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### DISCIPLINE: Accounting Department: Business

#### Completed by: Margie Walker

**SLO 1** - Students will be able to prepare and analyze financial statements (income statement; balance sheet; statement of owner's equity; cash flow statement)

**Assessment Method/ Timeframe** – Selected response, Written Response, Performance Assessment; Exams and Projects – Fall 2015

#### **Performance Targets** –

90% of all students will achieve an 80% combined score on selected sections of exams and assignments across classes.

#### **Assessment RESULTS** –

48 total students were assessed across multiple section in exams chapters 1-3. Results were combined with sections and ACC 121 and we added results from Man 225 separately. 40 out of 43 students'

achieved the 80% competency level across all measures. The Goal was 90 percent, so the plan is to revisit assignments and efforts with new faculty in place.

**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

The results showed a 4% improvement over 14/15 results but we still did not reach our goal. We will consider changes, to include a book change once the new Accounting faculty is hired. We are not yet convinced we are not on the right path, but will better align exact assignments and problems across the course sections.

**USE OF RESULTS –**

We will be reassessing the same SLO in 2016-17. The accounting faculty has retired, and the new hire is not yet on board, but one of the first priorities of the new accounting faculty, with help from the chair is to review the materials for Accounting and consider an alternative publisher. We will close the loop with new faculty and make a concerted effort to maintain the integrity of the assessment even though textbook and online components may change to what we consider to be a superior text and content.

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**SLO 2** - Students will be able to journalize and explain the impact of business transactions; adjusting journal entries and closing journal entries.

**Assessment Method/ Timeframe** - Selected response, Written Response; Exams – Fall 2015 & Spring 2016

**Performance Targets –**

90% of all students will achieve an 80% combined score on selected sections of exams and assignments across classes.

**Assessment RESULTS –**

43 students were assessed across several various assignments and section of exams. 31 of 43 72.1% achieved the goal of 80% competency rating of combined scores.

**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

The scores show a 9% increase in achievement from prior year comparison. Same as SLO #1 were in the process of hiring a new accounting faculty and priority one will be to better assimilate assignments across sections and consider an adoption of a new text and on-line materials to improve performance.

**USE OF RESULTS –**

We will reassess the same SLO next year to see if new text and better assimilation of assignments have improved performance. The loop is closing and we will assure that even given changes in faculty and

materials the same content will be assessed and we will use the same tools to assure accuracy and validity of results across the years.

**DISCIPLINE: Automotive Service Technology - Pueblo**  
**Department: Automotive Service Technology - Pueblo**

**Completed by: James Cordova, 3/18/2016**

**SLO 1** - Students will be able to identify, remove and replace, diagnose, repair and align vehicle steering suspension systems.

**Assessment Method/ Timeframe –**

- The 60 question pretest will be given first day of class and the final posttest will be given as a final test for assessment.
- The final lab portion of equipment operation and set up will be added in to the overall lab grade portion of the course. The lab portion is 30% of the overall final grade.
- The methods planned for this SLO are being taught on a 1 lecture and 1.5 lab ratios. The student can track his or her course progress through D2L, as well as the course supplement (DATO) which is a CBT, on line, real world, scenario trainer which assists with terminology and equipment operation.

**Performance Targets –**

- #1. 90% of the students will achieve an 80% or higher on the final test and overall grade.
- #2. 80% will successfully complete all three modules of the ASE course sections for completion of the level 1 certificate.

**Assessment RESULTS –**

PERFORMANCE TARGET/NATIONAL AVERAGES =80%

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2015	<b>ASE 140-001</b>	23	<b>78.55</b>

**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

- The factors we used for assessment are pre- and post-testing which supports the students' growth in classroom and lab.

- We can compare the results to previous baselines because our students' learning outcomes are not going to change. They cover all 8 areas of ASE certification.
- The conclusions were a solid result of information given to the student, but more importantly, that they were implemented in the lab and the testing results show growth in the training.

#### **USE OF RESULTS –**

- The results were pre and post testing scores in all areas of ASE courses. The results are from students in ASE 140 which is the first level of 3 sections in the course sequence. It is followed by ASE 141 and ASE 240. We assessed it to show student growth over all three sections.
- We continue to modify our curriculum and testing methods change every semester due to changes in industry. We follow up using CBT (computer based training) to support the student in additional education and training, and to assist them with employment and certification. I will be assigning different SLOs next year which will be SLO 3 and 5. We are closing the loop on what we feel students need for the best educational and employment opportunities, with 70% of the students working in industry.

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**SLO 2** - Students will be able to identify, locate, test, diagnose, and properly repair electrical and electronic circuits in today's automobiles.

#### **Assessment Method/ Timeframe –**

The 30 question pretest will be given first day of class and the final posttest will be given as a final test for assessment.

The final lab portion of equipment operation and set up will be added in to the overall lab grade portion of the course. The lab portion is 30% of the overall final grade.

#### **Performance Targets –**

- #1. 90% of the students will achieve an 80% or higher on the final test and overall grade.
- #2. 80% will successfully complete all three modules of the ASE course sections for completion of the level 1 certificate.

#### **Assessment RESULTS –**

Performance Target – 80%

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2015	<b>ASE 221</b>	<b>22</b>	<b>86.48%</b>
Fall 2015	<b>ASE 236</b>	<b>24</b>	<b>89.49%</b>
Fall 2015	<b>ASE 120</b>	<b>19</b>	<b>79.84%</b>
Fall 2015	<b>ASE 123</b>	<b>16</b>	<b>77.97%</b>

#### **ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

- The factors we used for assessment are pre- and post-testing which supports the student's growth in classroom and lab.
- We can compare the results to previous baselines because our students' learning outcomes are not going to change. They cover all 8 areas of ASE certification.
- The conclusions were a solid result of information given to the student, but more importantly, that they were implemented in the lab and the testing results show growth in the training.

#### **USE OF RESULTS –**

- The results were from pre and post testing in all areas of ASE courses. The results are the scores of students in ASE 221 which is the first level of 2 sections in the course sequence and is followed by ASE 236. We assessed it to show student growth over both sections. ASE 120 and ASE 123 are electrical courses that are program prerequisites for all students.
  - We continue to modify our curriculum and testing methods change every semester due to changes in industry.
  - We follow up using CBT (computer based training) to support the student in additional education and training, and to assist them with employment and certification.
  - I will be assigning different SLOs next year which will be SLO 3 and 5. We are closing the loop on what we feel students need for educational and employment opportunities with 70% of the students working in industry.
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**DISCIPLINE: Automotive Service Technology - Fremont****Department: Automotive Service Technology - Fremont****Completed by: James Cordova, 4/12/2016**

**SLO 1** - Students will be able to identify, diagnose, and utilize scan tools and 5 gas analyzer equipment with repairing vehicle drivability concerns.

**Assessment Method/ Timeframe –**

Students will be taught using textbook readings and written assignments, training videos, class discussions, lab demonstrations and lab assignments.

**Performance Targets –**

90% of students will be able to demonstrate the proper set-up of two different scan tools, the use of a lab-scope and the set-up of a 5 gas analyzer emission testing equipment.

**Assessment RESULTS –**

PERFORMANCE TARGET/NATIONAL AVERAGES =80%

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2015	ASE 134	7	6/7 = 86%

**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

- 6 out of the 7 students demonstrated strong understanding of the complicated procedures in set-up and use of a lab scope.
- I utilized 3 different brands and types of scopes during this exercise. The 1 student not included demonstrated a partially proficient understanding. It should be noted that this student is flagged as a special needs student and has difficulty with retention.
- I was unable to assess the 5-gas analyzer equipment portion due to equipment malfunction. This equipment measures 5 emission related gases from the post combustion process of the automobile. This issue has been resolved and will be assessed in AY2016-2017. The equipment needed an updated software that was on back order through Snap On tools. That issue has been resolved with the updated software and will be ready for lab instruction in the fall of 2016.
- Students were given instruction using several methods: lecture, demonstration, training videos, textbooks and hands-on. Due to the complexity of this type of equipment, I stretched the delivery out over the semester.
- In future classes, I plan to focus more on hands-on practice and shorter instruction.

**USE OF RESULTS –**

- *Incorporate more equipment/model direct training resources and more hands-on approach in future classes.*
  - *Students will continue to utilize the equipment on various vehicle and training simulators to become comfortable using this technology.*
  - *Future review to determine if this will be an SLO assessed next year.*
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**SLO 2** - Students will be able to properly identify, test, diagnose, clearly communicate (verbal and written) their findings and repair brake and ABS systems.

**Assessment Method/ Timeframe –**

Mid-term progress paper, final exam and reflection paper.

**Performance Targets –**

85% of students will be able to clearly diagnose and communicate brake system issues, and the operation of the brake system.

**Assessment RESULTS –**

Performance Target – 85%

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2015	<b>ASE 210</b>	16	5/16=30% not met 11/16=70% met

**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

Students were asked to verbally communicate brake system operation, service procedures and diagnostics of brake system issues. 11 of 16 students effectively communicated the above criteria, 8 of the 11 communicated with a high degree of confidence.

- 5 of the 16 students had a little more difficulty communicating the criteria to varying degrees.
- It should be noted that the class cohort includes 6 students who are classified as special needs and have specialized learning plans. I did not adjust the criteria to account for their special needs. 1 of the special needs students excelled with the content and

communicated the content with a high level of confidence and accuracy. This student scored a 23% on his course pretest and a 92.5% on the course posttest.

- While not part of this SLO – the class average for pre-test was 30% and posttest was 79%. This includes the 6 students who are flagged as special needs. If their post test results are removed then the class average moves to 88%.

#### **USE OF RESULTS –**

- I am working with the 6 students with special needs case managers to look at different approaches. I am trying a “peer” partner program where the stronger performing students are working with the underperforming students. My goal is to make the students more at ease working in groups, accepting different learning approaches and improving their results.
  - I will closely monitor students’ progress during their next course – currently in session. Both groups of students performances will be monitored to ensure their performances and that the quality of education improves.
  - I feel this SLO assessment is accurate and will incorporate it again in SY16-17.
  - Closing the loop? Not yet, however – I am working on new curriculum delivery techniques that address the special needs students and the non-special needs students learning styles. If approved – the new techniques will be in place for SY 16-17.
-

**DISCIPLINE: Computer Information Systems**  
**Department: Computer Information Systems**

**Completed by: Boyd Rodman, 4/6/2016**

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

**Assessment Method/ Timeframe –**

This class is taught with a combination of lecture and hands on labs. The labs reinforce the concepts taught in the lectures.

**Performance Targets –**

Target was 70% average score

**Assessment RESULTS –**

Performance Target – 70% average

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2015	CNG121	16	85%

**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

- 16 students in CNG 121 were assessed on each of 4 modules that covered the material of the class.
- Based on the scoring criteria developed by the textbook author the average score for the 16 students was 85% this is above the 70% target.

**USE OF RESULTS –**

- *Students coming out of CNG121 have shown over the past few semesters to have a good grasp of the material when they complete the class.*
- *Next year we will be testing a different SLO.*

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

**Assessment Method/ Timeframe –**

- Tests will be administered throughout the semester.

- The course has 12 chapters of material that need to be covered to give a student a broad understanding of the concept of networking.

**Performance Targets –**

- The target was 70% of the test questions answered correctly

**Assessment Results –**

PERFORMANCE TARGET/NATIONAL AVERAGES =80%

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2015	CNG 124	19	87%

**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

- 19 students in CNG 124 were assessed on each of 12 chapters. In addition, there was a midterm and a final exam given.
- Based on the scoring criteria developed by the textbook author, the average score for the 19 students was 87%. This is above the 70% target.

**USE OF RESULTS –**

- *In the next year we will be looking at a different SLO.*
-

**DISCIPLINE: Business Management**  
**Department: Business Management**

**Completed by: Joe Easton, 5/1/16**

**SLO 4** - Students will be able to use mathematical skills to solve economic or business problems and create effective presentations of findings.

**Assessment Method/ Timeframe** – \*Direct Assessment – Selected Assignments and individual questions in Bus 226 and BUS 217 focusing on presenting both complex issues and calculations in a professional manner were added or updated in courses. Scores will be combined from both class to test if 75% of all students can achieve an 80% competency rating by percentage using various grading modalities.

Population Assessed – Course Prefix- Section/Instructor/Semester	Selected Response	Extended Written Response	Performance Assessment	Personal Communication
BUS 217	x	x	x	
ECO 201	x		x	

**Performance Targets –**

PERFORMANCE TARGET/NATIONAL AVERAGES = 75% of all students will achieve an 80% score on average over all elements.

**Assessment RESULTS –**

Class Averages:

Course Prefix- Section/Instructor/Semester	# Students	Class Average %
ECO 201 ALL sections fall 2015	44	76.65% of students achieved 80%
BUS 217 Greenhood all sections fall 2015	10	79.22% of students achieved 80%

**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS** – Class averages across all 3 courses met the performance criteria of 80% competency. Will however have to look and probably reassess with additional time spent on topics as average was attained but nearly 1 out of 5 students still

did not meet the threshold performance level. Average performance across classes was raised by some students who do extremely well.

**USE OF RESULTS** – Will reassess with a greater focus on the economic, mathematical issues in class as the presentation professionalism was better than the computation scores.

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

**Assessment Method/ Timeframe** – Fall 2015

Population Assessed: Course Prefix-Section /Instructor/Semester & Year	Selected Response	Extended Written Response	Performance Assessment	Personal Communication
ECO201 Easton All sections fall 2015	x	x	x	
ECO202 Easton/Scott All sections fall 2015	x		x	
BUS217 Greenhood All sections fall 2015	x	x	x	

**Performance Targets** –

PERFORMANCE TARGET/NATIONAL AVERAGES/PERFORMANCE TARGETS = 75% of all students will achieve an 80% score on average over all elements.

**Assessment RESULTS** –

Course Prefix-Section/ Instructor/Semester & Year	# Students	Class Average %
ECO201 Easton All sections fall 2015	60	76.18
ECO202 Easton/Scott All sections fall 2015	61	77.24
BUS217 All sections fall 2015	12	78.44

**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS** – Will reassess next year with more problems in the list of those selected to evaluate. Students seem to get better with more practice.

**USE OF RESULTS** –

**DISCIPLINE: Culinary Arts**  
**Department: Hospitality Studies**

**Completed by Mo Montgomery, 4/01/2016**

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

**Assessment Method/ Timeframe –**

- All students enrolled in CUA 134 Fall 2015 (7 students) and CUA 234 Spring 2015
- CUA 134 Fall 2015- this was the Final Exam/capstone.
- CUA 234 Spring 2015 was also the Final exam/capstone
- Applying critical thinking: batch cooking uses skills that they have practiced in pre-requisites. Students are assessed in an industry setting in the form of the Grand Buffet. They demonstrate previously acquired skills in critical thinking by reading a recipe, obtaining the desired results based on ingredients, deciding what techniques to apply in evaluating the final product, and determining if it is at the desired level to an industry standard for paying customers.

**Performance Targets –**

PERFORMANCE TARGET/NATIONAL AVERAGES =80%

**Assessment RESULTS –**

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Spring 2015	CUA 234	19	85%
Fall 2015	CUA 134	7	85%

**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

- 19 students assessed, 12 from CUA 234 in Spring and 7 from CUA 134 in Fall 2015. CUA 134 averaged 85% on the assignment, CUA 234 averaged 85%.
- This is based on a scale of 1-4, 4 being a mastery of the skill. The students are expected to score a 3 on all of the skills listed. The overall class point average according to the data rose slightly from spring to fall. If you look at the number of students that achieved a 3 or higher, in the spring 50% of the students achieved an average of 3 or higher and in the fall 75% achieved a 3 or higher. This change occurred because of a clarification to the rubric and a greater understanding of the students and the need for better

understanding for all of the components that are needed to score a 3 or higher on the rubric.

- The difference between Spring and Fall- The entry price for the Grand buffet was raised. We realized that we were charging a very low price and we were attracting people that wanted to stuff their faces for cheap, and the food reflected that. By raising the price, we had a nicer event, smaller crowd, more sophisticated product. The problem with serving too many guests is crowding and loss of student oversight. Students are not professional staff. By reducing customer count, we were able to increase quality and effectiveness of teaching, customer service, and satisfaction. The ambience/design was done by the Event planning class, who put in a huge effort, and they tackled some of our perception issues to change the thinking of long-time customers. They created a map of where to go, so customers could find their items/foods of choice. We honed the experience for students and guests.
- Old way in the spring, new way in the fall.
- CUA 234- even though the rubric spells out what they would be assessed on, they were still missing parts of their capstone. In the Fall term, there were very few missing components. That was attributed to a schedule that listed all the pieces of the project. Because of the difference in the number we served, we were able to more effectively split the 234 class which covers supervision. They were able to manage instead of performing menial tasks like clearing tables or cleaning trays. The format allowed the focus to be on student experience rather than customer experience.
- CUA 134- The department allowed the students from CUA 210- Advanced Garde Manger, to help with the production. The results were that food production duties were relieved of CUA 134, and the students from CUA 134 were allowed to focus on bulk cooking production. It further showcased our program and our student abilities and really focused on the craft of Garde Manger, as well.
- Now we are able to identify where the student is failing and will be able to carry this information forward.
- However, the remaining struggle we need to improve upon is that CUA 234 students could write a recipe for the project, but had to have significant help, and be led to the solution instead of arriving at a solution with critical thinking. They also still failed to meet schedule deadlines.

**USE OF RESULTS –**

- From this point on it's evident that honing the model to focus just what are assessed on translates to more effective learning. We will be keeping these changes from the fall moving forward.
- **Schedule deadlines- Small batch recipe vs big batch-**
- After much discussion and evaluation, CUA faculty have decided to change the way that students develop their recipes for the project.
- Now, they will create an original recipe, and have to demonstrate making two portions of it to the whole class, with use of techniques learned in previous courses. Holding students to expectations, give them guidelines- this exercise really reflects a real-world scenario of creating a special for a chef. They will demo the recipe for two servings, and then must translate into big batch cooking, with specific instructions, for the Grand Buffet.
- This reflects the critical thinking that professional chefs are required to do on a daily basis.

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

**Assessment Method/ Timeframe –**

- Demonstrating proper procedures for use of equipment.
- Students use equipment in prior classes, and daily during course of CUA 233.

**Performance Targets –**

PERFORMANCE TARGET/NATIONAL AVERAGES = All students score a 3 or higher

**Assessment RESULTS –**

CUA 233 Spring and Fall 2015

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Spring 2015	CUA 233	11	2.931

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2015	CUA 233	8	2.985

#### **ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

- This is based on a scale of 1-4, 4 being a mastery of the skill. The students are expected to score a 3 on all of the skills listed.
- The overall class point average according to the data rose slightly from spring to fall. If you look at the number of students that achieved a 3 or higher, in the spring 50% of the students achieved an average of 3 or higher and in the fall 75% achieved a 3 or higher.
- This change occurred because of a clarification to the rubric and a greater understanding of the students and the need for better understanding for all of the components that are needed to score a 3 or higher on the rubric.

#### **USE OF RESULTS –**

- *We will be reassessing the SLO next AY.*
  - *The SLO has a good representation of student skills and professionalism.*
  - *Last Fall CUA 134 used a new rubric, and it worked out better because it had more details, clearer expectations, and it is easier to understand.*
  - *Everybody scored a B or better last Fall.*
-

**DISCIPLINE: Civil Engineering Technologies****Department: Civil Engineering****Completed by: Gregg White; Jamie Gage, 4/19/2016****SLO 1** - Students will be able to comprehend professional ethics.**Assessment Method/ Timeframe –**

Professionalism and Business Practices:

- Students will be introduced to the contributions of civil engineering to contemporary society; various design practices, the elements of business practices, the elements of project management, project communication, and project delivery methods.
- The students will be encouraged to research this SLO online as well as in the library. It will be a team based project with mathematical problems to solve.

**Performance Targets –**

70% should score a 3 or better on the rubric

**Assessment RESULTS –**

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 15	EGG271	8	Above 90%

**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

- There were 8 students assessed. The assignment was given in teams of two or three. The scores were as follows:
  - 2 students received-90.5%
  - 2 students received-92.9%
  - 2 students received-93.1%
  - 2 students received-95.3%
- The duplicate scores are team scores. Both members of the team received the same score. The students took this assignment very seriously. They expressed great concern in their oral presentation for the liability of the engineer in each scenario. Since this was a team project, the sampling of students were not very many.
- In the future, we would like to use this as a baseline to see if we can get a broader sampling of student learning in these results.

**USE OF RESULTS –**

- After reviewing the results of this assessment, we have decided to break the assignment down into distinct categories. The assignment did include more than one activity. It included a review paper of the case study, a mathematical assessment of the problem and an oral report of the results. This was a great assessment and we know that the students learned but at what level or degree is vague.
- We will assess this SLO next year but at a deeper level. An assignment like this needs at least a different rubric for each category.

**SLO 2** - Students will be able to design systems, components, or processes for civil engineering technology problems.

**Assessment Method/ Timeframe –**

- This SLO was changed to accommodate the institutional assessment on critical thinking. It is also a very good assessment to determine levels of critical thinking amongst the Civil Engineering Technology students.
- A problem solving design project will be given. EGG102 will solve a Lego Mindstorm challenge and CAD101 will design a table base out of metal.

**Performance Targets –**

75% of the students should show an 80% or better in solving a critical thinking design project.

**Assessment RESULTS –**

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2015	EGG102	9	90%
Fall 2015	CAD101	33	90%

**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

- The data show that with the way we are assessing and grading, students are performing at a high level of critical thinking, with 88% of our students scoring a 90% or better. Again as above, we know our students are doing well with critical thinking and are learning to design based on a problem but I think we can do better with the breakdown of categories that we assess.
- We need to understand how well they are learning.

- We have no baseline to compare this to and plan to reassess this SLO next year for more complete results.

**USE OF RESULTS –**

- We need to build at least two more rubrics to assess this assignment or we need to rebuild the rubrics we are using. There does not seem to be the desired division of grades. We know our students are learning but we don't know how well our students are learning. By building more rubrics or a better rubric we may be able to break down the components of a design problem so that we can analyze how well the students are doing.
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**DISCIPLINE: Health Information Technology****Department: Office Administration**

**Completed by: Kathleen Collins; Mary McMahon; Tatiana Parker –  
4/1/2016**

**SLO 1** - Students will be able to apply medical vocabulary as it relates to Health Information Technology [HIT].

**Assessment Method/ Timeframe –**

- Create an online audio assignment for students to practice and perfect speaking and understanding medical terms. Evaluate and provide feedback via D2L drop box on performance.
- Medical Vocabulary is the first course in the Medical Coding Certificate Program and is used throughout the program. Initially, it was discovered that during courses subsequent to the medical terminology course, the skill level of students to speak and use medical terms in meaningful sentences was lacking. In order to better develop this skill, assignments in the Medical Vocabulary class were created to give the students the opportunity to record their voice reciting medical terms in sentences that included definitions of the terms.
- Since this is an online course, audio files were created by the student and deposited in an online drop box in D2L. The faculty could then evaluate the oral assignment and document feedback for the student. This has been a successful assignment. The students' ability to speak, use, and understand terms has greatly improved.

**Performance Targets –**

70% of the students should be able to pronounce medical terms at a satisfactory level based on the rubrics (Demonstrates satisfactory pronunciation with minimum 70% accuracy).

70%

**Assessment RESULTS –**

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2015	HIT 102	22	>70%

**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

At MIDTERM, 22 of 24 students completed the Audio Assessment. 95% of the students who completed the Audio Assessment met or surpassed the Target Performance rate of 70%, in their ability to pronounce medical terms at a satisfactory level.

At FINAL, 19 of 24 students completed the Audio Assessment. 95% of the students who completed the Audio Assessment met or surpassed the Target Performance rate of 70%, in their ability to pronounce medical terms at a satisfactory level.

With a change in Instructor, modifications have been made to the class, to provide the students with additional opportunities to work on pronunciation, including:

- As a Supplement, students are encouraged to work with Flash Cards provided through their student course book/CD; or, if not accessible, through Wikipedia.
- An assignment requiring students to segment medical terms by term components (prefix, root word, suffix)
- Reinforce student pronunciation through Synchronous Sessions, which additionally include student to student/student to instructor verbalization of medical terms.

#### **USE OF RESULTS –**

- The plan would be to do the Assessment again, and continue with changes that had been implemented in Fall 2015; this would be to ratify results obtained with the current process in HIT 102 for verbalization of medical terms.
- We will continue to consider new or different methods of improving pronunciation and fluency in medical terminology.

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**SLO 2** - Students will be able to demonstrate job readiness skills to be successful in a job search.

#### **Assessment Method/ Timeframe –**

Develop a Job Readiness Module to be inserted into Summer 2015 and Fall 2015 HIT Courses

#### **Performance Targets –**

75% of the sampled students will participate with the Career Coach and submit data to their electronic portfolio.

#### **ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

- This assessment was to be done utilizing the CHEO Grant supported Career Website, with a collaboration between Course Instructors and the CHEO Career Coach. Unfortunately, because this is a grant supported website (initial expenditure, approximately \$1M), and was initialized in the latter part of the grant, there have been major issues with many factors related to utilization of the website. These included many problems: access - instructors and students, and potentially recruited employers, technical support of the

site, Career Coach exit as the grant began to complete, and a nebulous future for financial and technical support of the site.

- A sincere effort was initiated in Spring, Summer, and Fall 2015, within the beginning program course (HIT 102), and ultimately, we were unsuccessful for most students, due to the accessibility issue.

### **USE OF RESULTS –**

We have determined that we will initiate this effort again, by planning the utilization of:

- Our own PCC Career Center, with the current planned activities, utilizing local career services, resources, access to potential employers, etc. **OR**
- By devising a plan (with the Dean of Business/Technology), to initiate a college-wide effort to require students to participate in 1-2 Job Preparedness experiences, each semester, while they are a student at PCC. The expectation being, that we are preparing students for ultimately being employed (resumes, professional dress, networking, interviewing, professional employment expectations) or for further education, both of which would require efforts toward a more professional presentation.

**SLO 3** - Students will be able to assign medical diagnostic and procedural coding.

### **Assessment Method/ Timeframe –**

Fall semester 2015 completion of HIT 220. Pretest at the beginning of the term, posttest included with final exam.

In (2015) ICD medical coding (international classification of diseases) as used in the industry will undergo a dramatic change from the ICD-9 format to the ICD-10 format. AHIMA (American Health Information Management Association), the accrediting body, will require that all students in accredited programs be prepared to test in ICD-10 beginning in October 2015.

- As an accredited program, the mandate is to make students proficient in ICD Coding (currently ICD 10 medical coding). The students participating in this Assessment will be eligible to test in July 2016, after the completion of their medical coding program. The course is HIT 220 and is only taught in the fall semester. This will be the first group of students who will be taking their national exam on ICD-10 coding. The faculty has revised the course and prepared it for ICD-10 online content.
- Coding Assignments, Case Studies, Synchronous Sessions, Online Group Discussions

### **Performance Targets –**

80% of students in the class will achieve 70% or higher on the post assessment

### **Assessment RESULTS –**

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2015	HIT 220	28	inconclusive

#### **ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

- After reviewing the Pre/Post Assessment Experience for the HIT 220 students (test makeup, attempts allowed, time for completion, lack of clarity in labeling of Pre & Post Test, and means of identifying eligible data in the D2L shell), it was determined that the data is inconclusive.
- This is considered a valuable concept for student learning assessment and will continue with redesign.

#### **USE OF RESULTS –**

A Pre/Post Assessment will be utilized in the HIT 220 ICD Coding, Fall Semester.

The Pre and Post Test will be redesigned to:

1. Make the test more closely aligned to beginner coding concepts, to be able to reflect meeting course learning objectives.
2. The test will be timed and set up for one attempt at Pre-Test, one attempt at Post-Test.
3. Tests will be labeled as the Pre-Test and the Post-Test.
4. A method will be established to obtain data directly from the Grade Book, for both Pre and Post Test, without being tied to the course final grade.

This will begin with HIT 220 in Fall 2016, and will be reported in Spring 2017 Assessment.

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**DISCIPLINE: Industrial Electronics****Department: Advanced Manufacturing – Electro Mechanical****Completed by: Lawrence Harmon; Jamie Gage 4/7/2016**

**SLO 1** - Students will be able to demonstrate applied knowledge of electrical tools, fundamentals and techniques needed and used to perform identified job tasks.

**Assessment Method/ Timeframe –**

- Students must show proficiency in the programming of a touchscreen. This can be accomplished via observation of actual programming steps for the process and the incorporation of a checklist during instructor observation of each student, which is part of the FINAL exam. The checklist steps would be in SEQUENTIAL order of the 5 basic categories for completion of each module in programming a touchscreen.
- Faculty will use applied learning with an ongoing lecture

**Performance Targets –**

80% of students will show competency in programming the touchscreen by scoring an 80% or better using the rubric

**Assessment RESULTS –**

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 15	ELT 289	6	66% of the students exhibited competency by scoring an 80% or better

**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

There were 6 students enrolled in ELT 289. 3 students of the 6 scored 90% or better, 1 student scored 80 to 89%, 1 student scored 70 to 79%, one student scored below 59%.

The grades are a typical representation of most of the electromechanical classes.

66% of the students exhibited competency by scoring an 80% or better.

The rubric has been a great improvement by assessing the student's knowledge, by how well they learned and applied the skill. The results show a better distribution of grades based on a degree of knowledge, instead of just a pass-fail.

- In the past, without the rubric, the grades were not evenly distributed, and did not reflect students' ability levels.

#### USE OF RESULTS –

- We are pleased with the rubric, but still continue to make small tweaks to make assessment clearer.
- We would like to assess this one more year to have a wider sampling.
- We are tweaking the rubric and assessing the changes next year

**SLO 2** - Students will be able apply critical thinking skills in building electronic and hydraulic circuits.

#### Assessment Method/ Timeframe –

- Critical thinking is extremely important for an electromechanical degree seeking student. Our advisory committee has charged us with increasing the mechanical skills of our students. We need to encourage more critical thinking with our students
- This SLO assessment is a project that uses critical thinking to further assess the students. The project will be in the MTE 238 class using the fluid power assignment given. Students must calculate and design a hydraulic arm to lift a 2 ton load and move it. Students will be graded using the critical thinking rubric.

#### Performance Targets –

70% of students will pass with 80% of higher

#### Assessment RESULTS –

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2015	MTE 238	7	90%

#### ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –

- We assessed this SLO as part of the program and institutional plan.
- There were 7 students who received a 90% or better out of 7 students in MTE 238.

- We believe by adding a stricter time limit we would do better to assess the level of skill in this exercise.

**USE OF RESULTS –**

The program would like to re assess this SLO in compliance with the institutional goals, and to determine if adding the time limit will make a difference

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**DISCIPLINE: Office Administration**  
**Department: Office Administration**

**Completed by:**

**Department: Office Administration**

**Completed by: Mary McMahon**

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

**Assessment Method/ Timeframe** – The Human Relations Abilities Assessment Questionnaire will be utilized for the student pre and post self-assessments. It is a thorough (45 question) questionnaire that allows to student to assess their human relations abilities on a scale of 1 (strongly disagree – never do this) to 5 (strongly agree – almost always do this.) The goal will be to see positive growth in the student’s growth through education and learning in the MAN 128 class. The assessment tool is a pre and post assessment administered in the 1<sup>st</sup> and 14<sup>th</sup> Week of the semester.

**Performance Targets –**

Seventy five percent (75%) of the student assessed will see a positive improvement in by 1-2 levels in their self-assessment of human relations abilities.

**Assessment RESULTS –**

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2015	MAN 128 01H	9	90% improved

**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

After reviewing the results, positive and negative thinking has to be discussed more. Also, how filters (attitude, emotions, body language, semantics, etc.) can hinder communication with others. Additional exercises and discussion will be added to the fall 2016 semester course.

This course assessment will be administered in the 2016-17 assessment cycle.

**USE OF RESULTS –**

We will reassess this SLO and make some enhancements to the rubric and form.

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**SLO 6 Students will be able to demonstrate the written and verbal skills that contribute to success in an office environment.**

**Assessment Method/ Timeframe –**

This assessment will be done in the BUS 115 (Introduction to Business) course. It is an entry level course in several business programs that prepares students for employment. Students will have an assignment to read, research, critique and cite an article from a professional journal.

**Performance Targets –**

The Introduction to Business (BUS 115) is an entry level course in the program. Students usually take this course in the first semester. The anticipated level of performance is 75% of the students will perform at *level 1 Benchmark*; and 25% of the students will perform at a *level 2 Milestone*.

Critical Thinking Value Rubric was used for this assessment.

**Assessment RESULTS –**

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2015	BUS 115 01H	8	75% of students reached a level 1 or 2 and 25% reached a level 3

**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

The students scored higher than what was anticipated at the beginning of the semester.

**USE OF RESULTS –**

The assessment will be conducted fall semester 2016 with the critical thinking rubric that is adopted.

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

**Completed by: Shawna Shoaf 4/23/2016**

- **SLO 1** - Students will be able to apply tools and technologies appropriate for the communications professions in which they work

**Assessment Method/ Timeframe –**

- Students in the media communications fields will require technical competency in order to properly execute necessary requirements. Students must be proficient in the sophisticated software to be considered for employment. This is a core objective specific to our programs of study.
- Students participating in the Fall 2015 and Spring 2016 academic semester will be provided a pre-test at the semester start prior to any lectures or learning opportunities. At approximately 8 weeks of instruction students will be given the same exam in order to determine retention and understanding of the terminology and use of the Adobe Photoshop program.
- Students will be asked to complete a variety of learning activities that include all adult learning styles. Activities include reading focused materials, support videos, live in-class demonstrations and student driven application and completion of assignments, exams and skills test. Each lesson is developed to introduce the student to a specific function of the software and an introduction to industry standard language related to the software program. Students are then asked to execute the function using their own interpretations and imagery to demonstrate understanding

**Performance Targets –**

Students will show a marked increase in performances between the pre and post-test. We are seeking 80% proficiency within 80% of correct answers from students enrolled at the time the mid-term exam.

**Assessment RESULTS –**

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2015 BENCHMARK	MGD 111	13	42.25%
Fall 2015 MIDTERM	MGD 111	13	78.15%
Spring 2016 BENCHMARK	MGD 111	10	34.36%
Spring 2016 MIDTERM	MGD 111	10	69.09%

**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

**MGD 111 Adobe Photoshop** was assessed in 15/16 Academic Year. Students enrolled in the Fall and Spring semesters were assessed prior to instruction and again at semester mid-term. Approximately seven to eight weeks of instructions was administered at the time of the mid-term exam. The exam was identical to the pre-test assessment administered at the beginning of the semester. Based on previous years' assessment the exam was re-developed to use the correct industry reference material and has been updated to reflect the Adobe Certification language related to the certified testing. The exam is considerably more difficult than in previous years.

The pre-test would not impact the students overall grade, but provide the instructor with a gauge of current skills. As the instructor, I was able to determine the variety of skills based on the benchmark performance of students. The MGD111 Adobe Photoshop class continues to have an extreme range of experience and non-experience with the software.

The mid-term exam is dispensed early in the semester to consider full synthesizing of more complex concepts, students show a marked increase of understanding the technology required by the industry. By administering these tests early in the semester and examining individual question statistics, the instructor can finish the remaining contact hours making adjustments and furthering learning opportunities to address weaknesses in the program specific requirements.

**Fall 2015**

All thirteen students enrolled were required to take the pre-test within the first week of the semester.

Eleven of thirteen students enrolled completed the benchmark pre-test. The Class average was a 42.25% of the total available points. Individual results showed 50.2% as the highest average and 27.7% as the lowest average within the class. Additional considerations were made by the instructor based on evaluation of individual question statistics, providing more specific lessons and focus on predetermined weak areas.

- At approximately eight weeks into the semester the mid-term test was administered and completed by thirteen students. The class average was 78.15%, a marked increase of 35.9%. Individual results showed 97.99% as the highest average and 51% as the lowest average within the class. Furthermore, students who took both the benchmark pre-test and the midterm increased correct answers by 31 points.

**Spring 2016**

- Seven of ten students enrolled completed the benchmark pre-test. The Class average was a 34.36% of the total available points. Individual results showed 50.6% as the highest average and 0% as the lowest average within the class. Based on consistency in previous administration of the exam the instructor developed a series of “Study Guides”. These guides were provided to students based on areas of focus and provide study guides that would assist in understanding the required concepts.
- The mid-term class average was 68.09%, an increase of 33.73%. Individual results showed 89.16% as the highest average and 22.49% as the lowest average within the class. Furthermore, students who took both the benchmark pre-test and the midterm increased correct answers by 31 points

**USE OF RESULTS –**

- The MGD 111 course did not meet the goal of 80% of students meeting 80% of correct answers on the exam. There is a positive increase in correct answers from the pre- and post-test results. The department is considering methods in preparing students for the Adobe Certification test recognized by professional organizations and employers. The assessment test was redeveloped this year to be considerably more difficult to imitate the certification test. Basic functions are being introduced within the fourth week of the course. Students are showing practical applications of the technology through assessment of assignments and actual use of the Adobe Photoshop technology. However, correct understanding and application of the proper terminology is a weakness in course work. Based on the inability to reach the 80% of students, future considerations of midterm post-test time of delivery will be considered. Students are being required to understand more sophisticated concepts and terminology in addition to the practical application of concepts.
- The SLO will be assessed next academic year with the modifications in course delivery and time of testing for the mid-term exam. Students will be required to complete the “Study Guides” developed by the instructor with the intent that students will become more familiar with the proper terminology. Based on technology and cloud based software updates and the increase of capabilities, the software the course will be adjusted to build a solid foundation in the basics. Content delivery and a series of smaller quizzes will be developed to assist students in preparing for the post-test. Based on content changes the post-test will be tentatively delivered in the tenth week of the semester.

**SLO 2** - Students will be able to demonstrate fundamental design/communication concepts by creating visual/written responses to communication problems.

**Assessment Method/ Timeframe –**

- Students in the media communications fields will require technical competency in order to properly execute necessary requirements. Students must be proficient in the sophisticated software to be considered for employment. This is a core objective specific to our programs of study.
- Students will complete quizzes and practical assignments associated with software technology introduced. Students will demonstrate a proficiency and understanding of how each technology, software, or method is used in the communications field.
- Students participating in the Fall 2015 and Spring 2016. For each chapter covered in the text, a quiz is administered to assess if students are understanding the content. In addition, each software type covered has an associated assignment to be graded to assess if the basic concepts/skills of the software are being utilized correctly. Software includes Photoshop, Illustrator, InDesign, Premiere as well as a basic write-up of HTML to create a simple web page.
- Students will be asked to complete a variety of learning activities that include all adult learning styles. Activities include reading focused materials, support videos, live in-class demonstrations, and student-driven application and completion of assignments, exams, and skills tests. Each lesson is developed to introduce the student to a specific function of the software, introduce industry standard language related to the software program. Students are then asked to execute the function using their own interpretations and imagery to demonstrate understanding.

**Performance Targets –**

- PERFORMANCE TARGET/NATIONAL AVERAGES =80%

**Assessment RESULTS – 18 students completed 8 quizzes**

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2015	MGD 102	18	Below by quiz

<b>Quiz Title</b>	<b>Class Average</b>
File Types	84.21%
Chapter 3	75.56%
Chapter 4	82.22%
Chapter 7	79.44%

Quiz Title	Class Average
Chapter 8	73.39%
Chapter 9	77.78%
Chapter 10	79.38%
Chapter 11 & 12	83.82%

#### **ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

- **MGD 102 Introduction to Multimedia** was assessed in 15/16 Academic Year. This course is a foundation course that provides an introduction to industry standard software across the three degrees offered within Media Communications. The course is designed to allow exposure to all media types to provide students a working knowledge across media. A series of 8 quizzes were developed in the Fall 2015. Assessment results were considered in the Spring of 2016. Each quiz was administered with delivery of each module.
- Varied students completed a series of 5 projects specific to the modules. Each assignment was also partnered with an exercise and live demonstration of the new skillsets required. The assessment of each assignment is associated with each of the required software elements and focuses on the function of the particular software type.

#### **USE OF RESULTS –**

- The benefit of administering multiple quizzes throughout the semester allows the instructor to make constant adjustments to the learning environment based on student weaknesses and strengths.
- In an effort to better assess each assignment more formally the department chair requests and will assist in the development of a rubric for each project assessment to establish clarity of students meeting the proper utilizations of technology.
- We intend to continue this assessment in the next academic year or ensure that the development of the rubrics will reflect our intended results.

**SLO 3** - Students will be able to apply tools and technologies appropriate for the communications professions in which they work.

#### **Assessment Method/ Timeframe –**

- Students in the media communications fields will require technical competency in order to properly execute necessary requirements. Students must be proficient in the

sophisticated software to be considered for employment. This is a core objective specific to our programs of study.

- Students participating in the Fall 2015 academic semester will be provided a pre-test (practice) prior to the formal administering of the corresponding Quiz
- Students will be asked to complete a variety of learning activities that include all adult learning styles. Activities include reading focused materials, support videos, live in-class demonstrations and student driven application and completion of assignments, exams and skills test. Each lesson is developed to introduce the student to a specific function of the software and introduction to industry standard language related to the software program. Students are then asked to execute the function using their own interpretations and imagery to demonstrate understanding.

#### **Performance Targets –**

Students will show a marked increase in performances between the pre and post-test. We are seeking 80% proficiency within 80% of correct answers from students enrolled at the time of the mid-term exam.

#### **Assessment RESULTS –**

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2015	<b>MGD 141</b>		80.29

#### **ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

Students were already performing at an average of 80.29% when provided the practice quiz. The Quiz was administered formally in class and showed an increase in performance to a 92.8% average.

#### **USE OF RESULTS –**

Students continue to grasp the concepts prior to formal testing and show improvements in performance on the corresponding Quiz.

**SLO 4** - Students will be able to understand how media communications impact social, cultural, ethical, economic awareness and adapt to the changing environment of emerging media and media convergence.

**Assessment Method/ Timeframe –**

- The instructor applies lecture and research methodology to current media practices. Each of the four objectives of the assessed writing assignment are delivered and reviewed in depth throughout the semester. Current events are used as a method of demonstrating these concepts.

**Performance Targets –**

PERFORMANCE TARGET/NATIONAL AVERAGES =80%

**Assessment RESULTS –**

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2015	JOU 105	12	
	<u>ESSAY #1 benchmark</u>		<u>23.33 pts</u>
	<u>ESSAY #2</u>		42.83 pts

**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

In order to assess students' progress in understanding the core concepts of the course, the students were given a writing prompt on the first day of class, then given the same prompt on the final day. It was:

“In his groundbreaking 1964 book ‘Understanding Media,’ communications theorist Marshal McLuhan coined the phrase ‘The medium is the message.’ In the context of the historical and social implications of mass media in society, what do you think McLuhan meant?”

The essays were scored based on the following rubric (gleaned and condensed from the standard course competencies) – Up to 20 points in each category

- I. Understands mass media's impact on the individual, family, world community
- II. Understands mass media from cultural, economic political and historical perspectives
- III. Understands how mass media functions in a democracy
- IV. Understands mass media's legal limitations and responsibilities/ freedom of the press issues
- V. Understands how technology affects mass media/media convergence

(Few students addressed item IV in their essays, since it is largely tangential to McLuhan's study. Subsequent assessments should address this issue more fully).

Statistics were calculated based on those students who completed both essays.

#### USE OF RESULTS –

- I. Understands mass media's impact on the individual, family, world community
- II. Understands mass media from cultural, economic political and historical perspective
- III. Understands how mass media functions in a democracy
- IV. Understands mass media's legal limitations and responsibilities/ freedom of the press issues
- V. Understands how technology affects mass media/media convergence

Students show evidence of increased understanding of the five objectives above.

- Consideration of mass media's legal limitations (IV), and how mass media functions in a democracy (III) will be addressed in future teaching opportunities and lectures.
- Students show the ability to provide written samples supported with sound research. The concept determines that they understand how media communications impacts social, cultural, ethical, economic awareness and adapt to the changing environment of emerging media and media convergence.

**SLO 5** - Students will be able to demonstrate fundamental design/communication concepts by creating visual/written responses to communication problems.

- **Assessment Method/ Timeframe –**
- Design applications and concepts show the student's ability to problem solve, think creatively and technically execute visual responses.
- Students enrolled in the MGD 133 course in the Fall 2014 course will be required to compile a body of work from approximately 18-21 credit hours of course work related to the Visual Communications Program. This assessment is recorded and then applied again later during the final course MGD 289 Capstone. The assessment process is completed over an academic year in order to provide students a mid-program review and based on their Spring or Summer graduation date.
- The intended strategy of this assessment is to build a body of work for a student that will be a representation of their course work across the first year of study. This is a tool for the department chair to assess the program holistically. Instructors within the program are asked to meet the objectives determined in the CCCS Common Course outlines for each course. This is accomplished through course planning, demonstrations, lecture, and assessment by exam, rubric and observations. The portfolio review is a

combination of common core objectives found throughout the program and are also determined by the professional advisory committee and organizations.

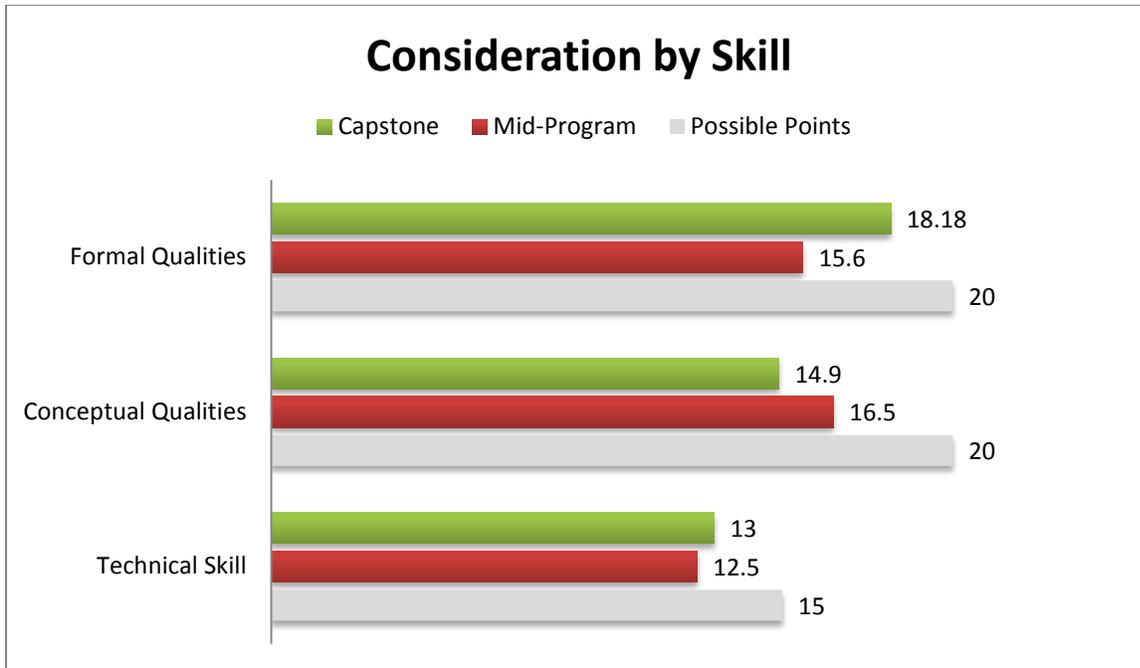
**Performance Targets –**

Students will be assessed in several areas including drawing, technology, craftsmanship, ideation, creativity, communication, color, typography, and design principles. Students can earn up to 55 points; 30+ would be considered satisfactory performance at midpoint, 25 and below should be considered carefully.

**Assessment RESULTS –**

Eleven students participated and completed MGD 233 and MGD 289 within the 14/15AY.

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
	MGD 233/ MGC 289	11	



**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

To seek out strengths and limitations in the program each skill is evaluated based on performance of the eleven students.

**USE OF RESULTS –**

- Students continue to show a solid foundation in media communications at the mid-point of the visual communications program. The students also continue to show growth in all areas measured at the final capstone course of the program. Students may

receive slightly different marks considering that two different reviewers assess the student portfolios.

- This assessment will continue in the next academic year to assure that the program is continuing to perform at the expected level for a two-year CTE program. This allows students to make considerations and focus on learning outcomes that will improve their portfolio upon graduating the program. The remaining 39-42 credit hours can be focused on student improvements. As the faculty member and department chair this information is also used to coach and assist students in learning outcomes that will increase their performance in weak areas.
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### **DISCIPLINE: Machining Technologies**

#### **Department: Machining**

**Completed by: Gregg White; Wayne Schwarze, 4/19/2016**

**SLO #3** Students will be able to: interpret principles and demonstrate mastery of the set up and operation of the CNC Lathe.

#### **Assessment Method/ Timeframe –**

Will be assessed using the National NIMS CNC lathe operator exam. This one will be given at the end of the fall semester 2015. We should have instant results regarding the scoring of the NIMS test and be able to report the data. We will attach the results to the plan

#### **Performance Targets –**

70% should score a 3 or better on the rubric

#### **Assessment RESULTS –**

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 15	MAC 201	11	Above 80%

#### **ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

- There were 11 students assessed. 9 passed and received the NIMS level 1 CNC lathe Operator Credential.

#### **USE OF RESULTS –**

- After reviewing the results of this assessment, we have determined that we should start earlier in the semester giving the students the study guides to give them more time to prepare.
- We will assess this SLO next year with giving the students the study guide earlier.

**SLO #7: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the Manual Mill.**

**Assessment Method/ Timeframe –**

This SLO assessment, will be a project that uses critical thinking to further assess the students. The project will be in MAC131 class using the Bolt Hole Circle assignment. Students must determine bolt hole locations using hands on skills, math, measuring, layout, chart and graphing. Students will be graded using the critical thinking rubric.

**Performance Targets –**

70% of students will pass with 80% of higher. We will use our inter-department along with the instructional rubric to determine scores.

**Assessment RESULTS –**

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2015	MAC 131	9	90%
Spring 2015	MAC 131	9	90%

**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

- The data shows that the way we are assessing and grading, students are performing at a high level of critical thinking with 94% of our students scoring a 90% or better. Again as above, we know our students are doing well with critical thinking.
- We are redesigning this part that we are assessing on and how we are going to grade the project.
- We have no baseline to compare this to and plan to reassess this SLO next year for more complete results.

**USE OF RESULTS –**

- We need to rebuild the rubrics we are using. There does not seem to be the desired division of grades. We know our students are learning but we don't know how well our students are learning. By building better rubric we will be able to break down the components of a project so that we can analyze how well the students are doing on several parts instead of just the end result.

**DISCIPLINE: Welding**  
**Department: Welding**

**Completed by: Jacob Drummond; Roger Wolfe 5/10/2016**

**SLO 1** - Students will be able to interpret principles and demonstrate mastery of the set up and operation of the OFC-P cutting process in the flat position.

**Assessment Method/ Timeframe –**

- Due to the creation and development of the Fast track CHAMP grant program we will be assessing the student's performance with that of the traditional Welding AAS degree seeking students who have completed the same competencies. This will be achieved by holding a Skills USA style performance assessment that will assess the students mastery of the competencies for all five of our SLOs/welding processes and procedures. The SLO being assessed is SLO #1: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the OFC-P cutting process in the flat position.
- We will hold Skills USA style performance based competitions for the Fall 2015, Spring 2016 and possibly Summer 2016 semesters

**Performance Targets –**

90% of students will receive 70% or better

**Assessment RESULTS –**

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2015	WEL 101	6	T=92.6%; C=83.4%
Spring 2016	WEL 102	6	T=92.6%; C=83.4%

**ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –**

- 3 CHAMP & 3 Traditional students were assessed. The traditional students scored 9 percent higher than the CHAMP students. Traditional student's percentage was 92.6 percent. CHAMP grant students percentage was 83.4 percent.
- All assessed students well exceeded our performance target. Other determining factors included in this assessment were that the traditional students had much more welding experience outside of courses taken due to previous or current work experience.
- These determining factors include but are not limited to military experience, tutoring and work study. Another factor would be that the traditional students receive five percent more lab time due to the lecture/lab format (traditional) vs the hybrid/lab format

(CHAMP). Other factors to be considered could be experienced faculty vs inexperienced faculty. It is the Welding programs belief that when you factor in all the variables the fast track CHAMP program compares quite well to our traditional program.

### USE OF RESULTS –

The CHAMP grant personnel and welding faculty (Amy Rye, Geri Koncilja, Brad Paglione, Roger Wolfe, Jacob Drummond, John Glover and Pat Gallegos) met to identify strategies that may help close the percentage gap between the two programs being assessed. Strategies for improved consistencies include but are not limited to proper cutting and welding techniques, fundamentals, machine settings, various interpass weld techniques and proper cleaning and quenching.

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**SLO 2** - Students will be able to interpret principles and demonstrate mastery of the set up and operation of the SMAW welding process in all positions.

### Assessment Method/ Timeframe –

- Due to the creation and development of the Fast track CHAMP grant program we will be assessing the student's performance with that of the traditional Welding AAS degree seeking students who have completed the same competencies. This will be achieved by holding a Skills USA style performance assessment that will assess the students mastery of the competencies for all five of our SLO's/welding processes and procedures. The SLO being assessed is SLO #2: Students will be able to interpret principles and demonstrate mastery of the set up and operation of the SMAW welding process in all positions.
- We will hold Skills USA style performance based competitions for the Fall 2015, Spring 2016 and Summer 2016 semesters

### Performance Targets –

90% of students will receive 70% or better.

### Assessment RESULTS –

<u>Semester</u>	<u>Class/Section</u>	<u># Students</u>	<u>Class Average %</u>
Fall 2015	WEL 102	6	T=92.3%; C=66.3%
Spring 2016	WEL 103	6	T=92.3%; C=66.3%

### ANALYSIS & INTERPRETATION of RESULTS/FINDINGS –

3 CHAMP & 3 Traditional students were assessed. The traditional students scored 26 percent higher than the CHAMP students. Traditional students' percentage was 92.3 percent. CHAMP grant students' percentage was 66.3 percent.

- All assessed students well exceeded our performance target. Other determining factors included in this assessment were that the traditional students had much more welding experience outside of courses taken due to previous or current work experience. These determining factors include but are not limited to military experience, tutoring and work study. Another factor would be that the traditional students receive five percent more lab time due to the lecture/lab format (traditional) vs the hybrid/lab format (CHAMP).
- Other factors to be considered could be experienced faculty vs inexperienced faculty. It is the Welding programs belief that when you factor in all the variables the fast track CHAMP program compares quite well to our traditional program.

#### **USE OF RESULTS –**

The CHAMP grant personnel and welding faculty (Amy Rye, Geri Koncilja, Brad Paglione, Roger Wolfe, Jacob Drummond, John Glover and Pat Gallegos) met to identify strategies that may help close the percentage gap between the two programs being assessed. Strategies for improved consistencies include but are not limited to proper cutting and welding techniques, fundamentals, machine settings, various interpass weld techniques and proper cleaning.