



# ASSESSMENT HANDBOOK 2025-26

ASSESSMENT COMMITTEE

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## **ASSESSMENT WORKGROUPS**

### **Assessment Academy Team**

Monica Quattlebaum..... Vice Chancellor for Instruction  
Douglas Bielemeier..... Director of Institutional Research  
Carol Birth ..... Dean of Arts & Sciences  
Catherine Fullilove..... Arts & Sciences Faculty  
Kayla Holland ..... Dean of Business and Information Systems  
Charlotte Purdy ..... Business and Information Systems Faculty  
Dr. Kimberley Johnson ..... Vice Chancellor for Student Services and Campus Life  
Kelly Roberts ..... Nursing Faculty

### **Assessment Committee**

Monica Quattlebaum..... Vice Chancellor for Instruction  
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  
Joe St. Columbia ..... Dean of Applied Technology, Workforce Development  
Catherine Fullilove..... Social Science & Behavioral Health Faculty  
Scott Gunem..... English Faculty  
Kayla Holland ..... Dean of Business and Information Systems  
Dr. Kimberley Johnson ..... Vice Chancellor for Student Services and Campus Life  
Rosary Fazende Jones ..... English & Philosophy Faculty  
Leslie Webster ..... PN Nursing Director & Faculty  
Julie Pittman..... MLT & Phlebotomy Director & Faculty  
Shanna Pryor ..... Dean of Allied Health & Nursing  
Charlotte Purdy ..... Business and Information Systems Faculty  
Kelly Roberts ..... Nursing Faculty  
Dr. Tarsha Smith..... Biology & A&P Faculty  
Joe Berry, III ..... Math Faculty  
Amy Hudman..... Director of Distance Learning  
Arthur Gentry..... Director of Secondary Center, Career and Technical Education  
Michelle Waites ..... Vice Chancellor for Admissions and Records

## ASSESSMENT TERMS

Student Learning Outcomes (SLOs) provide the foundation for assessment and continuous improvement at the course, program, and institutional levels. These outcomes clearly define the knowledge, skills, and abilities that students are expected to demonstrate as a result of their learning experiences. At the College, Student Learning Outcomes are organized into three interconnected levels: Course Student Learning Outcomes (CSLOs), Program Student Learning Outcomes (PSLOs), and Institutional Student Learning Outcomes (ISLOs). Together, these levels ensure that student learning is intentional, measurable, and aligned across the curriculum.

**Course Student Learning Outcomes (CSLOs)** describe the specific knowledge, skills, or competencies that students are expected to achieve by the end of an individual course. CSLOs are developed by faculty and are included in the course syllabus. These outcomes guide instruction, assignments, and assessments within the course and provide a direct measure of student learning. Faculty assess CSLOs using appropriate evaluation methods such as exams, projects, presentations, or other assignments. The results of course-level assessment are used by faculty to improve instructional strategies, course design, and student learning experiences.

**Program Student Learning Outcomes (PSLOs)** represent the broader knowledge and competencies students are expected to demonstrate upon completion of an academic program, certificate, or degree. PSLOs build upon the learning that occurs in individual courses and reflect the cumulative learning of students within a specific program of study. Program faculty review and assess PSLOs using data collected from courses, capstone experiences, licensure exams, portfolios, or other program-level assessments. The results of program assessment are used to strengthen curriculum alignment, improve program effectiveness, and ensure that graduates are well prepared for employment, transfer, or further education.

**Institutional Student Learning Outcomes (ISLOs)** represent the essential skills and competencies that all students should develop regardless of their program of study. At the College, these outcomes are defined through the **STACC skills: Social Responsibility, Technology, Analytical and Critical Thinking, Communication, and Cultural Competency**. These core competencies reflect the College's commitment to preparing students for success in the workforce, further education, and active participation in a diverse and global society.

The STACC skills are integrated throughout the curriculum and serve as the College's **General Education Student Learning Outcomes**. Faculty incorporate these outcomes into general education courses and program curricula to ensure that students develop transferable skills that support lifelong learning. Assessment of ISLOs occurs through selected course assignments, embedded assessments, and institutional-level data collection. Results are reviewed periodically to evaluate how well the institution is supporting student achievement of these essential competencies.

Together, CSLOs, PSLOs, and ISLOs create a comprehensive assessment framework that aligns teaching, learning, and institutional goals. This structure ensures that student learning is measured systematically and that assessment results are used to inform decisions that enhance academic quality and student success.

## **Assessment Concepts and Definitions**

The **Assessment Committee** has defined the following terms and concepts to support a common understanding of assessment practices at Phillips Community College of the University of Arkansas (PCCUA).

### **Action Plan:**

Steps developed in response to assessment findings to improve student learning. Action plans may include changes to instruction, curriculum, assessment methods, or student support strategies.

### **Assessment:**

The systematic process of collecting, analyzing, and using information to determine the extent to which students achieve learning outcomes and to improve teaching and learning.

### **Assessment Academy Team:**

A group of college representatives participating in the Higher Learning Commission (HLC) Assessment Academy who serve as a mentor group for the College's Assessment Team. The team works with faculty, academic divisions, and functional areas to strengthen assessment practices, support the development and implementation of assessment plans, and promote the use of assessment results for continuous improvement in student learning and institutional effectiveness.

### **Assessment Committee:**

A college-wide committee with representatives from each division and campus that facilitates assessment and oversees all aspects of the assessment process.

### **Assessment Framework:**

The file or repository that documents all program assessment plans and related assessment materials.

### **Assessment Handbook:**

A guide that provides a general overview of the assessment process used by the College.

### **Assessment Plan:**

A plan used to measure and evaluate student learning outcomes at the course, program, and institutional levels. Assessment plans are documented and maintained within the Assessment Framework.

### **Benchmark:**

The expected level of performance established for a student learning outcome. Benchmarks identify the level of achievement students should demonstrate to indicate successful attainment of the outcome.

### **Closing the Loop:**

The process of using assessment results to make improvements in curriculum, instruction, or student support and then reassessing to determine whether the changes resulted in improved learning.

### **Core Competencies:**

College-wide skills developed across all programs, also referred to as institutional core

competencies. At PCCUA, these are known as the **STACC Skills**: social and community responsibility, technology utilization, analytical and critical thinking and reasoning, communication, and cultural competency.

**Co-Curricular Assessment:**

The assessment of student learning that occurs outside the classroom and academic programs, focusing on knowledge and skills gained through participation in student organizations, activities, and events.

**Curriculum Change Form:**

A document used to propose course or program modifications, additions, or deletions. The form is submitted to the Faculty Association Curriculum Committee for review and, if approved, is forwarded to the Instruction and Curriculum Team for final approval.

**Curriculum Committee:**

A committee of delegates within the Faculty Association responsible for reviewing and approving or denying curricular additions, changes, or deletions related to courses, programs, practices, and other academic matters.

**Direct Assessment:**

Methods that evaluate actual student work or performance to determine whether learning outcomes have been achieved. Examples include exams, projects, presentations, portfolios, and demonstrations of skill.

**Evaluation:**

The process of analyzing and interpreting assessment data to determine whether student learning outcomes have been achieved and to inform decisions that improve learning and instruction.

**Goals:**

Broad statements describing what students should know or be able to achieve by the end of a course or program. Unlike student learning outcomes, goals are not written in measurable terms and instead describe the general aims or purposes of education.

**Indirect Assessment:**

Methods used to gather perceptions or reflections about student learning rather than direct evidence of student work. Examples include surveys, interviews, focus groups, and graduate feedback.

**Key Performance Indicators (KPIs):**

Critical institutional measures used to evaluate overall college performance. Many KPIs align with reporting requirements such as IPEDS and include measures related to financial health, student success, admissions and enrollment, faculty and staff, and facilities. These indicators are published in the PCCUA Factbook and reviewed regularly in the KPI Table. KPIs related to student success may include:

- Graduation rates
- Course success rates
- Program completion rates
- Persistence and retention rates

- Licensure pass rates (for programs requiring licensure)
- Transfer rates
- Success rates for special populations
- CCSSE results and other institutional benchmarks

**Performance Indicators:**

Measures used to track student performance in relation to required outcomes. These indicators are monitored to assess progress toward goals established by the state, the College, or specific programs.

**Program Review:**

A cyclical evaluation process through which academic programs examine effectiveness, efficiency, relevance, and resource use in order to support continuous improvement (see Program Review Guidelines).

**Rubric:**

An assessment tool used to evaluate the quality of student learning. Rubrics identify levels of performance—such as developing, proficient, and advanced—and provide clear criteria for measuring student achievement of learning outcomes.

**Student Learning:**

The knowledge, skills, and attitudes students develop through participation in courses, programs, and institutional experiences, including both curricular and co-curricular activities.

**Student Learning Outcomes (SLOs):**

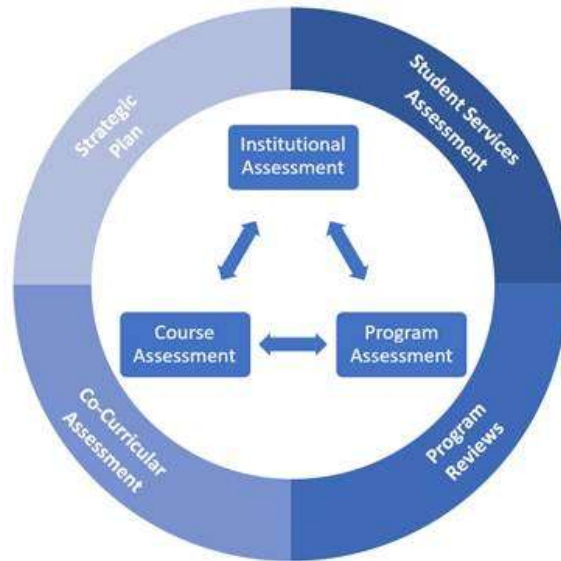
Specific, measurable statements that describe what students should know, think, or be able to do as a result of completing a course, program, or institutional experience.

**Syllabi Review:**

A process used to ensure that course syllabi meet institutional standards. If required information is missing, the syllabus is returned to the faculty member with a Syllabi Review Form identifying needed revisions. Faculty members are required to revise the syllabus to meet approval standards. Deans provide assistance to faculty members when needed to ensure the syllabus meets institutional requirements (see Syllabus Review Form).

## ASSESSMENT PROCESS

Assessment is a systematic, ongoing process of setting goals, measuring their attainment, and using the results to inform continuous improvement. Effective assessment promotes quality across the institution by providing evidence to guide decision-making in areas such as program improvements, instructional practices, and institutional effectiveness



### Three Key Purposes of Assessment

- **To Inform** – Assessment provides a clear picture of what is happening within a program and communicates its contributions to stakeholders.
- **To Improve** – As a formative process, assessment creates a feedback loop that guides the enhancement of programs, services, and student learning.
- **To Prove** – As a summative process, assessment offers evidence of program effectiveness and demonstrates outcomes to students, faculty, staff, and the broader community.

## ASSESSMENT PURPOSE

The PCCUA Assessment Handbook provides a college-wide framework for documenting how assessment and institutional effectiveness are implemented. It reflects the work of the Assessment Committee in fostering a sustained, institution-wide commitment to continuous improvement. The handbook highlights accountability for student learning, recognizes strengths and accomplishments, and—most importantly—establishes benchmarks for improving teaching and enhancing student learning.

PCCUA's assessment practices are guided by the following principles:

- **Focus on Student Learning** – All assessment activities prioritize understanding and improving what students learn.
- **Evidence-Based Decision Making** – Data from assessments inform instructional, programmatic, and institutional decisions.
- **Continuous Improvement** – Assessment is a cyclical process designed to support ongoing refinement of teaching, programs, and services.
- **Transparency and Collaboration** – Results are shared with faculty, administrators, and stakeholders to foster collective responsibility for student success.
- **Alignment with Institutional Mission** – Assessment supports PCCUA's mission and strategic goals while reflecting HLC guiding values.

### Why Assess?

Assessment is defined as a systematic process of gathering and interpreting information to determine whether a program is achieving its intended outcomes and using that information to improve courses and programs.

An effective assessment process addresses three key questions:

- What are we trying to do?
- How well are we doing it?
- How are we using what we learn to improve future outcomes?

At the course and program levels, assessment focuses on whether students achieve intended learning outcomes. The emphasis is on improving student learning by refining teaching practices and instructional design. Assessment examines what students know and are able to do upon completion of a course or program.

Effective program assessment is grounded in course-level assessment aligned with program outcomes. Additionally, all associate degree students complete general education coursework that supports core competencies aligned with the College's institutional student learning outcomes which are the Core Competencies or STACC skills (Social and Civic Responsibility, Technology, Analytical and Critical Thinking & Reasoning, Communication, and Cultural Competency). These outcomes are integrated and aligned with General Education Outcomes. These competencies must also be assessed within the broader institutional student learning outcomes.

Assessment of co-curricular activities is equally important. It provides opportunities to evaluate learning experiences, programs, and student organizations that support the College's mission and complement the academic curriculum.

In addition to its internal value, assessment supports external accountability. Assessment findings and the use of results are essential for demonstrating compliance and effectiveness to the Higher Learning Commission (HLC), the Arkansas Division of Higher Education (ADHE), and specialized accrediting bodies across academic programs and services

Assessment at the College follows accreditation as outlined in the Assessment Handbook published by the U.S. Department of Education, Office of Postsecondary Education Accreditation in accordance with 34 CFR Part 602: The Secretary’s Recognition of Accrediting Agencies. More information and a complete handbook can be found at <https://www.ed.gov/sites/ed/files/admins/finaid/accred/accreditation-handbook.pdf> .

## **ASSESSMENT STEPS**

The Assessment Committee establishes assessment goals across all institutional divisions. These goals are aligned with student learning outcomes and support program and institutional success. In addition, the College tracks key performance indicators—such as retention, completion, job placement, and transfer—to evaluate progress on institutional priorities. The specific indicators and measures may be adjusted annually to reflect evolving goals.

Each assessment goal includes clearly defined components: operational definitions, expected outcomes, data sources and verification methods, responsible personnel, timelines, evaluation methods, reporting processes, and plans for improvement.

Assessment occurs at the course, program, and institutional levels, as well as within co-curricular experiences. Learning outcomes are identified, measured, and analyzed, with results used to inform decision-making and continuous improvement. Course and program assessment results are reviewed collaboratively with leadership, including directors, deans, the Director of Assessment and Institutional Effectiveness, and the Vice Chancellor for Instruction.

Program Student Learning Outcomes are presented to the Assessment Committee on a rotating basis. Assessment results are also shared more broadly through institutional reporting processes and are published on the College’s assessment website. <https://www.pccua.edu/assessment/>

### **Assessment of Student Learning: Six-Step Process**

Evidence and documentation from course and program assessment form the foundation for establishing goals at both the program and institutional levels. Key areas such as developmental education, core competencies, academic performance, and the effectiveness of student support services are integral to this process.

The following six steps, approved by faculty and established by the Assessment Committee, guide PCCUA’s assessment of student learning:

## **Write Expected Outcomes**

### **Step 1: Establish Institutional Goals for Assessment**

Goals are broad statements that define the overall purpose of education within a program or division. These long-range outcomes provide the foundation for all assessment planning and guide the evaluation of student learning.

### **Step 2: Define Measurable Learning Outcomes**

Student Learning Outcomes (SLOs) are specific, measurable statements describing what students should know, be able to do, or value upon completion of a course, program, or college experience. These outcomes reflect acquired knowledge, skills, and abilities.

## **Establish Criteria for Success**

### **Step 3: Identify Assessment Methods**

Appropriate assessment tools and methods are selected to measure the defined outcomes. Multiple assessment strategies may be used to provide a comprehensive evaluation of program effectiveness.

## **Assess Performance of Students**

### **Step 4: Conduct Assessment Activities**

Faculty and deans implement assessment activities at the course and program levels to evaluate student learning and program effectiveness. Institution-wide assessments are also conducted by the Assessment Committee in collaboration with the Office of Institutional Research.

## **Analyze Assessment Results**

### **Step 5: Analyze Findings**

Assessment data are reviewed to determine effectiveness and identify areas for improvement. Key questions include:

- What do the results indicate?
- Where can changes be made in the program to address gaps in student knowledge and skills that did not meet criterion?
- What changes can improve student learning?

This step may also include refining assessment methods to ensure meaningful data collection.

## **Implement Improvements to Increase Learning**

### **Step 6: Use Results for Improvement (“Close the Loop”)**

Assessment results are used to make informed changes to courses, programs, and teaching

practices. This step ensures continuous improvement by applying findings to enhance student learning outcomes. It also includes evaluating the effectiveness of assessment methods and making adjustments as needed. Closing the loop is essential to sustaining a meaningful assessment process.

### **Reporting Timeline**

Assessment results are reported during the summer and early fall. Deans and directors compile division data based on established goals and outcomes from the previous academic year. This information is included in the annual assessment report.

Following submission, the Assessment Committee reviews the report for accuracy and evaluates the effectiveness of goals and learning outcomes. Through collaborative discussion, the committee identifies strengths, addresses concerns, and reaches consensus on improvements. These discussions generate new ideas for data collection and strategies to enhance student learning and program quality. Assessment data are organized by student learning outcomes and presented in a clear, accessible format. Results are publicly available on the College's assessment webpage.

Assessment at PCCUA is comprehensive, encompassing course, program, and institutional levels, as well as co-curricular activities and student support services. Strategic planning is closely aligned with assessment outcomes, ensuring that student learning drives institutional priorities. Additionally, program review findings are integrated into continuous improvement efforts.

The budgeting process is also directly connected to assessment. Resource requests are informed by identified needs and submitted through a formal process led by deans. Together, assessment, planning, program review, and budgeting form an interconnected system that supports institutional effectiveness and promotes student success. While the process is dynamic and continually evolving, each component contributes to a more intentional and effective approach to improving student learning.

## **ESTABLISHING THE COLLEGE ASSESSMENT MODEL**

The Assessment Committee's participation in the Higher Learning Commission (HLC) Assessment Academy has played a key role in strengthening PCCUA's assessment practices. The Assessment Academy Team, a subset of the committee, participates in Academy training and shares knowledge and best practices with the full committee. This collaboration has supported the development of a comprehensive and sustainable assessment model.

Faculty and division deans have emphasized that, while assessment processes may vary across programs, they should remain aligned in structure and consistent in how results are shared. The established PCCUA assessment model includes the following steps:

1. Establishing and revising course and program Student Learning Outcomes (SLOs)
2. Mapping SLOs across course, program, and institutional levels
3. Selecting or designing appropriate assessment methods and tools
4. Developing assessment implementation strategies (cycles or plans)
5. Conducting assessments and collecting data
6. Preparing assessment reports
7. Analyzing and interpreting data
8. Using results to improve student learning

Ongoing assessment at PCCUA began with a focus on developing strong course-level student learning outcomes (CSLOs). Faculty have since mapped these outcomes to program and institutional SLOs, ensuring alignment across all levels. While each division may use a slightly different design, consistency is maintained within divisions. Variations in reporting formats may occur due to requirements from specialized accrediting bodies such as the Accreditation Commission for Education in Nursing (ACEN) and the Accreditation Council for Business Schools and Programs (ACBSP).

PCCUA utilizes a defined assessment cycle and methodology for data collection. Once collected, data are analyzed and discussed, and results are used to inform improvements in teaching and student learning.

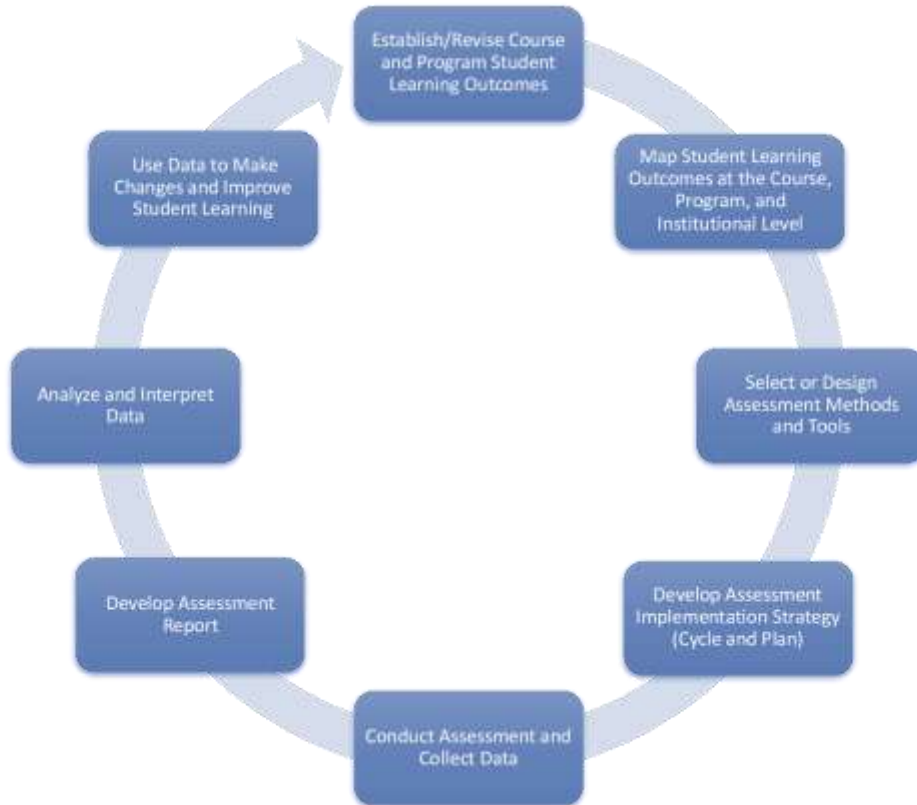
An assessment model developed by the HLC Academy Team has been instrumental in helping faculty and staff understand how course, program, and institutional assessment are connected across divisions and functional areas. This process is guided by HLC's core values:

- A focus on student learning
- Education as a public good
- Preparation for a diverse, technological, and globally connected world
- A culture of continuous improvement
- Evidence-based institutional learning and transparency

PCCUA's assessment efforts align with these guiding values and emphasize transparency, continuous improvement, and open sharing of results. The institution recognizes that meaningful improvement depends on honestly evaluating outcomes and addressing identified needs at all levels—faculty, program, and institution-wide.

## Assessment Model Adopted by PCCUA

The PCCUA Assessment Model, adopted by the Assessment Committee, begins with the development of course and program Student Learning Outcomes (CSLOs and PSLOs), which are aligned and mapped across course, program, and institutional levels. Faculty play an essential role in selecting appropriate assessment methods and tools, ensuring that the process reflects discipline-specific needs while maintaining institutional consistency.



The Assessment Committee has established a structured plan and implementation process—referred to as the PCCUA Assessment Model—based on tools and practices from the HLC Assessment Academy. This model guides assessment activities throughout the academic year, with data collection typically occurring at the end of the cycle.

Assessment results are documented through standardized reporting mechanisms. Faculty complete course-level reporting forms, while program directors and deans complete program-level reports. Once submitted, the data are analyzed and interpreted to identify trends, strengths, and areas for improvement.

The results are then shared with appropriate stakeholders to inform decisions aimed at enhancing student learning. This completes the assessment cycle, which then begins again, incorporating

any revisions to course (CSLOs) or program (PSLOs) student learning outcomes to ensure continuous improvement in 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 STRATEGY AND CURRENT UPDATES**

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

- a college-wide **assessment cycle** three-year analysis; and
- a college-wide **assessment plan** based on Course Student Learning Outcomes (CSLO's) for each course, Program Student Learning Outcomes (PSLO's) for each program within each division, **and** Institutional Student Learning Outcomes (ISLO's) that align with the College Core Competencies (STACC skills) and are integrated with General Education Outcomes.

The implementation of this cycle experienced periodic delays due to the departure of the Assessment Committee Chair two different times and other administration turnovers. Despite this setback, PCCUA has remained committed to advancing its assessment efforts. The assessment plan developed through participation in the Assessment Academy has continued to guide the College's work. Faculty, divisions, and the Assessment Committee through the Assessment Academy Team have ensured that key assessment activities are completed and sustained.

Assessment has been prioritized through dedicated professional development opportunities. In-Service Days have focused on assessment, providing faculty with training and opportunities to learn and share effective strategies and methodologies. Additionally, a special Assessment Workday was held to review and revise the College's core competencies. Ongoing efforts include incorporating assessment workdays into In-Service programming and hosting dedicated Assessment Days that allow divisions and functional areas to share and discuss results. Administration, in collaboration with the Assessment Committee, remains committed to offering In-Service sessions and additional workshops that include breakout sessions designed to share assessment outcomes and foster collaborative dialogue.

## REVIEWING AND REVISING PCCUA CORE COMPETENCIES

PCCUA's pathways to education vary based on students' entry points. While many students enroll right after high school, others enter through adult education programs, as nontraditional students, or as unemployed or incumbent workers seeking career advancement or change. Regardless of their path, PCCUA's institutional goal is that all students leave the College with strong foundational competencies.

In May 2022, faculty convened to review, revise, and strengthen the College's core competencies. These competencies are commonly referred to as the **STACC skills** (Social Responsibility, Technology, Analytical and Critical Thinking & Reasoning, Communication, and Cultural Competency) making them more accessible and memorable for students and stakeholders.

In Spring 2025, faculty conducted an additional review of the STACC skills to ensure alignment with updated federal and state requirements, making revisions as needed to maintain compliance and relevance.

### **Revised STACC Competencies Adopted in the Summer of 2022. Revised in Spring of 2025.**

**Social and Community Responsibility**-behavior that demonstrates adherence to legal/ethical standards established by society. A person competent in social and community responsibility engages in social activities, events, and organizations at the college and community level.

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.

**Cultural Competency** – an appreciation for the holistic and distinct needs of others demonstrated when interacting with people of different cultures.

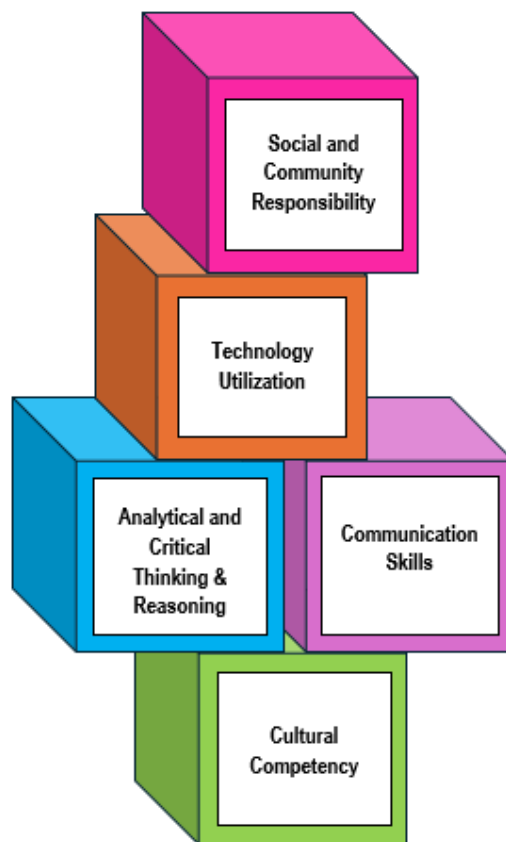
Degree graduates will demonstrate the ability to

- 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 maintains a comprehensive college-wide assessment plan centered on five core competencies, known as the **STACC skills** (Social Responsibility, Technology, Analytical and Critical Thinking & Reasoning, Communication, and Cultural Competency). These competencies are integral to both instruction and assessment at the course and program levels and reflect the foundational skills students develop throughout their college experience. The STACC skills were revised in May 2022 and approved by faculty in June 2022. In Spring 2025, they were reviewed and updated to meet federal and state requirements.

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, case studies, presentations, portfolios, simulations, 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.

<b>STACC General Education Skills</b>	<b>Specific Assessment</b>	<b>Institutional Course Requirement</b>	<b>Program or Division Requirement</b>	<b>Graduation Survey Item #</b>
<b>Social and Community Responsibility</b>		UNIV 11060 PLSC 20003	X	Item # 3, 15, 16
<b>Technology Utilization</b>	Program Specific	CPSI 10103	X	Item # 3, 6
<b>Analytical and Critical Thinking &amp; Reasoning</b>	STEM Core	MATH 11003 or MATH 10133 or MATH 11103 ENGL 10103 & ENGL 10203 PHSC 10004	X	Item # 8, 10, 11, 17, 18
<b>Communication</b>	Cross Graded Writing Products	SPCH 24353 ENGL 10103 & ENGL 10203	X	Item # 4, 5, 6, 7, 12, 14
<b>Cultural Competency</b>	Course Work	SPCH 24353 PSYC 11003 SOCI 21363 HIST 11103 HIST 11203	X	Item # 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:

- |                     |                                      |
|---------------------|--------------------------------------|
| Portfolios          | Capstone courses                     |
| Presentation        | Graded clinicals                     |
| Poster Presentation | Final Exams (specific parts of exam) |
| Quizzes             | Unite exams                          |
| Summaries           | Graded labs                          |
| Demonstrations      | Paper                                |
| Art Work            | Projects                             |
| Journals            | Speech                               |
| Surveys             | Reaction Papers                      |