competencies and growth in the application of professional ethical standards and the use of discretionary authority.</p>	<p>programmatic activities will be adopted.</p> <p>80% of students will achieve an overall assessment rating of 75% or higher.</p> <p>5a) Each CRJ instructor will assess each CRJ student competencies and growth in reading comprehension, critical thinking skills and professional ethics as outlined in 4a). The department chair will meet with all instructors at the end of the assessment period. Assessments will be reviewed, student competencies and growth measured, and strengths and weaknesses identified. 80% of students will achieve an overall assessment rating of 75% or higher.</p>	<p>incoming students evidenced difficulty in analyzing problems and developing alternative solutions. At the conclusion of the semester, 75% achieved a critical thinking assessment of 76% or higher.</p> <p><u>200 Level Classes:</u> 47% of incoming students evidenced difficulty in analyzing problems and developing alternative solutions. At the conclusion of the semester, 83% achieved a critical thinking assessment of 84% or higher.</p> <p>-Professional Ethics.</p> <p><u>100 Level Classes:</u> 86% of incoming students evidenced ignorance and confusion on the meaning of professional ethics. At the conclusion of the semester, 87% achieved a professional ethics assessment of 76% or higher.</p> <p><u>200 Level Classes:</u> 37% of incoming students evidenced ignorance and confusion on the meaning of professional ethics. At the conclusion of the semester, 86% achieved a professional ethics assessment of 84% or higher.</p> <p>-Empathetic Awareness of Socio-Economic Prejudices.</p> <p><u>100 Level Classes:</u> 72% of incoming students were</p>	<p>continue and expand small group assessment of real-life scenarios to enhance student abilities in problem identification, analysis and the development of alternative solutions within the guidelines of legal constraints.</p> <p>-Professional Ethics. The department will expand and enhance its curriculum addressing both professional and personal ethics with an added emphasis on subculture diversities.</p> <p>-Empathetic Awareness of Socio-Economic Prejudices. It became immediately apparent that the majority of CRJ students were aware of and sensitive to socio-economic bias. This area of emphasis will be dropped as a stand-alone part of the CRJ curriculum and folded into the standard curriculum addressing cultural diversity, the 14th Amendment to the US Constitution, and the Civil Rights Act (as amended).</p>
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			<p>aware of socio-economic biases. At the conclusion of the semester, 92% achieved an assessment of 87% or higher.</p> <p><u>200 Level Classes:</u> 86% of incoming students were aware of socio-economic biases. At the conclusion of the semester, 94% achieved an assessment of 86% or higher.</p>	
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Assessment of Program Goals –2007-2008

Hospitality Studies Department

PCC Mission Statement – Pueblo Community College’s mission is to create learning opportunities through excellence in teaching and service so that students may attain the knowledge and skills necessary for careers, transfer, and professional and personal growth.

Division Mission Statement

THE MISSION of the Business and Technology Division is to provide excellence in the career and technical education needs of our diverse community and ensure student success by offering quality, comprehensive educational opportunities.

Department Mission Statement

The Mission of the Hospitality Studies Department is to provide opportunities for students to develop skills and knowledge to be successful in careers in the hospitality field.

Program Goal	Program Outcomes	Assessment Tools & Criteria	Results	Adjustments to program due to Analysis
<p>3-a) Graduates will apply effective communication skills</p>	<p>4-a) Students will demonstrate the ability to communicate effectively by using writing, speaking and listening skills.</p>	<p>5-a) In CUA 181, students will develop written responses that show clear evidence of the ability to analyze the presentations for the main ideas as well as the ability to communicate thoughts in a clear, concise, and direct manner. See attachment for the assignment AND assessment Rubric. 85% of the students will achieve a rating of 3 or higher on this rubric.</p> <p>In CUA 190 and CUA 233, 90% of the students will achieve a 3 rating on the Task List topics that</p>	<p>6) In Fall, 2007, 91.75% of the students received a rating of 3 or higher. In Spring, 2008, 92.5% of the students achieved a rating of 3 or higher.</p> <p>In Fall, 2007, 100% of the students achieved a rating of 3 or higher on these Task Lists in both classes</p>	<p>7) We will continue this assessment tool to ascertain if students continue to perform at this level.</p> <p>We will consider changing the criteria to 95% of the students will achieve a rating of 3.5 or higher on</p>

		<p>measure speaking and listening skills <i>See attachments for the two Task Lists.</i></p> <p>In CUA 136, 90% of the students will achieve a 3 rating on the Task List topic that measures listening skills <i>See attachment for the Task List</i></p>		<p>these topics. The improvement reflects the emphasis placed on communication skills, both speaking and listening.</p>
<p>3-b) Students will complete a capstone project before graduation. (PROGRAM ASSESSMENT)</p>	<p>4-b) Students will complete a capstone project as a requirement for the following courses: CUA 191 and CUA 234.</p>	<p>5-b) Students in CUA 191 and CUA 234 will plan, implement and evaluate the department's Grand Buffet. Each student will achieve an overall rating of 85% or higher on this project. <i>See attachment for description of the Capstone Project and Rubric.</i></p>	<p>In CUA 191, only 1 student did not receive an 85% or higher rating. This was primarily due to some personal problems occurring near the end of the semester. In CUA 234, 100% of the students received an overall rating of 85% or higher.</p>	<p>Continue to have high expectations in this area. Plan to give students even greater responsibility in planning and organizing this event. Specific suggestions for the CUA 191 class are:</p> <ul style="list-style-type: none"> - <i>Develop a Master Calendar for distribution to students in this class on the second day of class.</i> - <i>Develop a rubric for evaluating work by students in each of the main areas of the Grand Buffet: Tickets, Scheduling, Advertising, Supervising, etc.</i> - <i>Require cost and nutrient analyses to be completed 4 weeks</i>

				<p><i>before the actual event.</i></p> <ul style="list-style-type: none"> - <i>Review the menu with the CUA 234 instructor by the 4th week of school. Reach a consensus of all menu items, recipes and serving procedures</i>
<p>3-c) Students will provide feedback to the department regarding each course in the curriculum for an AAS Degree in Hospitality Studies/Culinary Arts (PROGRAM ASSESSMENT)</p>	<p>4-c) Students in CUA 281 (Internship) will complete an Industry Feedback Form.</p>	<p>4-c) 85% of the students in CUA 281 will complete the Internship Feedback Form before the completion of the course. <i>See attachment for the Form.</i></p>	<p>100% of the students who have complete Internship have turned in their Feedback Forms. However, 5 students are still in the process of completing their Internship course.</p>	<p>Revise the feedback forms to include a rating scale for each course. Request the return of the forms BEFORE the completion of the Internship course in order to have data available by August 1st.</p>

Assessment of Program Goals – Dental Hygiene Program – 2007-2008

PCC Mission Statement – Pueblo Community College’s mission is to create learning opportunities through excellence in teaching and service so that students may attain the knowledge and skills necessary for careers, transfer, and professional and personal growth.

1) Health Mission Statement –
To provide quality Health Care education that prepares the learner to meet the needs of diverse populations in an ever-changing health care environment.

2) Program Mission Statement – The mission of the Pueblo Community College Department of Dental Hygiene is to educate dental hygiene students to be competent life long learners and to provide the most comprehensive educational, preventive, and therapeutic services to a diverse population reflecting the core competencies essential to the dental hygiene profession.

3) Program Goal	4) Program Outcomes	5) Assessment Tools & Criteria	6) Results	7) Adjustments to program due to Analysis
<p>1. To graduate students with the theoretical skills necessary as a dental hygienist.</p>	<p>Student will be academically prepared to take the National Board Dental Hygiene Exam (NBDHE).</p>	<p>Written Exam (NBDHE): 90% pass rate on the National Board Dental Hygiene Exam.</p> <p>Program Exit Survey: 90% of students will rate their overall educational experience to be satisfactory or above.</p> <p>2nd Yr. DEH Student Focus Group Discussions: 100% of the students will participate in identifying solutions for any of the problems occurring in the program.</p> <p>Formal Curriculum Review: To meet Accreditation Standard 2-4. All DEH courses will be evaluated related to defined goals and</p>	<p>100% Pass rate on the National Board Exam</p> <p>100 % of students rated their educational experience as satisfactory or above</p> <p>100% of the students participated in “Focus Group Discussions”</p> <p>Faculty participated in a program review of all DEH courses.</p>	<p>Focus on specific areas where students scored below the national average (Anatomic Sciences, Biochemistry , Nutrition, Microbiology and Preventive Agents). Bring in Science teacher for Boards Review course.</p> <p>Continue surveys and focus groups in final Clinical Theory Capstone course. Incorporate course evaluations at the end of each DEH course to solicit student recommendations and make necessary changes.</p> <p>Continue to tweak clinical grade sheet and course rubrics as needed to define expectations for performance more clearly for the student and the faculty.</p> <p>Continue to provide additional clinic time to help students catch-up on clinical requirements. Separate the data collection grade and scaling instrumentation grade to have more data to analyze student’s clinical performance and determine areas of weakness.</p> <p>Incorporate more calculus detection proficiencies to allow students to fully develop calculus detection skills.</p> <p>Streamline perio consult paperwork.</p> <p>Program review results were used to determine that all courses were being taught to the necessary scope and depth determined by the governing accrediting agency and that the curriculum did not include repetition of course content.</p>

competencies of the program.

3) Program Goal	4) Program Outcomes	5) Assessment Tools & Criteria	6) Results	7) Adjustments to program due to Analysis
<p>2. To graduate dental hygiene students with the skills necessary to function within the scope of practice for an entry level dental hygienist.</p>	<p>Student will be clinically prepared to take Regional/State Clinical Boards.</p> <p>Upon completion of the program, the graduate will be adequately trained to perform at an acceptable standard of dental hygiene care.</p>	<p>ADEX/CRDTS: 90% pass rate on the Central Regional Dental Testing Service.</p> <p>DEH 271 Clinical Competency: 90% of DEH students will complete DEH 271 with a C level or higher.</p> <p>Graduate Survey: 90% of graduates surveyed will state that they were adequately prepared to perform an acceptable standard of dental hygiene care.</p> <p>Employer Survey: 90% of employers surveyed will reflect satisfaction with the graduate's ability to perform an acceptable standard of care.</p>	<p>93% of the students taking the CRDTS exam passed. One student could not qualify a patient for the exam and had to repeat in Minnesota</p> <p>100% of all DEH 271 students completed the clinical course with a C or better.</p> <p>97% of the students stated that they were adequately prepared or above to perform an acceptable standard of dental hygiene care</p> <p>82% of the employer surveys stated that the students were excellently prepared and 18% stated that the student's performance was good.</p>	<p>Again, patient selection needs to be emphasized and treatment selection proficiencies will be incorporated beginning fall semester to allow students a better understanding of calculus detection and what is needed to qualify a patient. Create problem-solving strategies to be used at the CRDTS exam when a patient does not qualify.</p> <p>Continue additional clinic time to help completion rates. Review clinical requirements to assure they are obtainable.</p> <p>As in the past, applying fluoride agents, chemotherapeutics and bleaching were areas in which students did not feel prepared. Bleaching has been added to the curriculum and should be adequate for next year's class. Application of fluoride varnish was incorporated in Give Kids A Smile Day clinic. Application of additional chemotherapeutics and fluoride agents will be added to the curriculum. One area of concern is office management and coordination. Beginning the fall of 2008, practice software will be incorporated into the clinic.</p> <p>Managing computer systems and office recall systems was an area of concern for several employers. With the incorporation of the computer software system and digital x-ray this concern should be rectified.</p>

3) Program Goal	4) Program Outcomes	5) Assessment Tools & Criteria	6) Results	7) Adjustments to program due to Analysis
<p>3. PCC Graduate Competency # 2: Graduates will demonstrate the ability to use technology to achieve educational objectives.</p>	<p>DEH students will be introduced and in-serviced on new digital radiography technology to utilize as part of patient assessment and treatment planning.</p>	<p>In DEH 170 & DEH 271, 100% of the students will utilize digital radiography to complete at least one patient requirement.</p>	<p>None of the students were able to utilize the digital radiography due to the delay in purchasing and set-up of the technology.</p>	<p>Digital radiography should be available beginning in the fall semester of 2008.</p>

3) Program Goal	4) Program Outcomes	5) Assessment Tools & Criteria	6) Results	7) Adjustments to program due to Analysis
<p>4. The DEH program will actively facilitate student completion of DEH 271 requirement.</p>	<p>The PCC DEH program will increase program completers in the Spring of 2008 so that they can obtain successful employment in a timely manner.</p>	<p>Midterm Conferences: 100% of DEH students will have a midterm conference with their designated advisor & an assessment of student's needs will be determined.</p> <p>Access to Tutoring: 100% of students demonstrating a need for clinical tutoring will be provided those services.</p> <p>Extra Clinic Time: When funding is available, students will be provided extra clinic time as determined at mid-term conferences.</p> <p>VE-135: 85% of DEH students will complete clinical program requirements by spring 2008.</p>	<p>100% of the students participated in midterm conferences for both first and second year clinics.</p> <p>All students needing additional tutoring in DEH preclinic and clinical courses, received the necessary tutorial services</p> <p>100% of students requesting and qualifying for additional clinic time received the required amount of time available.</p> <p>79% of the students completed their clinical program requirements by spring 2008 to graduate in the spring.</p>	<p>For DEH 170 and DEH171 add measurable assessment for performance outcomes into the midterm grade to be incorporated into the overall clinic grade.</p> <p>Assign a contracted faculty to oversee the coordination of tutoring to provide consistency and calibration of the tutorial pool.</p> <p>Continue to provide this service for students. Will begin additional clinic time beginning in the fall semester as well as the spring. Secondly, reassess the fee being charged to students for this service to assure cost coverage for instructors and supplies.</p> <p>Continue early interventions by providing tutoring, additional clinic time and patient management strategies.</p>

Assessment of Program Goals – Early Childhood Education – 2007-2008

PCC Mission Statement – Pueblo Community College’s mission is to create learning opportunities through excellence in teaching and service so that students may attain the knowledge and skills necessary for careers, transfer, and professional and personal growth.

1) Division Mission Statement Our mission is to provide each student with the academic foundation that instills a desire for learning and encourages creativity, critical thinking, and respect for diverse cultures and ideas.		2) Department or Program Mission Statement Our mission is to provide a high quality learning atmosphere where students are actively involved in each class setting. The ECE faculty will be dedicated to facilitating a learning environment that will assist students in developing their professional knowledge to become nurturing teachers who exhibit trust, security and support.		
3) Program Goal	4) Program Outcomes	5) Assessment Tools & Criteria	6) Results	7) Adjustments to program due to Analysis
The students in ECE 205 and ECE 240 will be able to understand and explain the importance of disaster preparedness in an early childhood educational environment.	Upon completion of training for disasters in ECE 205 and ECE 240 of spring semester the ECE students in 205 and 240 will be prepared to implement disaster preparedness in case of a disaster.	Pre-Test: Exam will be given from the disaster preparedness commission prior to disaster training in ECE 205 and ECE 240. Post-Test: Exam will be given after students have attended disaster training and have reviewed class notes.	Pre-Test Results: from ECE 205 and ECE 240 a total of 24 students took a pre-test on disaster preparedness. 16 students made an 88% or higher and were well informed on emergency procedures. 8 students made below 88%. Post-Test: a total of 24 students took the post test and all 24 students made an 88% or higher on post-test. Students indicated they learned new information from disaster training.	Adjustments to be made to program are to include from now on disaster training and preparing students in case of emergency situations that may arise in their classrooms. Disaster training and preparing students will continue in ECE 205 and ECE 240 classes.

<p>The students in ECE 111 and ECE 238 will be able to list and explain the 6 childhood developmental domains.</p>	<p>Upon completion of Spring 2008, the students in ECE 111 and ECE 238 will be able to identify 2 different age appropriate skills acquired during childhood in each of the developmental domains.</p>	<p>85% of ECE 111 and ECE 238 students will pass (with 90% accuracy) an essay exam on the six domains of child development and explain 2 different developmentally appropriate skills for each domain.</p>	<p>95 % of all ECE 111 and ECE 238 students passed with 90 % accuracy on essay exams given to students on the six domains of child development and also on explaining 2 developmental skills for each domain.</p> <p>Each student also explained each developmental domain and created activities in groups to develop skills for children in each domain area.</p>	<p>Results indicated that students learn the six developmental domains better when they work in groups. Group activities will continue as well as essay exams on the six domains of child development in ECE 111 and ECE 238.</p>
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Assessment of Program Goals –2007-2008

PCC Mission Statement – Pueblo Community College’s mission is to create learning opportunities through excellence in teaching and service so that students may attain the knowledge and skills necessary for careers, transfer, and professional and personal growth.

Health Mission Statement –
To provide quality Health Care education that prepares the learner to meet the needs of diverse populations in an ever-changing health care environment.

Program Mission Statement – Emergency Medical Systems
To develop competent Emergency Medical professionals that will have a positive impact on diverse populations, both patient and professional throughout the continuum of care.

Program Goal	Program Outcomes	Assessment Tools & Criteria	Results	Adjustments to program due to Analysis
<p>1.To graduate students with technical knowledge and clinical skills to function as competent Advanced Life Support EMS providers</p>	<p>Students will be academically prepared to take the National Registry of EMT’s written and skills exam. (NREMT)</p> <p>Students will be prepared to perform at an entry level for an Intermediate or Paramedic at the completion of the program.</p>	<p>1. National Standard Exam- 80% graduates taking the National Registry exam will pass the National Registry EMT-Paramedic or Intermediate Written Examination on the first or second attempt.</p> <p>2. Skills Exam- 90% of the intermediate and paramedic students will pass the National Registry Skills exam during the first offering.</p>	<p>The Paramedic students completing in 07/08 had a 100% pass rate on the National Registry Written exam.</p> <p>The Intermediate students had a 73% pass rate on the exam</p> <p>The Paramedic students taking the skills exam in 07/08 had a 100% pass rate on the National Registry skills exam.</p> <p>The Intermediate students had a <u>81%</u> pass rate on the National registry skills exam during this period.</p>	<p>One adjustment we are implementing is a testing service at both the intermediate and paramedic levels which can give the students input on the areas they need to study. We will also look at a better screening process for incoming students so we can be sure they will have the ability to be successful.</p> <p>We will continue to work with our students on the NR skills in lab and class to prepare them for the exam.</p>

		<p>3. Clinical Competency- The student will demonstrate entry level patient assessment skills, knowledge of treatment, documentation and scene management skills as assessed by their internship preceptor.</p> <p>4. Program Exit Surveys- 90% of students will rate their overall educational experience to be satisfactory (a cut score of >3) or above. We will use the survey developed by the CoEMSP as the evaluation tool</p>	<p>100% of paramedic and intermediate students were found to be entry level competent by their internship preceptors.</p> <p>This survey is to be sent out 6 months after graduation. So we will be sending it out in November to survey the 07/08 completers.</p>	<p>We are changing our internship evaluations to better reflect the objectives of internship.</p>
<p>To graduate students with technical knowledge and clinical skills to function as competent, entry level, EMT-Basics.</p>	<p>Upon completion of the program the graduate will demonstrate the ability to comprehend, apply and evaluate clinical information. Upon completion the graduate will demonstrate acceptable levels of technical competency and proficiency of skills that are relevant to their role as an EMT-Basics</p>	<p>1. 90% of students taking the final exam will pass with a 77% or better score.</p> <p>2. 90% of students taking the five station National Registry skills examination will pass, demonstrating proficiency in required skills at the completion of the EMT Basic program.</p> <p>3. The student will show proficiency in the writing of Patient Contact Reports</p>	<p>1. In both fall and spring, 100% of the students that took the final exam passed.</p> <p>2. 100% of students that took the final skills exam passed.</p> <p>3. We did not collect this data.</p>	

		<p>with a score of 8 through the use of a standard rubric.</p> <p>4. The student will show an understanding of scene management, teamwork and patient care by participation in a capstone exercise and achieving a score of _____ through the use of a rubric</p>	<p>4. We did not develop the rubric needed to collect this data.</p>	
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Assessment of Program Goals –2007-2008

PCC Mission Statement – Pueblo Community College’s mission is to create learning opportunities through excellence in teaching and service so that students may attain the knowledge and skills necessary for careers, transfer, and professional and personal growth.

Division Mission Statement

Our mission is to provide each student with the academic foundation that instills a desire for learning and encourages creativity, critical thinking, and respect for diverse cultures and ideas. The Arts and Sciences Division supports both the transfer and program functions of the College.

Department Mission Statement – English and Communications

Through its commitment to excellence in teaching, the Department of English and Communications at Pueblo Community College works to increase the literacy and cultural awareness of our students across the range of their studies. Recognizing our students’ potential contribution to society, we seek to enhance their success in all endeavors requiring critical thinking, clear expression of ideas, and an understanding of human relationships and values.

Program Goal	Program Outcomes	Assessment Tools & Criteria	Results	Adjustments to program due to Analysis
Develop our students’ abilities to express themselves clearly in writing and speech.	To increase the effectiveness of instruction among part time and full time instructors, the English department will analyze course alignment, delivery of our instruction, and instructional needs.	We are dividing our adjunct instructors into small groups, and each full-time faculty member is working with his or her assigned group to insure that curriculum is aligned and that instructional needs are met. Each adjunct instructor will be surveyed to determine the specific skills being taught and to assess areas where students are struggling in order to improve our instruction.	Our plan for the academic year 2007-8, which we only partially implemented, was to divide our part-time faculty into groups according to the courses that they were teaching and assign one full-time faculty member to each group. In this way, we planned to facilitate assessment of student learning in all of our classroom and involve part-time instructors.. We sent out a survey to our English 121 instructors, asking them to determine skills that are difficult for their student and materials and support that the	<ol style="list-style-type: none"> 1. We’ve expanded the essay booklet required for the course to include student essays, thus providing instructors with more models for their essays. 2. Toward the end of the semester, Bev and Deb previewed and recommended a different book (Exploring Writing), which subsequently Sara and Debbie Borchers also reviewed and approved. So, as a result of the discussions with part-time instructors, a positive change in the English 060

			<p>instructors might need to help address these deficits. Areas that were identified as problematic were the following: fragments, run-ons, formal writing, thesis statements, idea development, essay format, MLA format, and carry-over of writing skills to non-English classes.</p> <p>We also asked what materials instructors needed to facilitate better learning. A few missed the additional materials in the textbook that we used to use.</p>	<p>course was effected. A more useful textbook should bring about improvements in learning for these students who will then move into the subsequent levels of writing needed for their degrees.</p> <p>3. We will continue to assess this program outcome next academic year.</p>
<p>Develop our students' abilities to express themselves clearly in writing and speech.</p>	<p>To assess students writing progress from the beginning to the end of the semester in randomly selected developmental classes</p>	<p>Students will write on a specific writing prompt at the beginning of the semester and the same prompt at the end of the semester to assess progress and determine skill areas that require more emphasis. Progress and areas of difficulty will be assessed by a panel of English instructors.</p>	<p>We had planned on a pre- and post- writing prompt to more accurately measure student progress during the spring semester. However, due to other department initiatives, we didn't complete this goal.</p>	<p>We will assess this program outcome next academic year.</p>

Assessment of Program Goals –2007-2008

PCC Mission Statement – Pueblo Community College’s mission is to create learning opportunities through excellence in teaching and service so that students may attain the knowledge and skills necessary for careers, transfer, and professional and personal growth.

Division Mission Statement

It is the mission of the business and Technology Division is to provide excellence in the career and technical education needs of our diverse community and ensure student success by offering quality, comprehensive educational opportunities.

Department Mission Statement – Manufacturing Department

The Manufacturing Department consists of the Engineering Technology program and the Industrial Electronics Technology program..
 “It is the mission of the Manufacturing Department at Pueblo Community College to provide local, state, and regional industries with well trained entry-level employees, provide employee retraining where needed, and to provide transfer students with the maximum possible credits hours that will transfer to local and regional four year institutions. “

Program Goal	Program Outcomes	Assessment Tools & Criteria	Results	Adjustments to program due to Analysis
Measure the logical usage of critical thinking skills among students taking ENT-238 ,Fluid Power.	Both ENT and ELT students take ENT-238 as a program requirement. We will introduce a case study involving a problem that requires troubleshooting skills and the logical use of fluid power principles and then measure the ability of students to identify ways of solving the problem using mathematical and logic skills.	Students will be evaluated on this problem solution based on a Rubric that is set up to measure the use of logical thinking to achieve an acceptable result.	79% of students who completed the ENT-238 course were successful in solving the troubleshooting logic problems presented to them. The other 21% of students demonstrated poor attendance and were therefore not present to solve the problems or were unable to make them up.	During the 2008-09 academic year we will reinforce the use of troubleshooting problems in the ENT-238 course and concentrate on getting closer to 100% student participation in these important exercises.

Fine Arts & Humanities

Assessment of Program Goals –2007-2008

PCC Mission Statement – Pueblo Community College’s mission is to create learning opportunities through excellence in teaching and service so that students may attain the knowledge and skills necessary for careers, transfer, and professional and personal growth.

Division Mission Statement

Our mission is to provide each student with the academic foundation that instills a desire for learning and encourages creativity, critical thinking, and respect for diverse cultures and ideas.

Department Mission Statement

Through its commitment to excellence in teaching, learning, and artistic performance, the Department of Fine Arts and Humanities at Pueblo Community College works to increase the artistic and cultural awareness of our students across the range of their studies. Recognizing our students’ potential contribution to society, we seek to enhance their success in all endeavors requiring creativity and analysis, interpretation and an understanding of human relationships and values.

Program Goal	Program Outcomes	Assessment Tools & Criteria	Results	Adjustments to program due to Analysis
<p>1. To improve performance and proficiency of skills in the art, theater and language that the students are studying.</p> <p>To continue to provide students with an opportunity</p>	<p>Students will learn the necessary skill to adequately show them in final presentations.</p> <p>Students will develop within themselves an identity that</p>	<ul style="list-style-type: none"> • Art students (drawing, painting, ceramic, jewelry and sculpture) will have a “judged show” assessing their skills in each media. • Theater students will participate in a “final” show and be judged on their performance. • Language students will be given a final interview to determine their level of oral proficiency. • A reflection paper at the beginning of the course 	<p><u>ART</u> Students were assessed in the annual student show by Art juror and retired CSU-P Art professor, Ed Sajbel, who noted in his evaluation of the show that “I was impressed with the work overall. It was mature for 2 year students in all respects. (see attached)” His suggestions for improvements was for the students to be more selective in what they put in the show. Pottery needed more attention to finishing and craftsmanship. Sculpture needed to be displayed more</p>	<p><u>ART</u></p> <ul style="list-style-type: none"> • A stronger focus in all studio classes on what criteria makes a work finished and more presentable as part of the basic curricula. • Note the craftsmanship issues in ceramics and stress this aspect of proper finishing in determining what work gets selected for the student show. • Build displays stands for sculpture presentation. • Educate students on

<p>to develop an individual voice and self-expression through the Fine Arts and Humanities courses as a means to improve their creative abilities and/or understanding of humanity, diversity, and self.</p>	<p>will help them to make decisions in their lives and an understanding of the importance of diverse “voices” in our society.</p>	<p>based on the following questions will serve as the “pre-test” to establish a baseline.</p> <ul style="list-style-type: none"> - What do you have to say? (individual voice) - Who do you want to say it to? (audience) - How best can you say it? (medium/media) - Who cares what you have to say? (evaluation, critique) <ul style="list-style-type: none"> • The idea of “diverse voice” will be emphasized and encouraged throughout the course. • Periodic evaluation will be accomplished by; <ul style="list-style-type: none"> - Reviewing and assessing students’ art projects and/or class portfolio. - Through peer review looking specifically for individuality of voice. - From an outside judge or evaluator reviewing and assessing a specific project. <p>Final assessment will be another reflection paper at the end of the course using the same questions to judge how the students’ individual voice has developed.</p>	<p>prominently. <i>Note: Reflection Paper was not formalized enough to use in all art classes – this was replaced by the use of outside judging as a more viable assessment method than pre/post tests that exists for data purposes.</i></p> <p><u>Theatre</u> Theatre students were assessed by adjudication by Steve Simpson of Otero Junior College of their play The Travelin’ show at a regional competition. The review of the production was extremely positive (see attached) with a couple of minor technical issues and acting issues in terms of blocking. The judge noted the wide range of experience and talent of the students and complimented Dr. Fish-Enclade in her casting decisions. The performance was determined to be excellent.</p> <p><u>Music</u> Several students in our vocal music classes were judged by panel at a National Association of Teachers of Singing workshop held in Denver. All of the students scored above 80%, which is considered very well.</p>	<p>how work should be selected for exhibits by field trips to professional galleries.</p> <ul style="list-style-type: none"> • Update the reflection paper into a course requirement for all studio classes. <p><u>Theatre</u></p> <ul style="list-style-type: none"> • Stress blocking and how important movement is in a live performance in all THE performance classes. • Involve the students in more competitions and workshops as a way to improve professionalism. • Find a qualified set tech person to support instructional efforts. • Key in on greater participation in all performance classes by students – this wasn’t noted per se in the review, but was indirectly implied when discussing the acting talents and uneven experience of the students. • Update the reflection paper into a course requirement for all studio classes.
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		<p>We are looking for significant improvement of individual voice in 80% of our students at the final assessment.</p>		<ul style="list-style-type: none"> • Use more critiques from outside sources to evaluate program strengths and weaknesses. <p><u>Music</u></p> <ul style="list-style-type: none"> • Continue to have students judged by professional organizations. • Discuss professionalism and presentation in all studio classes. • Update the reflection paper into a course requirement for all studio classes. <p>Use more critiques from outside sources to evaluate program strengths and weaknesses.</p>
<p>1. To move students to predetermined levels of communicative proficiency in the Spanish language based on national standards.</p>	<p>Students will learn to communicate in the target language at a level appropriate for the course level there are taking.</p>	<ul style="list-style-type: none"> • Placement or entrance interview will be used to determine a base proficiency level and will help place student in appropriate class. • Curriculum will be constructed to improve students' communicative proficiency. • Periodic evaluation will include quizzes, exams class participation and 	<p>83% of the students who took the oral final were at the appropriate level of proficiency upon completion of the course.</p> <p>15% of the students were already at the appropriate level upon starting the class. Giving a net of 80% of those who attained the appropriate level of proficiency through the semester.</p>	<p>We hope to implement an entrance exam to advise the students of a more appropriate class for their skill level. There are several packaged exams available and the faculty and chair will review them for implementation in the next academic year.</p> <p>The final oral exam was not given to the on-line students because of the</p>

		<p>oral discussion.</p> <ul style="list-style-type: none"> • Final oral interview will assess students' exiting level of communicative proficiency. • 75% our students will be at the appropriate level at final assessment. 		<p>nature of on-line courses. Next year we will either give the exam in a class as part of a "hybrid" course or if the new testing program mentioned above includes the capability to do oral exam via <i>Bb Vista</i> we plan to use that means.</p>
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MATH

Assessment of Program Goals –2007-2008

PCC Mission Statement – Pueblo Community College’s mission is to create learning opportunities through excellence in teaching and service so that students may attain the knowledge and skills necessary for careers, transfer, and professional and personal growth.

Division Mission Statement

Our mission is to provide each student with the academic foundation that instills a desire for learning and encourages creativity, critical thinking, and respect for diverse cultures and ideas. The Arts and Sciences Division supports both the transfer and program functions of the College.

Department Mission Statement

Our mission is to provide each student with the ability to manipulate symbols with or without the use of technology and apply abstract solutions to solve tangible problems.

Program Goal	Program Outcomes	Assessment Tools & Criteria	Results					Adjustments to program due to Analysis		
To compare historical baseline and four-year trend student success rates in mathematics course to identify areas of needed improvement	a) Historical and trend data will provide the basis for comparing with current performance. b) Data will drive the definition of further assessment objectives related to student learning. Based on comments from last year, the four-year trend data has been included.	Faculty will compare historical math grading data from semesters 06F-07M to semesters 02S-06M. A count of students will be made in two categories: 1) Success (S): students receiving “A”, “B”, or “C” and 2) Failure (F): “D” or “F.” Low success percentages and high declining differences will be evaluated for possible improvements.		2003	2004	2005	2006	Total	All course show results within acceptable values of a student success rate. The data shows MAT 090 and MAT 106 with declining trends. These courses will continue to be watched. Based on the results , the math department will focus on courses that heavily involve word problems. (page 2)	
			30	79	79	75	75	77		
			60	81	78	73	77	77		
			90	77	77	60	63	68		
			106	72	81	63	56	66		
			107		85	89	78	84		
			108		90	81	83	85		
			112			100	85	91		
			120			87	100	79		86
			121	88	75	77	72	78		
			122		95	91	78	87		
			125			88	73	79		
			135	92	81	85	75	83		
			155			100	91	95		
			156			87	80	83		
175		96	100	100	99					
201	95	92	75	71	89					
202	100		85	71	85					
All course show results within acceptable values of a student success rate. The data shows MAT 090 and MAT 106 with declining trends. These										

			courses will continue to be watched.	Based on the results, the math department will emphasize building MAT 103 in conjunction with the Nursing Department. (page 3)
(continued from last year) MAT 107 and MAT 112 are the two terminal courses for an Associate of Applied Science degree. These two courses will be utilized to increase the exposure to the core competency of problem solving skills to strengthen this core competency for AAS graduates.	Students in these two courses (two sections of MAT 107 and one section of MAT 112) will demonstrate an increased ability and confidence in problem solving skills.	Math faculty will develop tests that examine the problem solving ability of students in these courses. Course materials including homework, quizzes, exercises in class, and class examples will emphasize this core competency. Since this is a pilot year, a questionnaire will be distributed asking students to express their level of confidence and ability in problem solving abilities. 70% or more will express an increase in confidence and ability.	Tests have been developed to increase the emphasis of problem solving skills in MAT 107 and MAT 112. In each of the described sections, an emphasis has been made to focus attention on word problems. 65% of the students report an increase in problem solving skills as a result of this emphasis. 77% of the students report an increase in confidence in problem solving skills.	Problem solving skills will continue to be emphasized in MAT 107 and MAT 112. Additional courses and sections will be added to the process
MAT 103 students will develop specific math skills to be successful in the Nursing Program.	As a requirement of the nursing program, students in MAT 103 will demonstrate the same or higher success level on the NUR 112 Math competency test.	Test scores from MAT 103 will be correlated with test scores on the MAT competency test in NUR 112.	A course grade of an A for MAT 103 was an accurate predictor of success for the competency test in NUR 112. A total of 17 students took MAT 103 and the NUR 112 competency exam. Ten students passed the course with an A and passed the test. Five students passed the course with a B or lower and passed the competency exam. Two students received lower than an A in the course and successfully passed the competency exam. This translates into an 88%	Continue to collect data. The results indicate that students that pass MAT 103 with an A will pass the competency exam. The possible

			accuracy rate for MAT 103 as a predictor of success on the nursing competency exam.	recommendation is to allow student with a certain percentage grade in MAT 103 to be exempted from the NUR 112 competency exam.
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Medical imaging Technology

Assessment of Program Goals –2007-2008

PCC Mission Statement – Pueblo Community College’s mission is to create learning opportunities through excellence in teaching and service so that students may attain the knowledge and skills necessary for careers, transfer, and professional and personal growth.

Division Mission Statement To provide quality Health Care education that prepares the learner to meet the needs of diverse populations in an ever-changing health care environment.		Department Mission Statement To provide quality education in Medical Imaging Technologies that prepares competent, compassionate Medical Imaging Specialists and Health Care Professionals who value diversity, human dignity, teamwork, professionalism, and dedication to continuous improvement and education.		
Program Goal	Program Outcomes	Assessment Tools & Criteria	Results	Adjustments to program due to Analysis
1) To prepare students to become competent medical imaging professionals	a) 88% of graduates will pass the ARRT exam in Radiography on the first attempt	I. American Registry of Radiologic Technologists national certification exam	<i>21 of 23 (91%) graduates passed the exam on the first attempt. The two who failed the first attempt were successful on the second attempt.</i>	<i>This finding is not atypical, and is attributable, more than likely, to testing anxiety rather than lack of skills and knowledge. The department will request resident and outside experts on test-taking skills and exercises to present as a component of the RTE 289-Capstone course</i>
	b) 80% of graduates will pass the ARDMS exam in medical Sonography on the first attempt	II. American Registry of Diagnostic Medical Sonographers national certification exam	<i>5 of 5 (100%) graduates were successful on the first attempt at certification</i>	
2) To fulfill the need for competent radiographers in the health care community	a) MIT Department graduates will possess the qualities and skills that make them valuable and desirable employees	I. Employer Survey: 90% satisfaction of surveyed employers of radiography and sonography graduates	<i>6 Employer Surveys were received of 15 distributed. 4 of the surveys rated the graduates as VERY GOOD, and 2 Rated the graduates as EXCELLENT for 100% satisfaction</i>	<i>No changes as a result of these findings</i>
	a) MIT Department graduates will become valuable, desirable and	I. Survey of Graduates 85% of radiography and sonography graduates	<i>11 Graduate Surveys were received of 29 surveys distributed. 7 rated the</i>	<i>No changes as a result of these findings</i>

	competent imaging professionals	will express satisfaction with the quality of their educational experience	<i>program as EXCELLENT, 2 as VERY GOOD, and 2 as GOOD, for a 100% satisfaction rating of those surveyed</i>	
4) To graduate students with the skills necessary to perform mobile c-arm fluoroscopy exams, and to address deficiencies identified on the previous evaluation tool	a) 100% of second year students will demonstrate competency in set-up, maintenance of sterile fields, operation, and image capture functions with mobile c-arm fluoroscopy equipment in a minimum simulated laboratory skills check	I. A new Competency skills check-off evaluation tool has been developed by the Parkview Medical Center staff and MIT faculty. This will be a continuous evaluation process throughout the program or until the student is deemed competent	<i>This evaluation process is only in the second year of application. A significant issue has already surfaced in that the supervisory staff technologists at at least one clinical site have been signing the student radiographers off as competent after only one surgical rotation</i>	<i>This issue was raised at the last Radiologic Technology Advisory Committee Meeting, and the representatives of the clinical site agreed to address the issue at the next staff meeting. Program Clinical Instructors will also reinforce the intent and concept of the evaluation tool during their Internship assignments at each clinical site</i>

Assessment of Program Goals –2007-2008

Associate Degree Nursing 2008 results

PCC Mission Statement – Pueblo Community College’s mission is to create learning opportunities through excellence in teaching and service so that students may attain the knowledge and skills necessary for careers, transfer, and professional and personal growth.

Program Goal	Program Outcomes	Assessment Tools & Criteria	Results	Adjustments to program due to Analysis																																																																						
<p>Division Mission Statement To provide quality Health Care education that prepares the learner to meet the needs of diverse populations in an ever-changing health care environment.</p>	<p>Department Mission Statement To provide quality health care education that prepares the learner to become a member of the profession and the community and meet the needs of a diverse population, in an ever-changing health care environment.</p>																																																																									
<p>Graduates of the Nursing program will be prepared to practice as a practical or registered nurse upon completion of their program.</p>	<p>First time pass rates on the NCLEX-PN or RN will exceed the state or national level.</p>	<p>Review the Colorado state board report for 1st time pass rates every year.</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: center;">NCLEX-PN pass rates</th> </tr> <tr> <th></th> <th style="text-align: center;">PCC</th> <th style="text-align: center;">Colorado</th> <th colspan="2" style="text-align: center;">National</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2004</td> <td style="text-align: center;">89.9</td> <td style="text-align: center;">92.2</td> <td colspan="2" style="text-align: center;">89.4</td> </tr> <tr> <td style="text-align: center;">2005</td> <td style="text-align: center;">97.4</td> <td style="text-align: center;">94.2</td> <td colspan="2" style="text-align: center;">89.6</td> </tr> <tr> <td style="text-align: center;">2006</td> <td style="text-align: center;">94.4</td> <td style="text-align: center;">93.7</td> <td colspan="2" style="text-align: center;">89.1</td> </tr> <tr> <td style="text-align: center;">2007</td> <td style="text-align: center;">100</td> <td style="text-align: center;">94.0</td> <td colspan="2" style="text-align: center;">89.5</td> </tr> <tr> <td style="text-align: center;">2008</td> <td colspan="4" style="text-align: center;">100</td> </tr> <tr> <th colspan="5" style="text-align: center;">NCLEX-RN pass rates</th> </tr> <tr> <th></th> <th style="text-align: center;">PCC</th> <th style="text-align: center;">Colorado</th> <th colspan="2" style="text-align: center;">National</th> </tr> <tr> <td style="text-align: center;">2004</td> <td style="text-align: center;">82.4</td> <td style="text-align: center;">82.9</td> <td colspan="2" style="text-align: center;">85.3</td> </tr> <tr> <td style="text-align: center;">2005</td> <td style="text-align: center;">75.0</td> <td style="text-align: center;">87.6</td> <td colspan="2" style="text-align: center;">87.2</td> </tr> <tr> <td style="text-align: center;">2006</td> <td style="text-align: center;">75.2</td> <td style="text-align: center;">85.7</td> <td colspan="2" style="text-align: center;">87.5</td> </tr> <tr> <td style="text-align: center;">2007</td> <td style="text-align: center;">85.1</td> <td style="text-align: center;">86.7</td> <td colspan="2" style="text-align: center;">86.2</td> </tr> <tr> <td style="text-align: center;">2008</td> <td colspan="4" style="text-align: center;">84% :final results pending</td> </tr> </tbody> </table>	NCLEX-PN pass rates						PCC	Colorado	National		2004	89.9	92.2	89.4		2005	97.4	94.2	89.6		2006	94.4	93.7	89.1		2007	100	94.0	89.5		2008	100				NCLEX-RN pass rates						PCC	Colorado	National		2004	82.4	82.9	85.3		2005	75.0	87.6	87.2		2006	75.2	85.7	87.5		2007	85.1	86.7	86.2		2008	84% :final results pending				<p>(M) Standardized ERI testing will be required to assess course and program competencies. Each student will be required to pass assessment tests and/or provide remediation in deficient areas. 2008: Difficult to follow individual student remediation. Variable follow-up for each course</p> <p>(D) Beginning in 2007, all graduating students have been required to pass the RN assessment exam at or above the national average. RN graduates in Pueblo increased pass rate to 100% 2008: All graduating students passes RN assessment. However, more than 50% required more than one testing</p>
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<p>Program will include learning activities such as instruction and practice in the application of knowledge and effective performance of nursing skills and procedures.</p>	<p>90% of PN and AD nursing students will successfully complete all nursing skills check-offs and receive satisfactory evaluation in all clinical rotations.</p>	<p>Review program completion rate for successful completion of program competencies and satisfactory clinical evaluations</p>	<p>New admission criteria implemented Jan 2006 and anticipate change in student attrition due to less stringent admission requirements. Attrition: 1st yr (2005-06) 19.8% 2nd yr (2006-07) 21%</p>	<p>(D) Tutors utilized for lab/clinical skills and theory courses through Perkins funding</p> <p>2008: Attrition 20% but tutoring did improve test scores and no increase in attrition</p>																																			
<p>Graduates will demonstrate critical thinking and problem solving in didactic testing and clinical practice</p>	<p>90% of 1st and 2nd yr students will achieve >90% on clinical calculation competency exam (NUR 112 and 212)</p> <p>80% of 1st and 2nd yr students will achieve a class exam competency >77%</p> <p>End of program standardized testing will show graduate scores at or above the national average for the LPN/RN Assessment Exam</p>	<p>Clinical calculation competency exam (basic med administration) will be given prior to clinical rotation in the 1st yr program.</p> <p>Higher level clinical calculation exam (critical care meds) will be given during Pharmacology II (2nd yr program)</p> <p>Test questions in course exams will progress in complexity and critical thinking from 1st to 4th semester as follows:</p> <table border="1" data-bbox="856 938 1226 1425"> <thead> <tr> <th></th> <th><i>Semester 1</i></th> <th><i>2</i></th> <th><i>3</i></th> <th><i>4</i></th> </tr> </thead> <tbody> <tr> <td>% Knowledge questions</td> <td>25</td> <td>15</td> <td>10</td> <td>5</td> </tr> <tr> <td>% Comprehension questions</td> <td>45</td> <td>30</td> <td>30</td> <td>25</td> </tr> <tr> <td>% Application questions</td> <td>25</td> <td>25</td> <td>30</td> <td>30</td> </tr> <tr> <td>% Analysis questions</td> <td>5</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>% Synthesis questions</td> <td>0</td> <td>10</td> <td>10</td> <td>15</td> </tr> <tr> <td>% Evaluation questions</td> <td>0</td> <td>10</td> <td>10</td> <td>15</td> </tr> </tbody> </table> <p>PN/RN assessment exams will</p>		<i>Semester 1</i>	<i>2</i>	<i>3</i>	<i>4</i>	% Knowledge questions	25	15	10	5	% Comprehension questions	45	30	30	25	% Application questions	25	25	30	30	% Analysis questions	5	10	10	10	% Synthesis questions	0	10	10	15	% Evaluation questions	0	10	10	15	<p>2008: 90% of students achieved competency in NUR112 96% of students achieved competency in NUR212</p> <p>2008: Tests in NUR 106 and 206 followed testing blueprint. Students consistently achieved higher exam scores during course progression.</p> <p>93% of students passed NUR106. 100% of students who passed course also completed/passed standardized competency exam on first testing.</p> <p>2008: Awaiting final NCLEX-RN testing results of May grad cohort. 100% pass rates awaiting 13 student results for 3 campuses</p>	<p>2008 (M) provide math tutoring prior to competency exams. (R) math exams rewritten to reflect current clinical practice</p> <p>(D) Faculty will develop tests according to the exam template</p> <p>2008 Will continue to develop exams using testing blueprint</p>
	<i>Semester 1</i>	<i>2</i>	<i>3</i>	<i>4</i>																																			
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		assess competency in nursing content topics	(minimum anticipated pass rate 85%)	
<p>Assessment of Program Goals –2007-2008</p> <p>Occupational Therapy Assistant Program</p> <p>PCC Mission Statement – Pueblo Community College’s mission is to create learning opportunities through excellence in teaching and service so that students may attain the knowledge and skills necessary for careers, transfer, and professional and personal growth.</p>				
<p>Division Mission Statement To provide quality Health Care education that prepares the learner to meet the needs of diverse populations in an ever-changing health care environment.</p>		<p>Department Mission Statement To provide quality OTA education that prepares the student to be a member of the profession and the community that supports student learning over the course of a lifetime, and that prepares the learner to meet the needs of diverse populations in an ever changing healthcare environment.</p>		
Program Goal	Program Outcomes	Assessment Tools & Criteria	Results	Adjustments to program due to Analysis
1) To prepare students able to think critically	<p>a) Students will make analyses and decisions in an OT setting.</p> <p>b) Students will demonstrate problem-solving skills</p>	<p>a) 90% of students will score at 3 or 4 on items #9, 11, 13 and 15 on the AOTA Fieldwork Performance Evaluation scored by community supervisors.</p> <p>b) 80% of students will score at 3 or higher on #11 and 15 on the Level 1 Fieldwork evaluation scored by community supervisors.</p>	<p>118/124= 95% Scored a 3 or 4 on items 9, 11, 13, and 15 of the AOTA Level II FW performance evaluation.</p> <p>21/21= 100% Scored a 3 or better on items 11 and 15 on the Level I evaluation form</p>	
2) To meet the OT Community’s needs	<p>a) Level 2 Fieldwork supervisors will express satisfaction with the students’ academic preparation.</p> <p>b) Graduates will agree that</p>	<p>a) Surveys of clinical educators each Spring (during midterm visits) to facilities will be at a 95% satisfaction rate.</p>	<p>100% of clinical educators state satisfaction with students’ academic preparation.</p> <p>100% of graduates agree that the program met their needs.</p>	

	<p>the program met their needs.</p> <p>c) Employer surveys will indicate satisfaction with graduates' preparation that they have employed.</p> <p>d) Clinical educators will feel confident in their roles of educating level II OTA students</p>	<p>b) 95% of those contacted will agree. Via a telephone survey of graduates during VE135 contact</p> <p>c) Surveys will demonstrate 90% satisfaction rate without complaints. 100% employer satisfaction with PCC graduates employed.</p> <p>d) An evaluation form will demonstrate 90% satisfactory rate that clinical educators have the necessary information to assess Level II OTA students. 93% of clinical educators felt confident in the information to assess Level II OTA students.</p>		
<p>3) To prepare students for entry level employment as an OTA</p>	<p>a) Students demonstrate entry-level therapy skills in OT.</p> <p>b) Students obtain the knowledge required of an OTA</p>	<p>a) 90% of all students complete the Fieldwork Level II Experience with a C or better, Utilizing the AOTA Fieldwork Performance Evaluation</p> <p>b) 88% of students will pass the Certification Examination by the National Board of Certification for Occupational Therapy</p>	<p>100% of students completed their Level II clinical with a C or better.</p> <p>88% of the students passes the NBCOT certification exam compared to 86% of the overall US schools</p>	

Assessment of Program Goals –2007-2008

Psychiatric Technician

PCC Mission Statement – Pueblo Community College’s mission is to create learning opportunities through excellence in teaching and service so that students may attain the knowledge and skills necessary for careers, transfer, and professional and personal growth.

Division Mission Statement

To provide quality Health Care education that prepares the learner to meet the needs of diverse populations in an ever-changing health care environment.

Department Mission Statement

To provide quality healthcare education that prepares the learner to meet the needs of diverse populations in an ever-changing healthcare environment

Program Goal	Program Outcomes	Assessment Tools & Criteria	Results	Adjustments to program due to Analysis
PT program graduates will be prepared to perform basic nursing skills	90% of students will demonstrate competency in basic nursing skills	Review competency verification forms completed during NUR 108	Review of competency verification forms indicated 100% of students demonstrated competency in basic nursing skills	None
PT program graduates will demonstrate knowledge of basic psychiatric principles and treatment modalities.	90% of graduates will pass the Colorado State Board of Nursing licensing exam on first testing.	Review Colorado State Board of Nursing report for first time pass rate annually.	Of the 6 graduates, 4 took the licensing exam offered in July 2008. Of those 4, the Board of Nursing website indicates 2 are licensed.	Continue to track. The exam is next offered in December 2008.
PT students will demonstrate skill in therapeutic communication.	90% of students will pass the ERI "Therapeutic Communication" exam at or above the national average prior to graduation from the PT program.	Review results of ERI testing.	50% of students passed the ERI "Therapeutic Communication" exam (taken just prior to graduation) at or above the national average	Increase use of examples of therapeutic communication during class time (especially in PTE 110). Increase use of role playing therapeutic communication techniques in clinical post-

Assessment of Program Goals –2007-2008

Reading

PCC Mission Statement – Pueblo Community College’s mission is to create learning opportunities through excellence in teaching and service so that students may attain the knowledge and skills necessary for careers, transfer, and professional and personal growth.

Division Mission Statement

To provide quality Health Care education that prepares the learner to meet the needs of diverse populations in an ever-changing health care environment.

Department Mission Statement

The mission of the Reading Department at PCC is to improve literacy skills, self-management, and cultural awareness among a diverse student population. Through our commitment to excellence in the teaching and learning process, we build the prerequisite skills that enable our students to participate more fully as individuals, family members, and citizens.

Program Goal	Program Outcomes	Assessment Tools & Criteria	Results	Adjustments to program due to Analysis
Graduates will demonstrate measurable improvement in vocabulary knowledge.	REA 030 students will demonstrate a 30 point improvement in proficiency in their vocabulary knowledge.	Pre-Test and Post Test results from Spring 2008 were compared. Differences were calculated and averaged.	From a sample of 15 students who took both vocabulary pre-tests and post tests, the average gain on the post test was 15.7 points (rounded to 16). A modest gain was achieved, but it was 14 points less than the stated goal of 30 points.	With the assistance of REA 030 instructors, more intensive instructional strategies will be developed and implemented, including but not limited to: pronunciation strategies, games, personal sentence construction, and fluent oral reading practice (pronunciation, intonation, punctuation, etc.).
Graduates will demonstrate measurable improvement in vocabulary knowledge.	REA 060 students will demonstrate a 35 point improvement in proficiency in their vocabulary	Pre-Test and Post Test results from Spring 2008 were compared. Differences were calculated and	From a sample of 33 students who took both vocabulary pre-tests and post tests, the average gain on the post test	With the assistance of REA 060 instructors, additional instructional strategies will be developed and

	knowledge.	averaged.	was 24.7 points (rounded to 25). A notable gain was achieved, but it was 10 points less than the stated goal of 35 points.	implemented, including but not limited to: pronunciation strategies, games, personal sentence construction, on-line exercises, and fluent oral reading practice (pronunciation, intonation, punctuation, etc.).
Graduates will demonstrate measurable improvement in vocabulary knowledge.	REA 090 students will demonstrate a 40 point improvement in proficiency in their vocabulary knowledge.	Pre-Test and Post Test results from Spring 2008 were compared. Differences were calculated and averaged.	From a sample of 80 students who took both vocabulary pre-tests and post tests, the average gain on the post test was 39.8 points (rounded to 40). Therefore, the average projected gain in proficiency was accomplished.	According to this data, REA 090 vocabulary instruction shows effective proficiency gains for most students; however there is still room for improvement. REA 090 instructors will be encouraged to build on their successes and to develop other strategies for those students who do not show significant proficiency gains. Instructors will also be encouraged to try new instructional approaches such as: pronunciation strategies, games, personal sentence construction, on-line exercises, and fluent oral reading practice (pronunciation, intonation, punctuation, etc.).

Assessment of Program Goals –2007-2008

Respiratory Care

PCC Mission Statement – Pueblo Community College’s mission is to create learning opportunities through excellence in teaching and service so that students may attain the knowledge and skills necessary for careers, transfer, and professional and personal growth.

Division Mission Statement

To Provide quality Health Care education that prepares the learner to meet the needs of diverse populations in an ever-changing Health Care environment.

Department Mission Statement

Develop competent Respiratory Therapist that will have a positive outcome on the profession, community, and the lives of others.

Program Goal	Program Outcomes	Assessment Tools & Criteria	Results	Adjustments to program due to Analysis
1. Students will show competent ICU skills such as patient data, assessment of patient data, ventilator management, and modification of therapeutics.	<ol style="list-style-type: none"> 1. At the end of spring semester 2008, 90% of the students in the RCA 283 Clinical Internship III course will show adequate competencies in the clinical objectives outlined in the ICU objective check off. 2. At the end of spring 2008 the students will be required to take a mock simulation exam. 80% of the students will pass the mock simulation exam @ the 70% cut score by the 2nd attempt. 	<ol style="list-style-type: none"> 1. Check off list – DCE will observe the students in clinical setting check them off utilizing the clinical objective check off sheet. 2. Preceptor Evaluation forms will be used and the students will be evaluated on their skills utilizing a Likert scale between 1-5. 5 highest-1 lowest. <p>During virtual labs students will be given a simulation and must perform the clinical objectives for the simulation. This session will be recorded. Once this has been performed the student will be required to review the recording and do a self-</p>	<ol style="list-style-type: none"> 1. <i>90% of the students in the RCA 283 Clinical Internship III Course showed adequate competencies in the clinical objectives outlined in the ICU. Only 67% of the students required to take the mock simulation exam passed by the 2nd attempt with a cut score of 70%</i> 	<ol style="list-style-type: none"> 1. <i>None needed. We need to do a better job preparing the students for the mock simulation exam. We did not meet the 80% for this assessment. We will continue using this as an assessment and upgrading our curriculums to meet this goal. A new curriculum has been developed for virtual labs utilizing the HPS which will hopefully bring this % up for 2009 graduates.</i>

		critique of their performance. The DCE will then sit with the student and review the recording and guide them as to what was done correctly and what was done wrong.		
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Assessment of Program Goals –2007-2008

Science

PCC Mission Statement – Pueblo Community College’s mission is to create learning opportunities through excellence in teaching and service so that students may attain the knowledge and skills necessary for careers, transfer, and professional and personal growth.

Division Mission Statement

Our mission is to provide each student with the academic foundation that instills a desire for learning and encourages creativity, critical thinking, and respect for diverse cultures and ideas.

Department Mission Statement

The mission of the Science Dept. at PCC is to increase the science foundation among our diverse student population through our commitment to excellence in teaching & learning process. By instilling basic scientific skills & knowledge & facilitating analytical thinking, clear expression of ideas, & interpersonal skills, we provide the foundation for our students to be successful in achieving their life & career goals.

Program Goal	Program Outcomes	Assessment Tools & Criteria	Results	Adjustments to program due to Analysis
Science students will demonstrate a solid science foundation that will help them achieve their degree goals.	Science students will exhibit proficiency in scientific concepts in selected courses.	<ol style="list-style-type: none"> 1. 75% of the sampled students in SCI 155 & 156, will exhibit a 72% proficiency in the course for an AA degree with an elementary education emphasis. 2. 75% of the sampled students in BIO 106 & 201 who completed the course will exhibit a 72% proficiency for an AAS degree in an allied health field. 3. 75% of the sampled students in BIO 111 & 112, and CHE 111 will exhibit a 72% proficiency for an AS degree in biology or 	<ol style="list-style-type: none"> 1. SCI 156 - 100% SCI 155 - 94% 2. BIO 106 - 53% BIO 201 - 51% The low percentages reflect the numerous withdrawals 3. BIO 111 - 100% BIO 112 - 86% CHE 111 - 74% 	<ol style="list-style-type: none"> 1. No change. We will continue to assess student success. 2. We will survey students after 1st test to do early intervention to raise success rate. 3. No change. We will continue to assess student success.

		chemistry.		
Science students will demonstrate a solid science foundation that will help them achieve their degree goals.	Science students will exhibit proficiency in scientific concepts in selected courses.	<p>1. 75% of the sampled students in SCI 155 & 156, will exhibit a 72% proficiency in the course for an AA degree with an elementary education emphasis.</p> <p>2. 75% of the sampled students in BIO 106 & 201 who completed the course will exhibit a 72% proficiency for an AAS degree in an allied health field.</p> <p>3. 75% of the sampled students in BIO 111 & 112, and CHE 111 will exhibit a 72% proficiency for an AS degree in biology or chemistry.</p>	<p>1. SCI 156 - 100% SCI 155 - 94%</p> <p>2. BIO 106 - 53% BIO 201 - 51% The low percentages reflect the numerous withdrawals</p> <p>3. BIO 111 - 100% BIO 112 - 86% CHE 111 - 74%</p>	<p>1. No change. We will continue to assess student success.</p> <p>2. We will survey students after 1st test to do early intervention to raise success rate.</p> <p>3. No change. We will continue to assess student success.</p>
<p>1. No change. We will continue to assess student success.</p> <p>2. We will survey students after 1st test to do early intervention to raise success rate.</p> <p>3. No change. We will continue to assess student success.</p>	Science students will exhibit an increase in critical thinking skills at the end of their science class.	<p>1. 75% of the sampled students in BIO 105 & 106 will exhibit an increase of 20% on a post test at the end of Spring 2008 semester compared to their pre-test given during the second week of Spring 2008 semester.</p> <p>2. 75% of the sampled students in CHE 102 & 111 will identify their unknowns in lab with 80% accuracy.</p> <p>3. 75% of the sampled students in BIO 090 105,</p>	<p>1. BIO 105 students demonstrated a mean score of 3.37 pts out of 5 pts on the pretest. On the post test BIO 105 students demonstrated a mean score of 3.85 pts out of 5 pts. Overall BIO 105 students showed an increase of 14.24% between pretest and post test.</p> <p>BIO 106 students demonstrated a mean score of 3.45 pts out of 5 pts on the pretest. On the post test</p>	1. Will continue to monitor BO 105 & 106 students.

		<p>106, 201, 202 and SCI 156 will receive a 60% or higher on their case studies, based upon a rubric in the Spring 2008 semester.</p>	<p>BIO106 students demonstrated a mean score of 3.67 pts out of 5 pts. Overall BIO 106 students showed a 6.3% increase between pretest and post test.</p> <p>BIO 105 and 106 sampled students did show an improvement in post test scores; even though a 20% increase was not achieved BIO 105 sampled students showed a greater increase in post test than the BIO 106 sampled students. This improvement of BIO 105 post test scores may be due to the students participation in a comparable lab exercise later in the semester than the BIO 106 sampled students. The lab exercise reinforces concepts covered on pretest and post test; furthermore students should be able to conclude answers based on information given on the pretest and post test.</p> <p>2. This goal was achieved</p> <p>3. In the following courses: BIO 105, BIO 201, BIO 202, and SCI 156, more than 75% of sampled students met case study assessment criteria. In SCI 156 only 59% of</p>	<p>2. No change.</p> <p>3. We are in the process of comparing case studies and grading rubrics between BIO 105 and BIO 106.</p>
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			<p>sampld students ercieved a 60% or higher on case study.</p> <p style="text-align: center;">DATA</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>BIO 105</td> <td>100%</td> </tr> <tr> <td>BIO 106</td> <td>59%</td> </tr> <tr> <td>BIO 201</td> <td>81%</td> </tr> <tr> <td>BIO 202</td> <td>100%</td> </tr> <tr> <td>SCI 156</td> <td>100%</td> </tr> </table>	BIO 105	100%	BIO 106	59%	BIO 201	81%	BIO 202	100%	SCI 156	100%	
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<p>Science students will demonstrate a solid science foundation that will help them achieve their life goals</p>	<p>Science students will exhibit an increase in critical thinking skills at the end of their science class.</p>	<ol style="list-style-type: none"> 1. 75% of the sampled students in BIO 105 & 106 will exhibit an increase of 20% on a post test at the end of Spring 2008 semester compared to their pre-test given during the second week of Spring 2008 semester. 2. 75% of the sampled students in CHE 102 & 111 will identify their unknowns in lab with 80% accuracy. 3. 75% of the sampled students in BIO 090 105, 106, 201, 202 and SCI 156 will receive a 60% or higher on their case studies, based upon a rubric in the Spring 2008 semester. 	<ol style="list-style-type: none"> 1. BIO 105 students demonstrated a mean score of 3.37 pts out of 5 pts on the pretest. On the post test BIO 105 students demonstrated a mean score of 3.85 pts out of 5 pts. Overall BIO 105 students showed an increase of 14.24% between pretest and post test. <p>BIO 106 students demonstrated a mean score of 3.45 pts out of 5 pts on the pretest. On the post test BIO106 students demonstrated a mean score of 3.67 pts out of 5 pts. Overall BIO 106 students showed a 6.3% increase between pretest and post test.</p> <p>BIO 105 and 106 sampled students did show an improvement in post test scores; even though a 20% increase was not achieved</p>	<p>. Will continue to monitor BO 105 & 106 students.</p>										

			<p>BIO 105 sampled students showed a greater increase in post test than the BIO 106 sampled students. This improvement of BIO 105 post test scores may be due to the students participation in a comparable lab exercise later in the semester than the BIO 106 sampled students. The lab exercise reinforces concepts covered on pretest and post test; furthermore students should be able to conclude answers based on information given on the pretest and post test.</p> <p>2. This goal was achieved</p> <p>3. In the following courses: BIO 105, BIO 201, BIO 202, and SCI 156, more than 75% of sampled students met case study assessment criteria. In SCI 156 only 59% of sampled students received a 60% or higher on case study.</p> <p style="text-align: center;">DATA</p> <table data-bbox="1339 1198 1619 1377"> <tr> <td>BIO 105</td> <td>100%</td> </tr> <tr> <td>BIO 106</td> <td>59%</td> </tr> <tr> <td>BIO 201</td> <td>81%</td> </tr> <tr> <td>BIO 202</td> <td>100%</td> </tr> <tr> <td>SCI 156</td> <td>100%</td> </tr> </table>	BIO 105	100%	BIO 106	59%	BIO 201	81%	BIO 202	100%	SCI 156	100%	<p>2. No change.</p> <p>3. We are in the process of comparing case studies and grading rubrics between BIO 105 and BIO 106.</p>
BIO 105	100%													
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Assessment of Program Goals –2007-2008

Social Sciences, Education and Library Technician

PCC Mission Statement – Pueblo Community College’s mission is to create learning opportunities through excellence in teaching and service so that students may attain the knowledge and skills necessary for careers, transfer, and professional and personal growth.

Division Mission Statement

Our mission is to provide each student with the academic foundation that instills a desire for learning and encourages creativity, critical thinking, and respect for diverse cultures and ideas.

Department Mission Statement

The mission of the Department of Social Sciences, Education and Library Technician at Pueblo Community College is to educate students in the diverse subject areas of Anthropology, Education, Ethnic Studies, Geography, History, Political Science, Psychology, Library Science, Social Work, and Sociology. SSELT students acquire a deep understanding of the diverse people, ideas, and cultures with whom they share the world, and develop and exhibit effective communication skills. The SSELT Department dedicates itself to the promotion of critical thinking, ethical analysis, and careful observation.

Program Goal	Program Outcomes	Assessment Tools & Criteria	Results	Adjustments to program due to Analysis
<p>3) SSELTN students will exhibit the ability to apply knowledge through scaffolding of concepts and ideas.</p>	<p>4) SSELT students will identify one or more of the following by semester end.</p> <ul style="list-style-type: none"> • Arguments • Evaluate alternative points of view • Examine elements and identify potential outcomes <p>Identify current research and its purpose, accuracy, and its use/mis-use in media</p>	<p>(5) One or both of the following items will be utilized as an assessment tool.</p> <ul style="list-style-type: none"> • A critical thinking written assignment (approved by faculty) will be required of each student. Students will be required to assess at an 80% mastery level utilizing a department wide 	<p>6)</p> <ul style="list-style-type: none"> • LTN 205 was assessed using a comprehensive final. Each student had to create a MARC format catalog record of himself or herself. Two of the 21 students received 99 of 100 points for the project and one student received 80 points. The average score was 92.57. • PSY 101 and 226 students were assessed using a comprehensive 	<p>7)</p> <ul style="list-style-type: none"> • The LTN 205 assignment used all components of the course. The scores indicate that the students understood and were able to apply the course components to a final project.

		<p>rubric.</p> <ul style="list-style-type: none"> • Use of a cumulative assessment (comprehensive final). <p>To further measure program goal, outcomes, and results, assessment will have varied courses; and may include the subject areas of EDU, SWK, PSY, HIS, and also varied instructors.</p>	<p>final. The average score for 101 students was 80% and the average for 226 students was 82%.</p> <ul style="list-style-type: none"> • Critical thinking assignments were utilized throughout the semester for PSY 101 and 226. The average for all the assignments 85%. HIS 101 & 102 students were assessed for critical thinking skills. With nearly 115 students the average score was 82%. 	<ul style="list-style-type: none"> • The scores indicate a good understanding of the concepts taught in PSY 101 and 226 (Fitzsimmons, instructor). Next year a more in depth analysis of the final could be done to determine if students are lacking in any specific content area on the final exam. • The scores indicate the students have the ability and understanding to apply information in a critical thinking format. The areas assessed were: <ul style="list-style-type: none"> ○ Examine elements and identify potential outcomes ○ Identify current research and its purpose, accuracy, and its use/mis-use in media <p>Next year the other critical thinking areas could be added.</p>
<p>3) SSELTN students will exhibit the ability to apply knowledge through scaffolding of concepts and ideas.</p>	<p>4) SSELT students will identify one or more of the following by semester end.</p> <ul style="list-style-type: none"> • Arguments • Evaluate alternative points of view 	<p>(5) One or both of the following items will be utilized as an assessment tool.</p>	<p>6)</p> <ul style="list-style-type: none"> • LTN 205 was assessed using a comprehensive final. Each student had to create a MARC format 	<p>7)</p> <ul style="list-style-type: none"> • The LTN 205 assignment used all components of the course. The scores

	<ul style="list-style-type: none"> Examine elements and identify potential outcomes <p>Identify current research and its purpose, accuracy, and its use/mis-use in media</p>	<ul style="list-style-type: none"> A critical thinking written assignment (approved by faculty) will be required of each student. Students will be required to assess at an 80% mastery level utilizing a department wide rubric. Use of a cumulative assessment (comprehensive final). <p>To further measure program goal, outcomes, and results, assessment will have varied courses; and may include the subject areas of EDU, SWK, PSY, HIS, and also varied instructors.</p>	<p>catalog record of himself or herself. Two of the 21 students received 99 of 100 points for the project and one student received 80 points. The average score was 92.57.</p> <ul style="list-style-type: none"> PSY 101 and 226 students were assessed using a comprehensive final. The average score for 101 students was 84% and the average for 226 students was 82%. <p>Critical thinking assignments were utilized throughout the semester for PSY 101 and 226. The average for all the assignments 90%.</p>	<p>indicate that the students understood and were able to apply the course components to a final project.</p> <ul style="list-style-type: none"> The scores indicate a good understanding of the concepts taught in PSY 101 and 226 (Fitzsimmons, instructor). Next year a more in depth analysis of the final could be done to determine if students are lacking in any specific content area on the final exam. The scores indicate the students have the ability and understanding to apply information in a critical thinking format. The areas assessed were: <ul style="list-style-type: none"> Examine elements and
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				<p>identify potential outcomes</p> <ul style="list-style-type: none">○ Identify current research and its purpose, accuracy, and its use/mis-use in media <p>Next year the other critical thinking areas could be added. “A grading rubric will be developed for the MARC project.”</p>
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Assessment of Program Goals –2007-2008

Welding

PCC Mission Statement – Pueblo Community College’s mission is to create learning opportunities through excellence in teaching and service so that students may attain the knowledge and skills necessary for careers, transfer, and professional and personal growth.

Program Goal	Program Outcomes	Assessment Tools & Criteria	Results	Adjustments to program due to Analysis
<p>To better prepare students early on in their college careers and to promote retention and completers.</p>	<p>Students will be better prepared to continue on to more advanced coursework and expectations and have sound knowledge of what is ahead in their welding program.</p> <p>Help assess the program strengths and weaknesses.</p> <p>Can we use this assessment day as a marketing and recruitment tool; therefore, can our BBQ be funded through the college? (call Barb Spaccamonti)</p>	<p>Written exam – problem solving, critical thinking</p> <p>Lab test – how do they compare?</p> <p>How do our high school students fare in comparison with adult level students? Are they making the grade? How can we revise our curriculum to accommodate higher learning?</p>		