

Appendix B:

Arts & Sciences Division

2012-13 Assessment of Student Learning Results

DISCIPLINE: Advancing Academic Achievement

Department: Reading

Completed by: Cindy Graham, 5/9/2013

SLO 1 - Students will demonstrate improvement in at least 6 of the 8 measures of “Wise Choices for Successful Students” from the *On Course* text.

Assessment Method/Timeframe - Data from 285 AAA 098 *On Course* assessments were analyzed by the PCC Office of Institutional Research. Of the total, some students completed only the pre-test while others completed only the post-test. The timeframe was fall semester of 2012, and the sample included students from all PCC campuses. Students completed selected response self-assessments. The student pre-tests results were compared to their post test results with paired and unpaired t-tests. Data from instructors teaching on all campuses, some teaching multiple sections of the course, were used.

Assessment Results - 60% of the students showed improvement in 6 or more areas. While the performance target of 75% was not met, the improvements were still statistically significant.

Actions/Adjustments - There will be changes in the SLOs for the next assessment cycle due to the redesign of the course. The SLOs for the new course will be detailed in next year’s assessment plan.

SLO 2 - Students will demonstrate a statistically significant gain in their overall “Wise Choices for Successful Students” self-assessment post-tests as compared to their pre-assessment results.

Assessment Method/ Timeframe - Data from 285 AAA 098 *On Course* assessments were analyzed by the PCC Office of Institutional Research. Of the total, some students completed only the pre-test while others completed only the post-test. Both paired and unpaired t-tests were run. The timeframe was fall semester of 2012, and the sample included students from all PCC campuses. Students completed selected response self-assessments. Then overall results on the student pre-tests were compared with results on their post-tests. Data from several instructors was analyzed, some teaching multiple sections of the course. The Office of Institutional Research sorted the data and provided the analysis.

Assessment Results - At the 95% confidence level, there was statistically significant improvement in all 10 of the areas.

Actions/Adjustments - There will be changes in the SLOs for the next assessment cycle due to the redesign of the course. The SLOs for the new course will be detailed in next year's assessment plan.

SLO 3 - Students will demonstrate a statistically significant gain in their Financial Literacy awareness when their USA Life Skills post-test results are compared to their pre-assessment results.

Assessment Method/ Timeframe - The planned assessment method was to compare overall results from the student pre-tests compared with results on the post tests in the Financial Life Skills. The time period was Spring 2013.

Assessment Results - There was not sufficient data from the Spring 2013 AAA 098 courses to assess this SLO.

Actions/Adjustments - There will be changes in the SLOs for the next assessment cycle due to the redesign of the course, and if any financial literacy instruction is continued, it is not likely to be based on the USA Life Skills modules. The SLOs for the new course will be detailed in next year's assessment plan.

DISCIPLINE: ART

Department: Art & Humanities

Completed by: Ann Yeager, 4/9/2013

SLO 1 - Students will be able to define various media and techniques, both traditional and contemporary, in the study of art and apply their knowledge of media/techniques in written critiques of actual artworks.

Assessment Method/ Timeframe - Students wrote a critique of a student select artwork during a downtown gallery fieldtrip. The critique included the **description** of the media used, title of the work and artist name, the **analysis** of the design elements and principles used in the work, a personal **interpretation** of the work, and a final **evaluation** of how successful the work was in the student's opinion.

Assessment Results - Description - 95% of the students were able to correctly describe the media used. **Analysis** – 76% of the students successfully defined and described the elements and principles used. **Interpretation /evaluation** – 92% were successful judging the work.

While technique is not an issue due to curriculum changes, the elements of art still confuse students, demonstrated by a success rate of only a 63% success rate (this was combined with the 89% success rate on principles to attain the 76% score for analysis). Elements depended on testing and lecture. The principles were taught using the “illustrate the principles in a children’s book” project. Clearly, the active learning approach was better for the student learning.

Actions/Adjustments - Revise the curriculum to use more active learning and expand the illustration concept to the module over the elements. We want to address this SLO one more time to assess how effective the active learning project is for students.

DISCIPLINE: Biology

Department: Science

Completed by Science Department Faculty, 4/16/2013

SLO 1 - Students in BIO 106 will be able to identify the development, structure, and function of blood and its components.

Assessment Method/ Timeframe - Selected response (quiz questions). Direct examination of student work, namely item analysis of predetermined exam questions related to the development, structure, and function of blood and its components.

Assessment Results - 52 % of the students sampled successfully answered questions pertaining to the structure and function of blood. 74 % of the students sampled successfully answered questions pertaining to the development of blood. 76 % of the students sampled successfully answered questions pertaining to the components of blood.

Actions/Adjustments – The students were more successful in answering the more complex questions concerning blood than they were answering the simpler questions (structure and function of blood). The data indicates that students may have spent more time studying the complex material while underestimating the simple terminology. The plan is to emphasize blood terminology in the fall semester and then reassess students.

SLO 2 - Students in BIO 106, using blood sample results, will be able to analyze, identify and interpret a blood disorder.

Assessment Method/ Timeframe - Extended written response. Direct assessment of student work, namely written analyses of case studies.

Assessment Results – 99% of the students who submitted the case study were successful with a score of at least 73% or higher.

Actions/Adjustments - These results were better than expected, which we attribute to students being able to research, analyze, and apply knowledge learned in the classroom. Since the percent success was so high, we will reassess in the fall to ensure accurate data.

DISCIPLINE: Communication (Speech)

Department: English/Communications

Completed by: Speech Faculty, 4/16/2013

SLO 1 - Students will be able to produce a power point presentation for their persuasive speech that meets professional standards.

Assessment Method/ Timeframe – Power Points created by 10 students from two traditional Public Speaking classes were evaluated. Student performance was evaluated according to a rubric including the following areas: simplicity, continuity, font size, Max 8X8, and color contrast.

Assessment Results - 8 out of 10 succeeded in continuity; 9 out of 10 succeeded in simplicity; 8 out of 10 succeeded in applying the 8x8 rule effectively; 7 out of 10 succeeded in applying colors appropriate to topic.

Actions/Adjustments - Recommendation: The power point was emphasized more in the spring semester and results seem positive. For next semester, evaluating the outlines will be considered, and also expansion of the sample by including more sections/students, especially from the branch campuses.

DISCIPLINE: Early Childhood Education

Department: Early Childhood Education, Education, and Library Technician

Completed by: Rosemary Breckenfelder, 8/2/2013

SLO 1 - Students in ECE 205 will be able to fully and accurately document their evaluation of a local playground (program SLO's: 1.C, 2. B, 3.B, 5.A and 9, 10 and 11.)

Assessment Method/ Timeframe - A rubric was used to assess the student's presentation and written assessment of the playground(s). 23/23 students enrolled in ECE 205: Nutrition, Health and Safety, completed the assignment. The assignment and assessments were completed by April 23, 2013.

Assessment Results - Based on the results of this assessment, 79% or 19 students scored Fully Met on the written component. 4 students or 17% scored Partially Met and 1 student or 4% scored Not Met. This aligns with SLO's 9, 10 and 11. Compared to 2012 results there is significant improvement in the students written report and presentation. 19/23 students received an A for this assignment compared to 80% spring 2012. Strengths: Typed report with supporting documents, cited sources, visuals were clear, 8 students included a power point presentation. Improvements: More time is required to prepare students for this playground assessment, possible field trip to practice the process, teach students how to write the report in a format that is easy to follow, thorough documentation with supportive evidence.

Actions/Adjustments - In order to improve student learning, more training on this topic will be required. Discussions have taken place to contact the Pueblo Park and Recreation Director for their assessment procedures and how they align with federal standards. Materials/resources need to be purchased or provided to students who are unable to complete this assignment appropriately. Ex. Cameras, measuring tapes, tablets, etc. Students who struggle with written assignment components will be encouraged to seek out English tutors. Peer assessment is another strategy to consider. The SLOs to be assessed for Spring 2014 may be changed.

SLO 2 - Students in ECE 241 will be able to develop a working budget and present it successfully during a family event in December 2012 (program SLO's: 2.A, B, C, 5.A, B, 6.A, C, D and 9, 10, 11).

Assessment Method/ Timeframe – A rubric was used to assess this presentation and the written documentation (the facilitator notebook). 15/15 students completed the assignment for ECE 241: Human Relations. The assignment was completed on October 30, 2012.

Assessment Results - The 2 teams created facilitators guides were well written, and contained all of the required components of the assignment. The budget was improved over prior year performance. Team 1 exceeded the minimum expectations and included additional information based on their team's facilitator's guide and activities for the event. Team 2 filled in all the required fields, but lacked explanation for each expense. The overall average for both teams on this assignment and event was 94%.

Actions/Adjustments - To improve student learning on the budgeting process for the family event, invite a center director to review their budgeting process. Provide the resources for budgeting with an in class practice scenario(s) to reinforce new learning. Look for a different focus that impacts students and families: literacy, music, movement, obesity etc. The family event was a success, well attended and exceeded expectations. At this time the team has not identified the SLOs for Fall 2013.

DISCIPLINE: Education

Department: Early Childhood Education, Education, and Library Technician

Completed by: Matthew Neely, 7/22/2013

SLO 1 - Students will formulate a thoughtful and appropriate educational philosophy statement.

Assessment Method/ Timeframe - Extended written response. This response was conducted in two parts. The first part was a rough draft with one source, and the second part was the full paper as assessed by the rubric.

Assessment Results - All students who completed the assignment scored proficient (P) of advanced proficient (AP) n=10. The students who completed one draft or the other were below proficient, n=1. The students who did not complete the assignment scored below proficient (BP) n=2. This assessment reflects a great deal of support in the classroom. Along with the paper, an extended lesson was needed to teach how to integrate sources using APA style. Also, the first draft offered students an opportunity to correct and revise errors related to the content and/or presentation of their reflections. The assessment is needed because it mirrors what CSU-Pueblo requires for their students. In addition, this philosophy of education paper will be a requirement in most student teaching portfolios. By reflecting and articulating their beliefs now, they will be in a better position in two-three years to revise their reflections for inclusion in their portfolios. This assessment also reflects three weeks of instruction on philosophies of education and history of education. This component is crucial in this course, and results in the bulk of the in-class time

for three weeks or more (including the APA lesson) being spent on philosophy and history of education. Personally, I have discovered that teaching each (philosophy/history) in isolation results in a disconnect among students. It is far better to teach one along side the other, though most textbooks at this level (including the one used for this course) teach them consecutively.

Actions/Adjustments - This SLO must continue as planned, and the assessment can continue as planned. The major change that needs to take place is the instructional design of this part of the course. Because history and philosophy of ed are components of the course that work together, they should both be included in this unit in the class. This SLO, however, can remain as a separate entity from the historical presentation.

SLO 2 - Students will effectively integrate presentation technology into a formal presentation.

Assessment Method/ Timeframe - The intent was that students would integrate technology into their historical research assignment. This did not happen. As the projects progressed, I found that students would focus on the technology rather than the historical research assignment. Because of this, I abandoned this SLO for the semester, intending to teach this component and assess it in EDU 261. This class is no longer being offered at PCC, so this SLO must necessarily be included in this class.

Assessment Results - Because this SLO was abandoned in favor of the necessary content (history of ed) results were not collected. The history of education projects were completed, but without the integration of presentation technology.

Actions/Adjustments - This SLO should be taught in isolation if it is to be taught at all, or it should be taught using content that students already know. The methods used to instruct students on how to effectively integrate presentation technology are different than the methods used to teach about history of ed. That is, they cannot be taught together...students get off track because they are focused on the technology *or* the content. The solution to this (now that EDU 261 is gone) is to take the module that I wrote for EDU 261 on presentations and integrate this module into EDU 221. With the addition of the extra week that PCC implemented last year, this is possible. The estimate for completion of this assignment and the assessment is one whole week. The instruction should take place for one half of one class, and the assessment should take place a week later in the first half of the next class.

DISCIPLINE: Geology

Department: Science

Completed by: Science Dept. Faculty, 4/16/2013

SLO 1 - Students will demonstrate an understanding of the major components of chemistry as applied to geological study.

Assessment Method/ Timeframe - The online and on campus students were presented with the same 6 chemistry questions during their first exam. The online students didn't have hands-on lab applications while the on campus students did. The on campus students performed better in answering the questions than the online students. The only difference between the 2 classes was the on-hands lab portion of the course. This result indicates that the implementation of a hands-on lab for online students might improve their scores.

Assessment Results - During the semester's first exam I asked the same questions to both the online and on campus students. The data shows percentages of the correct student responses.

Question 2:7 System Average 95.2% Online 84.2% On Campus 100%
Question 2:25 System Average 89.2% Online 73.7% On Campus 87%,
Question 2:27 System Average 89.2% Online 84.21% On Campus 87%
Question 2:28 System Average 90.2% Online 79% On Campus 87%
Question 2:33 System Average 98.9% Online 89.5% On Campus 100%
Question 2:55 System Average 86.4% Online 84.2% On Campus 95.6%

These questions provide my baseline data before implementing a hands-on lab for my online students. The data shows that they (online students) are below the system average and the on campus class in answering every one of these 6 questions.

Actions/Adjustments - Next year, everything will remain the same with the exception of implementing a hands-on lab for the online students. In fall 2013, the same exam questions will be used in both on campus and online classes for data comparisons to see if the score differences narrow.

DISCIPLINE: History

Department: History

Completed by: Michael Engle, 8/20/2013

SLO 1 - Students will be able to ... identify a current world trend and correctly compare and contrast it to a historical event and/or trend.

Assessment Method/ Timeframe - Students were assessed via independent writing assignments, or given as an essay question on an exam, and/or multiple choice option(s) on an exam. Assessments were given to approx. 80 students across three courses.

Assessment Results - The overall score for three sections of this course was 82.4%. Although the SLO was changed from our 2011-12 assessment plan, we believe that we can still indicate marked improvement from the previous year.

Actions/Adjustments - Our next step will be to collect data from three individual methods of assessing students (independent writing assignment, essay question(s) on an exam, and multiple choice questions).

DISCIPLINE: Literature

Department: English

Completed by: Jamie Patti, 4/16/2013

SLO 1 - Students in LIT 211 will be able to employ textual evidence to support their interpretations of assigned text(s).

Assessment Method/ Timeframe - I provided a more thorough explanation of “critical analysis” and “textual support.” Students participated in 3 Team-Based-Learning activities (1 group quiz and 2 group presentations) designed to help them practice critical thinking and understand the significance and process for supplying textual support. Prior to the individual assessment of learning, I provided students with a rubric that emphasized the need for critical analysis and textual support in their written assignments. I used this rubric to assess them as well as to provide students with feedback. In short, I used direct assessment of an extended written response paper.

Assessment Results - The departmental goal was to have 80% or more of the students assessed score a 3 or better on the rubric in for “Textual Evidence.” Assessment results indicated that 83% of students assessed scored a 3 or better in the category of “Textual Evidence” on the rubric. The focus on incorporating textual evidence also prompted students to improve their formatting skills, so the scores in MLA formatting also improved.

Actions/Adjustments - Though the learning activities planned to address SLO1 appeared to be successful, students’ scores on the rubric for “Critical Analysis” did not dramatically improve. The rubric for the individual writing assignment needs to be modified to more clearly indicate expectations with regard to critical analysis, and a rubric that uses the same definitions/expectations for critical analysis and textual support needs to be designed for the Team-Based-Learning activities and provided to students prior to those exercises.

DISCIPLINE: Library Technician

Department: Early Childhood Education, Education, and Library Technician

Completed by: Jeanne Gardner, 4/16/2013

SLO 1 - After reading the lecture and visiting websites, students in LTN 101 will be able to demonstrate an understanding of the place/use of webpages, wikis, and blogs in libraries.

Assessment Method/ Timeframe - I relied on direct assessment of selected response quiz questions from the fall course.

The students read the lecture and visited the websites; I then administered a quiz to assess their understanding of concepts.

Assessment Results - The class average for the quiz was 89.91%. The 19 students’ achieved scores of: 100% 11; 91.67% 1; 83.33% 4; 75% 1; 66.67% 1; and 41.67% 1. The goal was for 80% of the students to achieve a score of 80% or higher. 88% or 16 students met this goal.

Actions/Adjustments - Though my assessment goal was met, I need to determine if there is a way to reach under-performing students. In one of the EDU 222 units the instructor explains in the lecture that the information provided will be on the exam. Implied, this is not stated in the lecture. In evaluating the exam questions, the student must match the question to the site visited. This does require that the student visit the web sites and maneuver through them in order to be able to correctly answer the quiz questions. Questions 5, 6, 7, 8, 10, and 12 were missed twice. The lecture and questions for these six most missed items will be reviewed against the questions that were answered correctly to see if any changes should be made in the lecture or the questions. I’ll be considering another SLO to add to LTN for fall 2013.

DISCIPLINE: Math

Department: Math

Completed by: Chip Nava, 4/16/2013

SLO 1 - Students will be able to perform basic arithmetic operations with fractions in MAT 045 and MAT 060.

Assessment Method/ Timeframe - During the Fall 2012 semester the department asked for volunteers to pilot a change in teaching strategy of fractions. Four sections of MAT 045 (64 students) were selected to pilot the change. For the chapter on fractions, students in the pilot sections were given a pre-test in MyLabsPlus (MLP), which generated a unique study plan for each student. Students were then given the opportunity in the classroom to work on their study plans. Instruction was given in short 15-20 lectures, instead of the normal 45 – 60 minute lectures. In order to be eligible to take the exam, students were required to “master” the study plan content at 85%. As a control, all other sections of MAT 045 & 060 did not make use of the MLP study plan. Of these sections, we randomly selected four MAT 045 sections and two MAT 060 sections (101 students) to use as a comparison.

Assessment Results - The data showed that for the four pilot sections of MAT 045 the average score on the fraction chapter exam was 74.0%, as compared to the control group’s average of 68.8%. The pilot group’s overall homework average was 93.2% and their overall exam average was 76.5%. In comparison, the control group’s averages were 86.2% and 63.8%, respectively.

Actions/Adjustments - Due to a major CCCS redesign project in developmental mathematics, our SLOs for 2013-14 may change significantly. We will develop new SLOs over the summer and submit new assessment plans for mathematics courses by Sep. 30, 2013.

DISCIPLINE: PSYCHOLOGY

Department: Social Sciences and Criminal Justice

Completed by: Donna Fitzsimmons, 3/15/2013

SLO 1 - Students will be able to evaluate a popular media article on a psychological topic for adherence to the following basic rules of research: a) correlation and variables of causation, b) potential for inappropriate actions if the article is taken seriously, and c) reframing the summary of research (title) to more accurately represent the findings.

Assessment Method/ Timeframe - Direct examination of student work, namely extended written response and selected response assignments, in one section of PSY 101 for Fall, 2012 and six sections of PSY 101 in Spring, 2013.

Assessment Results - The average overall score for my section in fall of 2012 was 80%. I was pleased with this result, as it demonstrated continued improvement (up from 69% in fall of 2011 and 76.5% in spring of 2012). Informally, I noticed students struggled the most with question two (examining potential for inappropriate actions if the article is taken seriously).

This spring (2013) five additional instructors participated in the entire process, and our results fell to 68.5% overall. More specifically, students across the six sections averaged 73% on question one (correlation and variables of causation), 50% on question two (potential for inappropriate actions if the article is taken seriously) and 70% on question three (reframing the summary of research (title) to more accurately represent the findings). Obviously, we need to focus more on helping students understand the potential for inappropriate actions if the article is taken seriously.

Actions/Adjustments: I plan to continue the process of evaluating all sections on the Pueblo campus next fall (2013). We will again use the same method of practice, but incorporate more time/examples aimed at identifying the potential for inappropriate actions if the article is taken seriously. Additionally, all instructors involved will work together to reword question two to reduce confusion and ambiguity. We will also be working together to make the rubric more specific (i.e. identify specific information needed for each answer).

I will again collect data from all instructors and for each question, as well as an overall average.

I plan to photocopy 10 randomly selected student papers and have all PSY 101 instructors evaluate them for consistency in grading.

DISCIPLINE: Reading

Department: Reading

Completed by: Cindy Graham, 4/30/13

SLO 1 - Students will be able to evaluate reading passages critically by making logical inferences based upon the information they read in their *Guided Reading* lessons.

Assessment Method/ Timeframe - Type: Selected Response. Performance Target: Students will demonstrate competency levels of 75% or better. Data from 114 REA 090 student records in *Reading Plus* were assessed. The timeframe was fall semester of 2012, and the sample included students from all PCC campuses. Correct selected responses in the skill category of “Making Inferences” were analyzed from 10 classes. The sampling included only students who had completed at least 15 hours in *Reading Plus* and/or who completed at least 21 *Guided Readings* (70% of the course requirement).

Assessment Results: The sampled classes demonstrated overall competency levels averaging 77.63%. 90% of the individual students in the sample demonstrated competency of 70% or better. There will be changes in the SLOs for the next assessment cycle due to the redesign of the course. The SLOs for the new course will be detailed in next year’s assessment plan.

SLO 2 - Students will improve their reading grade levels while maintaining satisfactory comprehension.

Assessment Method/ Timeframe - Type: Performance Assessment. Performance Target: 70% (or more) of the sample will demonstrate improvement of 2 or more grade levels. Data from 114 REA 090 student records in *Reading Plus* were assessed. The timeframe was fall semester of 2012, and the sample included students from all PCC campuses. Student grade level increases were analyzed. The sampling included only students who had completed at least 15 hours in *Reading Plus* and/or who completed at least 21 *Guided Readings* (70% of the course requirement).

Assessment Results - 70% of the classes showed overall improvement of 2 or more grade levels.

Actions/Adjustments - There will be changes in the SLOs for the next assessment cycle due to the redesign of the course. The SLOs for the new course will be detailed in next year's assessment plan.

SLO 3 - Students will demonstrate growth in vocabulary knowledge by attaining improved post-test scores, as compared to their pre-test scores.

Assessment Method/ Timeframe - Type: Performance assessments. Performance Targets: 75% of the students will show improvement of 25 or more points; 70% of the students will pass the post-test (with a score of 70% or better). Pre-Test and Post-Test scores from 77 REA 090 students were assessed. The timeframe was fall semester of 2012, and the sample included students from all PCC campuses except the Mancos campus.

Assessment Results - The sample was based on results from 77 students from 7 different classes. 68% of the sample showed improvement of 25 or more points. However, the average gain per student in the sample was 35 points. 64% of the sample passed the post-test.

Actions/Adjustments - There will be changes in the SLOs for the next assessment cycle due to the redesign of the course. The SLOs for the new course will be detailed in next year's assessment plan.