



**Assessment of Student Learning**  
**2019 Annual Report**

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### Attachments:

- Attachment 1: Program-Level Assessment
- Attachment 2: 2019 Improvement Plans by Division

## **I. Executive Summary**

2019 marked another year of continual improvement and success in assessment of student learning at Pueblo Community College. After the flurry of our HLC accreditation visit and the many improvements made over the past several years, including revising the annual assessment timeline, moving the division meeting dedicated to assessment to a month earlier so as to provide more time to review results, developing a new, streamlined Improvement Plan form and a Semesterly Task Checklist, and providing a wide range of training opportunities, we seem to have found our footing in a consistent and cohesive approach to assessment that has become part of the culture at PCC.

The Assessment Committee continued to build up program-level assessment, improve communication between the Committee and faculty, and increase part-time instructor involvement in assessment. Before undertaking the task of increasing course-level assessment, the committee reviewed the mapping of all program-level outcomes for clarity, logic, and consistency. Additionally, the Colorado Regional Assessment Council asked PCC to host and plan the 2019 CoRAC Conference. This new opportunity, while daunting and unexpected, was a good fit for the Assessment Committee to undertake in 2019. The conference, attended by participants from two-year and four-year institutions from across the state, was a resounding success, to the point that the PCC Assessment Committee was asked to take over the responsibilities of operating CoRAC as a statewide organization, as task we have taken on for 2020 and beyond.

### A. Areas of Growth

We have seen consistent growth in multiple areas related to the assessment of student learning at Pueblo Community College each year, as reflected by the year-to-year trends from 2016 until now:

## 1. Participation Rates

*Figure 1.1 Year-to-Year Participation Trends*

<b>Participation</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
PT Participation	8.63%	16.93%	28.33%	31.40%
FT Participation	83.81%	79.82%	90.48%	80.87%
Total Participation	31.60%	33.18%	44.72%	43.79%
Sections Assessed	175	385	520	609
Courses Assessed	117	186	252	281
Completed Assessments	225	467	585	680

Over 80% of full-time faculty are consistently conducting assessments and entering scores into eLumen. Most encouragingly, part-time instructor participation rates have shown a dramatic increase to 31.4%. While this is still below where we would like the part-time participation rate to be, we have still seen consistent growth from year to year, and this figure represents an impressive increase from just 8.63% participation in 2016.

## 2. Performance Target Achievement

*Figure 1.2 Year-to-Year Performance Trends*

<b>ISLO</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
1: Critical Thinking	65.14%	63.85%	69.29%	67.68%
2: Communication	58.74%	67.24%	64.14%	77.50%
3: Quantitative Reasoning	71.43%	73.59%	77.68%	78.72%
4: Literacy	60.94%	73.58%	69.44%	70.63%
5: Professionalism	84.06%	77.82%	76.46%	77.92%
All ISLOs	72.63%	70.26%	70.53%	73.50%

Student performance rates have also increased for four out of the five outcomes. Only Critical Thinking & Problem Solving showed a slight decrease in performance target achievement (1.61% decrease), and as such will also be a renewed focus for 2020. Additionally, the target of 70% of students achieving “Accomplished” (3) or “Exemplary” (4) performance was met for the

other four ISLOs, with an impressive improvement in Effective Communication (13.36% increase), which has been a primary focus during the 2019 calendar year as this ISLO has historically been an underperforming area.

### 3. Sample Sizes

*Figure 1.3 Year-to-Year Sampling Trends*

ISLO	2016	2017	2018	2019
1: Critical Thinking	5596	10002	11316	11932
2: Communication	3117	5262	7209	8570
3: Quantitative Reasoning	28	4514	2648	3487
4: Literacy	64	5322	7892	5741
5: Professionalism	7524	6266	8393	7559
All ISLOs	16329	31366	37458	37289

Sample sizes for each ISLO have also increased across four of the ISLOs, with Textual Literacy being the exception. A call for increased assessment of this ISLO will also be addressed by the committee in 2020. Thanks to similar efforts in 2019 with regard to Quantitative Reasoning, we did see an increase in sample size for that ISLO.

### 4. Program-Level Assessment

*Figure 1.4 Year-to-Year Program-Level Assessment Trends*

Program Progress	2016	2017	2018	2019
Prefixes with PSLOs	No Data	67.42%	77.27%	89.29%
Total PSLOs	No Data	437	452	517
Mapped PSLOs	No Data	26.32%	66.60%	81.24%
PSLOs with Rubrics	No Data	44.16%	44.25%	46.42%
Program-Level Assessments Completed	No Data	177	332	384
Courses	No Data	71	160	137
Sections	No Data	140	413	322

The development of Program-Level Assessment, our focus for 2018, including Program-Level Student Learning Outcomes (PSLOs), their mapping with PCC's ISLOs, and rubrics for assessing these program-level outcomes has shown marked growth, as expected, particularly for PSLOs that are mapped, program-level rubrics, and completed assessments at the program level.

### B. Areas of Opportunity

For 2020, then, the Assessment committee will guide PCC faculty in several important areas of improvement:

1. Part-time instructor involvement will continue to be a focus, with a goal of 40 percent participation.
2. PSLOs will remain a directive for the foreseeable future, with attention to CSLOs being given to those prefixes that have already completed the approval process at the state level. 2020 will remain the target year for the big CSLO push.
3. Emphasize strategies for teaching Critical Thinking and providing additional opportunities to develop this skill in order to reverse the downward trend.
4. Increasing the sample size for the Textual Literacy ISLO would be beneficial, so renewed marketing will be given to departments where this makes sense to assess.
5. Explore further opportunities for assessing student learning outside of the classroom, where possible, by supporting student affairs and support services in any assessment projects or endeavors they might undertake. Possibilities for student affairs assessment will be reevaluated in fall 2020.
6. Increase availability and awareness of remote support and training for assessment.

*\* Note: There may be some slight discrepancies among figures included in this report for similar data points, which are a result of additional data being entered into eLumen after the initial reports were generated; none of these discrepancies have been determined to be statistically significant.*

## **II. Assessment of Student Learning Process**

### **A. Annual Cycle**

PCC's assessment cycle follows the calendar year and includes four key phases that guide our assessment activities over the course of each year (see Figure 2.1 below):

1. Plan (Goal Setting and Development Phase)
2. Assess (Implementation and Data Collection Phase)
3. Report (Interpretation and Documentation Phase)
4. Improve (Closing the Loop Phase)

While academic departments submit their official Improvement Plans only once annually—toward the start of the spring semester, kicking off the new annual cycle with concrete action steps developed in direct response to the previous cycle's results—all four phases of the assessment cycle are in fact completed every semester: chairs, faculty, and instructors (1) plan their assessment activities (what learning outcomes they will assess, with what measurement tools/rubrics, and in which classes), (2) collect and submit student performance data before the end of the term (the established grading deadline), (3) review the results to identify areas of opportunity, and (4) develop a plan for changes to instruction, curriculum, assessment methods, and/or support services directed toward improving student learning and to be implemented during the following semester.

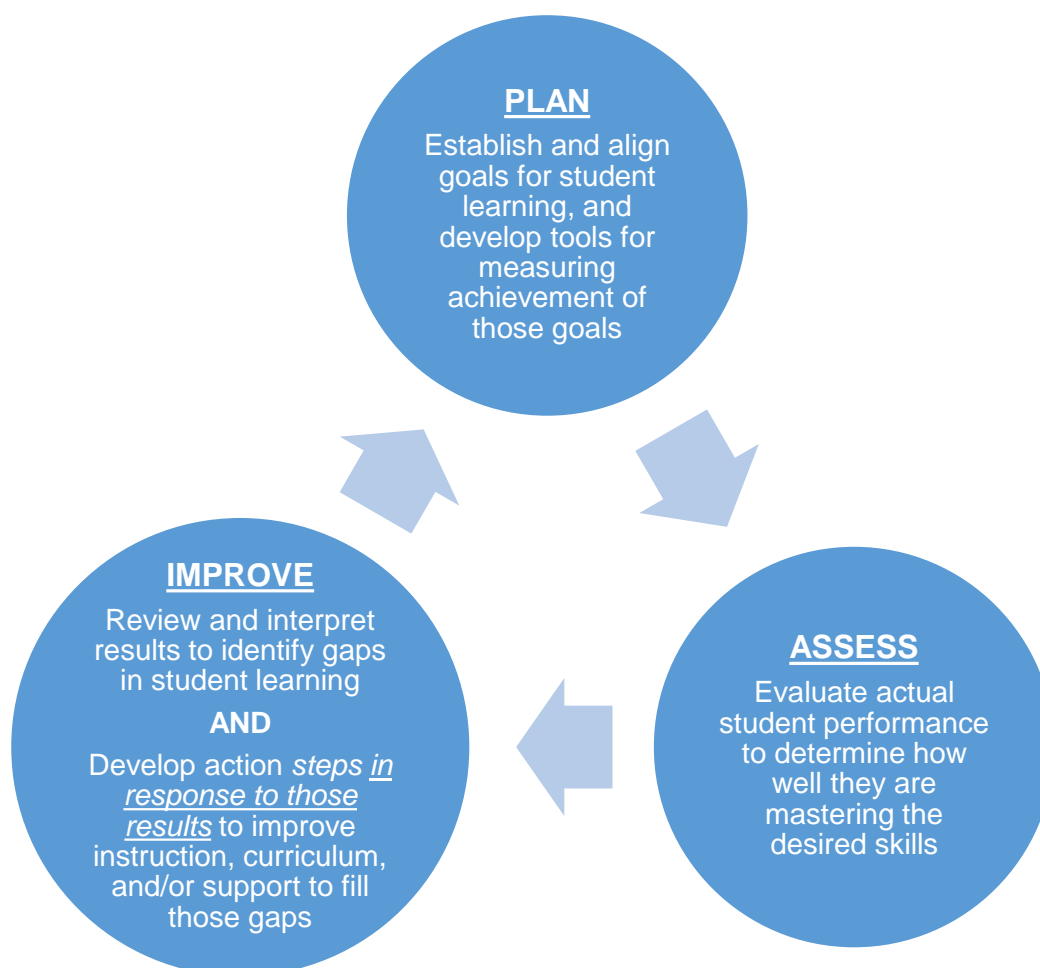
However, the final two steps in this cycle—reporting results and planning improvements—have historically been seen as separate processes, when in reality, assessment results and any improvements that might be made based on those results are intrinsically intertwined, and efforts to “close the assessment loop” are only effective when these two endeavors are seen as interconnected and inseparable.

*Figure 2.1 Traditional Assessment Cycle*



Concerted efforts were therefore made to unify the process of “reporting” with that of “closing the loop,” and as such, these two activities have been reconceptualized as one and the same “phase” of the assessment cycle (see Figure 2.2 for a diagram of this Restructured Assessment Cycle). Each phase of our restructured annual assessment cycle is described in greater detail below.

Figure 2.2 Restructured Assessment Cycle



### 1. Planning: Setting Goals

Institution-Level Planning: All planning decisions related to college-wide assessment of student learning activities are driven by faculty values and input, including the identification of shared goals and the establishment of institution-level learning outcomes, the development and approval of common rubrics for assessing these outcomes, and the mapping of alignment between course-, program-, and institution-level assessment across disciplines. Faculty input is actively sought and collected via a range of methods, including surveys, All Faculty meetings, open discussion sessions, workshop evaluations, informal conversations, formal votes, and feedback reflections embedded into eLumen and linked to every college-wide assessment rubric.

Program- and Course-Level Planning: Department Chairs continue to oversee course- and program-level assessment activities for their respective disciplines, including the development and planning of assessments for student learning outcomes at these levels. Based on their faculty and instructors' goals and preferences, Department Chairs distribute rubrics (or "Plan" assessments) to active course offerings each semester using the eLumen Planner tool. All instructional staff are able to select any of our five common institutional rubrics to assess student performance in their classes, and most departments also have a number of program-specific rubrics available for use as well (see a for a complete listing of Program-Level Student Learning Outcomes and Assessment Rubrics).

## **2. Assess: Evaluating Performance**

Implementation of the planned assessment activities occurs each semester, including ongoing training opportunities made available to all faculty and instructors in multiple formats on using the eLumen assessment platform, best practices for designing assessment methods, norming and calibration to ensure scoring consistency and accuracy, and additional on-demand support and guidance as needed. The Assessment Director, Chair, and Division Leads support departments and faculty in developing assessment rubrics in accordance with best practices for identifying observable, measurable behaviors that reflect student learning, building them into the online assessment platform, and linking ("Planning") them the appropriate classes and instructors each semester using the eLumen Planner.

Faculty then enter Activity Information (title and brief description of the assignment, project, or activity through which they will assess student performance on the designated learning outcomes) and record scores on a four-point scale representing various levels of mastery of these skills for each enrolled student. All instructional staff—full-time and part-time—are

expected to complete at least one assessment in at least one class each semester that they teach, and for the sake of consistency, the scoring deadline coincides with the grading deadline each term, making assessment part of the usual teaching routine for any given semester.

### **3/4. Improving: Reporting/Closing the Loop**

#### Improvement Planning

In 2017, the paper form known as the “Assessment Plan & Report” was revamped and rebranded with a new name—Improvement Plan—in order to refocus attention on the essential purpose of assessment, which is not to merely collect and report data, but rather to *improve student learning*. In 2018, the Annual Improvement Plan underwent minor revisions in response to faculty suggestions and feedback, but it retained the same essential format, containing the following three sections:

- 1) *What Did You Do?* – Overview of Assessment Activities & Participation
- 2) *What Did You Learn?* – Student Performance Data & Key Findings
- 3) *What Will You Do Next?* – Concrete Action Steps for Improving Student Learning in the Upcoming Assessment Cycle

In 2019, the Improvement Plan was further refined in moving it to a fully electronic format, directly embedded into eLumen so that data could be automatically generated for each department, allowing faculty and Department Chairs to focus on the narrative portions of their Improvement Plans.

Faculty are both invited and strongly encouraged to contribute directly to the drafting of their departments’ Annual Improvement Plans. The instructions for each section of the Improvement Plan template primarily consist of questions for discussion, addressing both long-term and short-term goals for student learning, opportunities to refine assessment methods and tools, and strategies for promoting participation in and contributions to departmental assessment efforts to help work toward those goals. In this process, faculty reflect on past assessment results

and processes to identify areas of strength and opportunity and share ideas for future changes to instruction, curriculum, and/or support services to improve student learning as well as possible adjustments to assessment procedures and methods.

Since PCC adopted the eLumen assessment management platform in Fall 2016, all assessment planning and reporting has been conducted through eLumen, resulting in cohesive practices across the institution as well as streamlined assessment for faculty. This strategy promotes unity (alignment with institutional goals), consistency (uniform format and process), and quality control (any assessment methods or tools are reviewed by assessment leadership before being entered into the system). Additionally, reports generated by eLumen automatically de-identify and tabulate data, ensuring confidentiality while also providing an institution-wide overview of student performance and faculty participation as well as break-downs of these figures for each division and department.

### Reporting Chain

While the method of submitting, reviewing, and compiling assessment results is now completely electronic, the reporting chain (see Figure 2.3) has remained the same. Faculty submit their assessment data via eLumen, after which Department Chairs review the overall results and compose the corresponding narrative using the Improvement Plan template. Division Leads then review completed Improvement Plans and provide comments directly via the electronic template. Once tagged as approved by these reviewers, the Director of Assessment is able to download the finalized Improvement Plans directly from the system for final review and compilation for inclusion in the Annual Assessment Report (see Attachment 2).

*Figure 2.3 Reporting Chain*

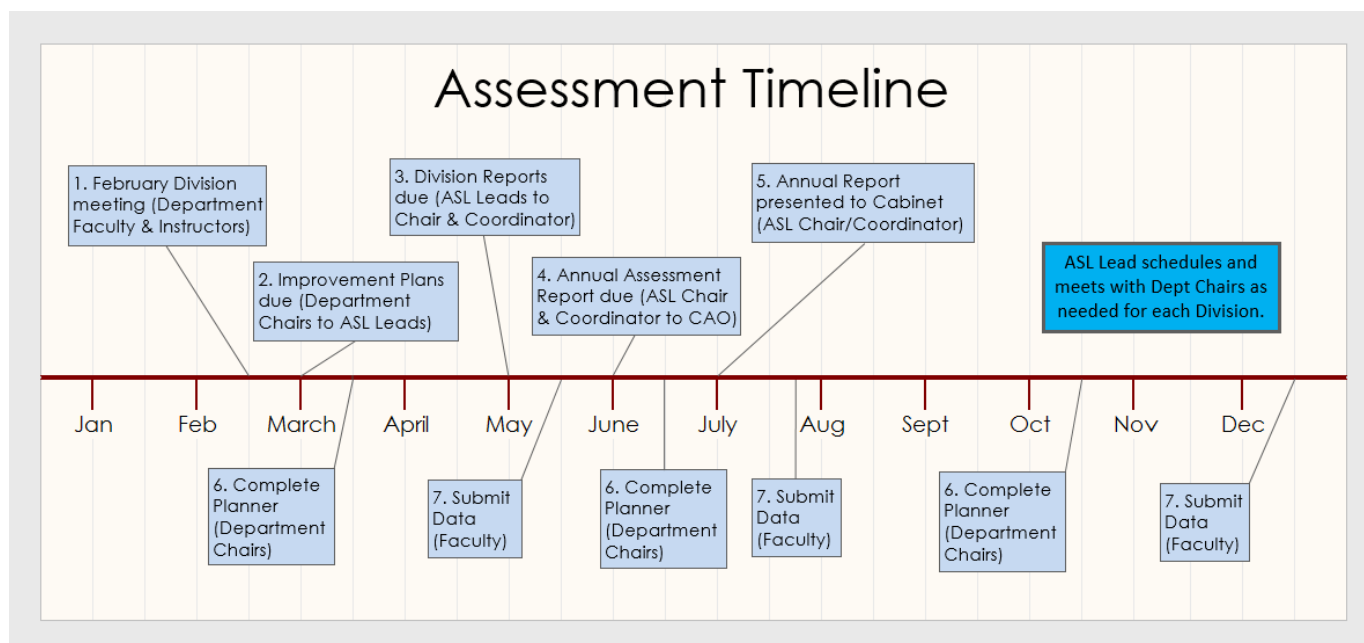


Departmental results, participation reports, and institution-wide trends are included in the final version of this report, posted on the U: drive, and distributed to the college Deans, Division Leads, and Department Chairs to be reviewed and discussed with faculty. Assessment plans and reports dating back to 2012 are available on the [Pueblo Community College website](#), and reports from earlier years can be accessed by all PCC administrators, instructors, and staff through an internal college network drive. Upon completion and approval by the Assessment of Student Learning Committee, the final version of this report will be posted on the U: Drive, and upon administrative approval, it will also be posted on the [Assessment @PCC Blog](#) along with all attachments and appendices.

### B. Assessment Timeline

As of 2016, Assessment of Student Learning follows a calendar year cycle for planning and reporting; concurrently, departments follow a semesterly cycle of distributing assessment rubrics and submitting data for each term (see Figure 2.4 for these concurrent timeline details).

*Figure 2.4 Assessment Timeline*



## ASSESSMENT OF STUDENT LEARNING PROCESS

1. February Division meeting - set aside for reviewing past results and discussing next steps within departments
2. Improvement Plans for previous calendar year due to ASL lead by the end of February
3. ASL Leads compile and send Division Reports to ASL Chair & Coordinator by the end of April
4. ASL Chair & Coordinator compile and send Annual Assessment Report to CAO by the end of May
5. ASL Chair and/or Coordinator present the Annual Report to President's Cabinet during the summer
6. Department Chairs distribute rubrics using the eLumen Planner by mid-semester - March, June, & October
7. Faculty submit assessment data in eLumen by the grading deadline each semester - May, July, & December

Additionally, “Task Checklist” was developed in Fall 2016 to clarify the steps each department should be taking provide a suggested time frame for completing each task. After receiving numerous requests for a task checklist for the Spring 2017 semester, we designed a more comprehensive [Semesterly Task Checklist](#) that could be used from semester to semester without needing updates to the specific goals or projects undertaken during a particular cycle or term (see Figure 2.5 for a condensed overview).

*Figure 2.5 Semesterly Task Checklist Overview*

When	What	Who
Week 4	Communicate expectations for participation, department goals and plans, and training opportunities to faculty and instructors	Department Chairs
Week 6	Review past results, identify key findings, and discuss next steps and opportunities for improvement	Within Departments
Week 8	Establish the plan for current semester assessment activities (who, what, and in which classes)	Within Departments
Week 10	Complete the eLumen Planner by distributing rubrics to courses according to the established plan	Department Chairs
Grading Deadline	Evaluate current students’ performance on planned assessments and submit rubric scores in eLumen	All Instructional Staff

In 2019, we reinforced the changes made to the annual cycle timeline and continued to refine our processes by eliminating unnecessary steps, simplifying reporting procedures, and clarifying semesterly expectations. In particular:

- **Division Meeting**: We received approval to move the Division Meeting time dedicated to assessment work from March to February moving forward; providing this time to review results and discuss next times earlier in the semester has proven to make it more feasible to implement planned improvements in the spring semester and also gives departments

the opportunity to work on completing their Improvement Plans together before the deadline. After the positive response to this change in 2018, we continued this practice in 2019, as it gave the divisions more time to work on their Improvement Plans, facilitated by the tireless efforts of the Division Leads, who worked more closely with their departments and programs than ever before.

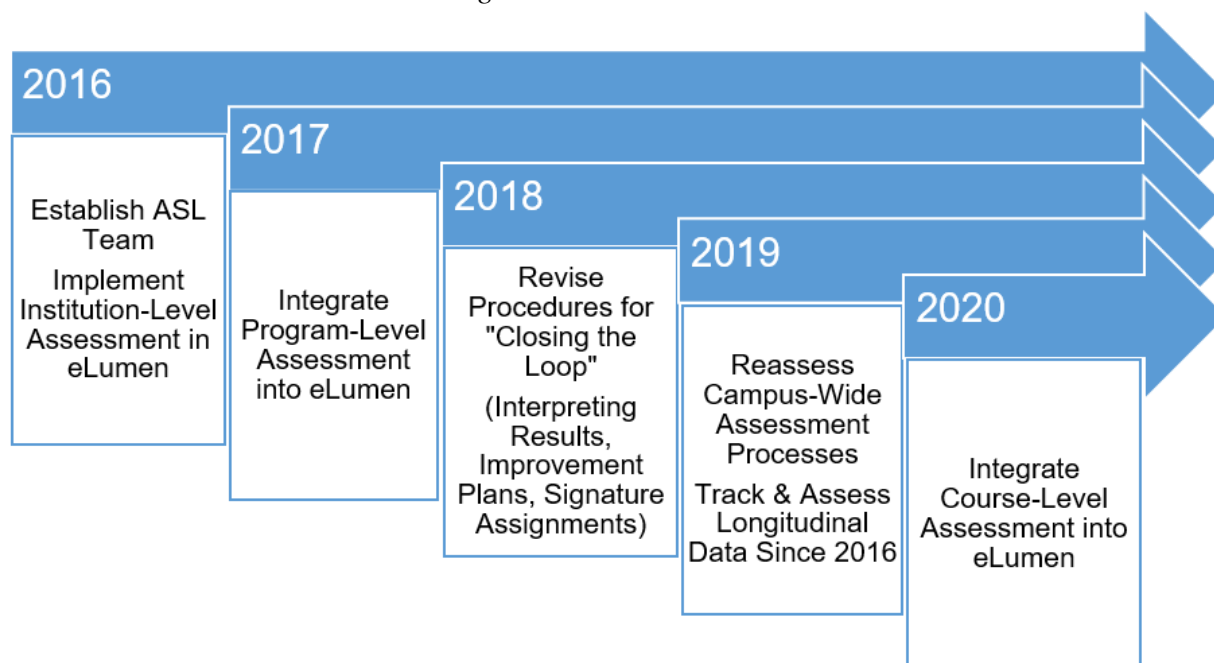
- Electronic Submission of Improvement Plans: In 2017, we developed and piloted a new “Improvement Plan” form designed to replace the cumbersome Assessment Plan & Report; instead of two submission deadlines for the same form, combining the review of the previous cycle’s results with the planning of next steps for improvement into one step both streamlines the reporting process and emphasizes the importance “closing the loop” by making data-driven decisions about curricular and instructional changes directly based on findings from the previous cycle’s results. (See [section II, part A, item #3/4](#) for further details on the electronic submission process and the motivations behind this change).
- Expectations and Deadlines: In conjunction with efforts to increase part-time instructor participation, we clarified the expectations associated with assessment on multiple occasions, including presentations at Part-Time Instructor Orientation sessions, D2L announcements, and email reminders sent to all faculty and all instructor distribution lists. In particular, we reiterated that all instructional staff—whether full-time or part-time—are expected to complete at least one assessment in at least one class each semester that they teach, and assessment scores must be submitted via eLumen by the corresponding grading deadline for the course. Part-Time participation is at 31.4% for 2019, an increase of 4% over the 2018 rate of participation (see [Appendix B, Table B2](#) for more detailed participation rate figures). This is an increase falling just short of the

annual goal of a 5% increase in PCC's Destination 2022 strategic plan (Strategic Imperative One, Strategy 3, KPI 3). Department and Program chairs need to keep a focus on Part-Time participation for 2020, though the burden of the switch to remote learning in Spring 2020 perhaps could lead to a decrease in participation for that semester.

### C. Five-Year Plan

Conceived as the first phase of an AQIP Action Project to create a more inclusive and sustainable framework for institutional assessment of student learning, PCC's Five-Year Plan for assessment was developed through college-wide discussions and Goal Setting Meetings. We are now entering the third year of that plan, which is briefly outlined in Figure 2.6.

*Figure 2.6 Five-Year Plan*



The new electronic Improvement Plan form was introduced in 2019, making it easier for departments and programs to report their results for the year and plan for the coming year. We also reassessed campus-wide assessment processes in 2019 by completing a full review of the mapping of all Program-level outcomes by the end of Fall 2019. With this review complete and

knowing our mapping is now consistent, our focus for 2020 can continue on implementing Course-level outcomes assessment.

#### D. Roles & Responsibilities

All instructional staff, including any and all willing part-time instructors, contribute to the development of program-level procedures, including developing student learning outcomes, establishing the mapping/alignment of those outcomes, and designing program-level assessment rubrics. The primary Assessment roles at Pueblo Community College are defined as follows:

- **Full-Time Faculty** complete eLumen Basic Training, assess evidence of student work in at least one section of one course each semester using at least one of our common ISLO rubric(s) OR aligned PSLO/CSLO rubric(s) by entering scores into eLumen by the grading deadline, and contribute to program-level planning, development, and improvements within their departments.
- **Part-Time Instructors** ideally complete eLumen Basic Training, assess evidence of student work in at least one section of one course each semester using at least one of our common ISLO rubric(s) OR aligned PSLO/CSLO rubric(s) by entering scores into eLumen by the grading deadline, and contribute to program-level planning, development, and improvements within their departments.
- **Department Chairs** distribute assessment rubrics to faculty using the eLumen planner, encourage part-time instructor involvement in assessment, and facilitate discussions to interpret results and develop improvement plans detailing changes to curriculum, instruction, and assessment procedures based on the results.
- **Assessment Leads** assist the ASL Director and Committee Chair in coordinating assessment practices across all of PCC's academic divisions and campuses through communicating requirements and expectations, answering faculty questions, and compiling results.

### **III. Ongoing Projects**

#### **A. Part-Time Instructor Participation**

Since 2017, per an HLC recommendation, PCC has been increasing our part-time instructor participation. Specific counts of part-time instructors vary, not just from semester to semester, but within semesters themselves, making it difficult to get a firm grasp on any official numbers from which to evaluate participation rates, or even set improvement goals.

After exploring several counting methods that proved to be inconsistent in terms of accuracy, we arrived at what seems to be the most reasonable means tabulating the number of part-time instructors and full-time faculty employed at PCC during each semester, which is twofold:

1. **Timing:** The data load from Banner into eLumen is performed immediately after the census date for full term classes, maximizing the accuracy of the student rosters, instructors of record, and classes offered as they appear in the system.
2. **Review:** A report containing the complete list of all “evaluators” (instructors) loaded into eLumen is generated, sorted by Division, and submitted for review to the corresponding Deans and AEA’s, who record part-time and full-time status for each individual listed and return them to the Director of Assessment.

Consequently, the participation rate figures documented in the Annual Assessment Report are calculated based on the number of part-time instructors established in these lists each term. There are still some inevitable discrepancies, especially with regard to identifying “course-responsible” instructors, and we continue to work toward a solution in terms of identifying non-course-responsible instructors (e.g. clinical, lab, etc.) more consistently.

## **1. Communications Plan**

The ASL Committee's plan for clear, regular, and timely communication follows consistent and expected methods for distributing information in multiple formats, including establishing specific individuals and platforms as the primary sources of specific types of assessment-related materials, instructions, and reminders:

- Dedicated Contact: Established primary points of contact, including Division Leads and dedicated eLumen Support email account (managed by the Director of Assessment), and clearly identified ASL Chair and Director as the primary sources of key communications.
- Newsletter: Distributed on a bimonthly basis with archives of past issues available on multiple platforms, the Assessment of Student Learning Newsletter contains recent news and accomplishments, reminders of upcoming tasks and deadlines, and clarifications regarding terminology, best practices, eLumen features, and FAQs.
- D2L Announcements: The purpose of the Assessment of Student Learning Resources D2L (Desire2Learn) course created in Fall 2016 was originally to offer self-paced, online training opportunities. In 2018, that purpose was expanded to include timely, reliable communication, especially with part-time instructors, who may not consistently check official PCC email or fully read the bimonthly Assessment Newsletter. As all instructors are required to use our LMS for tracking attendance and recording grades, we can most reliably expect them to access D2L on a regular basis. As a result, carefully timed and concisely worded D2L announcements are posted at key points in the timeline outlined in the Task Checklist (see [Figure 2.5](#)) each semester to maximize the chances that important communications will effectively reach the part-time instructor audience. This practice seems to have been an effective method of communication during the 2019 calendar year,

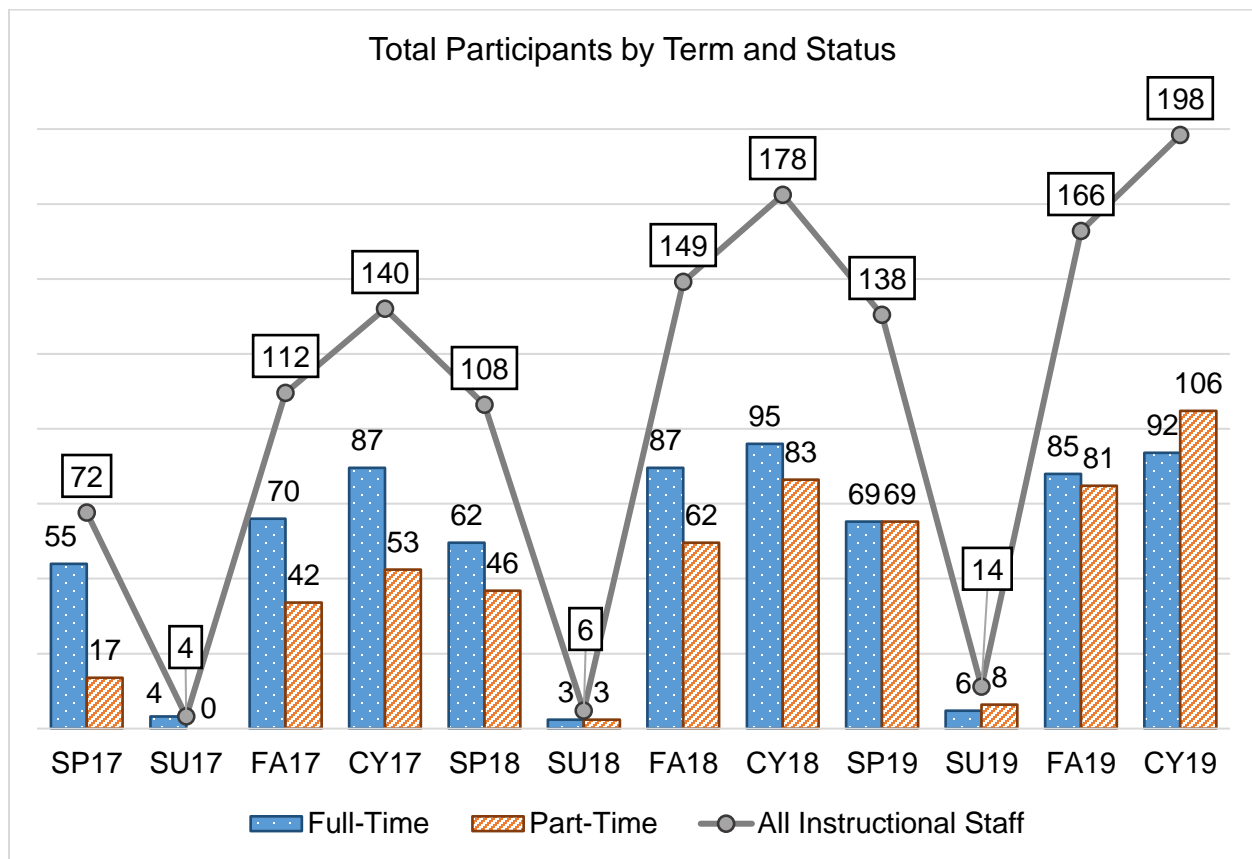
and we will resume this practice in 2020 based on feedback from part-time instructors who appreciated the use of this platform.

- Division Meetings: The Division Assessment Leads have a standing item on the agenda for monthly Division Meetings in order to share recent updates, current projects, and upcoming assessment deadlines. This monthly opportunity to communicate directly with all full-time faculty was invaluable in ensuring that everyone was fully informed regarding assessment activities and also allowed faculty to ask questions and receive immediate clarification and support.
- Branch Campus Involvement: A concerted effort is made to offer all training, goal setting, and assessment discussions in-person at the branch campuses to ensure that all faculty had an equal opportunity to receive key information and contribute to the assessment process without the impediments of distance and technology.
- Training & Resources: In addition to a wide range of assessment events and workshops that have been offered on a range of topics, comprehensive assessment resources are available to faculty and staff in several centralized locations, including the shared college network U: drive, an Assessment Resources D2L course, and a comprehensive archive of materials posted on the [Assessment @PCC Blog](#). By providing the full range of resources for assessment support (training guides, common rubrics, current forms, results reports, past newsletters, support guides including templates, worksheets, and examples, and opportunities to discuss projects and receive feedback) via several platforms, we can ensure that they are easily accessed no matter which method each individual prefers.

## 2. Part-Time Participation Rates

During the 2019 cycle, a total of 198 *unique* individuals participated in assessment by entering scores in eLumen at least once during the calendar year (see Figure 3.1 for total participation figures by term and status). 106 of those were part-time instructors, representing approximately 33% of our part-time instructors across all three campuses and 54% of all individuals participating in assessment throughout the calendar year. Between the 2018 and 2019 cycles, we recorded a 28% increase (83 to 106) in the number of part-time instructors completing assessments in eLumen, resulting in a 4.49% increase in part-time participation rates overall (28.33% to 32.82%). (See [Appendix B, Table B2](#) for more detailed figures on participation rates by status for each department and division.)

Figure 3.1 Unique Participants



B. Program-Level Assessment*Figure 3.2 Program-Level Assessment Development Progress*

DEPARTMENT	PREFIXES	w/PSLOS	PSLOS	w/MAPPING	w/RUBRIC
<b>Arts &amp; Sciences</b>	<b>38</b>	<b>35</b>	<b>262</b>	<b>203</b>	<b>132</b>
CRJ	1	1	11	11	8
ECE	3	3	40	13	8
ENG	7	6	89	86	66
FAH	5	5	34	34	33
MAT	1	1	6	0	1
MGD	4	4	40	39	2
SCI	8	7	10	9	5
SOC	9	8	32	11	9
<b>Business &amp; Technology</b>	<b>23</b>	<b>22</b>	<b>135</b>	<b>116</b>	<b>66</b>
ASE	1	1	11	11	5
BUS	6	6	33	33	0
CIS	4	3	18	18	7
CUA	2	2	10	10	5
HIT	1	1	6	6	6
MAC	8	8	51	35	38
WEL	1	1	6	3	5
<b>Health &amp; Public Safety</b>	<b>16</b>	<b>14</b>	<b>88</b>	<b>72</b>	<b>31</b>
COS	4	3	6	3	0
DEH	1	1	23	22	6
EMS	1	1	10	9	4
FST	1	1	5	0	5
HPR	1	1	2	2	0
LEA	1	1	5	3	0
OTA	1	1	6	5	6
PHT	2	1	5	3	0
PTA	1	1	12	11	4
RCA	1	1	3	3	0
RTE	2	2	11	11	6
<b>Nursing</b>	<b>7</b>	<b>4</b>	<b>32</b>	<b>29</b>	<b>11</b>
MAP	2	1	6	3	0
NUA	1	1	9	9	4
NUR	3	1	8	8	4
STE	1	1	9	9	3
<b>Institution Totals</b>	<b>84</b>	<b>75</b>	<b>517</b>	<b>420</b>	<b>240</b>

With reviewing and revising the Program-Level Student Learning Outcomes, we ended the year well-positioned to move forward with Course-Level Student Learning Outcomes in 2020. Out of 84 prefixes, 75 have PSLOs associated with them, for a total of 517 PSLOs, 420 of which are mapped. Out of those, 240 have rubrics associated with them. (See Attachment 1: Program-Level Assessment for a complete listing of PSLOs).

### C. Improvement Planning

The new Improvement Plan for 2019 is more streamlined and intuitive than the one from 2018, facilitated by its new electronic format. The new form contains three sections (see Section II A, #3/4 for further specifics on each section) and presents the results up front, with performance data auto-generated for each Student Learning Outcome assessed, accompanied by a brief narrative overview on any performance trends that were noted, a summary of the assessment procedures, and any comments or clarifications needed to explain or explore factors that may have affected the assessment procedures or student performance.

Once the results figures are generated in the plan, faculty in each department is given the Division Meeting time in February to meet and discuss the results as part of the improvement plan process. Faculty are tasked with examining the data and answering questions regarding the instructional, curricular, and procedural improvements they need to make in the upcoming year as a follow-up on their assessment results from the previous cycle. In other words, faculty are the ones charged with developing a concrete plan to close the loop. The third part of the form, then, is the plan for the 2020 calendar year's assessment, which includes the next steps to be taken in assessment, the desired improvement goal, the timeframe in which this will be achieved, and the participants in each assessment from within the department.

In 2019, the Improvement Plan was also transferred to an electronic format directly embedded into eLumen, allowing the system to automatically generate key performance data in a clean and condensed format. This new streamlined process for submitting and collecting assessment data has proved to be much faster, easier, and less frustrating by comparison to previous reporting methods, which often required Department Chairs to expend most of their efforts on the time-consuming and tedious tasks of compiling reports from various sources, extrapolating information submitted in inconsistent formats, and tabulating data to calculate results. Consequently, whereas assessment was often previously associated with the idea of meaningless data collection and the essential purpose of assessment—to improve student learning—was largely lost in the shuffle, the response to the electronic template has been resoundingly positive, with Department Chairs and faculty alike touting its simplicity and ease of use, allowing them to focus their energies on actually interpreting the data and planning meaningful improvements.

## **IV. New Initiatives**

### **A. Mapping Review**

A priority for 2019 was to review the mapping of Program-Level outcomes to Institution-Level outcomes, ensuring that the mappings were logical and clear, that each PSLO was mapped to preferably a single ISLO. This makes the data more meaningful, not watered down, and that each outcome is clear. The primary reason for this were two-fold. First, to clean up the mapping for each and every outcome across PCC as a maintenance issue, and second, prepare the way for the push for CSLOs. Mapping would be more consistent across the board from CSLO to PSLO to ISLO if the mapping was streamlined to the clearest and simplest form.

The Assessment of Student Learning Committee and the Director of Assessment divided up the departments and programs that had mapped PSLOs and shared the task of reviewing every outcome, verifying those that were well-mapped and making suggestions to chairs for those that needed to be cleaned up. Additionally, any prefixes that had no PSLOs assigned to them were flagged for the chairs so they could work on creating those missing PSLOs. With the mapping complete, the next initiative was to begin the process of revising or creating Course-Level Outcomes.

### **B. Revised Course-Level Outcomes**

The Course-Level Student Learning Outcomes were originally loaded into the eLumen system in Fall of 2016 after being pulled the state-wide Common Course Numbering System (CCNS). Since that time, a state-wide effort to review and revise all CSLOs has been underway, resulting in a large number of changes without clear notifications of these updates to be reflected in our own system. In 2019, the Director of Assessment therefore undertook the momentous effort of reviewing all course-level student learning outcomes and updating them to reflect any

revisions that have been made at the state level over the past three years. With the help of a Work Study employee, this process was completed, with 861 courses and 7,652 CSLOs reviewed and updated as needed. All CSLOs in eLumen are now up-to-date, paving the way for further development of course-level assessment in 2020. Ongoing review of any changes made at the state level will need to be implemented moving forward in order to maintain currency and accuracy of the CSLOs in eLumen.

### C. Colorado Regional Assessment Council Leadership

In 2018, PCC was honored to have been asked to host the 2019 Colorado Regional Assessment Council's (CoRAC) annual conference. The annual conference had been revived in 2018, and this was PCC's opportunity to build upon the initial work conducted and the successful HLC Site Visit that resulted as well as to showcase our assessment efforts to the state. Renee Gust, faculty for Early Childhood Education and a first-year assessment committee member, volunteered to head the committee building the conference, and her tireless efforts provided for a successful conference on Friday, April 19, 2019.

Following the success of the conference, the PCC Assessment of Student Learning Committee was asked at the end of 2019 if we would like to assume the responsibilities of CoRAC leadership and management. Following a vote of the committee and approval from administration, PCC's ASL Committee accepted the role and received all of the CoRAC files and email lists. This is our opportunity to put our stamp on CoRAC and build it up into the association we want it to be. We were assisting Red Rocks Community College in their communications for the Spring 2020 CoRAC Conference when Covid-19 hit and canceled the conference. Any further plans for CoRAC are on hold until the fall semester begins.

## V. 2019 Assessment Results

Past assessment plans and reports can be accessed by all PCC administrators, instructors, and staff through an internal college network drive ([U:\Assessment of Student Learning](#)). Additionally, this report contains an overview of key institution-level results, while course- and program-level results for each department are included as supplemental attachments; brief summaries of departmental assessment plans, key findings, use of results, and recommendations for closing the assessment loop are included in the Appendices. Upon completion and approval by the Assessment of Student Learning Committee, the final version of this report will be posted under the 2019 annual cycle folder. Upon administrative approval, the report will also be accessible through the PCC portal, via the PCC website, and on the Assessment @PCC Blog.

### A. Completion/Participation Rates

Assessments were planned for 938 sections of 315 different courses, and scoring was completed in eLumen for 609 of those sections in 281 courses, amounting to a total of 680 unique assessments completed of the 1,163 planned, (see [Appendix B, Table 1](#)). As in previous years, the completion rate is not the most accurate measure of overall participation, as many departments “planned” additional assessments in eLumen in order to offer faculty the option of which assessment they would like to complete.

*Figure 5.1 Participation Rates by Status and Semester*

	Full-Time Faculty			Part-Time Instructors			All Instructional Staff		
Term	Total	Out of	Rate	Total	Out of	Rate	Total	Out of	Rate
SP19	69	102	67.65%	69	239	28.87%	138	341	40.47%
SU19	6	47	12.77%	8	64	12.50%	14	111	12.61%
FA19	85	101	84.16%	81	245	33.06%	166	346	47.98%
CY19	92	109	84.40%	106	323	32.82%	198	432	45.83%

A total of 198 individuals participated in institution-level assessment (increase from 178 in 2018 and 140 in 2017), including 92 full-time faculty and 106 part-time instructors, representing an 84.4% full-time participation rate and a 32.8% part-time participation rate (increase from 28.3% in 2018), with 45.8% participation overall (see [Appendix B, Table 2](#)).

We have seen a steady increase in the number of programs participating in institution-level assessment over the past several years, from 32 disciplines in 2015 to 59 in 2019. In the past year, several new prefixes participated in assessment, leading to an increase from 68.8% to 73.8% of programs represented. Assessments were completed in the following disciplines (prefixes newly assessed in 2019 in bold):

*Figure 5.2 Programs Participating in 2019 Institutional Assessment*

- |  |                                       |  |
|--|---------------------------------------|--|
| • AAA - Advanced Academic Achievement    | • ECO - Economics                     | • MAR - Marketing, BUSM                |
| • ACC - Accounting                       | • EGG - Engineering                   | • MAT - Mathematics                    |
| • ART - Art                              | • ELT - Electronics                   | • MGD - Multimedia and Graphic Design  |
| • ASE - Automotive Technology            | • EMS - Emergency Medical Services    | • MOT - Medical Office Terminology     |
| • BIO - Biology                          | • ENG - English                       | • MUS - Music                          |
| • BUS - Business                         | • <b>ENV - Environmental Studies</b>  | • NAT - Manicurist                     |
| • CAD - Computer Aided Drafting          | • EST - Esthetician                   | • NUA - Nursing Aide                   |
| • CCR - College Composition & Reading    | • FST - Fire Science Technology       | • NUR - Nursing                        |
| • CHE - Chemistry                        | • GEO - Geography                     | • OTA - Occupational Therapy Assistant |
| • CIS - Computer Information Systems     | • <b>GEY - Geology</b>                | • PHI - Philosophy                     |
| • CNG - Computer & Networking Technology | • HIS - History                       | • POS - Political Science              |
| • COM - Communication                    | • HIT - Health Information Technology | • PSY - Psychology                     |
| • COS - Cosmetology                      | • <b>HOS - Hospitality Studies</b>    | • PTA - Physical Therapist Assistant   |
| • CRJ - Criminal Justice                 | • <b>HPR - Health Professional</b>    | • RCA - Respiratory Care               |
| • CUA - Culinary Arts                    | • HUM - Humanities                    | • RTE - Radiologic Technology          |
| • DEH - Dental Hygiene                   | • HWE - Health & Wellness             | • <b>RTV - Radio &amp; Television</b>  |
| • DMS - Diagnostic Medical Sonography    | • LIT - Literature                    | • SOC - Sociology                      |
| • ECE - Early Childhood Education        | • MAC - Machining Technology          | • STE - Surgical Technology            |
|  | • <b>MAN - Management</b>             | • <b>THE - Theater</b>                 |
|  | • MAP - Medical Assisting Profession  | • WEL - Welding Technology             |

## B. Sample Sizes

We ultimately collected assessment data from 601 sections of 289 different courses in 60 prefixes across 22 departments (see [Appendix B3](#) for complete figures on participation rates and sample sizes for each department). Including students who were assessed on multiple SLOs and/or in multiple courses, a total of 8,148 students were assessed across the institution during the 2019 calendar year:

*Figure 5.3 Sample Sizes by Division*

Division	Courses	Sections	Students	Assessments
PCC Overall	281	609	8,148	680
A&S	82	251	3,811	306
BAT	103	225	2,382	231
HPS	63	82	1,093	84
NUR	33	51	862	59

*Figure 5.4 Total Students Assessed by Level & Division*

Level	All	ISLO	PSLO	CSLO
PCC Overall	8148	3827	4265	1180
A&S	3811	1749	2410	504
BAT	2382	1338	778	300
HPS	1093	452	517	253
NUR	862	288	560	123

*Figure 5.5 Total Scores Collected (Directly & Indirectly) by ISLO & Division*

	PCC		A&S		BAT		HPS		NUR	
ISLO	Scores	N/A's	Scores	N/A's	Scores	N/A's	Scores	N/A's	Scores	N/A's
Critical Thinking	11,932	1,993	6,209	1,283	3,845	232	1223	183	655	295
Effective Communication	8,570	2,321	6,744	1,900	722	148	312	116	792	157
Quantitative Reasoning	3,487	1,360	2,321	1,017	1,067	272	85	1	14	70
Textual Literacy	5,162	986	3,231	725	901	155	415	41	615	65
Professionalism	7,559	1,513	4,017	1,183	2,322	302	862	21	358	7
All ISLOs	36,710	8,173	22,522	6,108	8,857	1,109	2,897	362	2,434	594

Figure 5.6 Total Scores Collected (Directly &amp; Indirectly) by ISLO &amp; Term

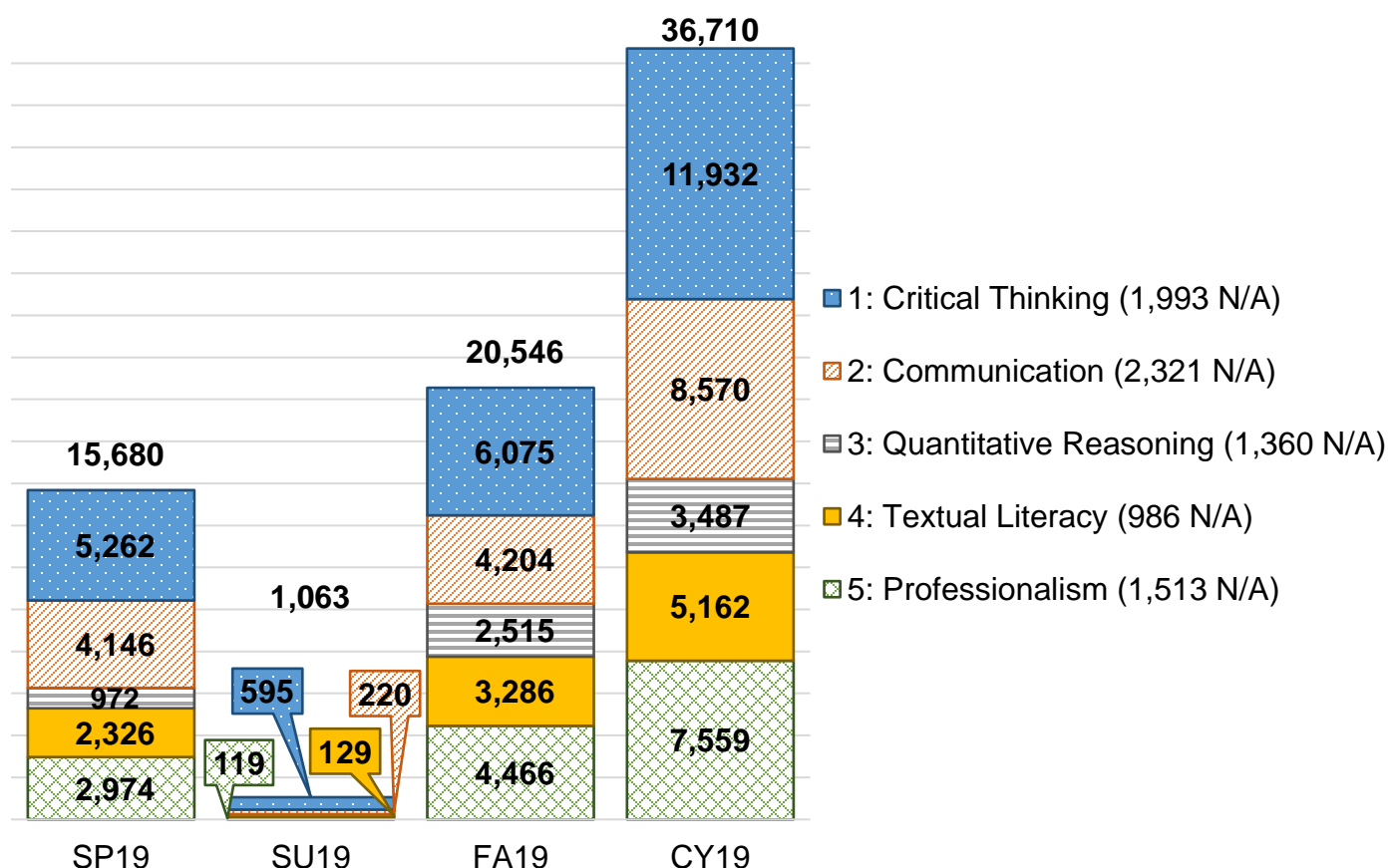


Figure 5.7 Proportion of Total Scores Collected for Each ISLO

ISLO	PCC	A&S	BAT	HPS	NUR
Critical Thinking & Problem Solving	32.50%	27.57%	43.41%	42.22%	26.91%
Effective Communication	23.35%	29.94%	8.15%	10.77%	32.54%
Quantitative Reasoning	9.50%	10.31%	12.05%	2.93%	0.58%
Textual Literacy	14.06%	14.35%	10.17%	14.33%	25.27%
Professionalism & Social Consciousness	20.59%	17.84%	26.22%	29.75%	14.71%
All ISLOs	100%	100%	100%	100%	100%

Figure 5.8 Proportion of N/A (“Not Assessed”) Scores Recorded by ISLO

ISLO	SP19	SU19	FA19	CY19
1: Critical Thinking	11.59%	14.14%	16.55%	14.31%
2: Communication	17.11%	20.00%	25.12%	21.31%
3: Quantitative Reasoning	20.26%	N/A (no data)	28.79%	28.06%
4: Textual Literacy	15.42%	17.83%	28.10%	16.04%
5: Professionalism	15.03%	15.00%	17.78%	16.68%
All ISLOs	14.89%	21.90%	22.26%	18.21%

With regard to these data on 2019 sample sizes, several noteworthy observations can be made:

1. Score Distributions

The distribution of scores collected for each ISLO has not changed significantly since 2018, with a slight increase in Textual Literacy scores and a decrease in the number of N/A (“Not Assessed”) scores recorded (see item 3 below). The sample size for Quantitative Reasoning remains quite small in comparison to the other ISLOs. Some of this is due to the nature of PCC’s course offerings, many of which do not include an emphasis on quantitative reasoning in their core learning outcomes, and as such it makes less sense to assess this ISLO. However, the samples sizes should continue to increase, and a priority for 2029 will be a continued push to increase the assessment of this ISLO.

2. Summer Assessment

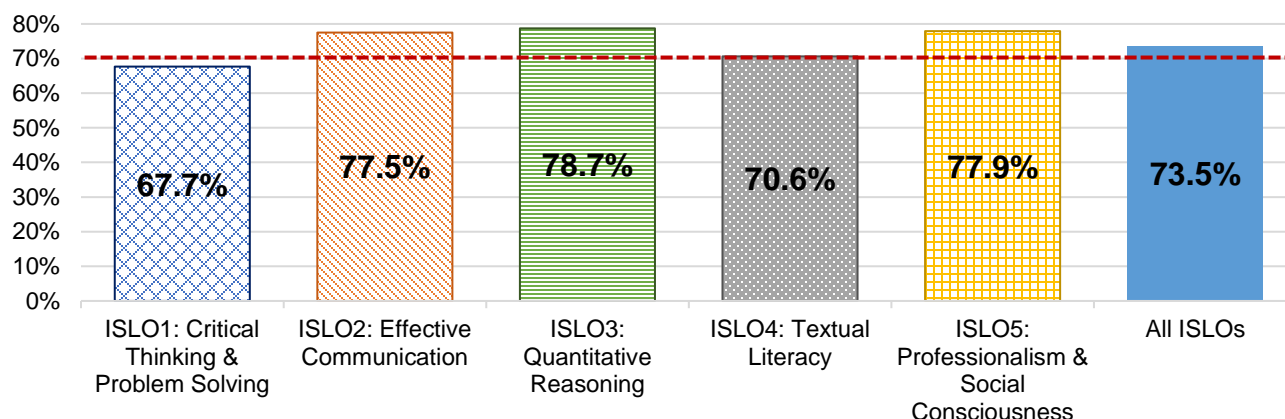
While it is to be expected that there is less data to be collected during the summer semester given that fewer classes are offered, the sample size for summer 2019 assessments remains disproportionately small, but there has been some improvement from 2018. By contrast to the overall year’s sample size (42.25% of courses and 25.14% of sections offered over the course of the entire year), 9.46% of courses offered during the summer semester (increase from 4.96%) and 8.30% of sections (increase from 3.52%) were assessed. Efforts to increase summer semester assessment seem have had a positive impact, but we should continue to communicate and reiterate the expectation that all instructional staff will complete at least one assessment every semester they teach, including the summer.

3. N/A Proportion

The average proportion of N/A (“Not Assessed”) scores for Critical Thinking & Problem Solving, Effective Communication, Textual Literacy, and Professionalism & Social Consciousness were well within a reasonable range of approximately 14% to 21%, indicating that instructors felt they were able to accurately assign numerical scores to the majority of their students on all of the criteria described in these rubrics. The N/A rates Quantitative Reasoning (28.06%) were slightly higher than ideal, but an definite improvement over 2018’s rate of 33.4%. This may mean that these rubrics should be revisited to determine whether the language needs to be clarified or generalized further, but it may also indicate that there are criteria on these rubrics that simply do not adequately reflect the learning outcomes for a large portion of the courses we offer, meaning they might be better suited to program- rather than institution-level assessments.

### C. Performance Trends

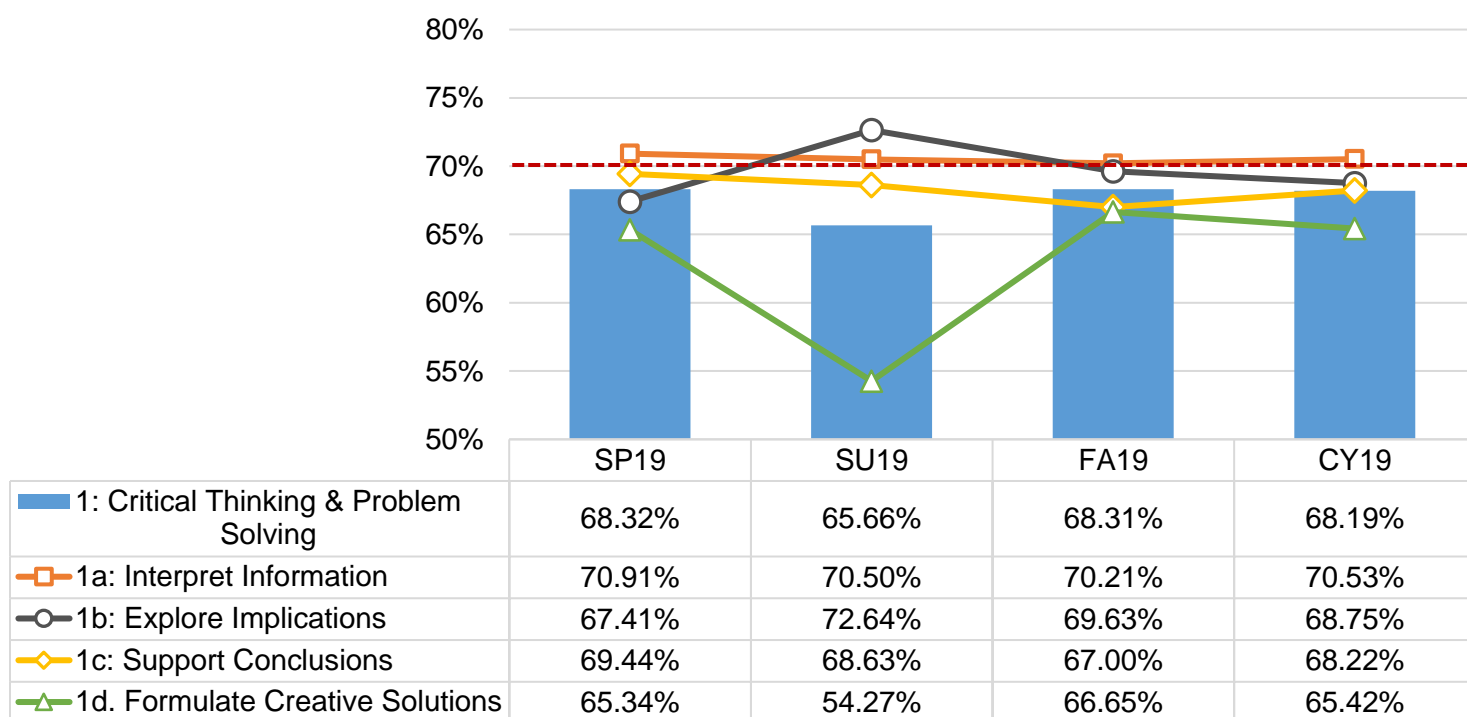
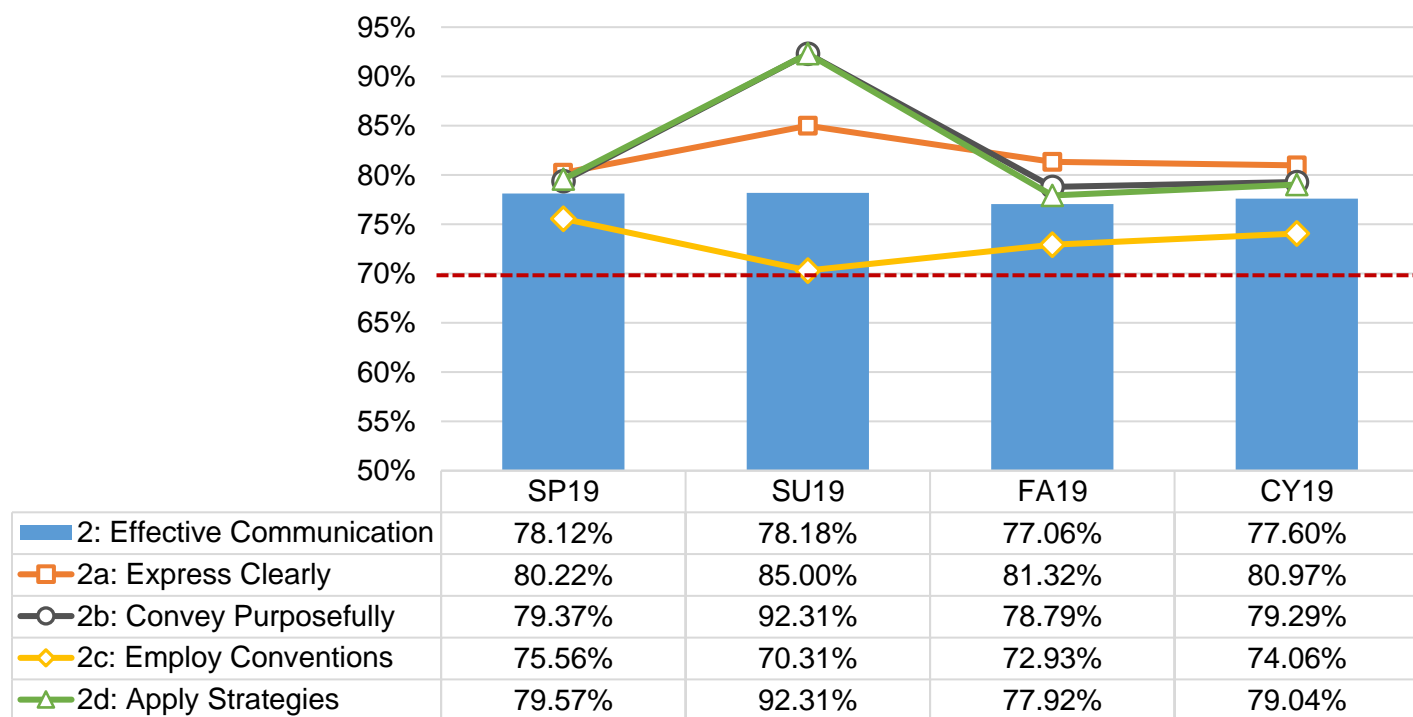
Institution-level results revealed that the performance target—70% of students achieving “Accomplished” (3) or “Exemplary” (4) level of mastery—was met for our ISLOs overall (73.5% average). PCC students are demonstrating impressive performance in the skills of Quantitative Reasoning (78.7%), Professionalism & Social Consciousness (77.9%), Effective Communication (77.5%), and Textual Literacy (70.6%), while Critical Thinking & Problem Solving (67.7%) fell just short of the target (see Figure 5.9 below).

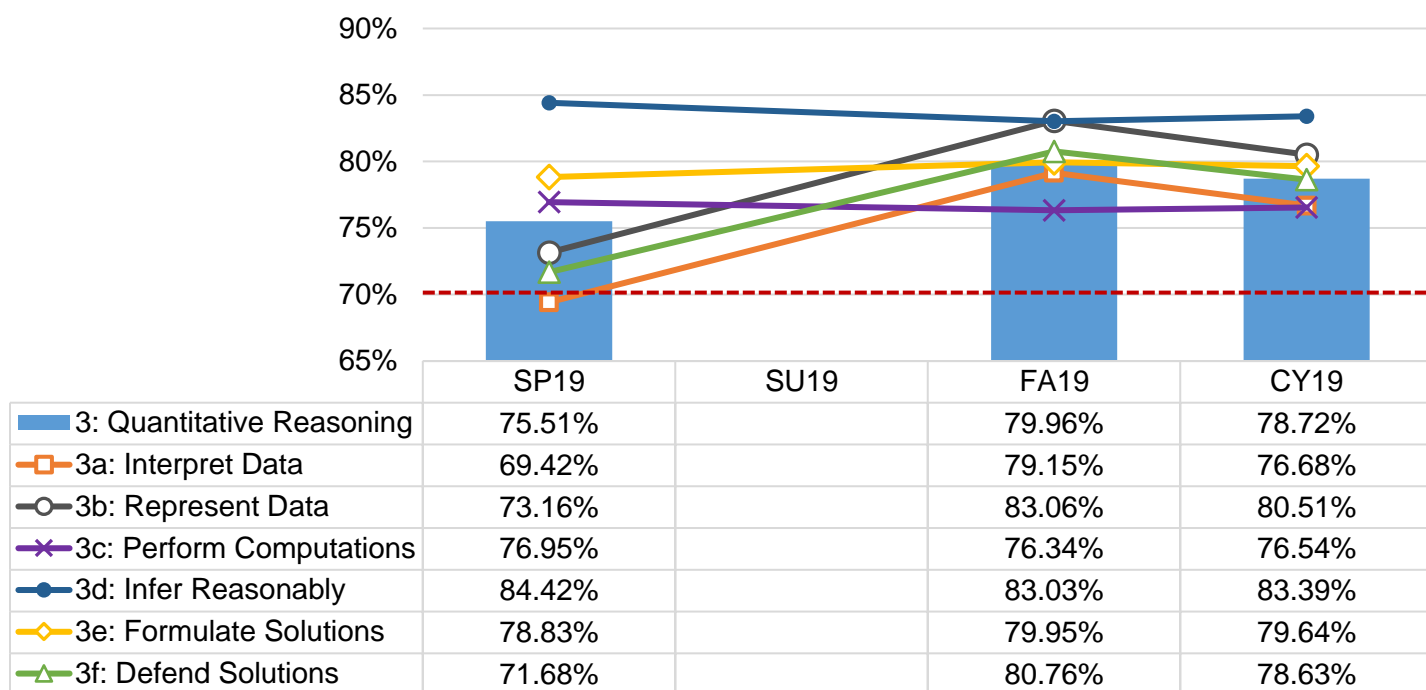
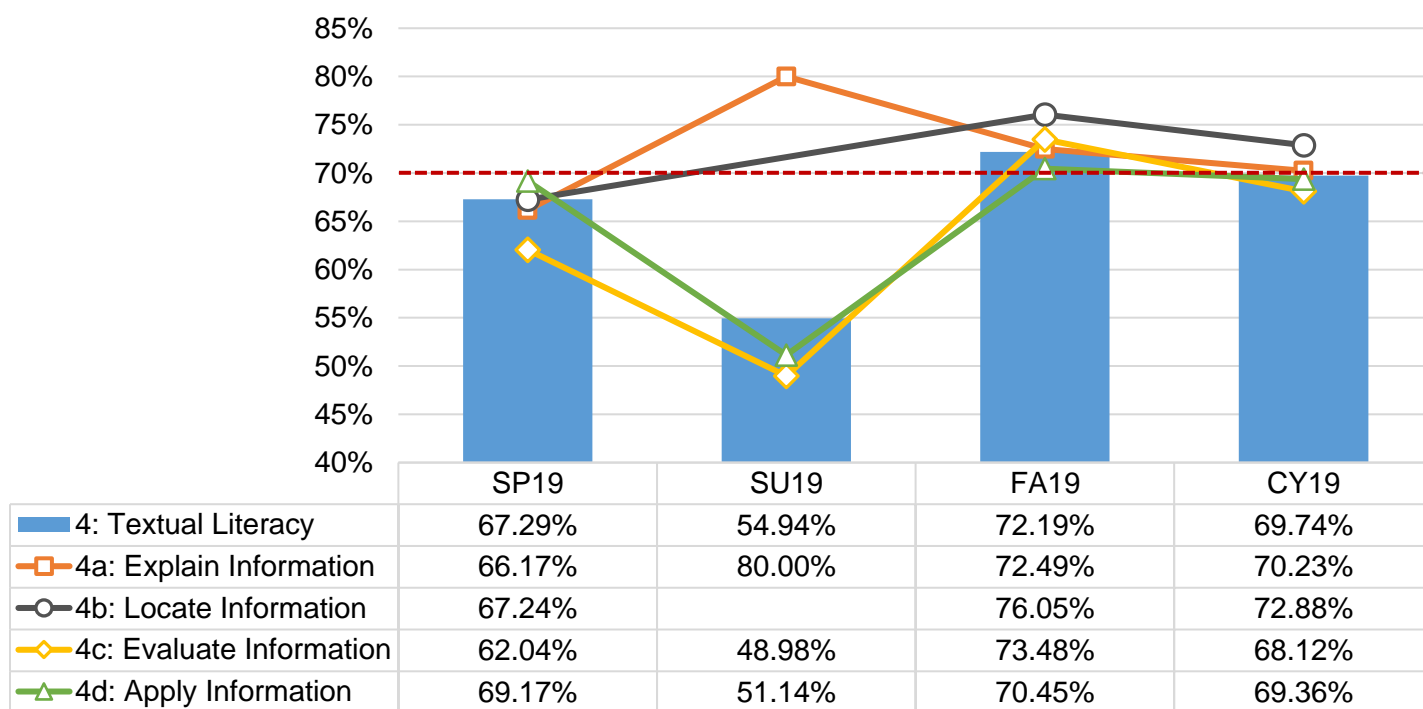
*Figure 5.9 Overall ISLO Performance Target Achievement Rates*

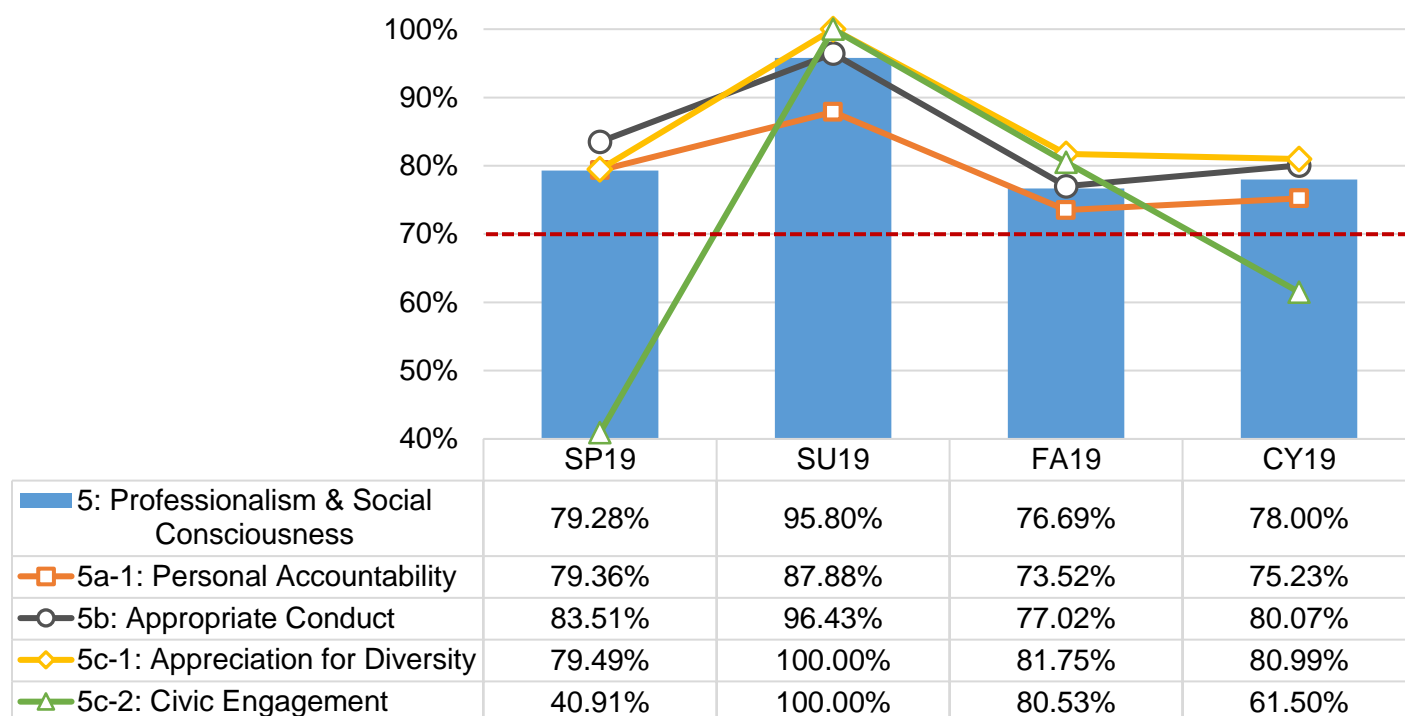
These results are largely consistent with previous assessment cycles, with only minor changes for all but Effective Communication, which increased 13.4 percentage points, the largest increase of all ISLOs. Quantitative Reasoning increased 1 percentage point, Textual Literacy increased by 1.2 percentage points, and Professionalism and Social Consciousness increased by 1.4 percentage points. The only decrease in performance was on Critical Thinking, which dropped 1.6 percentage points from 2018. Overall Average performance was up 3 whole percentage points for the year. All ISLOs were above the 70% performance target with the exception of Critical Thinking.

It is also noteworthy that there was also a significant increase in Effective Communication, which had been the lowest performing area in 2018. This is due to intense efforts to offer opportunities for our students to be introduced to, develop, and deepen their skills of effective communication through coursework across our academic programs and student services. Because several of the results are hovering just at, just below, or just above their performance targets, these will need to be revisited by the Assessment Committee in 2020 to what, if anything, needs to be done to revise these performance targets as part of continuous improvement of assessment.

Figure 5.10 ISLO Performance by Rubric Criterion

ISLO 1: Critical Thinking & Problem SolvingISLO 2: Effective Communication

ISLO 3: Quantitative ReasoningISLO 4: Textual Literacy

ISLO 5: Professionalism & Social Consciousness

See [Appendix B, Table B4](#) for specific score counts for each ISLO and criterion.

*Figure 5.11 ISLO Performance by Course Level*

ISLO	Developmental	100 Level	200 Level	300/400 Level
ISLO1: Critical Thinking & Problem Solving	N/A	65.28%	73.18%	N/A
ISLO2: Effective Communication	75.76%	76.28%	84.46%	N/A
ISLO3: Quantitative Reasoning	67.87%	80.67%	77.94%	N/A
ISLO4: Textual Literacy	72.37%	69.35%	77.20%	80.88%
ISLO5: Professionalism & Social Consciousness	51.35%	78.22%	78.84%	95.00%
All ISLOs	68.09%	72.81%	76.92%	86.11%

The performance trends for most of the ISLOs have been relatively steady from Spring to Fall, with most managing to stay within two or three percentage points, a few separated by approximately 5 percentage points, and a few by as much as 10 percentage points. Taken in aggregate, there is a general consistency in assessment from Spring to Fall. Summer presents a sharp upward inflection in several cases, and a steep downward inflection in others. Those ISLOs

that jumped upward in Summer 2019 were ISLO 2a, 2b, and 2d, ISLO 4a, and all of ISLO 5.

Those that dropped sharply were ISLO 1d, ISLO 2c, and ISLO 4c and 4d.

The upward-trending ISLOs in the summer could be due to students in the summer months being more dedicated to their education and having a greater focus, but conversely, the downward-trending ISLOs could be due to students not being focused, not understanding the assessment, or any number of factors. Summer anomalies are difficult to diagnose because the nature of summer courses is so different. With spring and fall being consistent with each other, however, the anomalies are less troubling. ISLO 1: Critical Thinking & Problem Solving and ISLO 4: Textual Literacy, are the outcomes that garner attention because of their falling slightly below the performance target, while the others are typically well above the performance target. This will be an assessment focus for 2020. For further details, see Appendix B, [Table B3 \(Performance by Division\)](#) and [Table B5 \(Performance by Criterion\)](#).

## VI. Conclusions & Next Steps

At the core, the Assessment of Student Learning is all about continuous improvement—of student learning, but also of the practices and tools used to assess that learning. As we are nearing the final stage of our five-year plan for building a sustainable framework for institution-wide assessment at Pueblo Community College, most of the next steps and recommendations detailed below address our assessment practices themselves as we continue to track longitudinal data on student performance on our college-wide learning outcomes.

*Figure 6.1 College-Wide Challenges, Successes, & Recommendations*

Conclusions	Student Learning	Assessment Practice
<b>Accomplishments</b>	Student performance exceeded the target on 4 out of 5 ISLOs, with an impressive improvement in the area of Effective Communication (13.4% increase from 2018).	Part-time participation continues to increase (now 31.4%), as do sample sizes as a result. Additionally, significant progress has been made in developing program- and course-level assessments during the 2019 cycle.
<b>Needed Improvements</b>	Student performance dipped slightly in the area of Critical Thinking & Problem Solving (1.6 decrease from 2018), and this was the only ISLO that did not reach the performance target of 70%. Providing opportunities to further develop this skill should be a focus moving forward.	While sample sizes increased for 4 out of 5 ISLOs, the number of scores collected for the Textual Literacy ISLO decreased a significant amount (7,892 to 5,741). To improve the accuracy of the results, faculty and instructors should be encouraged to assess this ISLO as appropriate in order to reach a statistically significant sample size.
<b>Recommendations</b>	Focus on activities that will develop critical thinking skills across disciplines, as well as push for increased assessment of textual literacy.	Continue to encourage part-time participation; increase opportunities for rubric norming and calibration to improve inter-rater reliability and scoring accuracy; pursue additional options for remote support and training.

## CONCLUSIONS & NEXT STEPS

Conclusions	Student Learning	Assessment Practice
<b>Action Steps</b>	Ask each department to: Identify at least one opportunity to develop critical thinking and textual literacy skills, if applicable. Implement one new instructional strategy for Critical Thinking & Problem Solving and one new instructional strategy for Textual Literacy in at least one course offered in CY 2020.	1. Continue Course-level development (CSLOs, rubrics, and signature assignments) mapping for CSLOs in eLumen. 2. Extend opportunities to engage in rubric norming/calibration sessions to each department and upon request. 3. Increase sample size/number of assessments for the Textual Literacy ISLO.

## VII. Appendices

### Appendix A: Historical Overview of Assessment of Student Learning at PCC

*Table A1: Assessment Events/Changes/Progress by Year*

<b>Year</b>	<b>Assessment Events/Changes/Progress</b>
1999-2000	PCC adopted formal Assessment of Student Learning (ASL) system; entire process was managed by faculty committee through bi-monthly meetings
2001-2008	Assessment oversight was assigned to Assessment Coordinator, a faculty member with .5 release time. Series of coordinators chaired the ASL committee. Coordinator gradually inherited more and more responsibility for collecting, reviewing, and reporting all assessment data. Committee met, but gradually became less actively involved in review process of plans and reports.
2008-2010	Direction of ASL shifted from course level to program level assessment. Administration directed Dept. Chairs to implement overall program review. Faculty were confused by mixed messages and grappled with differences between course, program, and institutional SLOs. With many changes in top administrators, consistent leadership in assessment processes and research practices was needed.
2010-2012	The 2010-11 academic year was a year of transition as the committee struggled with how to improve ASL participation and also to best manage the process. While most departments participated in the planning process, submission of final reports was inconsistent; thus, the college-wide report was also delayed. Three co-leaders (Assessment Faculty Leads), one from each academic division of the college, lead the assessment process. Job descriptions were developed, new Operating Procedures were drafted, and three Assessment Faculty Leads were identified to lead the assessment process the following year. New assessment forms were developed that focused more on significant and useful data and less on anecdotal evidence.
2012-2013	Significantly increased participation under the Faculty Lead system occurred. In 2012-13, the number of disciplines participating in ASL increased by 66%. The Arts & Sciences Division faculty under the guidance of their Lead, modified the assessment cycle so that data collection occurred primarily in the fall with analysis and reporting in the spring. The new approach helped address the need for timely reporting of results.
2013-2015	In 2013-14, several other departments from the other divisions adopted the practice of assessing in the fall and reporting in the spring. Faculty Leads were also much more proactive during the fall semester, scheduling individual meetings and follow-up meetings with department chairs to assist with development of assessment plans. They also set spring deadlines within their own divisions with support from each of the academic deans. Those who needed help with the reporting were provided with additional support.

Year	Assessment Events/Changes/Progress
2015	Course-level and program-level assessment processes remained fundamentally the same. During Spring 2015, in order to streamline the assessment reporting process, the Arts and Sciences and Business & Advanced Technology Divisions elected to change their assessment cycle from academic year to a calendar year. During Fall of 2015, the Health & Public Safety Division also adopted the calendar year cycle. The ASL Committee began the process of reviewing commercial assessment programs to elevate the ASL process and expedite the ability to collect, compare, and analyze longitudinal data. Also during Fall 2015, the three academic divisions of the college participated in a formalized attempt to collect raw data on Critical Thinking at the institutional level.
2016	The Assessment of Student Learning Coordinator position created and filled, five-year assessment plan developed, ASL Sub-committees established, ISLOs revised and institution-level rubrics developed, eLumen implementation and training conducted, development and integration of program-level assessment into eLumen initiated, ASL Newsletter, Assessment Showcase, and Assessment @PCC Blog introduced.
2017	The HLC Site Visit preparation was the primary focus, preparing PCC faculty and staff to answer any potential questions about assessment during the visit. HLC was satisfied with our assessment progress, though they wanted to see more part-time instructor involvement in the assessment of student learning. Developed and implemented ideas to increase part-time instructor involvement in assessment of student learning. Marketed the idea of “Closing the Loop” as part of the continuous cycle of assessment. Created a new Improvement Plan Form for reporting 2017 results and creating 2018 plan. Continued progress on increasing the number of Program-Level Student Learning Outcomes reported in eLumen, with an initial goal of one PSLO per prefix.
2018	Migrated Improvement Plan form to eLumen, with data in the form collated directly from eLumen and displayed for easier accessibility by faculty, department chairs and program chairs. Continued building Program-level and Course level outcomes into eLumen and assessing them. Continued momentum for increased faculty and adjunct instructor involvement in assessment.
2019	Completed minor revisions to the Improvement Plan based on experience and feedback from the 2018 planning process. Continued building Program-level and Course level outcomes into eLumen and assessing them. Continued momentum for increased faculty and adjunct instructor involvement in assessment. Reviewed the mapping of PSLOs to ISLOs for logic and clarity and passed recommendations for changes on to department and program chairs. <b>Began the process of revising CSLOs.</b> Hosted the 2019 annual conference for the Colorado Regional Assessment Council, which was well-attended and well-received. Approached about taking on the responsibilities of running CoRAC for the state, and after discussion, voted to accept the operations of CoRAC.

## Appendix B: Institution-Wide Assessment Data – Detailed Results

## 1. Completion, Participation, &amp; Sampling

Table B1: Planned &amp; Scored Assessments by Discipline

	Spring 2019		Summer 2019		Fall 2019		CY 2019	
Prefix	Planned	Completed	Planned	Completed	Planned	Completed	Planned	Completed
AAA	0	0	0	0	11	9	11	9
ACC	8	4	N/A	N/A	14	10	22	14
ANT	0	0	N/A	N/A	0	0	0	0
ART	11	11	2	1	10	7	23	19
ASE	34	26	0	0	41	39	75	65
ASL	0	0	N/A	N/A	0	0	0	0
AST	0	0	0	0	0	0	0	0
BIO	7	4	0	0	28	15	35	19
BTE	0	0	0	0	0	0	0	0
BUS	5	1	1	1	16	6	22	8
CAD	1	1	N/A	N/A	1	1	2	2
CCR	N/A	N/A	0	0	3	1	3	1
CHE	2	2	N/A	N/A	4	4	6	6
CIS	5	3	1	1	4	3	10	7
CNG	0	0	N/A	N/A	3	3	3	3
COM	43	27	0	0	22	17	65	44
COS	4	4	N/A	N/A	2	2	6	6
CRJ	6	6	0	0	2	2	8	8
CSC	0	0	N/A	N/A	0	0	0	0
CSL	0	0	0	0	0	0	0	0
CUA	8	8	0	0	9	9	17	17
CWB	N/A	N/A	N/A	N/A	0	0	0	0
DAN	0	0	N/A	N/A	N/A	N/A	0	0
DEH	7	7	1	1	13	13	21	21
DMS	2	0	0	0	11	4	13	4
ECE	9	6	0	0	5	5	14	11
ECO	0	0	0	0	11	4	11	4
EDU	0	0	N/A	N/A	0	0	0	0
EGG	N/A	N/A	N/A	N/A	1	1	1	1
EGT	N/A	N/A	N/A	N/A	0	0	0	0
ELT	1	1	0	0	12	3	13	4
EMS	14	3	1	0	10	8	25	11
ENG	63	30	0	0	109	41	172	71
ENV	N/A	N/A	N/A	N/A	1	1	1	1
EST	2	2	N/A	N/A	1	1	3	3
ETH	N/A	N/A	N/A	N/A	0	0	0	0
FST	0	0	0	0	1	1	1	1
GEO	1	1	0	0	0	0	1	1
GEY	1	1	0	0	2	2	3	3

	Spring 2019		Summer 2019		Fall 2019		CY 2019	
Prefix	Planned	Completed	Planned	Completed	Planned	Completed	Planned	Completed
HIS	18	9	0	0	13	4	31	13
HIT	10	9	2	2	15	13	27	24
HOS	1	1	N/A	N/A	2	2	3	3
HPR	1	1	0	0	6	3	7	4
HUM	4	4	8	8	4	4	16	16
HWE	0	0	0	0	1	1	1	1
INT	1	1	N/A	N/A	N/A	N/A	1	1
JOU	1	1	N/A	N/A	0	0	1	1
LEA	0	0	N/A	N/A	0	0	0	0
LIT	14	3	0	0	2	0	16	3
LTN	0	0	0	0	0	0	0	0
MAC	13	13	N/A	N/A	10	10	23	23
MAN	0	0	N/A	N/A	2	2	2	2
MAP	5	5	4	4	0	0	9	9
MAR	4	2	N/A	N/A	1	1	5	3
MAT	12	7	15	0	44	18	71	25
MGD	6	4	0	0	5	5	11	9
MOT	N/A	N/A	N/A	N/A	3	3	3	3
MTE	N/A	N/A	N/A	N/A	1	0	1	0
MUS	1	1	1	1	1	1	3	3
NAT	2	2	N/A	N/A	1	1	3	3
NUA	1	0	20	0	74	6	95	6
NUR	23	10	2	2	26	11	51	23
OTA	5	5	0	0	4	4	9	9
PHI	3	2	0	0	4	3	7	5
PHT	N/A	N/A	N/A	N/A	0	0	0	0
PHY	0	0	N/A	N/A	0	0	0	0
POS	0	0	0	0	2	2	2	2
PSV	0	0	N/A	N/A	N/A	N/A	0	0
PSY	20	13	2	2	25	14	47	29
PTA	9	4	0	0	5	4	14	8
PTE	N/A	N/A	0	0	0	0	0	0
RCA	1	1	0	0	0	0	1	1
RTE	7	7	4	4	12	6	23	17
RTV	1	1	N/A	N/A	0	0	1	1
SCI	0	0	N/A	N/A	0	0	0	0
SOC	6	1	0	0	3	2	9	3
STE	7	7	0	0	9	9	16	16
SWK	2	0	N/A	N/A	0	0	2	0
THE	0	0	N/A	N/A	1	1	1	1
WEL	23	23	0	0	40	26	63	49
WST	1	0	N/A	N/A	0	0	1	0
<b>All</b>	<b>436</b>	<b>285</b>	<b>64</b>	<b>27</b>	<b>663</b>	<b>368</b>	<b>1163</b>	<b>680</b>

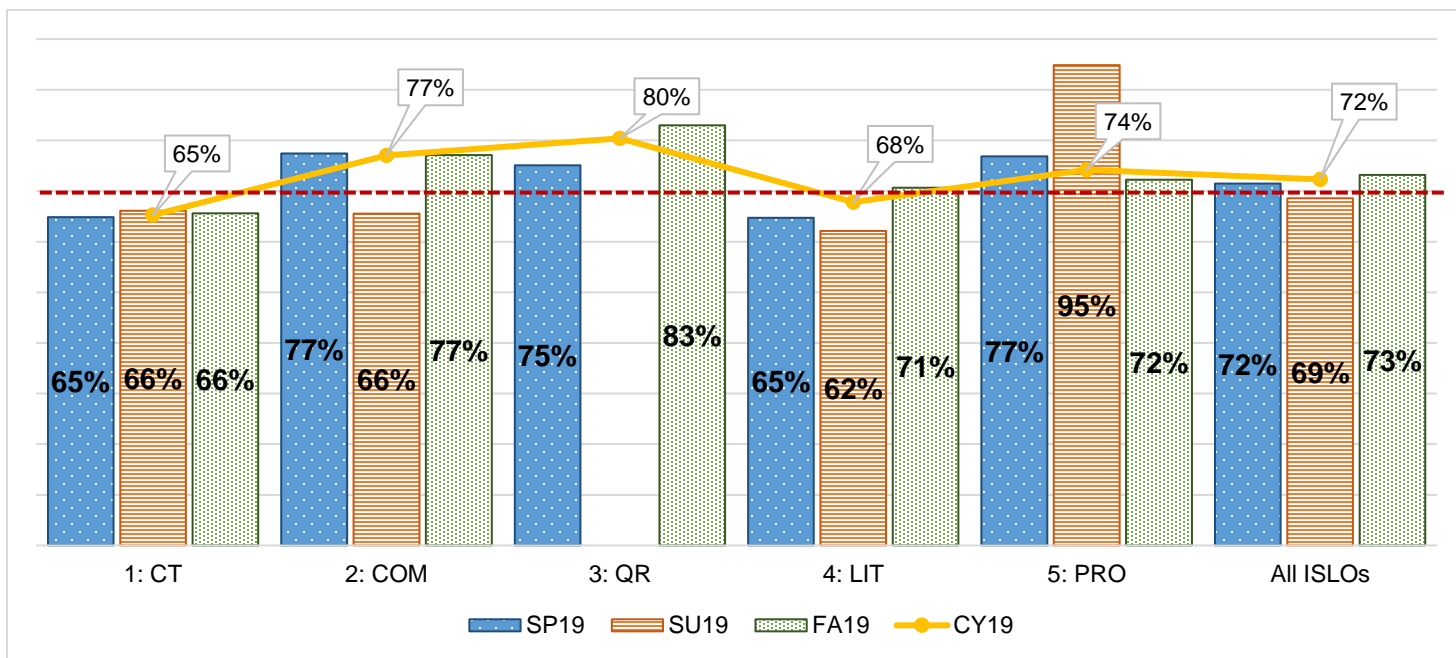
Table B2: Participation Rates &amp; Sample Sizes by Department

Division/Department	Participation			Sample Size			Assessments	
	Total	FT	PT	Courses	Sections	Students	Planned	Completed
<b>Arts &amp; Sciences</b>	84/254	31/38	53/216	82	251	3811	563	306
Biological & Physical Sciences	9/31	5/10	4/21	9	10	75	46	30
Criminal Justice	3/11	1/1	2/10	11	29	428	8	8
Early Childhood Education	5/10	2/2	3/8	4	8	81	14	11
English & Communication	26/84	10/10	16/74	8	10	134	275	134
Fine Arts & Humanities	11/23	2/2	9/21	13	93	1242	43	39
Mathematics	11/38	6/6	5/32	16	34	482	71	25
Media Communications	5/10	2/2	3/8	10	25	465	13	11
Social Sciences	14/47	3/5	11/42	11	42	904	93	48
<b>Business &amp; Technology</b>	65/92	24/26	41/66	103	225	2382	304	231
Advanced Manufacturing	8/9	5/5	3/4	28	65	837	75	65
Automotive Technology	13/20	2/3	11/17	12	31	279	62	31
Business	6/16	2/3	4/13	5	10	114	13	10
Computer Information Systems	7/10	3/3	4/7	10	20	149	20	20
Culinary & Hospitality	6/7	1/1	5/6	14	22	282	31	26
Health Information Technologies	8/11	3/3	5/8	19	29	299	40	30
Welding	17/19	8/8	9/11	15	48	422	63	49
<b>Health &amp; Public Safety</b>	35/76	24/34	11/42	63	82	1093	120	84
Cosmetology	4/7	3/5	1/2	10	12	144	12	12
Dental Hygiene	8/9	7/7	1/2	16	21	320	21	21
Emergency Medical Services	6/16	5/6	1/10	6	10	125	25	11
Fire Science Technology	1/7	0/1	1/6	1	1	6	1	1
Health Professional	0/8	0/3	0/5	0	0	0	0	0
Law Enforcement Academy	0/2	0/2	0/0	0	0	0	0	0
Occupational Therapy Assistant	4/4	2/2	2/2	7	9	112	9	9
Pharmacy & Phlebotomy	0/6	0/0	0/6	0	0	0	0	0
Physical Therapist Assistant	4/4	3/3	1/1	7	7	136	15	8
Respiratory Care	1/5	1/2	0/3	1	1	23	1	1
Radiologic Technology	7/8	3/3	4/5	15	21	227	36	21
<b>Nursing</b>	17/37	14/17	3/20	33	51	862	176	59
Medical Assisting	2/3	1/1	1/2	10	12	151	14	14
Nursing Aide	3/5	2/2	1/3	1	5	43	95	6
Nursing	9/21	9/11	0/10	11	20	484	51	23
Psychiatric Technician	0/5	0/1	0/4	0	0	0	0	0
Surgical Technology	3/3	2/2	1/1	11	14	184	16	16
<b>Pueblo Community College</b>	201/459	93/115	108/344	281	609	8148	1163	680

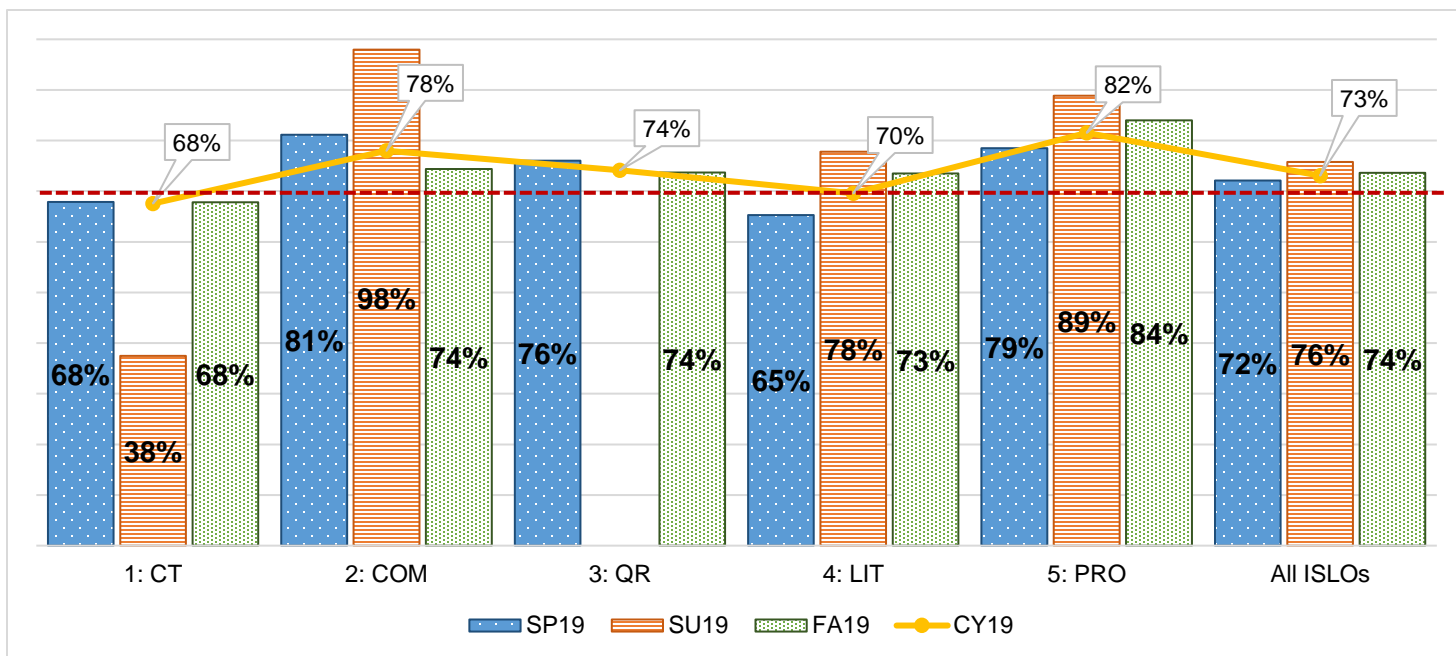
## 2. Performance Trends

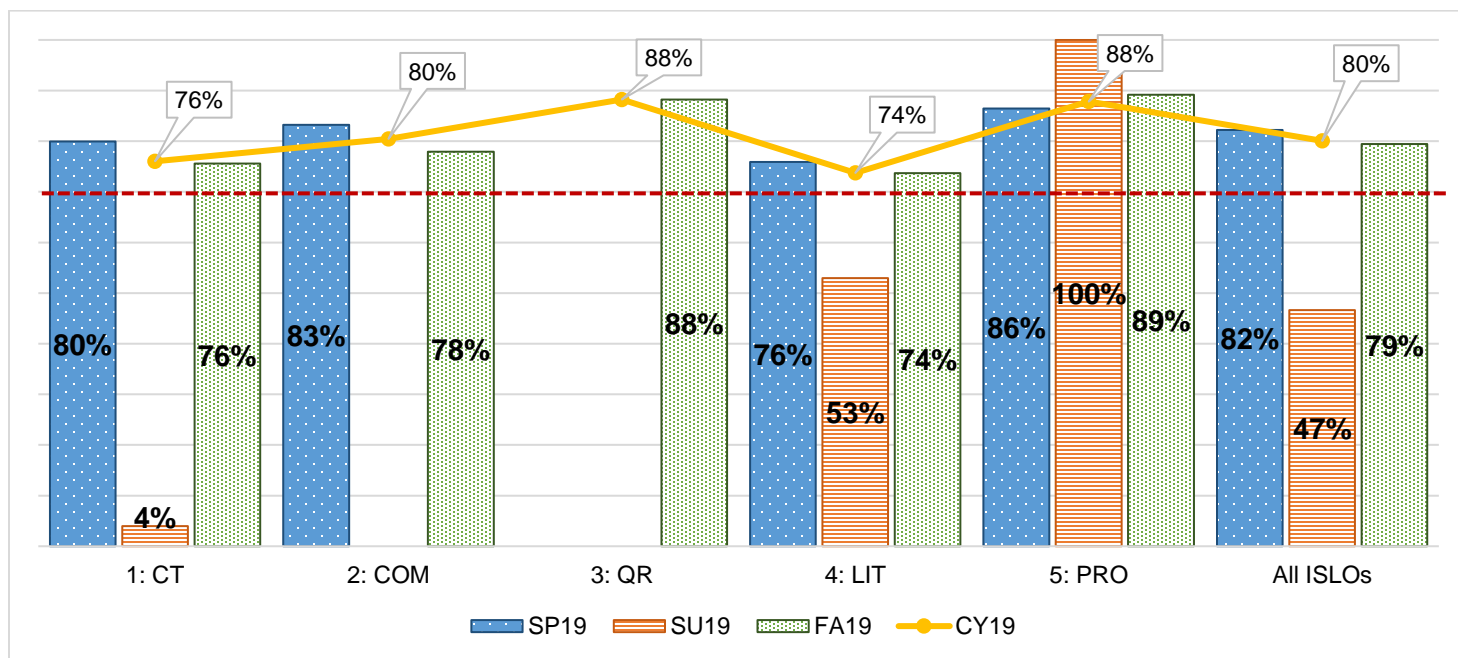
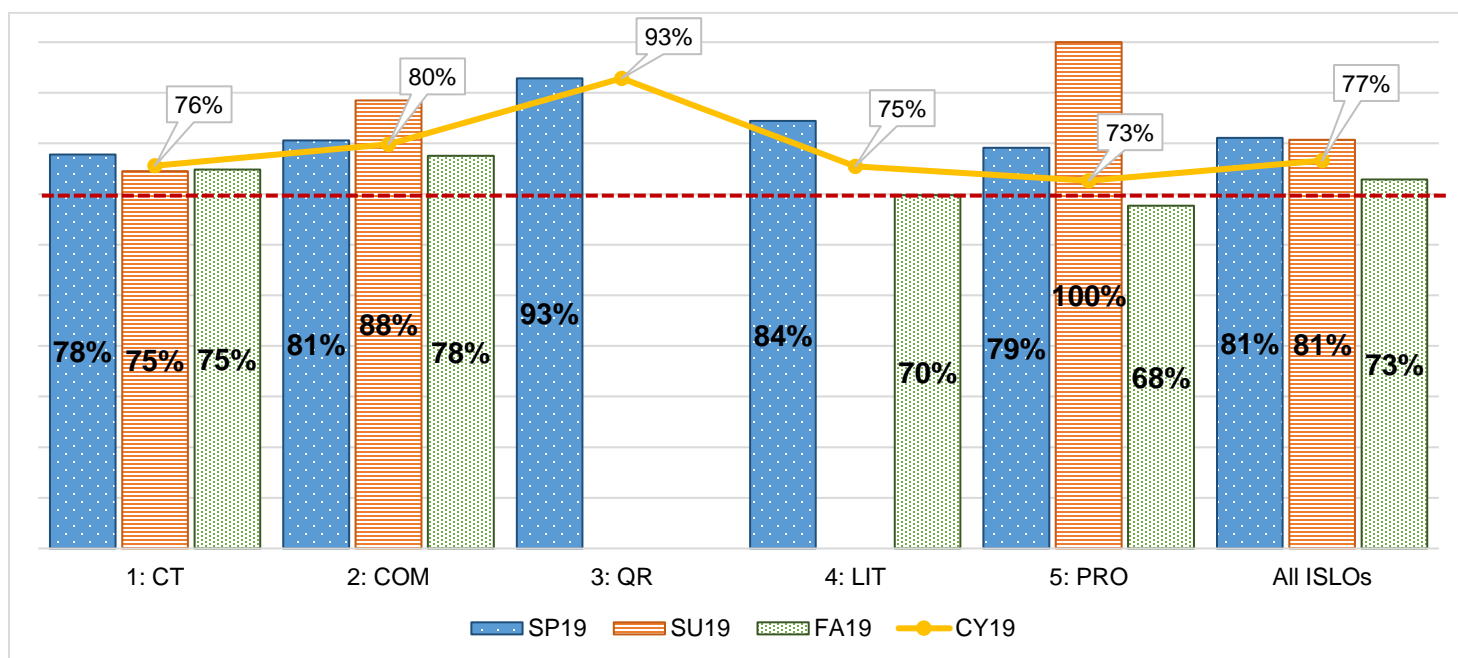
Table B3: Performance Target Achievement Rates by Division

### Arts & Sciences Division



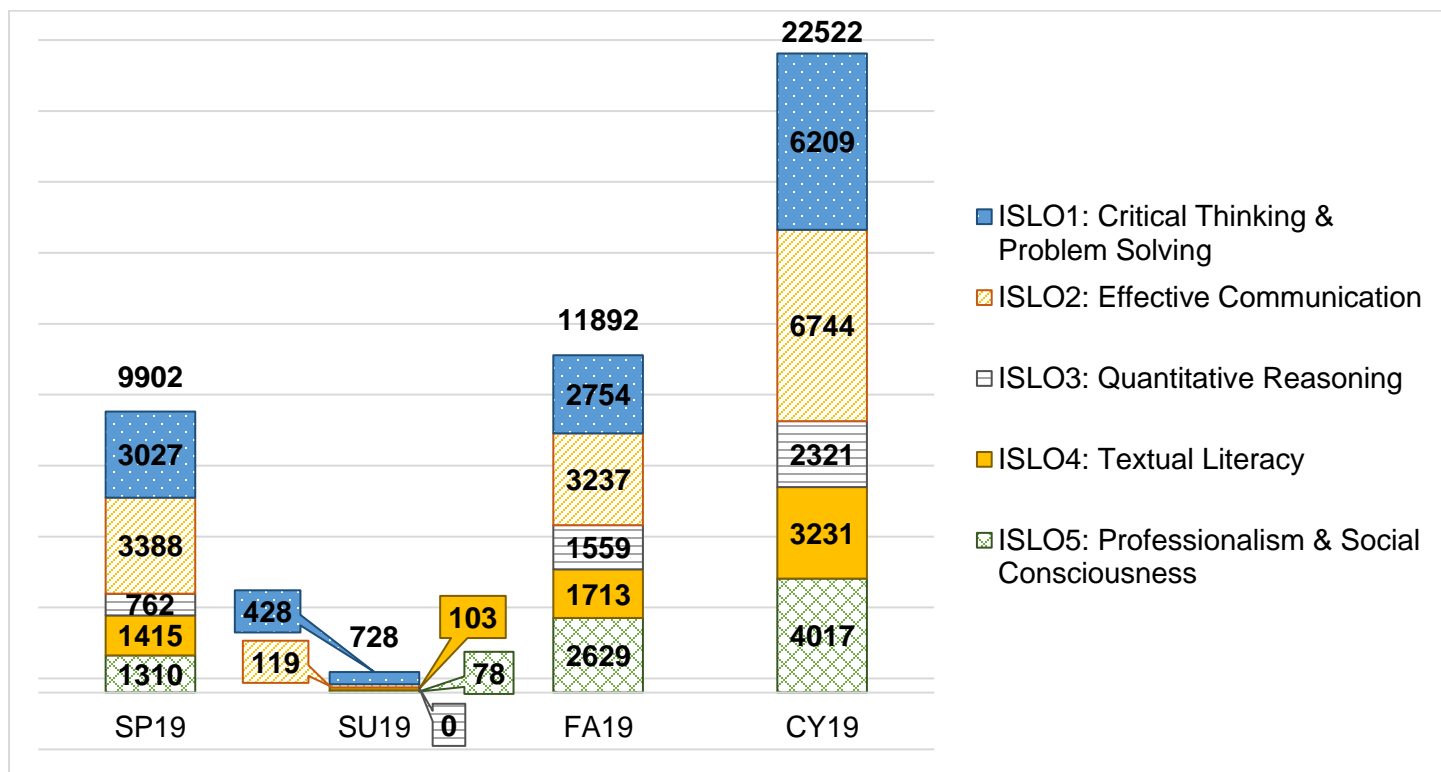
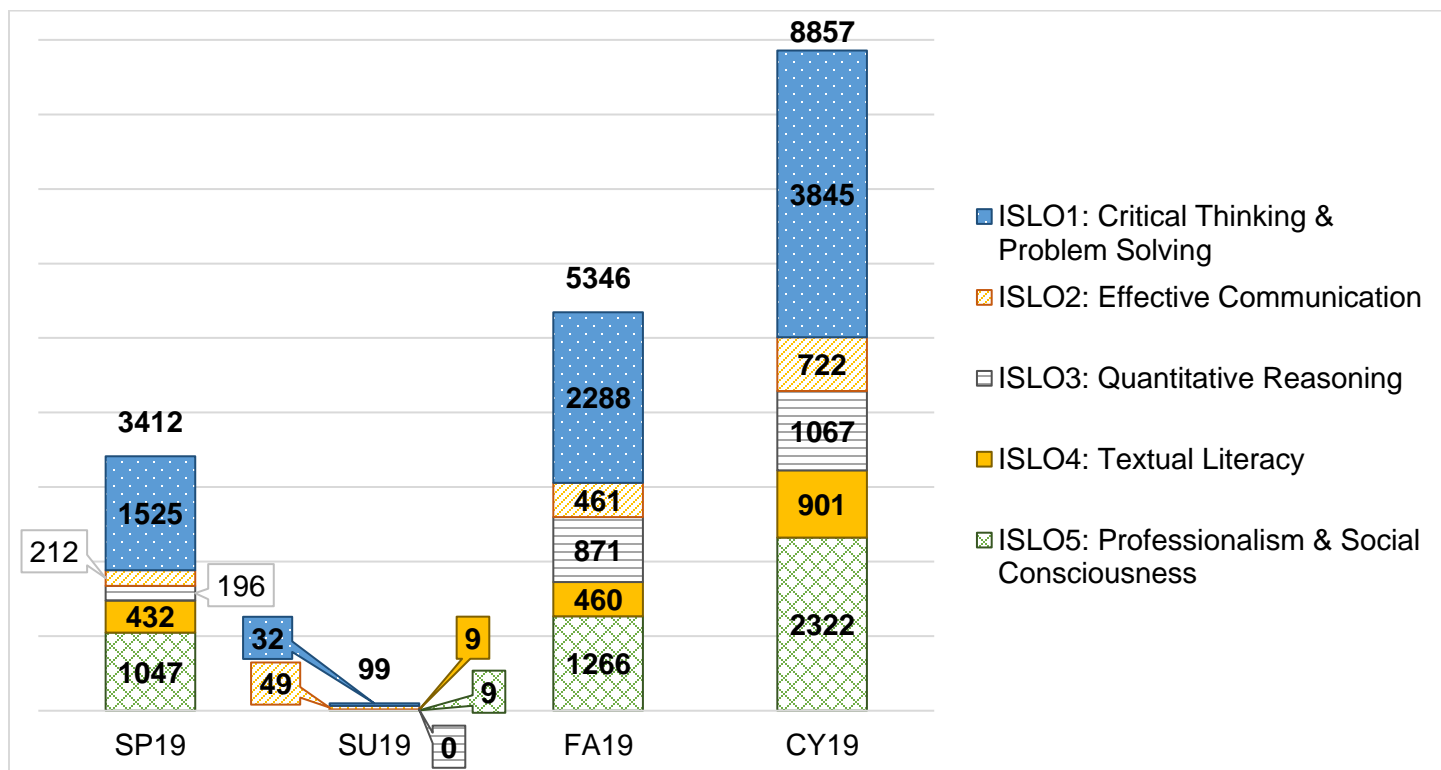
### Business & Advanced Technology Division



Health & Public Safety DivisionNursing Division

## 3. Sample Sizes

Table B4: Scores Collected by ISLO &amp; Division

Arts & Sciences DivisionBusiness & Advanced Technology Division

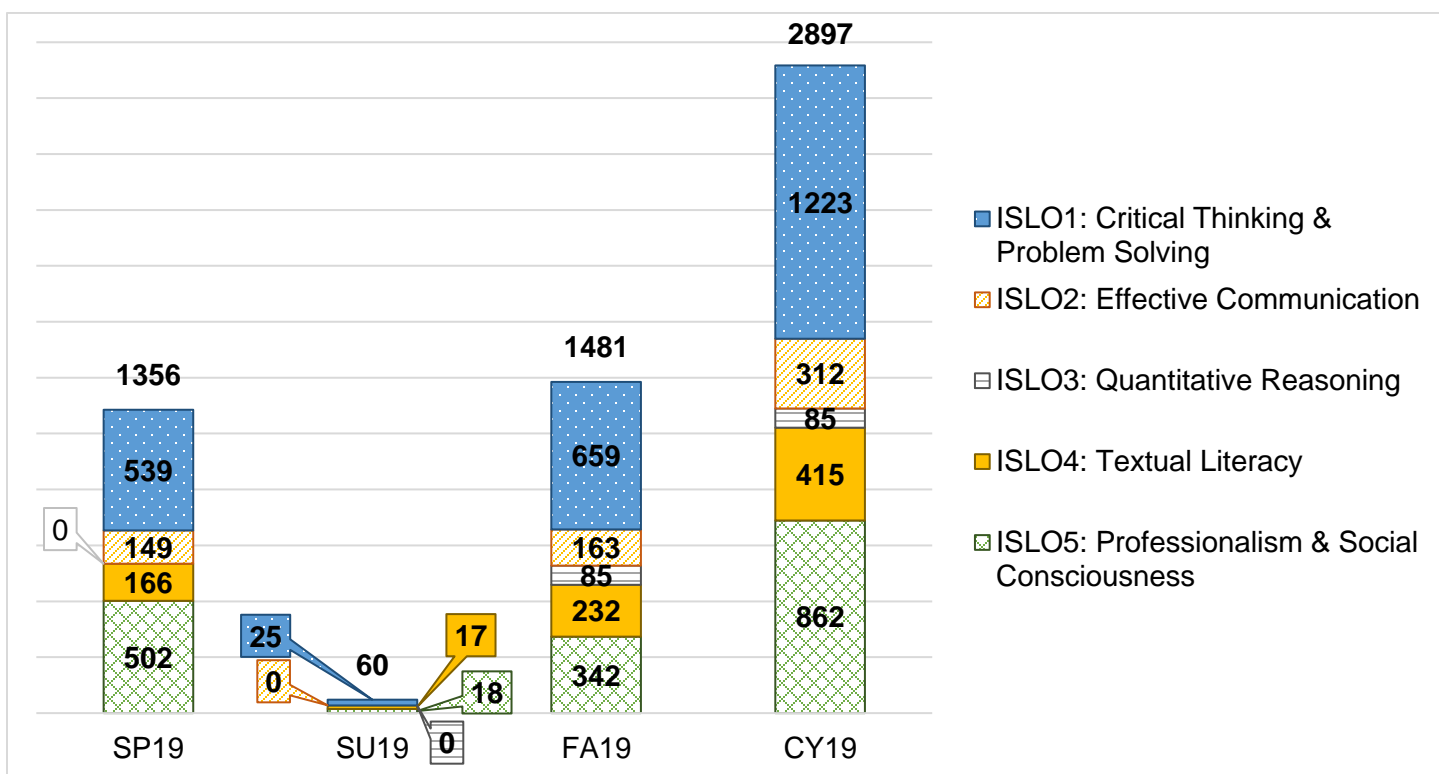
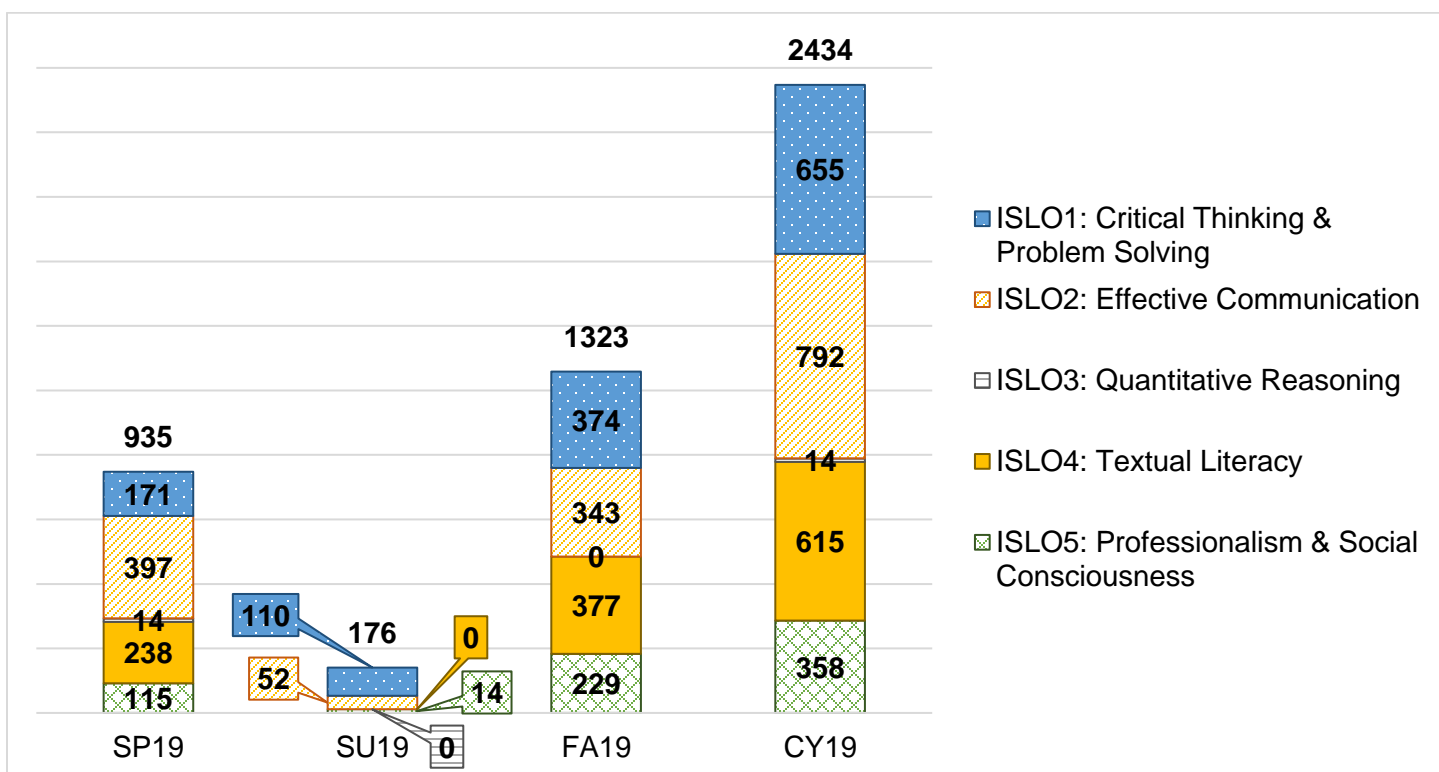
Health & Public Safety DivisionNursing Division

Table B5: Institution-Level Performance by Skills Dimension/Criterion

ISLO	4 (#)	4 (%)	3 (#)	3 (%)	2 (#)	2 (%)	1 (#)	1 (%)	N/A* (#)	N/A (%)	Total	TA%
<b>ISLO1: Critical Thinking &amp; Problem Solving</b>	3425	28.80%	4684	39.39%	2812	23.65%	971	8.17%	2014	14.48%	11892	68.19%
1a: Interpret, analyze, and assess available evidence, information, and ideas	861	28.81%	1247	41.72%	683	22.85%	198	6.62%	446	12.98%	2989	70.53%
1b: Explore implications, inferences, assumptions, & alternate solutions	743	28.99%	1019	39.76%	594	23.18%	207	8.08%	464	15.33%	2563	68.75%
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	981	30.06%	1245	38.16%	778	23.84%	259	7.94%	604	15.62%	3263	68.22%
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	840	27.30%	1173	38.12%	757	24.60%	307	9.98%	500	13.98%	3077	65.42%
<b>ISLO2: Effective Communication</b>	3408	39.37%	3309	38.23%	1534	17.72%	405	4.68%	2331	21.22%	8656	77.60%
2a: Organize and express ideas clearly in both written and oral communication	828	43.90%	699	37.06%	291	15.43%	68	3.61%	525	21.78%	1886	80.97%
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	817	42.09%	722	37.20%	328	16.90%	74	3.81%	578	22.95%	1941	79.29%
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	1156	34.70%	1311	39.36%	654	19.63%	210	6.30%	775	18.87%	3331	74.06%
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	607	40.52%	577	38.52%	261	17.42%	53	3.54%	453	23.22%	1498	79.04%
<b>ISLO3: Quantitative Reasoning</b>	1291	37.02%	1454	41.70%	528	15.14%	214	6.14%	1360	28.06%	3487	78.72%
3a: Interpret and explain information presented as numerical data, functions, and formulae	175	36.76%	190	39.92%	87	18.28%	24	5.04%	185	27.99%	476	76.68%
3b: Represent information as numerical data, functions, and formulae	304	41.14%	291	39.38%	101	13.67%	43	5.82%	258	25.88%	739	80.51%
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations	353	35.69%	404	40.85%	168	16.99%	64	6.47%	215	17.86%	989	76.54%
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information	115	38.98%	131	44.41%	28	9.49%	21	7.12%	348	54.12%	295	83.39%
3e: Formulate reasonable solutions and draw logical conclusions from numerical data	176	34.78%	227	44.86%	73	14.43%	30	5.93%	177	25.92%	506	79.64%
3f: Interpret numerical data and calculations in defense of an argument	168	34.85%	211	43.78%	71	14.73%	32	6.64%	177	26.86%	482	78.63%

\* For our purposes, N/A stands for “Not Assessed,” meaning that evidence of student learning and performance on the associated outcome/skill was not available to be assessed. Reasons for N/A scores might include: student withdrew from class, student did not complete the assessed activity/assignment, or the assessed activity/assignment did not give students the opportunity to demonstrate the specified outcome/skill.

ISLO	4 (#)	4 (%)	3 (#)	3 (%)	2 (#)	2 (%)	1 (#)	1 (%)	N/A* (#)	N/A (%)	Total	TA%
<b>ISLO4: Textual Literacy</b>	1886	31.74%	2258	38.00%	1201	20.21%	597	10.05%	1759	22.84%	5942	69.74%
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	291	33.84%	313	36.40%	176	20.47%	80	9.30%	213	19.85%	860	70.23%
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context	311	38.16%	283	34.72%	166	20.37%	55	6.75%	379	31.74%	815	72.88%
4c: Evaluate the relevance and reliability of information and its appropriateness for the context	356	32.33%	394	35.79%	224	20.35%	127	11.53%	423	27.76%	1101	68.12%
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	928	29.31%	1268	40.05%	635	20.06%	335	10.58%	744	19.03%	3166	69.36%
<b>ISLO5: Professionalism &amp; Social Consciousness</b>	2917	38.07%	3060	39.93%	1280	16.70%	406	5.30%	1523	16.58%	7663	78.00%
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	1086	42.91%	818	32.32%	407	16.08%	220	8.69%	406	13.82%	2531	75.23%
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	209	32.06%	318	48.77%	105	16.10%	20	3.07%	136	17.26%	652	80.83%
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	360	42.96%	302	36.04%	131	15.63%	45	5.37%	153	15.44%	838	79.00%
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	824	35.09%	1056	44.97%	390	16.61%	78	3.32%	376	13.80%	2348	80.07%
5c-1: Engage with local and extended communities to promote civic action and social improvement	376	35.21%	489	45.79%	172	16.10%	31	2.90%	206	16.17%	1068	80.99%
5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	62	27.43%	77	34.07%	75	33.19%	12	5.31%	246	52.12%	226	61.50%
<b>All ISLOs</b>	12927	34.34%	14765	39.23%	7355	19.54%	2593	6.89%	8987	19.27%	37640	73.57%

### Appendix C: Division Overview Reports

Each academic division identifies one full-time faculty member representative on the Assessment of Student Learning Committee who also serves as the Assessment Lead for the division for a minimum term of one year; Division Leads are given 3 credits of release time to dedicate to supporting their division's departments and faculty across all campuses in developing and conducting their own assessment activities and processes, including offering guidance and feedback on new assessment methods and tools, training in the eLumen assessment platform, tracking assessment planning and participation/completion rates each semester, verifying that all learning outcomes, mapping, and rubrics follow best practices and have been entered accurately into the system, and ensuring compliance with the established timeline and expectations. Division Leads also serve as liaisons between faculty, administration, and the Assessment Committee, relaying goals, concerns, and feedback as well as recommendations for improving assessment processes and the resources needed to make those improvements.

Additionally, Division Leads are the primary point of contact for questions and issues related to assessment, including technical troubleshooting, building assessments in eLumen, addressing any concerns, and soliciting feedback and input from faculty on key decisions and possible opportunities to improve assessment process. To facilitate this communication, Leads communicate with each chair regarding the Department's status/progress a minimum of once per semester. Finally, the Division Leads are responsible for reviewing annual departmental Improvement Plans each year, providing feedback and suggestions and composing a summary narrative of the assessment activities and results for the division as a whole, which is then submitted to the Director of Assessment, who compiles the final Improvement Plans and Division Overviews to be included in the Annual Assessment Report.

## C1: Arts &amp; Sciences Division Overview

1. Overview of A&S Division Assessment Activities

Department	Participation			Sample Size			Assessments	
	Total	FT	PT	Courses	Sections	Students	Planned	Completed
<b>Arts &amp; Sciences Division</b>	<b>84 / 254</b>	<b>31 / 38</b>	<b>53 / 216</b>	<b>82</b>	<b>251</b>	<b>3811</b>	<b>563</b>	<b>306</b>
Biological & Physical Sciences	9 / 31	5 / 10	4 / 21	11	29	428	46	30
Criminal Justice	3 / 11	1 / 1	2 / 10	4	8	81	8	8
Early Childhood Education	5 / 10	2 / 2	3 / 8	8	10	134	14	11
English & Communication	26 / 84	10 / 10	16 / 74	13	93	1242	275	134
Fine Arts & Humanities	11 / 23	2 / 2	9 / 21	16	34	482	43	39
Mathematics	11 / 38	6 / 6	5 / 32	10	25	465	71	25
Media Communications	5 / 10	1 / 1	4 / 9	9	10	75	13	11
Social Sciences	14 / 47	3 / 5	11 / 42	11	42	904	93	48

2. Overview of A&S Division Assessment Results

ISLO Category	SP19			SU19			FA19			CY19		
	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's
<b>All ISLOs</b>	<b>71.50%</b>	<b>9902</b>	<b>2075</b>	<b>68.54%</b>	<b>728</b>	<b>182</b>	<b>73.20%</b>	<b>11892</b>	<b>3851</b>	<b>72.30%</b>	<b>22522</b>	<b>6108</b>
1: Critical Thinking	64.82%	3027	520	66.12%	428	40	65.61%	2754	723	65.26%	6209	1283
2: Communication	77.42%	3388	634	65.55%	119	6	77.08%	3237	1260	77.05%	6744	1900
3. Quantitative Reasoning	75.07%	762	164	N/A	0	96	83.00%	1559	757	80.40%	2321	1017
4. Textual Literacy	64.73%	1415	308	62.14%	103	22	70.64%	1713	395	67.78%	3231	725
5. Professionalism	76.87%	1310	449	94.87%	78	18	72.23%	2629	716	74.18%	4017	1183

\*TA% = Target Achievement Rate; Goal = 70%

### 3. A&S Division Lead Summary

#### *A. Key Findings*

*Brief narrative summary of key findings (areas needing further development, areas where student performance meets or exceeds target expectations, as well as key underperforming areas across the division).*

In 2018 a significantly larger sample size of assessments was collected in the fall semester than in the spring semester. This trend continued in 2019, although the difference was much narrower than in 2018. In spring 2019 the sample size was 9,902, whereas in fall 2019 the sample size was 11,892. A possible explanation for this difference is that in the fall semester faculty have fewer year-end projects and are able to focus on gathering assessment data. Another possible explanation is that in the spring departments create an assessment improvement plan, which might create the impression that assessment is ending rather than beginning. When the two explanations are coupled together, this might best explain why fewer assessments are completed in the spring.

In fall 2019 the only assessment that did not, as a division, meet the expectation of 70% proficiency is critical thinking, which saw a proficiency rate of 65.61%. In spring 2019, both critical thinking and textual literacy fell short of the 70% goal. Critical thinking remained largely consistent in proficiency rates (64.82 in the spring and 65.61 in the fall), whereas textual literacy proficiency rates grew by 6% in the fall semester. The sample sizes were similar, so it might be interesting to more closely examine the data to see why this increase occurred.

Professionalism scores dropped by 4% in the fall. This trend occurred in 2018 as well, although the decrease was more substantial in 2018. One possible explanation for this trend is that in the fall we have lots of new students, whereas in the spring these students have a semester of courses under their belts. If this explanation is correct, then it suggests that students are learning professionalism skills during their time at PCC. With that said, the fall 2019 sample size was approximately twice that of spring 2019, so this could also account for the variation.

Communication scores were, on average, the highest of the ISLOs assessed, with consistent rates of 77% proficiency. Sample sizes were similar in spring 2019 and fall 2019.

#### *B. Closing the Loop*

*Brief narrative summary that answers the following questions: What notable improvements to instruction, curriculum, and/or student support are planned? How are departments “closing the loop” based on previous assessment results?*

Many departments are choosing to continue to assess what they have assessed in previous years. There are some notable changes though. For example, in the science department Biology and Chemistry have made changes in what they assess. Chemistry, which is the discipline with the clearest change in their assessment, is now focusing on chemical nomenclature, as they identified this as an area of weakness for students. This is a great use of the assessment process, as we ought to focus on areas of weakness for students when choosing what to assess.

In addition, the English department has also made some significant changes in what they assess based on prior assessment results. They are now focusing on assessing the intersection of communication and professionalism. In prior assessment cycles, the department assessed source integration. However, after discussing assessment results it became increasingly clear that student ability to integrate sources appears tied to how well students are prepared, manage their time, and follow communication procedures. As such, the department has changed their assessment plan for 2019 to focus on gathering data pertaining to these skills. The idea seems to be that if faculty and instructors can focus on identifying problem areas and corresponding solutions regarding student achievement with more fundamental professional skills, then this will translate into better student mastery of course specific skills. Early results in this assessment showed a wide variety of scores. In response, the department is planning to focus on assessment norming. This is critically important for gathering meaningful data, so the department ought to be commended on these proposed steps.

A focus for the college has been to increase part-time instructor involvement in assessment. Perhaps the strongest plan in place to address this concern comes from Media Communication, which has an onboarding policy in place that includes involving part-time instructors in assessment. The discipline reports that 100% of its returning part-time instructors participated in assessment.

### *C. Recommendations*

*Summary of any challenges (or successes) encountered during the past year's assessment cycle, especially noting if any persist from previous years, including any suggestions for overcoming these challenges moving forward and recommendations for what the division (or specific departments) should focus on in the next cycle to improve opportunities for student learning.*

Since including part-time instructors is an important initiative for the college, successes in including them ought to be examined more closely. Perhaps the most successful discipline/department in regards to including part-time instructors is the Media Communications discipline. Given their successes with implementing an onboarding plan for instructors that includes assessment, they might have much to offer other departments struggling to involve instructors by sharing their successes and best practices in this area.

Several departments saw discrepancies in their data, such as significant increases or decreases in scoring or unusually high numbers of proficiency. This is a strong indicator that assessment norming is needed. Indeed, all departments and disciplines ought to consider holding assessment norming sessions in the future.

While there seems to be an improvement over 2018 in the quantity and quality of notes in assessment improvement plans, continued focus on providing detailed and accurate notes on assessment results will help make the data more meaningful for departments.

Finally, as noted in section one, it might be profitable to examine more closely why more assessments are collected in the fall rather than the spring. Also, it might be useful to examine why assessment results in textual literacy increased in the fall 2019 and why assessment results in professionalism tend to be higher in the spring rather than the fall.

## C2: Business & Advanced Technology Division Overview

### 1. Overview of BAT Division Assessment Activities

Department	Participation			Sample Size			Assessments	
	Total	FT	PT	Courses	Sections	Students	Planned	Completed
<b>Business &amp; Technology Division</b>	<b>65 / 92</b>	<b>24 / 26</b>	<b>41 / 66</b>	<b>103</b>	<b>225</b>	<b>2382</b>	<b>304</b>	<b>231</b>
Automotive Technology	8 / 9	5 / 5	3 / 4	28	65	837	75	65
Business & Accounting	13 / 20	2 / 3	11 / 17	12	31	279	62	31
Computer Information Systems	6 / 16	2 / 3	4 / 13	5	10	114	13	10
Culinary Arts & Hospitality Studies	7 / 10	3 / 3	4 / 7	10	20	149	20	20
Health Information Technology	6 / 7	1 / 1	5 / 6	14	22	282	31	26
Machining & Industrial Technology	8 / 11	3 / 3	5 / 8	19	29	299	40	30
Welding Technology	17 / 19	8 / 8	9 / 11	15	48	422	63	49

### 2. Overview of BAT Division Assessment Results

ISLO Category	SP19			SU19			FA19			CY19		
	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's
<b>All ISLOs</b>	<b>72.10%</b>	<b>3412</b>	<b>223</b>	<b>75.76%</b>	<b>99</b>	<b>26</b>	<b>73.64%</b>	<b>5346</b>	<b>860</b>	<b>73.07%</b>	<b>8857</b>	<b>1109</b>
1: Critical Thinking	67.87%	1525	77	37.50%	32	16	67.79%	2288	139	67.57%	3845	232
2: Communication	81.13%	212	14	97.96%	49	6	74.40%	461	128	77.98%	722	148
3: Quantitative Reasoning	76.02%	196	13	N/A	0	0	73.71%	871	259	74.13%	1067	272
4: Textual Literacy	65.28%	432	45	77.78%	9	2	73.48%	460	108	69.59%	901	155
5: Professionalism	78.51%	1047	74	88.89%	9	2	83.97%	1266	226	81.52%	2322	302

\*TA% = Target Achievement Rate; Goal = 70%

### 3. BAT Division Lead Summary

#### A. Key Findings

*Brief narrative summary of key findings (areas needing further development, areas where student performance meets or exceeds target expectations, as well as key underperforming areas across the division).*

#### B. Closing the Loop

*Brief narrative summary that answers the following questions: What notable improvements to instruction, curriculum, and/or student support are planned? How are departments “closing the loop” based on previous assessment results?*

#### C. Recommendations

*Summary of any challenges (or successes) encountered during the past year’s assessment cycle, especially noting if any persist from previous years, including any suggestions for overcoming these challenges moving forward and recommendations for what the division (or specific departments) should focus on in the next cycle to improve opportunities for student learning.*

### C3: Health & Public Safety Division Overview

#### 1. Overview of HPS Division Assessment Activities

Department	Participation			Sample Size			Assessments	
	Total	FT	PT	Courses	Sections	Students	Planned	Completed
<b>Health &amp; Public Safety Division</b>	<b>35 / 76</b>	<b>24 / 34</b>	<b>11 / 42</b>	<b>63</b>	<b>82</b>	<b>1093</b>	<b>120</b>	<b>84</b>
Cosmetology	4 / 7	3 / 5	1 / 2	10	12	144	12	12
Dental Hygiene	8 / 9	7 / 7	1 / 2	16	21	320	21	21
Emergency Medical Services	6 / 16	5 / 6	1 / 10	6	10	125	25	11
Fire Science Technology	1 / 7	0 / 1	1 / 6	1	1	6	1	1
Health Professional	0 / 8	0 / 3	0 / 5	0	0	0	0	0
Law Enforcement Academy	0 / 2	0 / 2	0 / 0	0	0	0	0	0
Occupational Therapy Assistant	4 / 4	2 / 2	2 / 2	7	9	112	9	9
Pharmacy & Phlebotomy	0 / 6	0 / 0	0 / 6	0	0	0	0	0
Physical Therapist Assistant	4 / 4	3 / 3	1 / 1	7	7	136	15	8
Respiratory Care	1 / 5	1 / 2	0 / 3	1	1	23	1	1
Radiologic Technology	7 / 8	3 / 3	4 / 5	15	21	227	36	21

#### 2. Overview of HPS Division Assessment Results

ISLO Category	SP19			SU19			FA19			CY19		
	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's
<b>All ISLOs</b>	<b>82.23%</b>	<b>1356</b>	<b>140</b>	<b>46.67%</b>	<b>60</b>	<b>4</b>	<b>79.41%</b>	<b>1481</b>	<b>218</b>	<b>80.05%</b>	<b>2897</b>	<b>362</b>
1: Critical Thinking	79.96%	539	7	4.00%	25	0	75.57%	659	176	76.04%	1223	183
2: Communication	83.22%	149	114	N/A	0	0	77.91%	163	2	80.45%	312	116
3: Quantitative Reasoning	N/A	0	0	N/A	0	0	88.24%	85	1	88.24%	85	1
4: Textual Literacy	75.90%	166	16	52.94%	17	4	73.71%	232	21	73.73%	415	41
5: Professionalism	86.45%	502	3	100.00%	18	0	89.18%	342	18	87.82%	862	21

\*TA% = Target Achievement Rate; Goal = 70%

### 3. HPS Division Lead Summary

#### A. Key Findings

*Brief narrative summary of key findings (areas needing further development, areas where student performance meets or exceeds target expectations, as well as key underperforming areas across the division).*

#### B. Closing the Loop

*Brief narrative summary that answers the following questions: What notable improvements to instruction, curriculum, and/or student support are planned? How are departments “closing the loop” based on previous assessment results?*

#### C. Recommendations

*Summary of any challenges (or successes) encountered during the past year’s assessment cycle, especially noting if any persist from previous years, including any suggestions for overcoming these challenges moving forward and recommendations for what the division (or specific departments) should focus on in the next cycle to improve opportunities for student learning.*

## C4: Nursing Division Overview

## 1. Overview of NUR Division Assessment Activities

Department	Participation			Sample Size			Assessments	
	Total	FT	PT	Courses	Sections	Students	Planned	Completed
<b>Nursing Division</b>	<b>17 / 37</b>	<b>14 / 17</b>	<b>3 / 20</b>	<b>33</b>	<b>51</b>	<b>862</b>	<b>176</b>	<b>59</b>
Medical Assisting Professional	2 / 3	1 / 1	1 / 2	10	12	151	14	14
Nursing Aide	3 / 5	2 / 2	1 / 3	1	5	43	95	6
Nursing	9 / 21	9 / 11	0 / 10	11	20	484	51	23
Psychiatric Technician	0 / 5	0 / 1	0 / 4	0	0	0	0	0
Surgical Technology	3 / 3	2 / 2	1 / 1	11	14	184	16	16

## 2. Overview of NUR Division Assessment Results

ISLO Category	SP19			SU19			FA19			CY19		
	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's
<b>All ISLOs</b>	<b>81.07%</b>	<b>935</b>	<b>305</b>	<b>80.68%</b>	<b>176</b>	<b>86</b>	<b>72.86%</b>	<b>1323</b>	<b>203</b>	<b>76.58%</b>	<b>2434</b>	<b>594</b>
1: Critical Thinking	77.78%	171	86	74.55%	110	42	74.87%	374	167	75.57%	655	295
2: Communication	80.60%	397	94	88.46%	52	43	77.55%	343	20	79.80%	792	157
3: Quantitative Reasoning	92.86%	14	70	N/A	0	0	N/A	0	0	92.86%	14	70
4. Textual Literacy	84.45%	238	55	N/A	0	0	69.76%	377	10	75.45%	615	65
5. Professionalism	79.13%	115	0	100.00%	14	1	67.69%	229	6	72.63%	358	7

\*TA% = Target Achievement Rate; Goal = 70%

### 3. NUR Division Lead Summary

#### A. Key Findings

*Brief narrative summary of key findings (areas needing further development, areas where student performance meets or exceeds target expectations, as well as key underperforming areas across the division) and cite evidence supporting your analysis as needed.*

#### B. Closing the Loop

*Brief narrative summary that answers the following questions: What notable improvements to instruction, curriculum, and/or student support are planned? How are departments “closing the loop” based on previous assessment results?*

#### C. Recommendations

*Summary of any challenges (or successes) encountered during the past year’s assessment cycle, especially noting if any persist from previous years, including any suggestions for overcoming these challenges moving forward and recommendations for what the division (or specific departments) should focus on in the next cycle to improve opportunities for student learning.*

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