

# Annual Report for Assessment of Outcomes 2011-2012

Please address the questions below  
send to [learningassessment@pcc.edu](mailto:learningassessment@pcc.edu) by **June 22, 2012**; with Annual Report in the subject line

*Note: Information provided in this report may be inserted into or summarized in Section 2C (LDC/DE) or 6B (CTE) of the Program Review Outline.*

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in 2010-2011. These may include but are not limited to changes to content, materials, instruction, pedagogy etc.

***Our 2010-2011 Assessment of Program Outcomes generated several recommendations for SAC consideration in facilitating more students obtaining mastery level of our degree outcomes (AAS Degree). These recommendations as well as action steps taken to address them are detailed below.***

- Identify courses in the CAS/OS program where there may be deficiencies in providing the necessary background for students who will take the capstone course.
  - **CAS SAC conducted a comprehensive audit of CAS Course Outcome Guidelines (COGs) and revised course descriptions, outcomes, prerequisites and recommended(s) for courses. OS courses will be reviewed and audited in a similar manner during the 2012-13 year. These changes will help communicate more clearly the course requirements and information to our students.**
- Proposed adding prerequisites that provide the necessary background and skills.
  - **For our CAS/OS courses that do not have prerequisites we chose to strengthened our "Recommended" language for all courses to state: "Placement into RD 115 and WR 115"**
  - **All CAS CCOGS were reviewed and updated with regard to Course Descriptions, Outcomes, Prerequisites. OS courses will undergo a similar review and update in 2012-13. These changes will help communicate more clearly the necessary skills for success in our program courses.**
- Modifying course curriculum for CAS 246.
  - **As mentioned above, the SAC continued to discuss specific course assignment to ensure that they meet outcomes and provide a meaningful learning experience.**
- Do we need a larger sample size to give a more precise conclusion? We used approximately 10% of degree completion.
  - **Our Sample size for our 2011-12 report was tripled which represents a This is a significant increase in our student sample size from the previous year.**
- Why don't our students have the necessary background? How can we get them to use the critical thinking aspect to complete projects without specific directions? Is there a method of teaching that can enhance this skill or do we need to apply this aspect more frequently in other CAS courses that feed into this course?
  - **We continue to see students lacking basic skills necessary to work independently without step-by-step direction. We have currently upgraded our curriculum for Office 2010 and those application courses (courses that are part of the AOP degree) include guided instruction and assignments as well as exercises reinforcing synthesis of concepts requiring higher-level thinking. A consistent and determined effort in our CAS courses to develop these skills in students in a step in developing our students.**

- We found that some of the CAS 246 course activities assigned are difficult to measure mastery of the outcome but meet the PCC core outcome of community and environmentally responsibility through the E-cycle drive and service learning project.
  - The SAC continues to believe that this activity may not be an exact fit for the Program Outcome but the value of this service learning project is a perfect fit with PCC’s outcome of community and environmental responsibility.

**For each outcome assessed this year:**

2. Describe the assessment design (tool and processes) used. Include relevant information about:
  - The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student’s perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).

Our assessment tool measured all outcomes for the **Administrative Office Program (AOP)** in the Computer Applications/Office Systems Program. We used CAS 246, Integrated Computer Projects to measure how our students are meeting the degree outcomes. One of the outcomes did not apply to the CAS 246 course, so we used the final project from the OS 245, Office Systems and Procedures course as outlined in our plan. Although this course is not considered our capstone course, it is one of our more advanced courses and has two prerequisites which assume more advanced knowledge.

- The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?

This course tends to be the last course taken by our students and therefore serves as a culminating experience of completed coursework. This course is taught each term so our sample size incorporated students from all three terms providing an adequate sample size for assessment purposes. The course is taught in both DL and traditional classroom modalities and results from both were used.

**Below is the rubric used to evaluate and measure the individual program degree outcomes.**

**Table 1.0**

Assessment Rubric	Levels of Achievement			
Course #: 246	Beginning = 1	Developing = 2	Competent = 3	Mastery = 4
Assignment/Project:				
Program Outcomes	Limited knowledge and application of skills.	Basic comprehension of knowledge of skills.	Competent application of essential features and concepts	Thorough mastery of advanced concepts.

The table below represents the average rubric for each Program Outcome. Data was obtained from Fall, Winter and Spring CAS 246 sections; both traditional classroom and DL format.

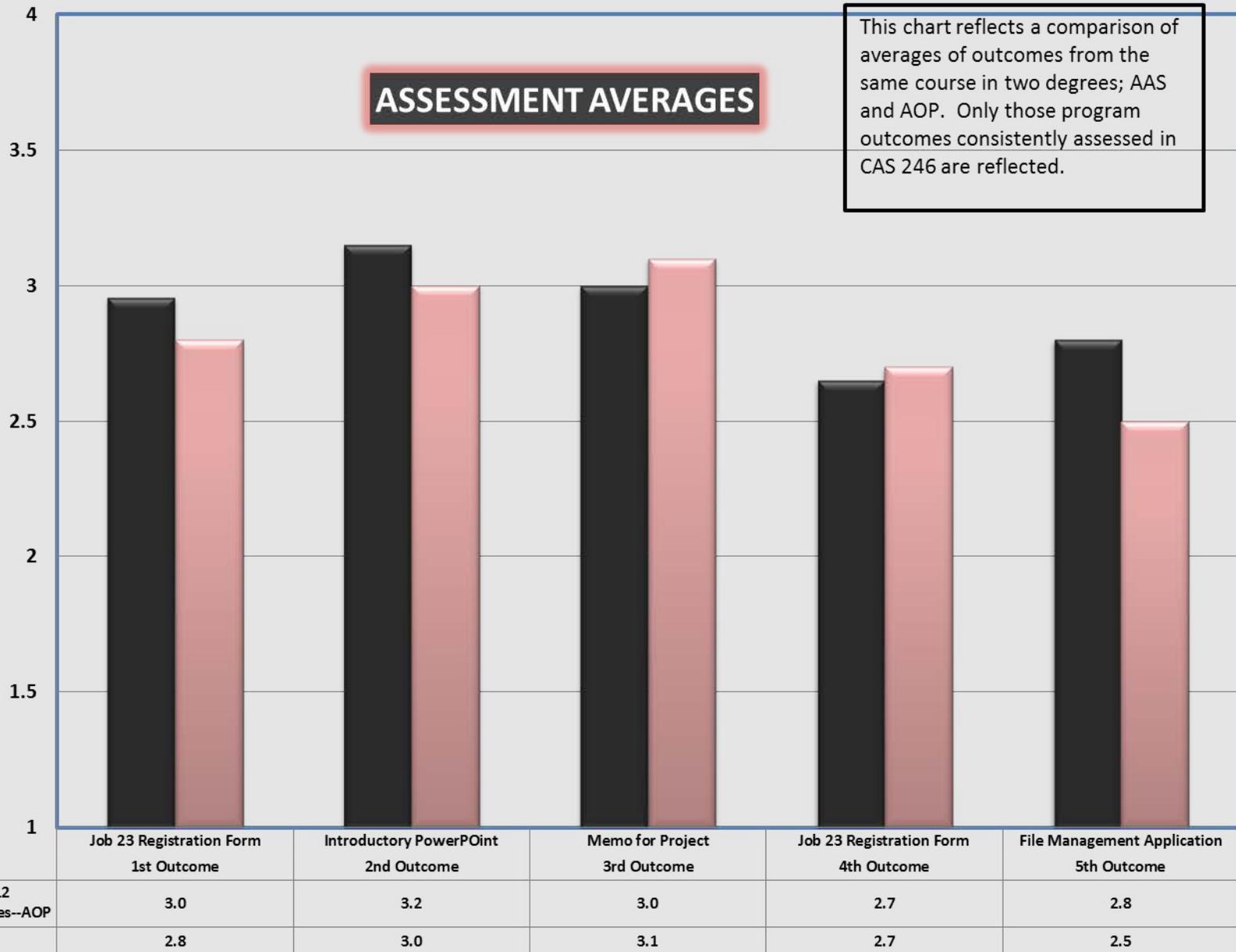
**Table 2.0**

CAS/OS Learning Assessment 2011-12 (Fall, Winter, Spring Sections)		
CAS 246 Integrated Projects Learning Assessment Results		
Program Outcome	CAS 246 Project/Assignment	Rubric Avg.
Produce professional, error-free, timely documents by using current and emerging software and hardware technology.	Job 23 Registration Form	2.9
Effectively communicate their own creative and critical ideas; respond effectively both verbally and in written format to the spoken, written, and visual ideas of others.	Introductory PowerPoint	3.2
Use critical thinking, organization and problem solving to effectively manage numeric, alphabetic and digital data.	Memo for Project	3.0
Assess and analyze new tasks to determine what computer technology should be utilized to effectively complete the tasks	Project 23 Registration Form	2.7
Establish and follow procedures to manage digital and hard copy office documents.	File Management Application	2.8
Apply planning and time management principles to accomplish workplace efficiency and achieve company objectives.	Job 23 Registration Form	2.0
Perform general office tasks: plan and participate in meetings, coordinate travel arrangements, schedule appointments, greet clients/customers, and process mail.	OS 245 FINAL PROJECT	Not Assessed—no data provided
Understand roles within teams, work units, departments, and organizations to identify the effect of systems on the activities of a business or an organization.	CAS 246: Group Project or eCycle Report/Self-Reflection	2.6
Exhibit people skills to deal effectively with a variety of personalities and diverse individuals.	CAS 246: Group Project or eCycle Report/Self-Reflection	2.6

## ASSESSMENT AVERAGES

This chart reflects a comparison of averages of outcomes from the same course in two degrees; AAS and AOP. Only those program outcomes consistently assessed in CAS 246 are reflected.

Rubric Scale (1-4)



This chart provides another snapshot of our student performance from one year to the next in the same course. This data helps validate our revisions to our course CCOGs, strengthening of "recommended" language and addition of some prerequisites. Overall, it reinforces staff belief that we are on the right track but work still to do.

- How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).

Our SAC assessment group jointly designed our scoring rubric last year. We continued to feel solid in its use this year as well. In order to provide consistency in applying the rubric, we met as a committee and collaborated in our review and assessments of each outcome. After this meeting, we felt confident in our process and reviewed student assignments remotely and individually. Each instructor teaching a section of CAS 246 uploaded the student assignment to a server where evaluators could review and apply rubric on their own time. All student work was cleansed of student names prior to uploading for review.

3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?

- In general, staff felt that students were doing well and on track in meeting the program outcomes for the AOP degree but not on the level hoped.
- Staff was dismayed by the lack of basic grammar skills as demonstrated in student writing and general assignments.
- There are ongoing challenges with students that are not able to “think on their feet” or “outside of the box” when specific directions are not provided. Most of our CAS/OS courses have elements of this skill in specific course assignments; however this culminating course does not seem to demonstrate mastery level thinking.
- Not all students are part of our program and may be taking the course for general, personal or professional growth. Without prerequisites for this course, our program outcomes are challenging to meet for all students. It may continue to be a factor in data gathering.
- Not all of the outcomes are easy to identify and measure within an assignment, i.e. understand roles within teams, exhibit people skills. It is difficult to measure this outcome using the rubric but by participating in this type of project, students will have the opportunity to see the dynamics of working within a group and with a diverse student population.

4. Identify any changes that should, as a result of this assessment, be implemented to help improve students’ attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).

- Staff feels the need to consider Prerequisites for the course; at the least the requirement of CAS 217 with CAS 171, CAS 140 and OS 220 as recommended. Implementing prerequisites and recommendeds would probably result in a temporary drop in enrollment for this course. Eventually, these changes would result in students with better skills with higher likelihood for success in the job market.
- All Office Systems (OS) courses will be updated and revised during the 2012-13 year. Many of these courses are part of the AOP Degree program. This will provide CAS faculty an opportunity to address changes in specific course content as well as reconsider our stand on prerequisites for this program as we look at each individual Office Systems course that is part of this degree.

5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.
- Should Learning Assessment team be the instructors who teach the course? Even though instructors did not evaluate their own student's work, were the other members of the team able to make unbiased evaluations of student work?
  - The group is happy with the rubric; feels it worked well and provides relevant, meaningful data and on which to engage in SAC conservation and base course and program changes.