



# ASSESSMENT HANDBOOK

ASSESSMENT COMMITTEE

## **TABLE OF CONTENTS**

Assessment Workgroups.....	1
Assessment Terms .....	3
Assessment Process .....	5
Assessment Purpose.....	6
Assessment Steps .....	8
Establishing the College Assessment Model .....	12
Assessment Strategy .....	14
Reviewing and Revising the Core Competencies .....	15
Integrating the Core Competencies in the Curriculum .....	17
Aids for Writing SLOs.....	19

## **ASSESSMENT WORK GROUPS**

### **Assessment Academy Team**

Monica Quattlebaum.....Dean of Business  
Douglas Bielemeier.....Director of Institutional Research  
Carol Birth .....Dean of Arts & Sciences  
Vicki Cobb .....Applied Technology Faculty  
Catherine Fullilove.....Arts & Sciences Faculty  
Kayla Holland ..... Business Faculty  
Dr. Kimberley Johnson .....Vice Chancellor for Student Service  
Dr. Deborah King..... Vice Chancellor for Instruction  
Rosary Fazende Jones .....Arts & Sciences Faculty  
Kelly Roberts .....Nursing Faculty

### **Assessment Committee**

Monica Quattlebaum.....Dean of Business  
Nathan Andrew Bagley.....History & Political Science Faculty  
Douglas Bielemeier.....Director of Institutional Research  
Joe Berry .....English and Developmental Skills Faculty  
Carol Birth .....Dean of Arts & Sciences  
Vicki Cobb ..... Graphics Faculty  
Catherine Fullilove..... Social Science & behavioral Health Faculty  
Scott Gunem..... English Faculty  
Kayla Holland ..... Business Faculty  
Dr. Kimberley Johnson ..... Vice Chancellor for Instruction  
Rosary Fazende Jones ..... English & Philosophy Faculty  
Jeanne McCullars..... PN Nursing Director & Faculty  
Julie Pittman..... MLT & Phlebotomy Director & Faculty  
Shanna Pryor..... Dean of Allied Health & Nursing  
Charlotte Purdy ..... Network Technology Faculty  
Kelly Roberts .....Nursing Faculty  
Dr. Tarsha Smith..... Biology & A & P Faculty  
Andrew Tubb ..... Math Faculty  
Michelle Waites ..... Distance Learning & Title III Director

## ASSESSMENT TERMS

The Assessment Committee has defined terms important to understanding PCCUA assessment.

**Assessment**-the systematic process used to evaluate the attainment of learning outcomes at the course, program, and institutional level.

Course Assessment-the process used to evaluate student learning outcomes at the course level. Faculty use this to improve course instruction and learning.

Program Assessment- the process used to evaluate student learning outcomes at the program level. Faculty use this to improve course instruction and learning.

Institutional Assessment- the process used to evaluate student learning outcomes at the program level. Faculty use this to improve course instruction and learning.

**Assessment Academy Team**-the group of College representatives participating in the HLC Assessment Academy. They serve as a mentor group for the Assessment Team.

**Assessment Committee**-the large assessment group representing every division and each campus who facilitate assessment and all aspects of assessing.

**Assessment Framework**-the file documenting all program assessment plans.

**Assessment Handbook**-general summary of the process used to assess.

**Assessment Plan**-the plan used to obtain the assessment outcomes at the course, program, and institutional level (posted in the Assessment Frameworks).

**Core Competencies**-college wide skills developed which are common to all programs. These are sometimes called institutional core competencies. We refer to these as the STACC skills: social and community responsibility; technology utilization; analytical and critical thinking and reasoning; communication; and commitment to diversity, equity and inclusion within the context of cultural engagement and understanding.

**Co-curricular Assessment**-assessment of student learning outside the classroom and the programs. It focuses on assessing learning through engagement in organizations, activities, and events.

**Curriculum Change Form**-the document used to make course and program modifications, addition, and deletions. It is forwarded to the Faculty Association Curriculum Committee and if approved, it is forwarded to the Instruction and Curriculum Team.

**Curriculum Committee**-a committee of delegates in the faculty association who examine and approve or deny all curricular additions, changes, or deletions for courses, programs, practices, and more.

**Evaluation**-the process used to interpret data and evidence to determine attainment of student learning outcomes are attained and are used to inform decision making which could result in improved learning and instruction.

**Performance Indicators**- metrics measuring student performance related to required outcomes. These are tracked and used to address goals set by the state, the college, or a specific program. These do change and are often used to mark goal outcomes.

**Goal-** is a broad statement about what students should by the end of a program or course. Unlike student learning outcomes, goals are not stated measurable terms like SLOs. These provide a general idea of what a student should know. A goal is a general statement about the aims or purposes of education in the program. Goals can be long-range outcomes that are written in broad, sometimes vague language.

**Key Performance Indicators (KPI)**-critical outcomes the college uses to gauge performance. Many of these are reflected in the IPEDs reporting. However, the College looks at financial, student success, admission and enrollment, faculty and staff, and facilities outcomes. Many of these outcomes are reported to the state and can be found in the PCCUA factbook (See Factbook 2022-23). Additionally, critical indicators are shared at least four times a year in the KPI Table (see KPI Table). KPIs for specific areas tied to learning include the following: Student Success- graduation rates, course success rates, program success rates, persistence rates, pass rates for licensure for programs requiring this; Admission & Enrollment-transfer rates, retention rates, benchmarks, budgets, CCSSE, special populations success. These are important in determining quality programming.

**Program Review**-cyclical process of programs to evaluate program effectiveness, efficiency, and relevancy, and use of resources (see Program Review Guidelines).

**Rubric** –a metric used to identify the quality of student learning. Not all divisions use these but some course instructors and program leaders do use these. These can be in different formats but the distinctive feature is these identify poor, acceptable and good performance by students when measuring SLOs.

**Student Learning**- the skills, attitudes, and knowledge of the learner as a result of participation in at the course, program, or institutional level. Student learning also occurs in the co-curricular setting.

**Student Learning Outcomes (SLOs)**- statements that specify what students will know, be able to do or be able to demonstrate when they have completed or participated in a course, program, or graduated from the institution.

PCCUA has elected to refer to SLOs at three levels:

Course Student Learning Outcomes (CSLOs)-tied to course SLO

Program Student Learning Outcomes (PSLOs)-tied to program SLO

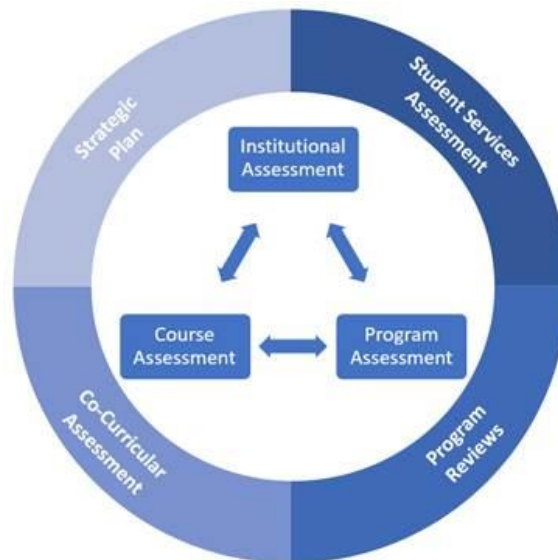
Institutional Student Learning Outcomes (ISLOs)-ties to institutional SLO

**Syllabi Review** -process for reviewing syllabi. Syllabi missing information are returned to faculty with the Syllabi Review Form attached. Faculty are required to rewrite or amend the syllabus so that it meets with acceptable approval. If faculty are having difficulty with this the deans assist with helping the faculty member improve the writing of the syllabus. (see Syllabus Review Form)

## ASSESSMENT PROCESS

Assessment is the systematic, ongoing cycle of setting goals, measuring attainment of those goals, and using the results to make informed decisions crucial to continuous improvement. Good assessment can promote quality at all levels of the institution by providing the necessary evidence to guide effective decision making in several areas such as programmatic changes, classroom teaching modifications, and institutional changes.

### PCCUA ASSESSMENT INCLUSIVE, MULTI DIMENSIONAL, MISSION CENTERED



Assessment Handbook  
Assessment Framework  
Assessment SLOs  
Academic-course, program,  
institutional  
Co-Curricular Handbook  
Support Services  
Assessment Resources



Key Performance Indicators  
(KPIs)  
Strategic Plan  
Program Review  
Budget Process

Three key purposes of assessment

- **To inform** – Assessment activities show a clearer picture of what is really happening in a program and informs others of contributions the program makes.
- **To improve** – This evaluation is formative. Assessment activities provide a feedback loop to help shape or form better programs and services.
- **To prove** – This evaluation is summative. Assessment activities provide evidence to sum up what a program is accomplishing and provides persuasive indicators to students, faculty, staff and the larger community.

## **ASSESSMENT PURPOSE**

The PCCUA Assessment Handbook provides a college wide blueprint documenting how effectiveness and assessment are used. It also demonstrates how the Assessment Committee has shaped a larger college commitment to an ongoing, evolving improvement process. It promotes accomplishments and accountability for student learning, but more importantly it provides a benchmark for improvement in teaching and better learning for students.

In addition to internal purposes, assessment is also used to respond to external requests for accountability. Assessment findings and use of results are of major importance to the Higher Learning Commission, the Arkansas Division of Higher Education (ADHE), and to external accrediting bodies for many PCCUA academic programs and services.

### **Why Assess**

So what exactly is assessment? Here is a working definition that the PCC faculty approved and is used by the Assessment Committee.

**Assessment is a systematic process of gathering and interpreting information to discover if a program is meeting established outcomes and using that information to enhance courses and programs.**

It is followed by a set of questions that can be used as a checklist when thinking through the assessment process:

A good assessment process can answer three related questions:

- What are we trying to do?
- How well are we doing it?
- How are we using what we discover to improve what we will do in the future?

For an academic course or program, student learning outcomes assessment determines whether students achieve intended outcomes in specific courses or programs. The emphasis is on students learning and discovering ways to improve teaching so students learn what instructors are trying to teach.

The focus is on what those students know and can do after they complete an academic course or program. In order to effectively assess program student learning, faculty must assess student learning at the course level tied to the particular program. Additionally, every associate degree student must complete specific general education classes which impart the core competencies important to the college community. Within the overall context of what we do at the College, we must also assess those competencies which are the institutional student learning outcomes.

Assessment of Co-curricular activities is very important to college assessment. Co-curricular assessment provides an opportunity to examine learning activities, programs and campus organizations that reinforce the College's mission and complement established undergraduate curriculum

The U.S. Department of Education in the Office of Postsecondary Education Accreditation publishes the *ACCREDITATION HANDBOOK* in accordance with 34 CFR Part 602: The Secretary's Recognition of Accrediting Agencies which was revised February 2022

*The agency must have effective mechanisms for evaluating an institution's or program's compliance with the agency's standards before reaching a decision to accredit or pre-accredit the institution or program. The agency meets this requirement if the agency demonstrates that it--*

*(a) Evaluates whether an institution or program--*

*(1) Maintains clearly specified educational objectives that are consistent with its mission and appropriate in light of the degrees or certificates awarded;*

*(2) Is successful in achieving its stated objectives at both the institutional and program levels; and*

*(3) Maintains requirements that at least conform to commonly accepted academic standards, or the equivalent, including pilot programs in § 602.18(b);*

*(b) Requires the institution or program to engage in a self-study process that assesses the institution's or program's education quality and success in meeting its mission and objectives, highlights opportunities for improvement, and includes a plan for making those improvements;*

*(c) Conducts at least one on-site review of the institution or program during which it obtains sufficient information to determine if the institution or program complies with the agency's standards;*

*(d) Allows the institution or program the opportunity to respond in writing to the report of the on-site review;*

*(e) Conducts its own analysis of the self-study and supporting documentation furnished by the institution or program, the report of the on-site review, the institution's or program's response to the report, and any other information substantiated by the agency from other sources to determine whether the institution or program complies with the agency's standards;*



*(f) Provides the institution or program with a detailed written report that assesses the institution's or program's compliance with the agency's standards, including areas needing improvement, and the institution's or program's performance with respect to student achievement;*

*(g) Requires institutions to have processes in place through which the institution establishes that a student who registers in any course offered via distance education or correspondence is the same student who academically engages in the course or program; and*

*(h) Makes clear in writing that institutions must use processes that protect student privacy and notify students of any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.*

### **Higher Learning Commission**

The following assessment description is part of its Guiding Values.

*A process of **assessment** is essential to continuous improvement, and therefore a commitment to **assessment** should be deeply embedded in an institution's activities. **Assessment** applies not only to student learning and educational outcomes but to an institution's approach to improvement of institutional effectiveness.*

*For student learning, a commitment to **assessment** would mean **assessment** at the program level that proceeds from clear goals, involves faculty at all points in the process, and analyzes the **assessment** results; it would also mean that the institution improves its programs or ancillary services or other operations on the basis of those analyses. Institutions committed to improvement review their programs regularly and seek external judgment, advice or benchmarks in their **assessments**. Because in recent years the issues of persistence and completion have become central to public concern about higher education, the current Criteria direct attention to them as possible indicators of quality and foci for improvement, without prescribing either the measures or outcome*

## **ASSESSMENT STEPS**

The Assessment Committee establishes assessment goals across all divisions in the institution. These assessment goals are tied to specific student learning which connects to supports provided for program and institutional student success. The College also measures performance indicators which gauge the institutions annual report of outcomes for the institutional priorities of retention, completion, job placement, transfer and other performance indicators. The actual indicators and number of indicators examined can change from year to year.

Each of the goals included in planning have operational definitions, expected outcomes, verification of data, and identification of person responsible for collecting data, the timeline for evaluation, the evaluation methods, reporting of data collection, and a plan for improvement.

The course, program, and institutional assessment and co-curricular experience have specific learning strategies and implementation processes. The learning outcomes are examined,

measured, the data is gathered for analysis, and these learning outcomes inform decision making. The course and program assessment outcomes may be reviewed with the director, dean, the Director of Assessment and Institutional Effectiveness and the Vice Chancellor for Instruction. Program Student Learning Outcomes are shared on a rotating basis with the Assessment Committee, and the Assessment outcomes are shared on the assessment web site <https://www.pccua.edu/assessment/>

The evidence and documentation found in the course and program assessment processes is the foundation for which goals are established for a program or the College. Concerns related to developmental education, acquisition of core competencies, and academic performance are often integral to the process along with how effectively the college provides student services supporting the achievement of academic goals. The following six steps established with approval from faculty by the Assessment Committee provide a guide to understanding the PCCUA assessment of student learning process:

### **Write Expected Outcomes**

#### ***Step 1: Establish institutional goals for assessment.***

A goal is a general statement about the aims or purposes of education in the program. Goals can be long-range outcomes that are written in broad, sometimes vague language. If any single step is the key for assessment planning, this is it. Assessment of student learning is relative to the educational goals and objectives agreed upon and established for a specific program or division.

#### ***Step 2: Define learning outcomes to measure.***

An student learning outcome is a specific statement that describes a desired learning outcome for the program. The expected outcome must be measurable. This concept of a learning outcome seems to be the most difficult type of objective for people to understand, but it is really quite straightforward. It is reflected in knowledge, skills, and abilities that a student has attained at the end of a course, program, or the college experience.

### **Establish Criteria for Success**

#### ***Step 3: Identify and describe appropriate assessment instruments or methods.***

After the goals and expected outcomes are identified, appropriate assessment approaches must be identified. To determine program effectiveness, more than one assessment strategy can be utilized.

### **Assess Performance of Students**

#### ***Step 4: Conduct assessment activities.***

The academic program instructors and dean conduct various assessments within the course and the program to the quality of student learning and provide valuable feedback on program effectiveness. The Assessment Committee with the Office of Institutional Research also conducts various assessments activities institution wide to gather data and assess the performance of student learning.

## **Analyze Assessment Results**

### **Step 5: Analyze the findings from the assessment.**

This is also the time to improve assessment measures if needed. Questions to consider when analyzing the assessment results include:

- What are the implications of the findings?
- What program changes could be made to improve student knowledge and skills that did not reach criterion success levels?
- What future actions should be take at the course or program level?

## **Implement Improvements to Increase Learning**

### **Step 6: *Implement changes to enhance quality.***

The results of this process should not sit on the shelf. To finalize the process, the last step is to “close the loop.” After the steps are followed, there will be evidence in hand that is important and should be used to make improvements in the academic program in order to improve student learning.

This is also the time to review and make changes to how you teach to improve the student learning outcomes for the next year or cycle. Also, to determine if the assessment methods are providing the quantity and quality of information needed. These results are interpreted and used for decision making. The results drive the changes. The process allows the divisions and the institution to identify any weaknesses and determine the direction that should be pursued.

**Closing the Loop is critical to the process. Reread, review and report results.**

### **Reporting Timeline**

The timeline for reporting assessment results are during the summer and early fall. Division information/data is provided by each Dean based on goals and expected outcomes per division for the previous year. This data is provided to the dean or director and compiled into the annual assessment outcomes report.

Once reporting for the academic year is completed, the assessment committee examines the document for accuracy and reviews the goals and student learning outcomes that have been established. The committee shares ideas, concerns, and disagrees at times but arrives at a consensus regarding assessment of student learning. The discussions help to develop new ideas and suggestions for collecting assessment data to reflect evidence of student learning as well as methods to improve student learning and enhance academic programs.

### **Assessment Results Inquiry and Review for Final Report**

Through the process of reviewing student learning outcomes the Assessment Committee targets several long-range goals with suggested recommendations. The goals related to any specific issues assessed which need clarification, discussion or modifications are addressed and SLOs are analyzed and discussed before results are shared. Recommendations are documented and amendments to teaching are made. Recommendations for change for the next year’s assessment are provided.

The process of reviewing the assessment outcomes also provides the committee with specific goals to target which can be incorporated into the college-wide strategic planning process. This “closes the loop” by connecting the assessment of student learning to the overall institutional planning process of the college.

Assessment uses specific data relative to each SLO to provide information in an easy to read format. The assessment outcomes for 2022-23 can be found on the Assessment web page at: <https://www.pccua.edu/assessment/>

As previously stated, assessment of student learning applies to course, program and institutional assessment. Also, assessment of co-curricular activities and student support services is important to student success so the college relies on measuring those outcomes. Strategic Planning is an important part of college planning which ties to assessment outcomes and in turn SLOs impact strategic planning. Outcomes from Program Reviews are an important part of improving learning and are integrated with program improvement. All of these practices impact positive change. Another factor which is very important to ensuring all needs identified in a course or program review are met is the budget process. The PCCUA budgetary requests are made based on assessment needs and there is a formal process which is funneled through request made by deans. The following diagram shows a visual image of how complicated this process is. PCCUA has an evolving and dynamic process and there is always another piece of the puzzle needed to improve institutional effectiveness in terms of student learning Sometimes it is messy and other times it appears clear and concise.

### **ASSESSMENT PRACTICES ARE LIKE A PUZZLE**



## **ESTABLISHING THE COLLEGE ASSESSMENT MODEL**

The Assessment Committee has been participating in the Higher Learning Commission Assessment Academy. The Assessment Academy Team is part of the Assessment Committee but the Team members attend Academy training and share information about assessment with the Assessment Committee. The Academy Team is using that experience to develop comprehensive and sustainable assessment. Faculty and division deans felt strongly that all program assessments did not have to look alike as long as these were similar and the process for sharing outcomes was uniform. The process identified for the PCCUA assessment work which has been completed include the following steps.

1. Establishing and revising course and program SLOs.
2. Mapping SLOs at the course, program, and institutional level.
3. Selecting or designing assessment method or tools.
4. Developing assessment implementation strategies (Cycle or Plan).
5. Conducting assessment and collecting data.
6. Developing assessment reports
7. Analyzing and interpreting data.
8. Using data to make changes and improve student learning.

The Ongoing assessment at PCCUA at the course, program, and institutional level began with learning to write course SLOs. The faculty have mapped the SLOs at the program and course level tying these to the institutional SLOs. Each division has a specific design, and each division uses the same method for its programs. However, because of external accreditation agencies such as the Accreditation Commission for Education in Nursing (ACEN), Accreditation Council for Business Schools and Programs (ACBSP), and others, the reporting tables vary slightly from division to division. PCCUA selected an assessment cycle and a methodology to collect data. Once the data is collected it is analyzed and discussed. The outcomes of the data are used to make changes and improvements in student learning.

The illustration developed by the HLC Academy Team has been useful in helping college faculty and staff understand the assessment process from course, program and institutional assessment from division to division, and functional area to functional area. The process is guided by the HLC guiding values which include the following:

Focus on student learning.

Education as a public purpose.

Education for diverse, technological, and globally connected world.

A culture of continuous improvement.

Evidence based institutional learning and self-presentation.

The PCCUA assessment strives to meet the HLC guiding values in its process and has become more transparent in its efforts to share the outcomes for assessment, identify the various kinds of assessment which must occur to move toward institutional improvement, and present that information openly whether it is good or bad understanding that improvement only occurs when a faculty member, dean, administrator, or the institution address needs.

## ASSESSMENT MODEL ADOPTED BY PCCUA



The PCCUA Assessment Model adopted by the Assessment Committee begins with establishing course and program student learning outcomes. These are mapped at the program, course, and institutional level. All educators at the college must help select the method and tools used for assessment. The Assessment Committee has identified a plan and implementation process for assessment which we refer to as the PCCUA Assessment Model. This model was based on HLC Academy tools. This model is used to track assessment throughout the year and the data is collected at the end of the year. A report or some reporting mechanism is used to document outcomes. Currently all instructors use a course reporting form and all program directors/deans use a program reporting outcomes. Once data is submitted, it is analyzed and interpreted. The next step involves sharing the data to make decisions about improving student learning. Once that step has been completed, the cycle begins again making sure that course or program SLO changes have improved student learning outcomes.

There are multiple stakeholders who are important to the assessment process.

### **Stakeholders**

Academy Team  
Assessment Committee  
Faculty  
Administrators  
Employers  
Students  
Board of Visitors

### **Assessment Cycle**

The Assessment Committee decided to implement a college-wide assessment implementation strategy that includes:

- a **three-year assessment cycle** beginning with the 2021-2022 academic year, and
- an **assessment plan** based on specific program SLOs within each course, program, and at the institutional level.

This process has been behind by one year because of the departure of the Assessment Committee Chair.

The assessment plan presented to the Assessment Academy has been followed but it is a year behind because the Assessment Chair left the College for another position. The Assessment at PCCUA moved ahead and all divisions and the Assessment Committee ensure that the following actions are completed. In the Spring of 2022 and 2023, the entire In-Service Days were devoted to Assessment. In addition, the Committee decided to add a special Assessment Workday in May of 2022 during the last week before commencement to review and revise the college core competencies.

### **ASSESSMENT STRATEGY**

The College has developed a cohesive, college-wide implementation strategy that includes:

- a college-wide **assessment cycle** three years; and
- a college-wide **assessment plan** based on specific program SLOs within each program, specific programs/degrees within each division, **and** specific College Core Competencies (STACC Skills) for the courses and programs assessed.

Unless noted otherwise, courses are assessed as these are taught (per semester/year).

## REVIEWING AND REVISING PCCUA CORE COMPETENCIES

PCCUA's pathways to education vary depending on the entry level of the students. Students typically come right out of high school. However, some matriculate through adult education, many are nontraditional students or are those who are unemployed, and incumbent workers desiring advancement or occupational changes. The PCCUA Institutional Goal is that all students, no matter how they matriculate, leave the college with foundational competencies. In May of 2022, faculty gathered to review and either rewrite or amend the College's core competencies. These are often referred to as the STACC skills because it is easier for students and others to remember these by using this mnemonic device

### Revised STACC Competencies Adopted in the Summer of 2022

**Social and Community Responsibility**-behavior that demonstrates adherence to legal/ethical standards established by society.

An individual engaged in social and civic responsibility demonstrates

Degree graduates will demonstrate the ability to

- 1.1 develop and/or refine social interaction skills
- 1.2 develop and/or enhance the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decisions.
- 1.3 develop knowledge and skills to act responsibly and engage in civic and community life.

**Technology Utilization**-use of tools of the trade to achieve a specific outcome.

A person who is competent in technology and information literacy recognizes how and what technology to use and when information is needed and has the ability to locate, evaluate, and use it effectively.

Degree graduates will demonstrate the ability to

- 2.1 determine the nature and extent of the information needed;
- 2.2 access needed information effectively and efficiently;
- 2.3 evaluate information and its sources critically and incorporate selected information into his or her knowledge base;
- 2.4 use information effectively, individually or as a member of a group, to accomplish a specific purpose; and
- 2.5 understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally
- 2.6 use field specific technology (graphing, calculators, thermometers, plotters, etc.)

**Analytical and Critical Thinking and Reasoning**- modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.

A competent analytical and critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

Degree graduates will demonstrate the ability to

- 3.1 discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data;



- 3.2 recognize parallels, assumptions, or presuppositions in any given source of information;
- 3.3 evaluate the strengths and relevance of arguments on a particular question or issue;
- 3.4 weigh evidence and decide if generalizations or conclusions based on the given data are warranted;
- 3.5 determine whether certain conclusions or consequences are supported by the information provided; and
- 3.6 use problem solving skills.

**Communication**-the interactive process through which there is an exchange of verbal and/or nonverbal information.

A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.

Degree graduates will demonstrate the ability to

- 4.1 understand and interpret complex materials;
- 4.2 assimilate, organize, develop, and present an idea formally and informally;
- 4.3 use standard English in speaking and writing;
- 4.4 use appropriate verbal and non-verbal responses in interpersonal relations and group discussions;
- 4.5 use listening skills; and
- 4.6 recognize the role of culture in communication.

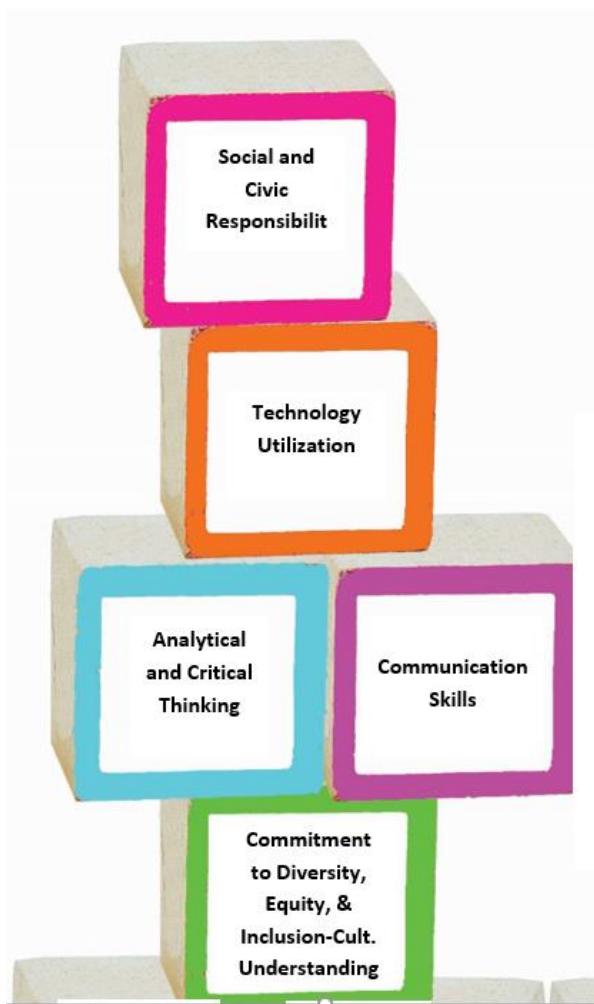
**Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding**-acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next and one culture to another. A commitment to diversity, equity, and inclusion increases access and assures a better chance to succeed.

A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.

Degree graduates will demonstrate the ability to

- 5.1 assess the impact that social institutions have on individuals and culture—past, present, and future;
- 5.2 describe their own as well as others' personal ethical systems and values within social institutions; and
- 5.3 recognize the impact that arts and humanities have upon individuals and cultures.
- 5.4 recognize the role of language in social and cultural contexts.
- 5.5 recognize the interdependence of distinctive world-wide social, economic, geopolitical, and cultural system.

## INTEGRATING THE STACC SKILLS INTO THE CURRICULUM



PCCUA has an extensive college-wide assessment plan with five core competencies to measure institutional student learning. The assessment process model used to address the core competencies is a major component of instruction and assessment at the course and program level. The College views these as important skills acquired while students engage in the college educational experience. These STACC skills were revised in May of 2022 and approved by faculty in June of 2022.

To accomplish these goals, the assessment process for each accredited degree program includes the following steps: 1) determine what needs to be assessed, 2) select tools to measure results, 3) establish criteria to determine if concerns exist or if change is needed, 4) administer assessment tools, 5) evaluate results, and 6) develop and implement methods for improvement. The STACC skills are integrated into the program outcomes and each course taught has a primary and secondary STACC skill emphasis. The first two steps in the assessment process are to determine which courses address each competency and what method or tool is used to measure the results within each course.

A variety of assessment methods are implemented, such as written essays, tests, debates, lab rubrics and many others. This allows the program to integrate the STACC skills in each program based on courses focusing on specific STACC skills. The process is then expanded to the individual course level. Learning outcomes and assessment methods to best measure the desired outcomes are determined. Steps three and four are to establish criteria and administer assessment tools. Comprehensive student learning data for each course taught is collected and evaluated at the end of each semester to determine if criteria are met and to implement methods for improvement (steps five and six). An Assessment Results/Action Plan report validating outcome results is submitted to the program director or dean at the end of each semester. Findings are discussed with faculty and administrators.

Assessment is an ongoing process. The trended data provided must be tangible, measurable results that determine where improvement is needed as evidenced in the program assessment results. The General Education core courses are required of any associate degree candidate.

Course assessment is used for all STACC skills through specific courses common to all students enrolled in an associate degree program through our general education core course requirements.

STACC General Education Skills	Specific Assessment	Institutional Course Requirement	Program or Division Requirement	Graduation Survey Item #
<b>Social and Community Responsibility</b>		Student Success PLS 213	X	#s 3, 15, 16
<b>Technology Utilization</b>	Program Specific	CT 114	X	#s 3, 6
<b>Analytical and Critical Thinking &amp; reasoning</b>	STEM Core	MS123 or MS143 or MS 193 EH 113 & EH 123 PS 114	X	#s 8, 10, 11, 17, 18
<b>Communication</b>	Cross Graded Writing Products	Speech 243 EH 113 & EH 123	X	#s 4, 5, 6, 7, 12, 14
<b>Commitment to Diversity, Equity, and Inclusion-Cultural Understandings</b>	Course Work	SP 243 PSY 213, SY 213 HY 163 HY 173	X	#s 5, 9, 13, 14

Note: Rubrics have been developed for all STACC Skills

## AIDS FOR WRITING SLOs

### Action Verb to Use When Writing Student Learning Outcomes (SLOs)

Faculty were provided with a list of Blooms' Taxonomy Action Verb List to assist with writing SLOs.

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<b>Bloom's Definition</b>	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
<b>Verbs</b>	Arrange Define Describe Duplicate Identify Label List Match Memorize Name Order Outline Recognize Relate Recall Repeat Reproduce Select State	Classify Convert Defend Describe Discuss Distinguish Estimate Explain Express Extend Generalized Give example(s) Identify Indicate Infer Locate Paraphrase Predict Recognize Rewrite	Apply Change Choose Compute Demonstrate Discover Dramatize Employ Illustrate Interpret Manipulate Modify Operate Practice Predict Prepare Produce Relate Schedule Show Sketch	Analyze Appraise Breakdown Calculate Categorize Compare Contrast Criticize Diagram Differentiate Discriminate Distinguish Examine Experiment Identify Illustrate Infer Model Outline Point out Question	Arrange Assemble Categorize Collect Combine Comply Compose Construct Create Design Develop Devise Explain Formulate Generate Plan Prepare Rearrange Reconstruct Relate Reorganize	Appraise Argue Assess Attach Choose Compare Conclude Contrast Defend Describe Discriminate Estimate Evaluate Explain Judge Justify Interpret Relate Predict Rate Select

### Assessment Tools

Faculty developed a comprehensive list of assessment tools which can be used for course, program or college-wide assessment. Some examples include the following.:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Portfolios</li> <li>Presentation</li> <li>Poster Presentation</li> <li>Quizzes</li> <li>Summaries</li> <li>Demonstrations</li> <li>Art Work</li> <li>Journals</li> <li>Surveys</li> </ul> | <ul style="list-style-type: none"> <li>Capstone courses</li> <li>Graded clinicals</li> <li>Final Exams (specific parts of exam)</li> <li>Unit exams</li> <li>Graded labs</li> <li>Paper</li> <li>Projects</li> <li>Speech</li> <li>Reaction Papers</li> </ul> |
|--|---|