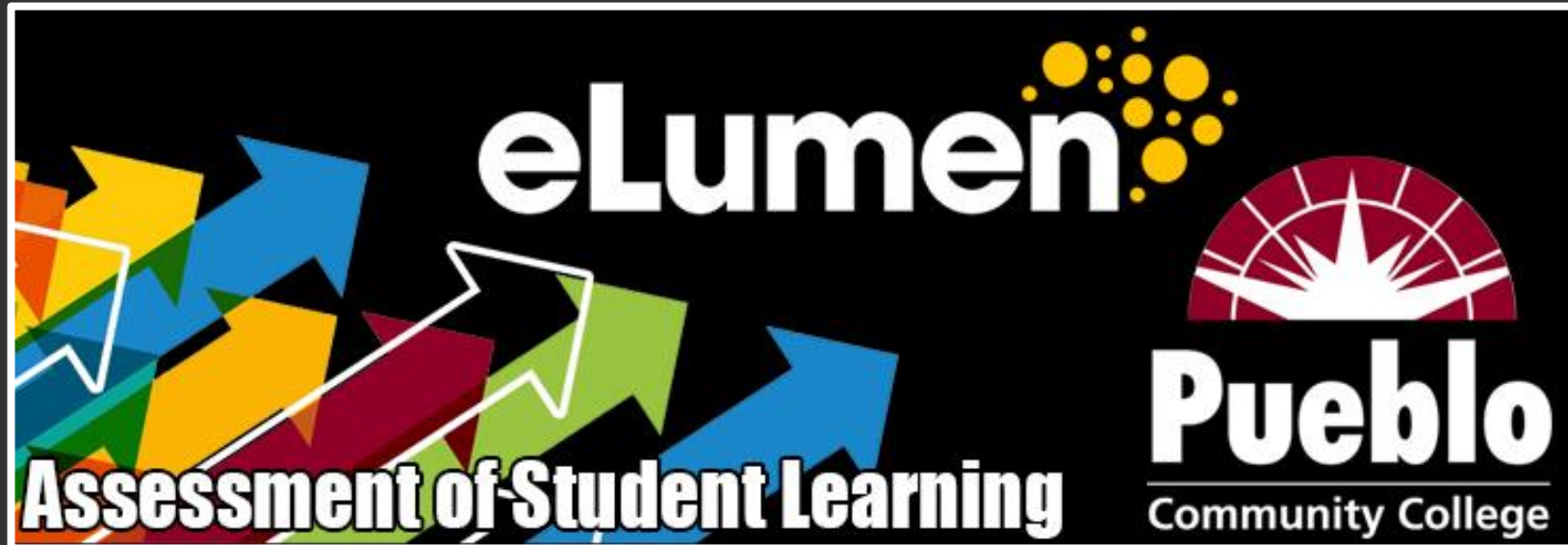


# PCC's Assessment Journey

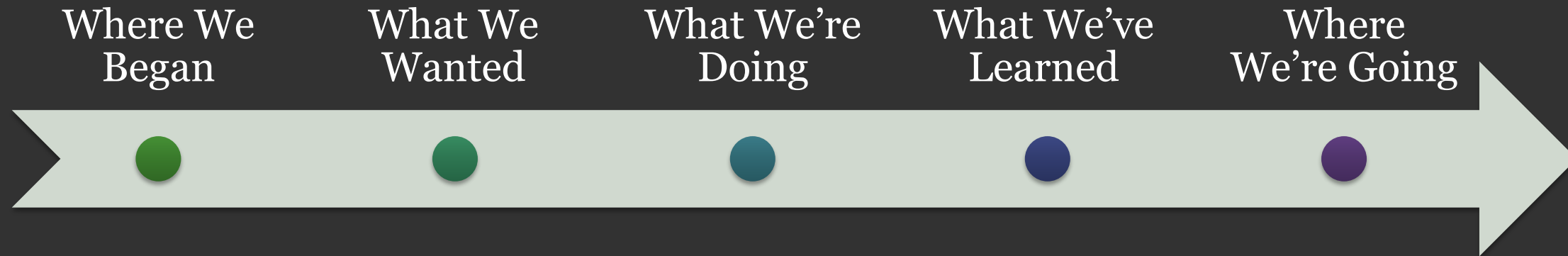
eLumen Institution Showcase Presentation  
Higher Learning Commission National Conference  
Chicago, IL – April 3rd, 2017



# Pueblo Community College

- Location: Southern Colorado
- Campus Locations: 4 unique and separate locations (Pueblo, Canyon City, Durango, and Mancos)
- PCC is both urban (Pueblo) and Rural (Fremont, Durango, Mancos)
- Faculty: ~100 FT, 348 PT
- Colorado Community College System
- Accreditation: AQIP School under the Higher Learning Commission
- Student Population
  - ~7,500 students
  - 57% first-generation
  - 69% part-time
  - 38% minority status
  - 45% over 25
- Programs
  - Many CTE options
  - Guaranteed transfer programs
  - Concurrent Enrollment
  - Workforce Development

# PCC's Assessment Journey



|                |  |                                      |  |  |   |
|----------------|--|--------------------------------------|--|--|---|
| Purpose        | Accreditation                          | Improvement of Student Learning      | Celebration & Culture Change               | Meaningfulness & Positivity                  | Clear Milestones & Focus on Improvement |
| Ownership      | Administration                         | Faculty Buy-in & Collaboration       | Decisions Driven by Faculty Values & Goals | Inclusive Leadership, Administrative Support | Greater Opportunities for Involvement   |
| Communication  | Uncertainty & Confusion                | Transparency & Reciprocity           | Newsletters, Training, & Support           | Varied, Timely, & Frequent                   | Expand Reach & Build Resource Archive   |
| Effort         | Time & Labor Intensive                 | Clear Timeline & Streamlined Process | Building Framework from the Ground UP      | Set-up Takes Time — Ultimately Worth It!     | Simple, Easy, Integrated Process        |
| Cohesion       | Inconsistent Practices & Understanding | Unity Across All Programs & Levels   | Standardizing SLOs, Process, & Timeline    | Commitment is Key, Top-Down Approach         | Clear Guidelines & Expectations         |
| Sustainability | Results Reported but Unclear Use       | Investment in Meaningful Results     | Clarify the “Big Picture” through eLumen   | Integrated Efforts, Unified Values & Goals   | Ongoing eLumen Implementation & PD      |

# Where We Began

|                |   |
|----------------|---|
| Purpose        | Accreditation                             |
| Ownership      | Administration                            |
| Communication  | Uncertainty &<br>Confusion                |
| Effort         | Time & Labor Intensive                    |
| Cohesion       | Inconsistent Practices &<br>Understanding |
| Sustainability | Results Reported but<br>Unclear Use       |

# What We Wanted

|                |                                      |
|----------------|--------------------------------------|
| Purpose        | Improvement of Student Learning      |
| Ownership      | Faculty Buy-in & Collaboration       |
| Communication  | Transparency & Reciprocity           |
| Effort         | Clear Timeline & Streamlined Process |
| Cohesion       | Unity Across All Programs & Levels   |
| Sustainability | Investment in Meaningful Results     |

# What We're Doing

|                |  |
|----------------|--|
| Purpose        | Celebration & Culture Change               |
| Ownership      | Decisions Driven by Faculty Values & Goals |
| Communication  | Newsletters, Training, & Support           |
| Effort         | Building Framework from the Ground UP      |
| Cohesion       | Standardizing SLOs, Process, & Timeline    |
| Sustainability | Clarify the “Big Picture” through eLumen   |

# What We're Doing

|                |  |
|----------------|--|
| Purpose        | Celebration & Culture Change               |
| Ownership      | Decisions Driven by Faculty Values & Goals |
| Communication  | Newsletters, Training, & Support           |
| Effort         | Building Framework from the Ground UP      |
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| Sustainability | Clarify the “Big Picture” through eLumen   |

Assessment  
Showcase  
Poster  
Presentations



## ENG 121 Database Activity

Department/Program: English · Project Dates: Spring 2016  
Project Leader: Kari Lee



### Problem

In F15, the English Department developed a SLO that assessed our students' ability to find articles in the library database and cite them correctly. For their final research paper, they were required to find at least two sources in the databases and cite them correctly. Using a rubric, we assigned students a score of 0-6, aiming for 80% of our students to receive a score of 5 or higher.

After viewing the results of the assessment in my ENG 121 classes, I noted that my students' performance was not at all where I wanted them to be. In F15, only 48% of my ENG 121 students received a score of 5 or higher. When I separated out my CCR 094 students, the number was even lower: only 31% of those students received a score of 5 or higher. The lower scores were often due directly to students only finding one source in the databases or sometimes skipping the databases altogether.

### Plan

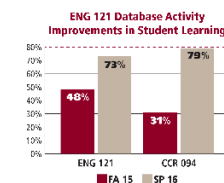
In S16, I developed several strategies to improve their scores. I taught the same schedule with the same number of students, so that made data comparison more reliable. First, I extended the time period of my research unit, allowing for more hands-on activities. These activities encouraged the students to explore the databases and find information specific to their research paper. I also included an additional assignment where students were required to compile an annotated bibliography before their paper was due. This assignment required them to provide citations and summaries for four sources, including one from a database.

By making this due prior to their paper, it allowed me to identify students who did not yet have a database citation and troubleshoot issues they may be having. It also helped me help them with any citing issues. Further, in CCR 094, I created a journal analysis assignment where they had to analyze an article from the databases. Thus, if students completed the two assignments prior to their paper, they already had at least one database source.



### Assessment Activity

I used the same assessment activity that I had used in F15. I took their final research papers and analyzed the Works Cited page with a rubric, assigning students a score between 0-6.



### Results and Data

At the end of S16, 73% of my ENG 121 students received a score of 5 or higher. The percentage was even higher when I separated out my CCR 094 students: 79%. This proved that the increased instruction helped all of my students become more proficient in finding articles in the library databases and citing them correctly.



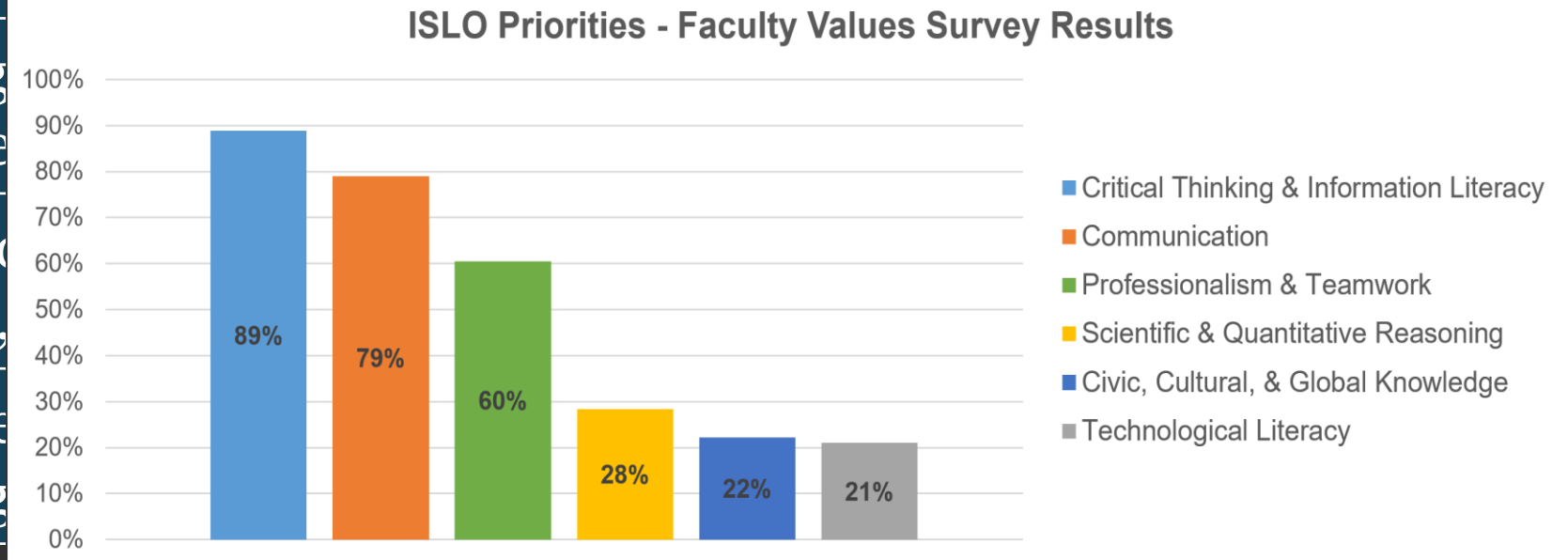
### Closing the Loop & Next Steps

I will continue to utilize these methods in my classes to ensure that students are using the library databases to find research and that those sources are being cited correctly.

# What We're Doing

|                |  |
|----------------|--|
| Purpose        | Celebration & Culture Change               |
| Ownership      | Decisions Driven by Faculty Values & Goals |
| Communication  | Newsletters, Training, & Support           |
| Effort         | Building from the                          |
| Cohesion       | Standard Process,                          |
| Sustainability | Clarify the through                        |

Faculty Values Survey for  
Institutional Assessment Priorities





# What We're Doing

Purpose

Celebration &  
Culture Change

Ownership

Decisions Driven by  
Faculty Values & Goals

Communication

Newsletters, Training,  
& Support

Effort

Building Framework  
from the Ground UP


Cohesion

Standardizing SLOs,  
Process, & Timeline


Sustainability

Clarify the “Big Picture”  
through eLumen

Monthly  
Assessment  
Newsletter



## ASSESSMENT NEWS & TIPS



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**PCC Assessment of Student Learning Newsletter**

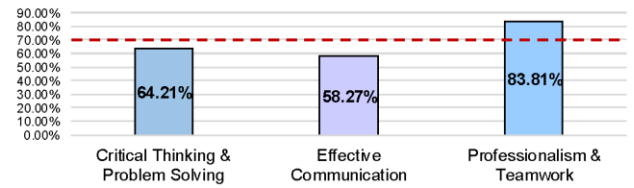
**February 2017**

Professional Development Day  
The agenda and any available workshop materials for Spring 2017 Professional Development Day can be accessed at [UASP17 PD Day!](#) A large portion of the day will be dedicated to working in department groups to develop core “Program”-level Student Learning Outcomes (PSLOs) for each discipline prefix, which will help to simplify the assessment process for 2017.

Assess What You Value—Value What You Assess  
PSLOs are the discipline-specific linchpin between the general Institution-level SLOs and the state-mandated common course competencies—it’s also the place where we as faculty have the most freedom to put our own stamp on assessment by identifying *our* values and goals for the students in our classes!

Fall 2016: Top Assessors  
Submission of Fall 2016 institution-level results via eLumen is now complete! If you missed the deadline and still need to enter your scores, let Liz know **ASAP!** Congratulations and many thanks to ENG/COM for completing the most total assessments (59!) and to the following departments for going above and beyond by assessing more than 4 times the minimum requirement: Visual & Mass Communications, Dental Assisting, Automotive Technology, and Mathematics!

Fall 2016: Initial Results  
Initial results for our 3 chosen ISLOs revealed that PCC students are impressively mastering the skills of Professionalism & Teamwork, while not quite as many accomplished the level of Critical Thinking & Problem Solving skills desired.



| ISLO                                | Percentage |
|-------------------------------------|------------|
| Critical Thinking & Problem Solving | 64.21%     |
| Effective Communication             | 58.27%     |
| Professionalism & Teamwork          | 83.81%     |

As an institution, we may especially want to focus on building more opportunities for PCC students to develop Effective Communication skills into courses across disciplines, as this was the lowest performing ISLO. Moving forward, we as faculty will want to keep this in mind as we collaborate with each other to plan and implement strategies for making such improvements to our own classes!

Upcoming Events & Opportunities for Involvement

- Assessment showcase celebration of our achievements—more to come!
- Every M/W 1-3 eLumen/Assessment Office Hours (AB 250V)
- Rubric/SLO Subcommittee monthly meetings (first Mondays 4-5, RSVP to Liz)
- Ongoing opportunities to share student artifacts and sample assignments, request additional training, and organize norming sessions!

*“Perfection is always just out of reach; but continually striving for perfection contributes to keeping both our instruction fresh and our interest in teaching piqued.”*  
~E.S. Grassian & J.R. Kaplowitz, 2001

February’s Best Practice  
The assessment of student learning begins with educational values. (American Association of Higher Education)

eLumen Feature Spotlight: Privacy  
eLumen de-identifies all the data it collects and results *cannot* be associated with individual faculty or students. Be assured that privacy of information is guaranteed!

Terminology Tip: SLO Mapping  
Mapping out how our SLOs align allows us to only assess *once* using our more specific course or program rubrics while still aggregating valuable information about where and how well students are learning and mastering PCC’s more general outcomes—eLumen calculates it for us!

Expanded ASL Resources on D2L  
The eLumen Training & Support D2L course has been renamed as “Assessment of Student Learning Resources” because it has been revamped and expanded to include all things related to assessment!

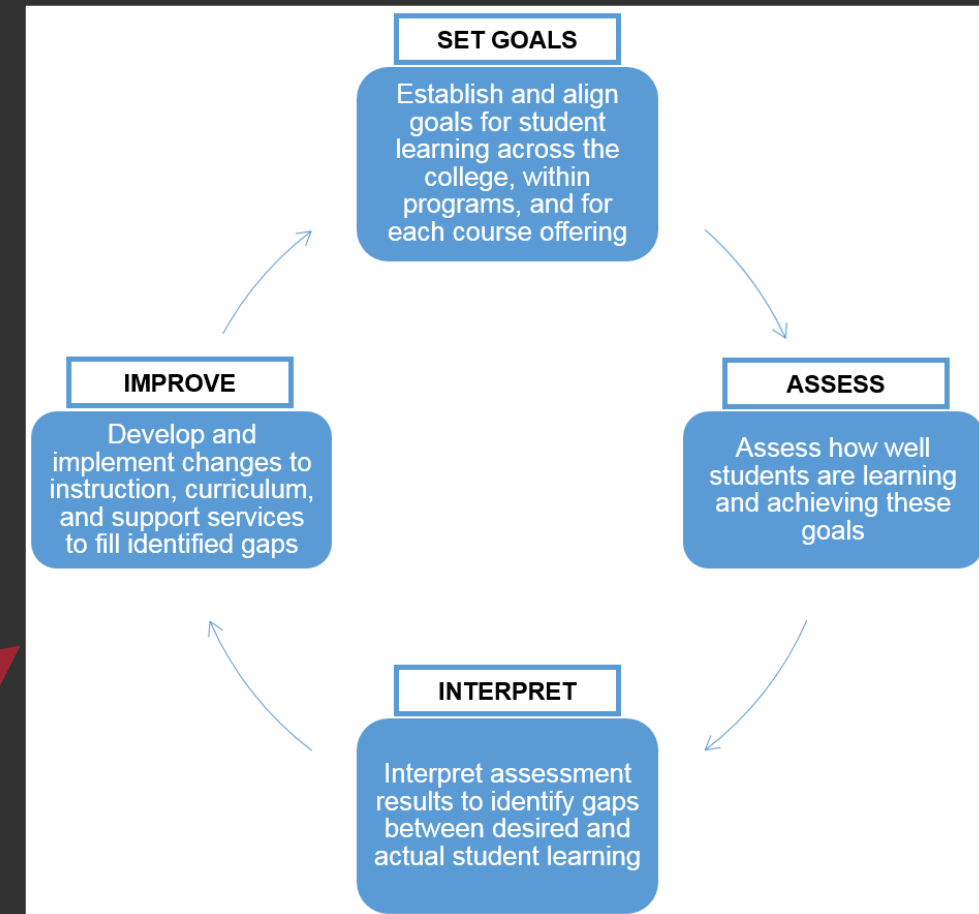
Contact Information

**Liz Medendorp**  
English Faculty/ASL Coordinator  
719-549-3376  
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**Shanna Montoya**  
Dental Assisting Faculty/ASL Committee Chair  
719-549-3256  
[Shanna.Montoya@pueblocc.edu](mailto:Shanna.Montoya@pueblocc.edu)

# What We're Doing

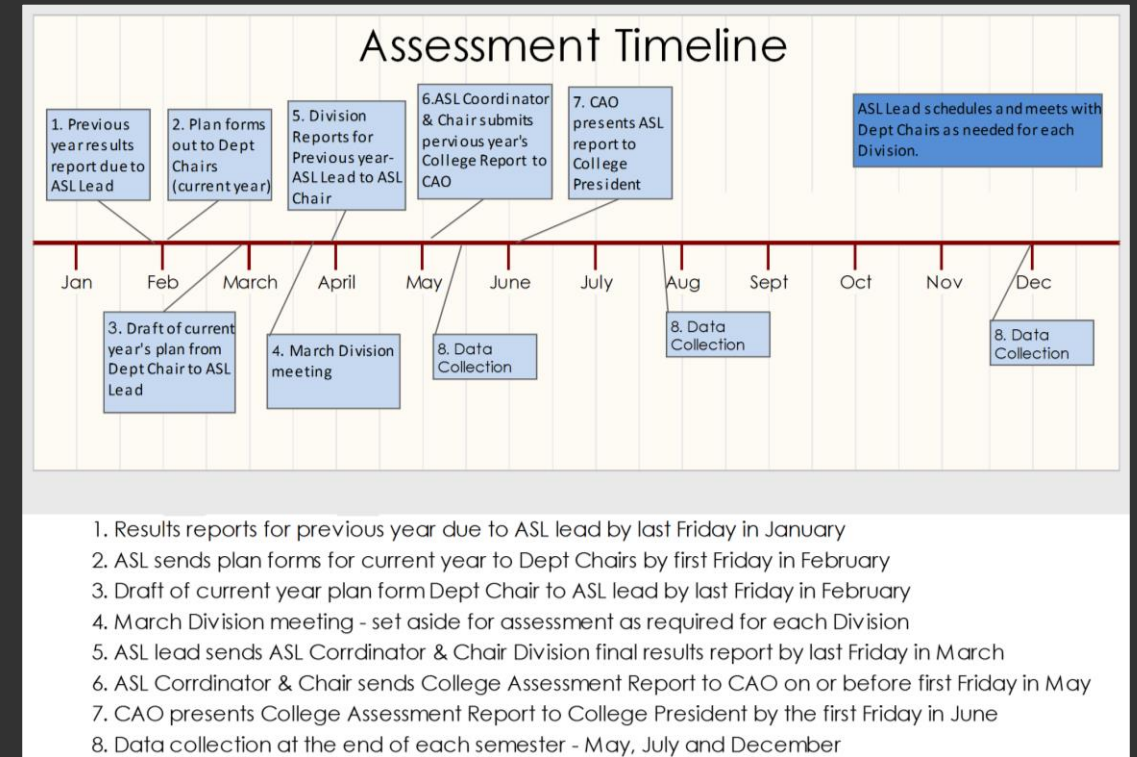
|                |  |
|----------------|--|
| Purpose        | Celebration & Culture Change               |
| Ownership      | Decisions Driven by Faculty Values & Goals |
| Communication  | Newsletters, Training, & Support           |
| Effort         | Building Framework from the Ground UP      |
| Cohesion       | Standardizing SLOs, Process, & Timeline    |
| Sustainability | Clarify the “Big Picture” through eLumen   |



Revised & Clarified  
Assessment Cycle

# What We're Doing

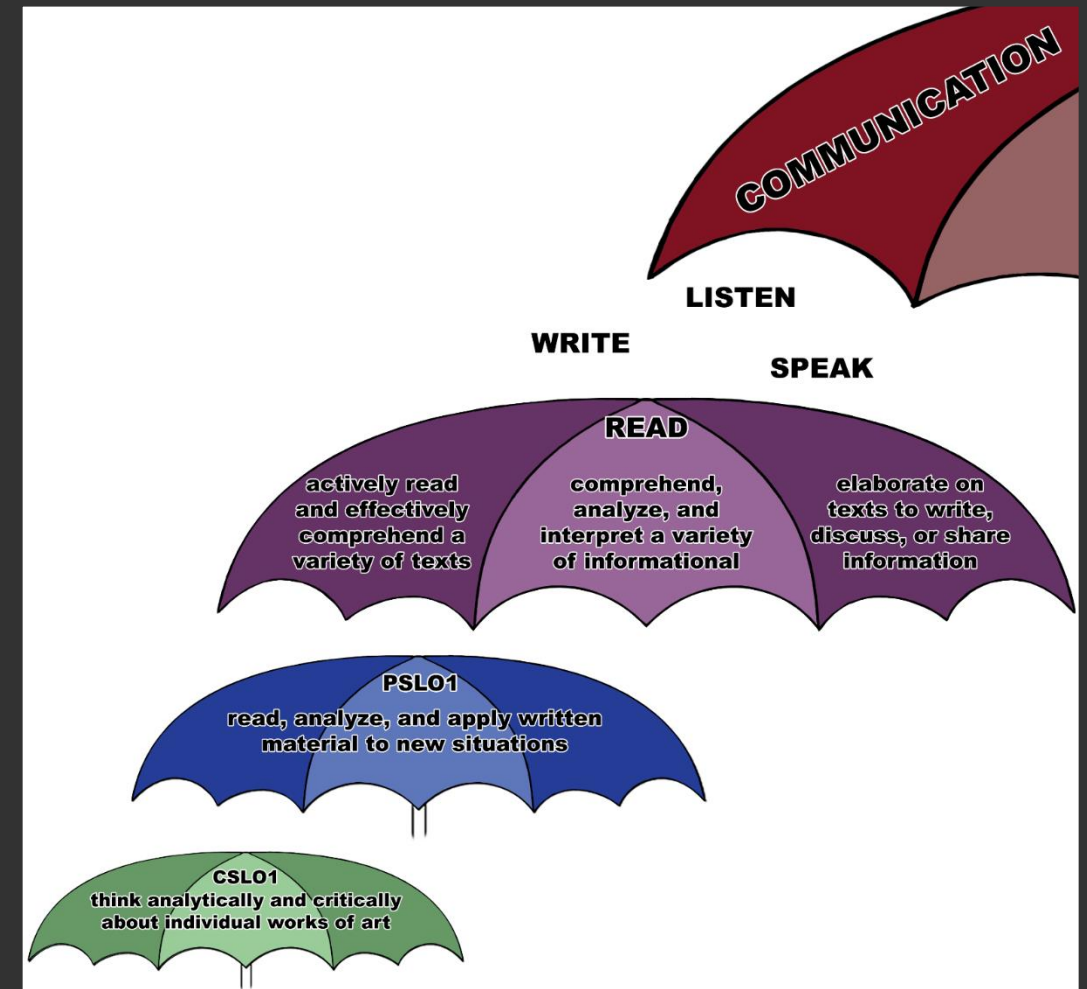
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Revised Assessment  
Cycle & Consistent  
Timeline

# What We're Doing

|                |  |
|----------------|--|
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Framework of Alignment across Assessment Levels Built into eLumen

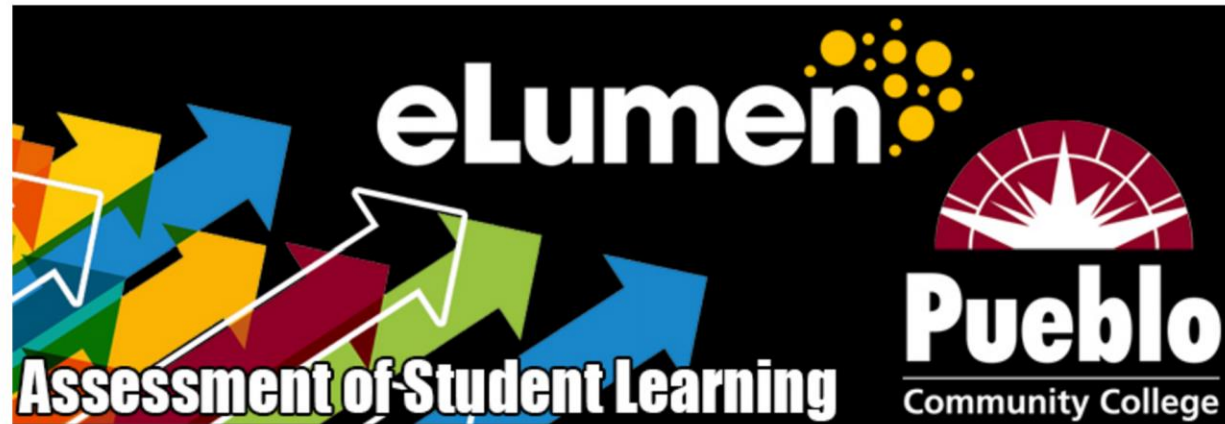
# What We've Learned

|                |  |
|----------------|--|
| Purpose        | Meaningfulness & Positivity                  |
| Ownership      | Inclusive Leadership, Administrative Support |
| Communication  | Varied, Timely, & Frequent                   |
| Effort         | Set-up Takes Time — Ultimately Worth It!     |
| Cohesion       | Commitment is Key, Top-Down Approach         |
| Sustainability | Integrated Efforts, Unified Values & Goals   |



# What We've Learned: Training & Support Resources

Welcome to Assessment of Student Learning Resources! | ▾



This D2L course is faculty's **one-stop shop** for all things related to the Assessment of Student Learning and eLumen! Explore the Content listing for access to these and many other resources:

- **eLumen Basic Training:** self-paced learning modules (with PD credit!)
- **Institutional Assessment:** faculty ISLO values, plus newly revised ISLOs, & rubrics for current assessment cycle
- **Monthly Newsletter Archive:** assessment news, tips, & tricks
- **Assessment Showcase:** shiny poster presentations celebrating faculty accomplishments - and instructions for submitting your own!
- **Training Resources & Guides:** PSLO development, SLO mapping, and more being added all the time!
- **Discussion & Support:** share materials, discuss with fellow faculty (questions, suggestions, ideas, successes, and yes, even complaints, concerns, and frustrations - anonymous posting is enabled!), and get additional support

Contact Info | ▾

Email: [eLumenSupport@pueblocc.edu](mailto:eLumenSupport@pueblocc.edu)

Phone: 719-549-3376

Office: AB 250W

Office Hours: Tu/Th 1:00-3:00 PM or by appointment

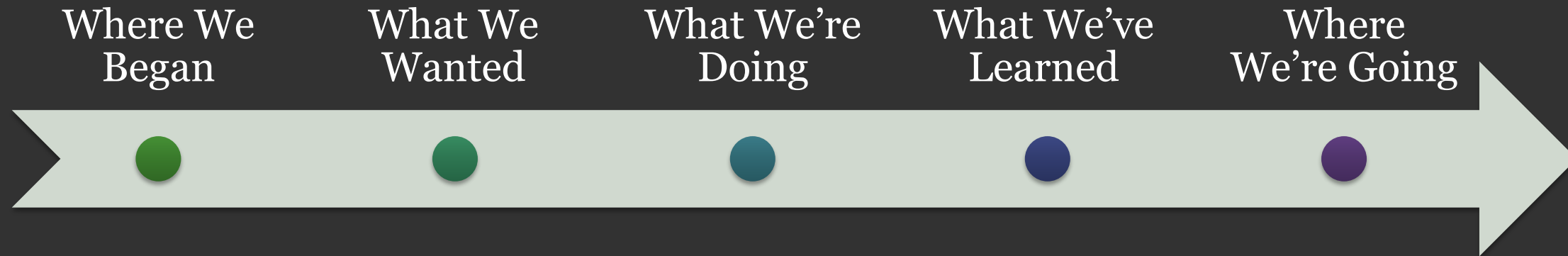
Content Browser | ▾

-  eLumen Basic Training Course >
-  Institutional Assessment >
-  Monthly Newsletter Archive >
-  Assessment Showcase! >
-  Training Resources & Guides >
-  Discussion & Support >

# Where We're Going

|                |   |
|----------------|---|
| Purpose        | Clear Milestones & Focus on Improvement |
| Ownership      | Greater Opportunities for Involvement   |
| Communication  | Expand Reach & Build Resource Archive   |
| Effort         | Simple, Easy, Integrated Process        |
| Cohesion       | Clear Guidelines & Expectations         |
| Sustainability | Ongoing eLumen Implementation & PD      |

# PCC's Assessment Journey



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# Questions?

| <b>Liz Medendorp</b>                               | <b>Shanna Montoya</b>                                  | <b>Melissa Kibrick</b>             |
|--|--|------------------------------------|
| Assessment Coordinator<br>Pueblo Community College | Assessment Committee Chair<br>Pueblo Community College | Customer Success Manager<br>eLumen |

