

2020 Annual Improvement Plan - Automotive Technology Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by Cordova, James on 02/11/2021 23:15

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

We have continued to assess on problem solving, quantitative thinking, communication and critical thinking skills in our labs. We have added rubrics, and most labs are based on pass/fail type of grading to ensure mastery of the content. We will continue to utilize these to groups for assessments in all classes. All classes have an activity that will be done by each instructor and then a brief summary of the assessment. We will look at results based on last semester results and use the data to modify or include additional rubrics if needed.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

The list of participation is a 100% from the Orman, Southwest and CCHS (fremont) have had great success in reporting each class that is assigned to each Instructor. I personally sit with the Orman campus Faculty and Staff with assessment reporting after the semester is winding down to get results in. We happened to fall below the 70% in some key areas due to lack of participation in remote learning and students not making the time to cover some of the labs based on Covid-19 restrictions. Some of these key areas were low between 30-85% in areas of quantitative reasoning and problem solving being in the 62-65% range. Our departmental goal is 80% but we also understand the institution goal is 70% and will continue to improve based on what we have seen over the past semester. We have implemented a new attendance policy and list of expectations that students must adhere to. We continue to modify program assessments based on previous results and this ensures we are on a continuous quality improvement plan.

2. What Did You Learn?

2. What Did You Learn? : Version by Cordova, James on 03/30/2021 20:34

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. The engagement by the students part plays a vital role into program success. The results from the previous year was very disappointing. We learned we needed to ensure accountability and student engagement will increase our numbers in the areas that we focus on. I feel the numbers were low and the participation was impacted due to Covid-19 and remote learning. The problem solving area is what the students excel in the most and they continue to develop the skills needed to get them above the 70% range. The area that we need to increase our numbers in is the quantitative reasoning due to the lowest scores dropping to the mid thirties.

2A. Institution-Level (ISLO) Performance : Version by Medendorp, Liz on 04/20/2021 15:32

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		

ISLO	Target Achievement Rate	Comments/Clarifications
ISLO3: Quantitative Reasoning		Quantitative Reasoning was new assessment for our department this year and we feel that we're off to a good start given all of the challenges with the past year. Our goal is to get to 80% in due time.
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)	33.33%	
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)	37.04%	
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)	40.74%	
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)	40.74%	
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)	40.74%	
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)	40.74%	
ISLO2: Effective Communication		There is marked improvement across this entire category due to efforts across all campuses.
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	65.00%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	85.00%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	85.00%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	80.00%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: 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. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		Scores have improved a bit from 2019 and we are satisfied that the department is headed in the right direction.
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	62.93%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)	64.38%	

ISLO	Target Achievement Rate	Comments/Clarifications
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	64.63%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	64.89%	
ISLO4: Textual Literacy		
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 (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)		
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by Medendorp, Liz on 04/20/2021 15:32

PSLO	Target Achievement Rate	Comments/Clarifications
Automotive Technology		
PSLO		
Automotive Technology		
PSLO		
PSLO #9: Identify key shop safety procedures, tool identification and usage, repair manual information, shop equipment. ASE 102 (Active from Spring 2017)		
PSLO #1: Identify, diagnose, disassemble, rebuild and repair automotive engines. ASE 130,161, 162 and 260 (Active from Spring 2017)		
PSLO #2: Identify, locate, test, diagnose, and properly repair electrical and electronic circuits in today's automobiles. ASE 120,123,132, (Active from Spring 2017)		
PSLO #3: Properly identify, test, diagnose, and repair brake and ABS systems. ASE 110,111 AND 210 (Active from Spring 2017)		
PSLO #4: Identify, remove and replace, diagnose, repair and align vehicle steering suspension systems. ASE 140,141 AND 240 (Active from Spring 2017)		
PSLO #5: Identify refrigerant, leak test, diagnose and repair and proper equipment operation to service Cooling and HVAC systems in today's vehicles. ASE 264, 265 (Active from Spring 2017)		

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO #6: Identify, test, remove and replace, disassemble and rebuild Automatic and Manual transmissions and transfer cases in passenger cars and trucks. ASE MANUAL TRANS 151,152,253 AUTOMATIC TRANS 250,251 AND 252 (Active from Spring 2017)		
PSLO #7: Identify, diagnose, and utilize scan tools and 5 gas analyzers, with repairing vehicle drivability concerns. ASE 221,236,134,233 (Active from Spring 2017)		
PSLO #8: Employ critical thinking skills in a hands-on lab to troubleshoot problematic vehicles after setting up a diagnostic tree. ALL ASE COURSES (Active from Spring 2017)		
PSLO 01: Collect preliminary information on presenting problem from customer. (Active from Spring 2017)		
PSLO 02: Examine selected vehicle area to verify the problem. (Active from Spring 2017)		
PSLO 03: Troubleshoot vehicle systems related to problem areas as appropriate for symptoms that present. (Active from Spring 2017)		
PSLO 04: Interpret vehicle information to determine a diagnosis and repairs needed to correct the problem. (Active from Spring 2017)		
PSLO 05: Clearly communicate findings (diagnosis of problem and recommended repairs) to customer in repair order. (Active from Spring 2017)		
PSLO 06: Perform necessary vehicle repairs to correct diagnosed problem. (Active from Spring 2017)		
PSLO 07: Manage time effectively while conducting repairs. (Active from Spring 2017)		
PSLO 08: Demonstrate commitment to professional development in the automotive industry. (Active from Spring 2017)		
PSLO 09: Document compliance with industry practices for automotive repair. (Active from Spring 2017)		
PSLO 10: Adhere to industry expectations for dress code and professional interactions with coworkers and customers. (Active from Spring 2017)		
PSLO 11: Express respect and appreciation for coworkers and customers in a diverse automotive industry. (Active from Spring 2017)		
PSLO# 10: Identify shop practices in industry and work place skills, soft skills, critical thinking, trouble shooting skills and professionalism in an Internship. ASE 281, 282 (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by **Cordova, James** on **03/30/2021 20:27**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLO Data		

3. What Will You Do Next?

3. What Will You Do Next? : Version by **Cordova, James** on **03/30/2021 20:23**

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

We will continue to enhance curriculum based on industry needs and changes with technology. We will continue to use a pass/fail way of assessment in lab to ensure mastery of the content. The goal is to have everyone meeting the departmental minimum of 70% but will like to see the students excel above 80% which is the industry standard. The time frame to accomplish this will be the current academic year and rolling in the year of 2021-2022. This will be accomplished by having all three campus locations participate in the plan for the next assessment cycle.

3. What Will You Do Next? (Action Plan) : Version by Cordova, James on 03/30/2021 20:25

Action	Goal	Timeline	Participants
Continue to try for grants to support technology updates and equipment that support student learning	Apply for Amendment 50 dollars and Carl Perkins funding.	Academic year 2021-2022	three campus programs. Pueblo, Fremont and Southwest.

2020 Annual Improvement Plan - Business & Accounting Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by Collins, Kathleen on 02/26/2021 16:55

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

Preface: AY2020 has been a difficult year for students, instructors and PCC staff due to the COVID 19 Pandemic which began in mid-March 2020. AY2020 was also impacted by the loss of the Department Chair who accepted another position and did not return in Fall Semester 2020. Following the PCC budget impact from the Pandemic, the college has been in a hiring freeze; therefore, the Department Chair was not replaced. The supervision and running of the BUS/ACC Dept. has been managed by the current staff, and their supervisor, the Dean of Business & Advanced Technology.

In reviewing the data for AY 2020, we did remain with mostly Institutional-Level (ISLO) rubrics; and, for Economics, additionally utilized Program-Level (PSLO) and Course-Level (CSLO) rubrics. The assessments' planned to completed ratio is low because of the number of rubrics associated with instructor courses with multiple sites; and, because the expectation for each instructor is to complete one assessment per semester.

In the AY2019 report, we identified a lack of assessment for BUS 216, which is a course in the transfer DWD degree. We did resume completing ASL for BUS 216 in Fall Semester 2020 (Textual Literacy), and did meet target assessment rates in this area. It will remain a priority in continuing ASL in ongoing semesters (2021).

Also noted in AY2020 statistics report, assessments of student learning statistics appear to be more realistic in meeting the assessment goals and, in most cases, surpass the target goal of 70%. Concerns were identified in AY 2019 report, regarding a potential need for training in Rubric Norming. This is still an area of potential learning for instructors when future training sessions can be provided for instructors (beyond current staffing issues and COVID constraints.) See 2A. ISLO Performance: Comments/Clarifications addressing the two areas with statistical ratings below the 70% target level.)

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

During 2020, faculty participation remained at 100% for Fall Semester and Spring Semester. Instructor participation was at 58% in Fall Semester, 43% in Spring Semester, and 25% in Summer Semester. Therefore, there was an overall drop from 83% in Fall Semester in 2019. We did have two instructor meetings for ASL Training and Support, in Fall Semester, 2020, and did see a rise in assessments for Fall Semester 58% (from 43% in Spring Semester.) As discussed above, the pandemic, loss of a Dept. Chair, and the disruption of opportunities for gathering instructors together for inputting ASL scores, was completely impaired. As always, the instructors were additionally guided to request additional assistance from the Director of ASL, who has always been extremely helpful and available to provide support.

Concurrent Enrollment instructor participation was 0% in AY2020. Efforts will be guided in AY2021 to assist CE (Concurrent Enrollment) instructors with opportunities for participating in ASL, including training, use of eLumen, rubric selection, and data input. This would include promoting the completion of at least one assessment per semester per CE instructor.

2. What Did You Learn?

2. What Did You Learn? : Version by Collins, Kathleen on 02/26/2021 16:55

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

The Business/Accounting Department has remained at a disadvantage in minimal staff and essentials' leadership by department staff and division dean. ASL has continued as a constant effort; and, there has been a division of duties (training and assistance, by the faculty member/department and assistance offered from ASL Director to instructors). In some cases, due to capacity issues, further follow-up has been minimal.

In looking at the two areas in which we did not meet the Target Assessment Goal of 70%, it was noted they were in the area of ISLO5: Professionalism and Social Consciousness, reported in Improvement Plan Section 2 A. Institutional Level (ISLO) Performance). The two sections below target assessment goal were:

5a-2 Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed. (64.52%)

5c-1. 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. (58.06%)

Both may be closely related in part to the current state of affairs. In classroom settings (which have been greatly affected by the pandemic), students are better able to grow in areas dealing with professionalism and social consciousness. Student to student interaction and student to instructor interaction has been interrupted to an extent. And, even in those settings where students have moved to Flex (or online courses), opportunities for the type of interaction (instructor guided discussions) that promotes and strengthens professionalism and social consciousness have been difficult. Online courses remain a solid staple for many students, and student to student and student to instructor interaction remain a challenge. The lesson may be in needing increased efforts by instructor to recognize and react to the students' need for more instructor guided opportunities: discussions (live and via D2L, individual and/or team presentations – live or recorded, team projects with required parameters for self and team critiquing. Professional guests (live or virtual) with opportunities for instructors to prep (instructors with desired presentation content) and students for identification of professional skills and/or recognition of social consciousness for interaction between students, and between students and their instructor.

Additionally, there may be a need for small projects related to professionalism (videos, articles, research, etc.) to include learning about inclusivity, diversity, equity, and accessibility. These are concepts that we, as a college, are learning about; and, they should be concepts students, too, learn and grow from in their own lives and personal and professional interactions.

2A. Institution-Level (ISLO) Performance : Version by Collins, Kathleen on 02/26/2021 16:55

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)	83.67%	
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)	75.76%	
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)	78.33%	
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)	70.71%	
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)	82.35%	
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)	75.76%	
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	80.95%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	80.95%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	80.95%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	80.95%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	80.77%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	64.52%	See discussion in '2. What Did You Learn?' regarding not meeting Target Assessment Goal, in this area.
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	76.92%	

ISLO	Target Achievement Rate	Comments/Clarifications
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	80.77%	
5c-1: 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. (Active from Spring 2017)	58.06%	See discussion in '2. What Did You Learn?' regarding not meeting Target Assessment Goal, in this area.
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)	70.97%	
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	79.78%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)	82.02%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	82.98%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	84.85%	
ISLO4: Textual Literacy		
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 (Active from Spring 2017)	86.42%	
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	84.62%	
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	84.62%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	76.92%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by Collins, Kathleen on 02/26/2021 16:55

PSLO	Target Achievement Rate	Comments/Clarifications
Accounting		
PSLO		
PSLO 1: Describe fundamental concepts of accounting. (Active from Spring 2017)		
PSLO 3: Effectively communicate in a business environment through accurate preparation of journal entries and financial statements. (Active from Spring 2017)		
PSLO 4: Utilize various technology functions to accomplish accounting tasks. (Active from Spring 2017)		

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO 5a: Interpret cost- volume- profit analysis. (Active from Spring 2017)		
PSLO 5b: Apply cost- volume- profit analysis. (Active from Spring 2017)		
PSLO 6: Demonstrate use of budget planning and control. (Active from Spring 2017)		
PSLO2: Prepare and analyze financial statements. (Active from Spring 2017)		
Agriculture Business		
PSLO		
Business		
PSLO		
Articulate and understand both sides of controversial issues. (Active from Fall 2017)		
PSLO1: Describe fundamental business concepts terminology, and theories. (Active from Fall 2017)		
PSLO2: Create accurate and effective presentations. (Active from Fall 2017)		
PSLO3: Use mathematical skills to solve economic or business problems. (Active from Fall 2017)		
PSLO4: Think creatively and solve problems, as they relate to common business practices. (Active from Fall 2017)		
PSLO5: Communicate effectively orally and in writing. (Active from Fall 2017)		
PSLO6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of accuracy and transparency. (Active from Fall 2017)		
Economics		
PSLO		
PSLO1: Describe fundamental business concepts terminology, and theories. (Active from Spring 2017)	85.71%	
PSLO 7: Articulate and understand both sides of controversial issues. (Active from Spring 2017)		
PSLO5: Communicate effectively orally and in writing. (Active from Spring 2017)		
PSLO2: Create accurate and effective presentations. (Active from Spring 2017)		
PSLO4: Think creatively and solve problems, as they relate to common business practices. (Active from Spring 2017)	83.33%	
PSLO3: Use mathematical skills to solve economic or business problems. (Active from Spring 2017)	95.24%	
PSLO6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of accuracy and transparency. (Active from Spring 2017)	95.24%	
Entrepreneurship		
PSLO		
Management, BUSM		
PSLO		
PSLO1: Describe fundamental business concepts terminology, and theories. (Active from Fall 2017)		
PSLO2: Create accurate and effective presentations. (Active from Fall 2017)		
PSLO3: Use mathematical skills to solve economic or business problems. (Active from Fall 2017)		
PSLO4: Think creatively and solve problems, as they relate to common business practices. (Active from Fall 2017)		
PSLO5: Communicate effectively orally and in writing. (Active from Fall 2017)		

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of accuracy and transparency. (Active from Fall 2017)		
Marketing, BUSM		
PSLO		
PSLO1: Describe fundamental business concepts terminology, and theories. (Active from Fall 2017)		
PSLO2: Create accurate and effective presentations. (Active from Fall 2017)		
PSLO3: Use mathematical skills to solve economic or business problems. (Active from Fall 2017)		
PSLO4: Think creatively and solve problems, as they relate to common business practices. (Active from Fall 2017)		
PSLO5: Communicate effectively orally and in writing. (Active from Fall 2017)		
PSLO6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of accuracy and transparency. (Active from Fall 2017)		
Public Service		
PSLO		
PSLO 1: Discuss leadership principles and public service. (Active from Spring 2017)		
PSLO 2: Apply principles of leadership in public service. (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by Collins, Kathleen on 02/26/2021 16:55

CSLO	Target Achievement Rate	Comments/Clarifications
ECO202 - Prin of Microeconomics: SS1		
01. Predict market outcomes using the supply and demand model (Active from Fall 2019)	95.24%	
02. Explain specialization patterns (Active from Fall 2019)	85.71%	
03. Analyze elasticity concepts (Active from Fall 2019)	76.19%	
04. Formulate choices using marginal reasoning (Active from Fall 2018)	90.48%	
06. Compare implicit and explicit production costs (Active from Fall 2018)	85.71%	
08. Evaluate microeconomic public policy issues (Active from Fall 2018)	95.24%	

3. What Will You Do Next?

3. What Will You Do Next? : Version by Medendorp, Liz on 04/07/2021 20:53

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Since it was acknowledged early on that no changes would be made for the AY2020 academic year, we have determined that we will be working to post the same assessment rubrics previously used for courses being taught, for the AY2021 cycles. This will be done to assist Instructors with preparedness (knowing in advance) what rubrics will be utilized, and thereby allowing instructors to identify early on, applicable assignments or activities for their upcoming assessments each semester.

We had hoped to move toward using more course-level rubrics, but will maintain the same rubrics intentionally this year, due to issues discussed in the Preface. There is still a desire by faculty, to continue to work toward course specific rubrics for more courses, but this will be determined by potential time allowances that may exist during AY2021.

The previous goals (AY2019) include some that we feel remain as viable and reachable goals, and will be pursued:

1. If there is an opportunity, we will continue working toward course specific rubrics for more courses
2. With regard to assessments, on boarding new staff members including training, use of eLumen, rubric selection, and data input; and, promote their participation in at least one ASL per semester.
3. Efforts for continued and consistent growth in Instructor participation to reach a minimum of 80% instructor participation for each semester.
4. Concurrent Enrollment Instructors will participate with assessments of student learning, with a minimum goal of 50% participation by Fall Semester 2021.
5. Promote instructor guided additional opportunities for participation in professionalism and social consciousness, by increasing student to student and student to instructor discussions, group/individual projects, classroom and online team activities, professional guests, etc.

3. What Will You Do Next? (Action Plan) : Version by Collins, Kathleen on 04/07/2021 20:17

Action	Goal	Timeline	Participants
Increase Instructor participation and involvement in ASL, including CE instructors.	Increase ASL participation, per semester: Instructors to 80%, and CE Instructors to 50%	Participation Goals identified, by end of AY2021	All BUS/ACC Department faculty, instructors (including CE instructors), and staff
Provide Rubric Training Session	Increase and improve instructor understanding and use of their rubric	Goal identified, by end of Fall 2021 Semester	Beginning/less experienced Business/Accounting Instructors
Provide Norming Training Session	Learning the importance of consistent evaluation and assessment	Goal identified, by end of Spring 2022 Semester	All Business/Accounting Instructors

2020 Annual Improvement Plan - Computer Information Systems Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Krakow, Robert** on **03/04/2021 16:38**

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

CIS will continue assessing the current classes and add additional assessments as new faculty are trained in the process.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

The CIS department had all current faculty and part-time instructor complete at least one assessment in the last year. This is a big improvement.

2. What Did You Learn?

2. What Did You Learn? : Version by **Krakow, Robert** on **03/04/2021 16:38**

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. The CIS department will continue to add assessments so there may be data to compare to prior years.

2A. Institution-Level (ISLO) Performance : Version by **Krakow, Robert** on **03/04/2021 16:38**

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)	0.00%	
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)	0.00%	
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)	0.00%	

ISLO	Target Achievement Rate	Comments/Clarifications
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)	0.00%	
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)	0.00%	
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)	0.00%	
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	91.84%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	91.84%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	76.42%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	89.80%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	81.08%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	70.27%	
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	77.03%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	82.35%	
5c-1: 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. (Active from Spring 2017)	82.35%	
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)	82.35%	
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	57.89%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	75.56%	
ISLO4: Textual Literacy		
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 (Active from Spring 2017)	73.91%	

ISLO	Target Achievement Rate	Comments/Clarifications
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	72.50%	
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	73.91%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	73.91%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)	45.28%	
Flex 2. Problem Solving (1d) (Active from Fall 2020)	64.81%	
Flex 3. Effective Communication (2c) (Active from Fall 2020)	66.67%	
Flex 4. Finding Resources (4b) (Active from Fall 2020)	74.55%	
Flex 5. Time Management (5a-1) (Active from Fall 2020)	77.36%	
Flex 6. Participation (5a-2) (Active from Fall 2020)	62.75%	
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)	73.58%	

2B. Program-Level (PSLO) Performance : Version by Krakow, Robert on 03/04/2021 16:38

PSLO	Target Achievement Rate	Comments/Clarifications
Computer Information Systems		
PSLO		
Business Technologies		
PSLO		
1. Coordinate, organize, and manage office projects effectively. (Active from Spring 2017)		
2a. Work independently. (Active from Spring 2017)		
2b. Work as part of a team. (Active from Spring 2017)		
3. Explain the major functions of business in a democracy including economics, finance, human resources, management, and marketing. (Active from Spring 2017)		
4. Provide excellent customer service to both internal and external customers of their organizations. (Active from Spring 2017)		
5. Recognize how both legal and ethical decision making will impact business. (Active from Spring 2017)		
6. Demonstrate the written and verbal skills that contribute to success in an office environment. (Active from Spring 2017)		
7. Perform job readiness skills to be successful in a job search. (Active from Spring 2017)		
Computer & Networking Technology		
PSLO		
1. Properly divide a block of network addresses into functional sub-networks. (Active from Spring 2017)		
2. Identify the 7 layers of the OSI model (Active from Spring 2017)		
Configure a functional network (Active from Spring 2018)		
Identify the 7 layers of the OSI model (Active from Spring 2018)		
Students will be able to identify and use most major operating systems. (Active from Spring 2018)		
Students will be able to troubleshoot, repair and evaluate all major hardware components. (Active from Spring 2018)		

PSLO	Target Achievement Rate	Comments/Clarifications
Understand both legal and ethical considerations as they apply to network operations and administration (Active from Spring 2018)		
Use binary and hexadecimal number systems (Active from Spring 2018)		
Computer Information Systems		
PSLO		
01. Critically analyze (Active from Spring 2019)		
02. Participate as a member of a learning community (Active from Spring 2019)		
03. Communicate effectively, following professional etiquette (Active from Spring 2019)		
04. Employ proper spelling and mechanics (Active from Spring 2019)		
Computer Science		
PSLO		

2C. Course-Level (CSLO) Performance : Version by **Krakow, Robert** on **03/04/2021 16:38**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A		

3. What Will You Do Next?

3. What Will You Do Next? : Version by **Krakow, Robert** on **03/04/2021 16:38**

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

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- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Continue to train and add assessments to courses

3. What Will You Do Next? (Action Plan)

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2020 Annual Improvement Plan - Cosmetology Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by Medendorp, Liz on 03/31/2021 18:26

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

0 of the 6 planned assessments were completed in the 2020 calendar year cycle. We were unable to conduct the planned assessments on hands-on activities due to COVID.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

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- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

No Value

2. What Did You Learn?

2. What Did You Learn?

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

No Value

2A. Institution-Level (ISLO) Performance : Version by Medendorp, Liz on 03/31/2021 18:26

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)		
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)		
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: 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. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		
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 (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)		
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by Medendorp, Liz on 03/31/2021 18:26

PSLO	Target Achievement Rate	Comments/Clarifications
Barbering		
PSLO		
Cosmetology		
PSLO		
PLSO5: Demonstrate the knowledge for the state board practical exam upon completion of the program. (Active from Spring 2017)		
PSLO1: Perform a basic introductory skill or service. (Active from Spring 2017)		
Esthetician		
PSLO		
PLSO5: Demonstrate the knowledge for the state board practical exam upon completion of the program. (Active from Spring 2017)		
PSLO1: Perform a basic introductory skill/service. (Active from Spring 2017)		
Manicurist		
PSLO		
PLSO5: Demonstrate the knowledge for the state board practical exam upon completion of the program. (Active from Spring 2017)		
PSLO1: Perform a basic introductory skill/service (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by Medendorp, Liz on 03/31/2021 18:26

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLO Data		

3. What Will You Do Next?

3. What Will You Do Next?

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

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- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

No Value

3. What Will You Do Next? (Action Plan) : Version by Medendorp, Liz on 03/31/2021 18:26

Action	Goal	Timeline	Participants
Develop rubric for chapter tests on essential content knowledge/theory	COS 140, NAT 158,	Develop in Spring 2021, enter scores for Fall 2020	All instructors

2020 Annual Improvement Plan - Criminal Justice Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do?

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

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- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

No Value

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

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- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

No Value

2. What Did You Learn?

2. What Did You Learn?

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

No Value

2A. Institution-Level (ISLO) Performance : Version by Medendorp, Liz on 02/08/2021 16:42

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	100.00%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	100.00%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	100.00%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	100.00%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: 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. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		
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 (Active from Spring 2017)	100.00%	
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	100.00%	

ISLO	Target Achievement Rate	Comments/Clarifications
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	100.00%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	100.00%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by Medendorp, Liz on 02/08/2021 16:42

PSLO	Target Achievement Rate	Comments/Clarifications
Criminal Justice		
PSLO		
01. Define theories about the development of deviant/criminal behavior. (Active from Spring 2017)		
02. Analyze applications of theories of criminal activity in real-world situations. (Active from Spring 2017)		
03. Support an analysis with sufficient and relevant legal or criminological sources. (Active from Spring 2017)		
04. Analyze applications of substantive and procedural criminal law rules in real-world situations. (Active from Spring 2017)		
05. Produce written work that accurately represents legal and theoretical concepts and research. (Active from Spring 2017)		
06. Describe concepts of constitutional law, especially those that relate to the criminal justice system. (Active from Spring 2017)		
07. Discuss ethical issues specific to criminal justice and strategies for combatting ethical problems. (Active from Spring 2017)		
08. Explain the inner workings of the court system and how a criminal case advances through the system. (Active from Spring 2017)		
09. Accurately employs substantive, grammatical, and technical elements of writing. (Active from Spring 2018)		
10. Construct and defend conclusions regarding legal rules, principles, or theories, that are firmly supported by sufficient and relevant data/research. (Active from Fall 2019)		
11. Interpret, analyze, and assess available evidence, information, and ideas, regarding legal or criminological rules, principles, rules, or theories. (Active from Fall 2019)		

2C. Course-Level (CSLO) Performance : Version by Medendorp, Liz on 02/08/2021 16:42

CSLO	Target Achievement Rate	Comments/Clarifications
N/A		

3. What Will You Do Next?

3. What Will You Do Next?

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

No Value

3. What Will You Do Next? (Action Plan)

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2020 Annual Improvement Plan - Culinary Arts & Hospitality Studies Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Montgomery, Mary Alice** on **02/11/2021 23:25**

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

2020 was a challenging year as our assessments had been built around large gatherings of people.

We learned that we should start small and build from there.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Participation has room for improvement.

We have a plan moving forward. No PT instructors in Fall 2020 were teaching.

2. What Did You Learn?

2. What Did You Learn? : Version by **Montgomery, Mary Alice** on **02/11/2021 23:30**

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. Sanitation- we are implementing a new online ; learning platform called KP for the ServSafe Curriculum. Initially the program was used adhoc in Spring 2020, we would like to assess how effective the use of KP is. In Spring 2020 5 out of 6 passed the ServSafe certification exam, the best pass rate so far. The KO platform not used in Fall 2020 had about a 30% pass rate. Will repeat the FLEX class assessment to continue collecting data for institution.

Program Learning Outcome for use of industry technology- ACF required Equipment Safety Checklist has existing rubric to assess this on a 1-4 scale.

We should see an improvement from first semester labs to second semester labs. Student self-report on this, will need to ensure student have time to practice. Good starting point. Will need to build rubric in eLumen.

2A. Institution-Level (ISLO) Performance : Version by **Montgomery, Mary Alice** on **02/11/2021 23:30**

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		

ISLO	Target Achievement Rate	Comments/Clarifications
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)		
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	50.00%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	78.57%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	76.92%	
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	78.57%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: 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. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	57.14%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	50.00%	
ISLO4: Textual Literacy		

ISLO	Target Achievement Rate	Comments/Clarifications
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 (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	57.14%	
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)		
PCC Flex Self-Assessment		We were pleasantly surprised about the student's self-assessment. We are getting more strict for the 2021 year with student expectations. Will not have students who did assessment last year repeat this assessments. Will assess during second half off spring and fall semesters.
Flex 1. Content Mastery (1a) (Active from Fall 2020)	78.57%	
Flex 2. Problem Solving (1d) (Active from Fall 2020)	92.86%	
Flex 3. Effective Communication (2c) (Active from Fall 2020)	78.57%	
Flex 4. Finding Resources (4b) (Active from Fall 2020)	78.57%	
Flex 5. Time Management (5a-1) (Active from Fall 2020)	78.57%	
Flex 6. Participation (5a-2) (Active from Fall 2020)	92.86%	
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)	92.86%	

2B. Program-Level (PSLO) Performance : Version by Montgomery, Mary Alice on 02/11/2021 23:30

PSLO	Target Achievement Rate	Comments/Clarifications
Culinary Arts & Hospitality Studies		
PSLO		
Culinary Arts		
PSLO		
01. Professionally demonstrate time management in an industry setting. (Active from Spring 2017)		
02. Professionally demonstrate organization in an industry setting. (Active from Spring 2017)		
03. Use technology common to industry settings in food service operations. (Active from Fall 2016)		ACF required Equipment Safety Checklist has existing rubric to assess this on a 1-4 scale
04. Apply problem solving skills in a variety of customer service and industry settings. (Active from Spring 2017)		
05a. Demonstrate commitment to professional growth within industry settings. (Active from Spring 2018)		
05b. Demonstrate appropriate conduct in interactions with guests and colleagues in industry settings. (Active from Spring 2018)		
06. Students will manipulate recipes and formulas using weights and measures with industry specific tools and technology. (Active from Fall 2017)		
Hospitality Studies		
PSLO		
01. Professionally demonstrate time management in an industry setting. (Active from Summer 2020)		
02. Professionally demonstrate organization in an industry setting. (Active from Summer 2020)		

PSLO	Target Achievement Rate	Comments/Clarifications
03. Use technology common to industry settings in food service operations. (Active from Summer 2020)		
04. Apply problem solving skills in a variety of customer service and industry settings. (Active from Spring 2017)		
05. Demonstrate commitment to professional growth and interactions with guests and colleagues in an industry setting. (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by **Montgomery, Mary Alice** on **02/11/2021 23:30**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A		

3. What Will You Do Next?

3. What Will You Do Next?

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

No Value

3. What Will You Do Next? (Action Plan)

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2020 Annual Improvement Plan - Dental Hygiene Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by Blasi, Linda on 03/01/2021 03:15

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

The dental hygiene program consists of twenty-two 2nd year students and twenty-four 1st year students in the AAS degree. In the BAS degree program there are seven 2nd year students and seven 1st year students.

In comparing results from 2019 to 2020, the dental hygiene faculty assessed sequential courses in order to have an accurate data set.

Our results still show the discrepancies due to the mixed sample size and non-norming techniques utilized with the current class graduation in 2021. Within a norming session held during the Fall 2020 semester, we aligned similar courses to follow a cohort through the full two year program.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
 - 7/7 full time dental hygiene faculty participated in assessment of student learning
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
 - Successes: Seasoned faculty assisted with navigation of eLumen
 - Difficulties: Lack of participation from 6/6 part-time instructors that are strictly in the clinical setting
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?
 - We will continue to meet once a semester as full-time faculty to assign sequential rubrics that are cohort specific

2. What Did You Learn?

2. What Did You Learn? : Version by Blasi, Linda on 03/01/2021 03:15

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

ISLO 5a-1 and PSLO 5c: Target achievement rate of 95.45%

- is above our target goal
- two cohorts of classes provided accurate target performance

2A. Institution-Level (ISLO) Performance : Version by Blasi, Linda on 03/01/2021 03:15

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	63.64%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)		
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	65.43%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: 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. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)	92.00%	
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	63.51%	

ISLO	Target Achievement Rate	Comments/Clarifications
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	60.00%	
ISLO4: Textual Literacy		
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 (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)		
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by Blasi, Linda on 03/01/2021 03:15

PSLO	Target Achievement Rate	Comments/Clarifications
Dental Hygiene		
AAS PSLOs		
1. a. Recognize and explain dental hygiene rules and regulations established by state licensing agencies. (Active from Summer 2017)	62.67%	
1. b. Model the dental hygiene professional code of ethics. (Active from Spring 2017)		
1.c. Apply principles of risk management and infection/hazard control to prevent liability and support patient/client health. (Active from Spring 2017)		
1. d. Provide compassionate and competent oral health care in a variety of settings and to a variety of individuals without discrimination. (Active from Spring 2017)		
1. e. Communicate effectively with peers and instructors to formulate a clear and precise point of view. (Active from Fall 2017)	52.00%	
2. a. Offer patient education and counsel to reduce health risks and promote wellness. (Active from Spring 2017)		
2. b. Collaborate with patients/clients and other health professionals to deliver a comprehensive and continuous health care plan that meets the needs of the patient/client. (Active from Spring 2017)		
3. a. Systematically collect and record relevant data on the patient/client. (Active from Spring 2017)		
3. b. Interpret patient/client data to identify needs and oral health problems. (Active from Spring 2017)		

PSLO	Target Achievement Rate	Comments/Clarifications
3. c. Apply evidence-based decision making using methods consistent with the dental hygiene scope of practice and legal principles to establish a diagnosis. (Active from Spring 2017)	63.51%	
3. d. Formulate a comprehensive dental hygiene care plan that meets the needs of the patient/client. (Active from Spring 2017)	60.00%	
4. a. Provide preventive and therapeutic services that promote oral health according to the needs of the patient/client. (Active from Spring 2017)		
4. b. Evaluate the effectiveness of the implemented dental hygiene care plan by using indices, instruments, examination techniques and the patient/client satisfaction survey. (Active from Spring 2017)		
4. c. Modify dental hygiene care plan and refer patient/client for follow-up care as needed. (Active from Spring 2017)		
5. a. Advance the profession through service activities and affiliations with professional organizations. (Active from Spring 2017)	92.00%	
5. b. Promote the values of the profession to the public and outside organizations. (Active from Spring 2017)		
5. c. Assume professional responsibilities through the process of self assessment for personal growth and life-long learning. (Active from Fall 2017)	65.43%	
BAS PSLOs		
1. Compare and contrast current and emerging issues and trends facing the profession of dental hygiene today. (Active from Spring 2017)		
2. Communicate effectively with peers and instructors to formulate a clear and precise point of view (Active from Spring 2017)	100.00%	
3. Effectively use technology to locate, relate and communicate information. (Active from Spring 2017)		
4. Create and implement instructional best practices to facilitate effective teaching and student learning. (Active from Spring 2017)		
5. Demonstrate the ability to problem solve effectively utilizing evidenced based strategies and decision making processes. (Active from Spring 2017)		
6. Promote and recognize the science of public health through education and service activities. (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by Medendorp, Liz on 03/03/2021 20:04

CSLO	Target Achievement Rate	Comments/Clarifications
DEH104 - Dental Radiology		
06. Compare and contrast the ethical and legal aspects of radiology and the ramifications of not maintaining acceptable standards. (Active from Fall 2019)	52.00%	
DEH126 - Dental Materials		
05. Explain the strengths and weaknesses of various materials in the oral environment and their impact on the provision of dental hygiene services. (Active from Fall 2019)	92.31%	
DEH134 - Advanced Clinical Skills		
04. State the specific guidelines for instrumentation of dental implants and demonstrate appropriate instrumentation technique (Active from Fall 2019)	92.00%	
DEH136 - Clinical Dental Roentgenology		

CSLO	Target Achievement Rate	Comments/Clarifications
01. Describe and demonstrate correct radiographic exposure techniques. (Active from Fall 2019)	87.50%	
DEH204 - Community Dental I		
02. Apply the core public health functions to the essential public health services. (Active from Fall 2019)	43.48%	
DEH213 - General and Oral Pathology		
01. Describe the cellular mechanism of inflammation, neoplasia, and wound healing and recognize the influence of the immune system on these conditions. (Active from Fall 2019)	95.65%	
DEH225 - Community Dental Health II		
05. During the course, prepare a portfolio of evidence for documentation of activities used in the planning, implementation and evaluation of the field activity. (Active from Fall 2019)	92.00%	
DEH268 - Clinical Theory II		
02. Apply the Dental Hygiene Process of Care to treatment planning and progress notes documentation. (Active from Fall 2019)	95.65%	
DEH285 - Clinical Theory of DEH III		
03. Given documented cases, apply the dental hygiene process of care and successfully complete multiple choice question testlets for each case. (Active from Fall 2019)	100.00%	

3. What Will You Do Next?

3. What Will You Do Next? : Version by Blasi, Linda on 03/01/2021 03:15

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Ideally to have assessment placed on an academic year rather than a calendar year would be more beneficial in our situation to gather accurate data. We always have a semester of data from a previous cohort mixed in with a current cohort. We realize data will be skewed due to this and we will evaluate our target achievement rate and assess students' progress within the curriculum throughout the program.

In the future, if possible, it would be beneficial to separate 1st year dental hygiene students from 2nd year dental hygiene students.

3. What Will You Do Next? (Action Plan) : Version by Blasi, Linda on 03/01/2021 03:15

Action	Goal	Timeline	Participants
Continue to align one rubric for the class of 2022 and 2023 to be scored throughout their 2 year curriculum	The evaluation progression of dental hygiene students over the 2 year period of the program.	Start Fall 2021	7/7 full time faculty
Align one rubric for the BAS program	To assess one BAS class sequentially throughout the 2 year program	Start Fall 2021	BAS faculty

2020 Annual Improvement Plan - Early Child/Education/Library Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do?

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

No Value

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

No Value

2. What Did You Learn?

2. What Did You Learn?

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

No Value

2A. Institution-Level (ISLO) Performance : Version by Gust, Renee on 02/26/2021 20:36

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	96.24%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	93.23%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	86.05%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	93.28%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	83.64%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	78.18%	
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	90.91%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	91.53%	
5c-1: 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. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	76.36%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	67.27%	
ISLO4: Textual Literacy		
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 (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	74.55%	

ISLO	Target Achievement Rate	Comments/Clarifications
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)		
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)	81.82%	
Flex 2. Problem Solving (1d) (Active from Fall 2020)	77.36%	
Flex 3. Effective Communication (2c) (Active from Fall 2020)	83.02%	
Flex 4. Finding Resources (4b) (Active from Fall 2020)	83.02%	
Flex 5. Time Management (5a-1) (Active from Fall 2020)	81.13%	
Flex 6. Participation (5a-2) (Active from Fall 2020)	84.91%	
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)	86.79%	

2B. Program-Level (PSLO) Performance : Version by Gust, Renee on 02/26/2021 20:36

PSLO	Target Achievement Rate	Comments/Clarifications
Early Child/Education/Library		
Early Childhood Education		
1a. Apply the Developmental Domains in developing lesson plans using content knowledge and resources of the academic discipline (such as language and literacy, the arts, mathematics, science, physical education, health and safety, and social studies). (Active from Spring 2017)		
1b. Discuss the goals, benefits, and uses of assessment in developing appropriate goals, curriculum, and teaching strategies for young children. (Active from Spring 2017)		
1c. Recognize and explore young children's characteristics, needs, and influences on early development and learning. (Active from Spring 2017)		
2a. Collaborate professionally with families and colleagues/team members. (Active from Spring 2018)	91.53%	
2b. Create healthy, respectful, supportive, and challenging learning environments for young children. (Active from Spring 2017)		
2c. Demonstrate awareness of diverse family and community characteristics. (Active from Spring 2017)		
2d. Develop a plan to involve families and communities in young children's development and learning. (Active from Spring 2017)		
2e. Demonstrate effective communication and presentation skills. (Active from Spring 2018)	100.00%	
2f. Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus. (Active from Spring 2019)	96.61%	
2g. Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience. (Active from Spring 2019)	98.31%	
3a. Describe how classroom arrangement maximizes learning in all developmental domains. (Active from Spring 2017)		
3b. Discuss appropriate early learning standards and other resources for designing, implementing, and evaluating developmentally meaningful and challenging curriculum for each child. (Active from Spring 2017)		
4. Apply a broad repertoire of developmentally appropriate teaching/learning approaches, including technology. (Active from Spring 2017)		

PSLO	Target Achievement Rate	Comments/Clarifications
5a. Reflect on own practice to promote positive outcomes for each child. (Active from Spring 2017)		
5b. Demonstrate personal accountability for engaging in the learning process, including preparation, time management, and active participation. (Active from Spring 2018)		
6a. Identify and involve oneself with the early childhood field. (Active from Spring 2017)		
6b. Uphold ethical standards with commitment to academic integrity and other early childhood professional guidelines. (Active from Spring 2018)		
6c. Engage in continuous learning to develop as a professional. (Active from Spring 2018)		
6d. Integrate knowledgeable, reflective, and critical perspectives on early education. (Active from Spring 2017)		
6e. Engage in informed advocacy for young children and the early childhood profession. (Active from Spring 2017)		
7a. Observe and practice in early education settings. (Active from Spring 2017)		
7b. Apply observation, documentation, and other appropriate assessment tools and approaches. (Active from Spring 2017)		
Education		
1. Discuss the goals, benefits, and uses of assessment in developing appropriate goals, curriculum, and teaching strategies. (Active from Summer 2017)		
2. Demonstrate effective communication skills for collaborating with families and colleagues. (Active from Summer 2017)		
3. Apply a broad repertoire of developmentally appropriate teaching/learning approaches, including technology. (Active from Summer 2017)		
4. Uphold ethical standards and other education professional guidelines. (Active from Summer 2017)		
5. Apply observation, documentation, and other appropriate assessment tools and approaches. (Active from Summer 2017)		
Library Technician		
1a. Demonstrate awareness of ethics, values, perspectives, intellectual freedom, and foundational principles when working with colleagues and patrons. (Life Skills) (Active from Summer 2017)		
1b. Use service concepts, principles, and techniques to connect diverse individuals or groups with accurate, relevant, and appropriate information in a variety of formats. (Life Skills) (Active from Summer 2017)		
2a. Competently explain the acquisition, description, storage, retrieval and use of library information products, services and programs. (Analytic Techniques) (Active from Summer 2017)		
2b. Critique the quality of information products and services and evaluate them both for agency purchase and for practical or academic use by self or others. (Analytic Techniques) (Active from Summer 2017)		

PSLO	Target Achievement Rate	Comments/Clarifications
3. Provide professional customer service through effective interpersonal communication (writing, speaking, and listening) skills including analysis and synthesis of information or situations. (Communication Skills) (Active from Summer 2017)		
4a. Demonstrate technical and practical skills in the use of library resources including hardware and software in practical applications and in library employment. (Technology Skills) (Active from Summer 2017)		
4b. Demonstrate proficiency in identifying, using, and evaluating current and emerging information and communication technologies. (Technology Skills) (Active from Summer 2017)		
5. Exhibit professional ethics and behaviors which include respect for colleagues and customers by demonstrating best library technician customer service skills. (Teamwork Techniques) (Active from Summer 2017)		
6a. Observe and develop library programming that meets the needs of a diverse community including social media connections. (Social Values) (Active from Summer 2017)		
6b. Recognize the diversity in the clientele and employees of a library information system and be familiar with actions the organization takes to address this diversity. (Social Values) (Active from Summer 2017)		
7a. Display aptitudes for career success (time management, attention to detail and quality, professionalism) in the library workplace. (Employability) (Active from Summer 2017)		
7b. Competently discuss library administrative organization, management and supervision. (Employability) (Active from Summer 2017)		
7c. Demonstrate collegiality, team-building and communication with the ability to work as an effective team member. (Employability) (Active from Spring 2018)		

2C. Course-Level (CSLO) Performance : Version by Gust, Renee on 02/26/2021 20:36

CSLO	Target Achievement Rate	Comments/Clarifications
N/A		

3. What Will You Do Next?

3. What Will You Do Next?

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

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- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

No Value

3. What Will You Do Next? (Action Plan)

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2020 Annual Improvement Plan - Emergency Medical Services Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by Mathis, Dawnelle on 02/26/2021 18:57

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

The EMS department did work on improving student performance in 2020 but not with the methods we thought we would. Since 2020 was such a challenging year we were short on time to develop the physical assessment videos we were hoping to do. That is something we would still like to accomplish in 2021.

Instead of the videos we decided to break down the physical assessment into smaller pieces and teach it in a step wise manner. We taught physical assessment over several lab periods. We had hopes for this method of building the skill but it didn't seem to make very much difference in the students performance.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

We had very poor participation in 2020, especially in the spring. This was because almost all of our planned assessments were lab based and occur in the last half of the semester. With the move to all online and then a quick wrap up of lab late in May getting the assessment entered just didn't happen for most of our instructors. Also, we have a lot of part time instructors spread over four campuses/sites which can be hard to manage for inputting the assessment data.

As department chair I need to make sure all part time instructors are trained on eLumen. We do the same plan and assessment across all campuses for the EMT program so the part time instructors do not need to develop their own assessment, just collect the results and enter them in eLumen.

2. What Did You Learn?

2. What Did You Learn? : Version by Mathis, Dawnelle on 02/26/2021 18:57

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. We learned a lot in 2020 but most of it wasn't captured in eLumen. The physical assessment performance with students has been a hard nut to crack. We really thought our method during lab in the summer of 2020 would improve that performance and it didn't. Since it seems like we have tried almost everything we can think of from the student side to improve we decided to focus on teaching the skill instructors to they are consistent.

2A. Institution-Level (ISLO) Performance : Version by Mathis, Dawnelle on 02/26/2021 18:57

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		

ISLO	Target Achievement Rate	Comments/Clarifications
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)		
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	64.29%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	85.71%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	64.29%	
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	92.86%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	46.34%	
5c-1: 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. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	50.91%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	46.34%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	57.14%	
ISLO4: Textual Literacy		

ISLO	Target Achievement Rate	Comments/Clarifications
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 (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	85.71%	
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	46.34%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)	58.33%	
Flex 2. Problem Solving (1d) (Active from Fall 2020)	75.00%	
Flex 3. Effective Communication (2c) (Active from Fall 2020)	58.33%	
Flex 4. Finding Resources (4b) (Active from Fall 2020)	91.67%	
Flex 5. Time Management (5a-1) (Active from Fall 2020)	84.62%	
Flex 6. Participation (5a-2) (Active from Fall 2020)	61.54%	
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)	92.31%	

2B. Program-Level (PSLO) Performance : Version by Mathis, Dawnelle on 02/26/2021 18:57

PSLO	Target Achievement Rate	Comments/Clarifications
Emergency Medical Services		
Analyze patient information obtained through interview, assessment and/or report to list potential differential diagnoses. (Active from Spring 2017)		
Correctly perform all skills appropriate to an entry level EMS provider (Active from Spring 2017)		
Demonstrate professional and compassionate communication during contact with patients, bystanders, coworkers and other health care providers. (Active from Spring 2017)		
Demonstrate professional behavior in the classroom, clinical and internship settings. (Active from Spring 2017)		
Demonstrate scene safety and safe attitudes in the class, lab, clinical and field settings. (Active from Spring 2017)		
Demonstrate the ability to team lead with the cognitive, psychomotor and affective skills necessary for an entry level EMS provider. (Active from Spring 2017)		
Develop a treatment plan based on patient information and presentation. (Active from Spring 2017)		
Model team interaction using crew resource management. (Active from Spring 2017)		
Perform a complete focused physical assessment based upon patient presentation (Active from Spring 2018)	46.34%	
Provide accurate, timely and complete documentation of each patient encounter. (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by Mathis, Dawnelle on 02/26/2021 18:57

CSLO	Target Achievement Rate	Comments/Clarifications
N/A		

3. What Will You Do Next?

3. What Will You Do Next? : Version by Mathis, Dawnelle on 02/26/2021 18:57

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

In 2021 we are planning on taking some different directions. We discovered that our EMT classes are lacking in their knowledge of 'Operations' on the National Registry exam. Our focus in 2021 will be in improve instruction on operations. We will be adding a module called ICS 100/700 to the curriculum with a quiz to check knowledge. Then we will keep an eye on the National registry scores in this area to see if we see an improvement.

For the Paramedic students we will be taking another shot at improving physical assessment but this time we will focus on skill instructor training. We have a lot of different skill instructors who may be each teaching the students slightly differently or not stressing physical assessment in the scenarios. With better skill instructor training we are hoping to effect the student performance. The paramedic students in cardiology will be assessed on their ability to identify 'moving' EKGs instead of static ones. This will help them in the field to identify EKGs in a real patient situation.

3. What Will You Do Next? (Action Plan) : Version by Mathis, Dawnelle on 04/20/2021 15:36

Action	Goal	Timeline	Participants
Add an Operations module to the EMT curriculum. This will be done by adding ICS 100/700 to the curriculum and a quiz focused on operations.	to improve the operations scoring on the national registry and in turn hope to improve overall pass rates on the National Registry exam	Spring semester 2021	Todd Jones, Casey Mauth, Mark Certain, Scottie Larsen
To improve standardization of the skill instructors in Airway/breathing and circulation assessment and physical assessment.	to improve student performance in overall patient assessment by focusing more attention to an adequate physical assessment	Summer 2021	Dawn Mathis, Carter Smith
to assess cardiology students on their ability to identify EKG rhythms in a dynamic setting.	to improve the students ability to assess a life threatening EKG tracing rapidly.	Spring 2021	Michele Sweeney

2020 Annual Improvement Plan - English & Communication Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by Dunaway, Dustin on 02/27/2021 21:40

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to **Continue**: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to **Modify**: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to **Add**: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

Faculty met in February 2020 to develop a holistic three-criterion rubric to assess student Time Management skill, including turning in assignments on time, taking responsibility for missed classes or assignments, and arriving to class on time. Because Time Management is habitual, the assessment was designed to be an observation of semester-long behavior. During Summer and Fall, the department made an attempt to adapt the concept of Time Management to online and remote synchronous environments.

Due to COVID-19 restrictions, the Spring 2020 data may not yield data that would be meaningful in a fully traditional environment.

The assessment was designed to span across all disciplines within the department to measure skills regardless of level and discipline.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Participation in the assessment was mixed, primarily due to COVID-19 restrictions and turnover within the department. Focus for the department shifted to the front-end tasks of onboarding, prepping for remote synchronous delivery, and protocols for sanitation. Participation showed significant fall-off as a result.

After discussing issues with the department, we will attempt to integrate the assessment within D2L. Many instructors have expressed difficulties utilizing eLumen to enter data. We think that by entering the data into D2L and transferring to eLumen later, we may be able to increase the sample size.

2. What Did You Learn?

2. What Did You Learn? : Version by Dunaway, Dustin on 02/27/2021 21:40

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. COVID-19 inhibited our ability to gain meaningful data. The Spring 2020 semester was conducted both through traditional synchronous methods and through remote synchronous methods with both faculty and students inexperienced with this delivery method. Focus shifted away from communicating according to protocol and toward finishing courses. Time Management fell well below the targeted levels, but again, this is likely due to dramatic shifts in external factors. SLOs that were less impacted by the shift to remote instruction (i.e. composition-based SLOs such as research and writing) showed healthier results.

The changes in delivery forced by the pandemic do offer some areas of opportunity for assessment in the future.

2A. Institution-Level (ISLO) Performance : Version by Dunaway, Dustin on 02/27/2021 21:40

ISLO	Target Achievement Rate	Comments/Clarifications
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ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)	32.26%	
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)	40.63%	
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)	40.63%	
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)	46.88%	
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)	43.75%	
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)	43.75%	
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	77.88%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	75.05%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	71.04%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	79.45%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	56.05%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	90.91%	
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	66.74%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	77.31%	
5c-1: 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. (Active from Spring 2017)	75.91%	
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	67.53%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)	42.05%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	72.23%	

ISLO	Target Achievement Rate	Comments/Clarifications
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	70.24%	
ISLO4: Textual Literacy		
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 (Active from Spring 2017)	82.56%	
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	81.53%	
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	72.09%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	65.14%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)	66.67%	
Flex 2. Problem Solving (1d) (Active from Fall 2020)	77.78%	
Flex 3. Effective Communication (2c) (Active from Fall 2020)	77.78%	
Flex 4. Finding Resources (4b) (Active from Fall 2020)	88.89%	
Flex 5. Time Management (5a-1) (Active from Fall 2020)	77.78%	
Flex 6. Participation (5a-2) (Active from Fall 2020)	77.78%	
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)	100.00%	

2B. Program-Level (PSLO) Performance : Version by Dunaway, Dustin on 02/27/2021 21:40

PSLO	Target Achievement Rate	Comments/Clarifications
Advanced Academic Achievement		
PSLO		
01. Demonstrate enhanced personal management (Time Management/Personal Accountability) (Active from Fall 2019)		
02. Apply critical and creative thinking (Active from Fall 2019)		
03. Demonstrate effective collegiate communication skills (Active from Fall 2019)		
04. Demonstrate an awareness of community and diversity (Active from Fall 2019)		
05. Enhance personal strategies for improved academic proficiency (Resource Management) (Active from Fall 2019)		
06. Enhance personal strategies for improved academic proficiency (Interdependence/Interpersonal Skills) (Active from Fall 2019)		
07. Create educational and career plans (Grit/Perseverance/Self-efficacy) (Active from Fall 2019)		
08. Preparedness (placeholder) (Active from Fall 2019)	54.00%	
09. Responsibility for Time Management (placeholder) (Active from Fall 2019)	56.00%	
10. Follows Communication Procedures (placeholder) (Active from Fall 2019)	62.25%	
American Sign Language		
PSLO		
College Composition & Reading		
PSLO		
ENG121 4a. Use accurate grammar. (Active from Fall 2017)		

PSLO	Target Achievement Rate	Comments/Clarifications
ENG121 4b. Use accurate mechanics and spelling. (Active from Fall 2017)		
ENG121 4c. Choose diction and usage appropriate to writing purposes and audiences. (Active from Fall 2017)		
PSLO1: Create and develop within the context of the situation and the assigned tasks. (Active from Spring 2017)		
PSLO2a: Apply formal and informal conventions of writing, including organization, content, and mechanics, in particular forms/fields. (Active from Spring 2017)		
PSLO2b: Apply formal and informal conventions of writing, including purpose, in particular forms/fields. (Active from Spring 2017)		
PSLO2c: Apply formal and informal conventions of writing, including presentation and formatting, in particular forms/fields. (Active from Spring 2017)		
PSLO2d: Apply formal and informal conventions of writing, including stylistic choices, in particular forms/fields. (Active from Spring 2017)		
PSLO3: Critically read and evaluate a variety of college-level texts in multiple genres (Active from Spring 2017)		
PSLO4: Integrate and synthesize evidence and/or sources in support of a claim (Active from Spring 2019)		
Communication		
PSLO		
01. Describe the Communication discipline and its central questions (Active from Spring 2017)		
02. Employ Communication theories, perspectives, principles, and concepts. (Active from Spring 2017)		
03. Engage in Communication inquiry. (Active from Spring 2017)		
04. Create messages appropriate to the audience, purpose, and context. (Active from Spring 2017)		
05. Critically analyze messages. (Active from Spring 2017)		
06. Demonstrate the ability to accomplish communicative goals (self-efficacy). (Active from Spring 2017)		
07. Apply ethical communication principles and practices. (Active from Spring 2017)		
08. Utilize communication to embrace difference (Active from Spring 2017)		
09. Influence public discourse. (Active from Spring 2017)		
10. Integrate and synthesize evidence and/or sources in support of a claim (Active from Fall 2018)		
11. Preparedness (placeholder) (Active from Fall 2019)	100.00%	
12. Responsibility for Time Management (placeholder) (Active from Fall 2019)	100.00%	
13. Follows Communication Procedures (placeholder) (Active from Fall 2019)	100.00%	
English		
PSLO		
01. Integrate knowledge of audience, purpose, genre, and context in a way that is responsive to the situation. (Active from Spring 2017)	96.36%	
02a. Define the scope of the research question, thesis, or main idea. (Active from Spring 2017)	75.99%	
02b. Select sources that directly relate to the key concepts or answer the research question(s). (Active from Spring 2017)	85.45%	
03. Access information using effective, well-designed search strategies. (Active from Spring 2017)		

PSLO	Target Achievement Rate	Comments/Clarifications
04a. Critically read evidence and/or sources. (Active from Spring 2017)	94.55%	
04b. Evaluate evidence and/or sources. (Active from Spring 2017)	0.00%	
04c. Integrate and synthesize evidence and/or sources in support of a claim (Active from Spring 2017)	62.82%	
04d. Follow an appropriate documentation system in applying evidence and/or sources. (Active from Spring 2017)	75.94%	
05a. Utilize a variety of information sources appropriate to the scope and discipline of the research question. (Active from Spring 2017)	81.82%	
05b. Evaluate the importance of multiple research criteria, such as relevance to the research question, currency, authority, audience, and bias or point-of-view, when evaluating source information. (Active from Spring 2017)	96.36%	
06. Utilize correct citation practices on the use of information from a variety of sources to observe ethical and legal restrictions. (Active from Spring 2017)	65.90%	
07a. Apply formal and informal conventions of writing in designated forms and/or fields. (Organization) (Active from Spring 2017)	77.50%	
07b. Apply formal and informal conventions of writing in designated forms and/or fields. (Content) (Active from Spring 2017)	73.18%	
07c. Apply formal and informal conventions of writing in designated forms and/or fields. (Presentation & Formatting) (Active from Spring 2017)		
07d. Apply formal and informal conventions of writing in designated forms and/or fields. (Stylistic Choices) (Active from Spring 2017)	77.98%	
08a. Employ proper conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task. (Active from Spring 2017)	74.74%	
08b. Produces sentence structures that are complete, varied, and effective. (Active from Fall 2018)	76.80%	
09a. Support a conclusion that is tied to the range of information presented. (Active from Spring 2017)	77.29%	
09b. Reflect on the implications and consequences of the stated conclusion. (Active from Spring 2017)	0.00%	
10. Identify connections between world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts. (Active from Spring 2017)	75.91%	
11a. Address ethical, social, and environmental challenges within local or global systems. (Active from Spring 2017)		
11b. Assess a range of actions or solutions informed by one's sense of personal and civic responsibility. (Active from Spring 2017)		
12a. Exhibit personal accountability in the classroom and in the online environment. (Active from Spring 2017)		
12b. Exhibit self-efficacy in the classroom and in the online environment. (Active from Spring 2017)		
12c. Exhibit ethical behavior in the classroom and in the online environment. (Active from Spring 2017)		
13a. Collaborate to constructively critique one's own work and the work of others. (Active from Spring 2017)		
13b. Engage in a recursive writing process that demonstrates planning, reflection, and growth in response to feedback. (Active from Spring 2017)		
14a. Preparedness (placeholder) (Active from Fall 2019)	78.95%	

PSLO	Target Achievement Rate	Comments/Clarifications
14b. Responsibility for Time Management (placeholder) (Active from Fall 2019)	81.58%	
14c. Follows Communication Procedures (placeholder) (Active from Fall 2019)	78.95%	
FA16 PSLO1: Integrate source information using a variety of strategies. (Active from Spring 2017)		
FA16 PSLO2a: Demonstrate critical thinking by writing persuasive essays that meet acceptable standards of evidence. (Active from Fall 2016)		
FA16 PSLO2b: Demonstrate critical thinking by writing persuasive essays that meet acceptable standards for the influence of context and assumptions. (Active from Fall 2016)		
FA16 PSLO2c: Demonstrate critical thinking by writing persuasive essays that meet acceptable standards for the statement of position. (Active from Fall 2016)		
FA16 PSLO3: Write a well-structured essay that applies the principles of thesis, unity, coherence, and support. (Active from Fall 2016)		
FA16 PSLO4: Access and correctly cite sources from the PCC databases in a research paper. (Active from Fall 2016)		
Interview Fair		
PSLO		
1. Appearance (Active from Fall 2018)	90.91%	
2. Vocalics (Active from Fall 2018)	95.45%	
3. Physical Behavior (Active from Fall 2018)	90.48%	
4. Grammar & Articulation (Active from Fall 2018)	0.00%	
5. Content (Active from Fall 2018)	81.82%	
6. Language (Active from Fall 2018)	90.91%	
7. Preparedness (Active from Fall 2018)	86.36%	
8. Engagement (Active from Fall 2018)	95.45%	
9. Resume (Active from Fall 2020)	68.18%	
Literature		
PSLO		
01. Create and develop ideas within the literary context. (Active from Spring 2017)		
02. Critically read and synthesize evidence from a variety of literary works. (Active from Spring 2017)		
03. Follow MLA documentation style. (Active from Spring 2017)		
04. Evaluate the contextual relevance of specific era(s) and/or specific culture(s) when presenting a position on a work (or works) of literature. (Active from Spring 2017)		
05. Identify and analyze one's own and others' assumptions about literary subjects, themes, and authors. (Active from Spring 2017)		
06. Formulate and defend a conclusion by applying knowledge of elements of literature. (Active from Spring 2017)		
07. Reflect on the implications and consequences of one's stated conclusion. (Active from Spring 2017)		
08. Locate a varied selection of fiction and non-fiction literary works. (Active from Spring 2017)		
10a. Collaborate to constructively critique one's own work and the work of others. (Active from Spring 2019)		
10b. Engage in a recursive writing process that demonstrates planning, reflection, and growth in response to feedback. (Active from Spring 2019)		

PSLO	Target Achievement Rate	Comments/Clarifications
11. Use accurate grammar, mechanics, and spelling. (Active from Spring 2019)		
9a. 12a. Exhibit personal accountability in the classroom and in the online environment. (Active from Spring 2019)		
9b. Exhibit self-efficacy in the classroom and in the online environment. (Active from Spring 2019)		
Philosophy		
PSLO		
01. Identify philosophical and/or theological arguments and/or concepts (Active from Spring 2017)	41.18%	
02. Analyze philosophical and/or theological arguments and/or concepts (Active from Summer 2017)	29.41%	
03. Evaluate the efficacy of philosophical and/or theological arguments and/or concepts (Active from Spring 2017)	11.76%	
04. Formulate solutions to philosophical and/or theological problems (Active from Spring 2017)		
05. Preparedness (placeholder) (Active from Fall 2019)	37.89%	
06. Responsibility for Time Management (placeholder) (Active from Fall 2019)	38.95%	
07. Follows Communication Procedures (placeholder) (Active from Fall 2019)	41.05%	
Analyze philosophical and/or theological arguments and concepts (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by Dunaway, Dustin on 02/27/2021 21:40

CSLO	Target Achievement Rate	Comments/Clarifications
ENG122 - English Composition II:CO2		
01. Apply and expand the rhetorical knowledge, critical/logical thinking, reading, and writing skills developed in English Composition I to more complex assignments. (Active from Fall 2019)	96.36%	
02. Plan, write, and revise compositions within various rhetorical situations, employing research and applying correct documentation where applicable. (Active from Fall 2019)	74.55%	
03. Apply conventions of research to composition: defining problems, gathering information, considering multiple viewpoints, evaluating data, analyzing, summarizing, synthesizing, and documenting. (Active from Fall 2019)	96.36%	
04. Apply genre conventions including structure, paragraphing, tone, mechanics, grammar, syntax, formatting, documentation, and style to complex writing projects. (Active from Fall 2019)	96.36%	
05. Select and apply contemporary forms of technology to solve problems or compile information. (Active from Fall 2019)	85.45%	
ENG131 - Technical Writing I: CO1		
01. Create documents that respond to audience, purpose, context, formatting, and technical genres for a variety of workplace situations. (Active from Fall 2019)	100.00%	
02. Plan, write, revise, and review print and electronic documents that stress analytical, evaluative, and persuasive/argumentative writing within various workplace situations. (Active from Fall 2019)	100.00%	
03. Apply principles of effective technical communication including organization, visual design, and a reader-centered focus. (Active from Fall 2019)	78.57%	

CSLO	Target Achievement Rate	Comments/Clarifications
04. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a defined purpose, using an appropriate documentation system. (Active from Fall 2019)	85.71%	
05. Apply technical writing conventions including structure, paragraphing, tone, mechanics, grammar, syntax, and style. (Active from Fall 2019)	92.86%	

3. What Will You Do Next?

3. What Will You Do Next? : Version by Dunaway, Dustin on 02/27/2021 21:40

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Because the skill being assessed is habitual, rather than intellectual, we do not see the benefit of changing pedagogy. Faculty can help to improve Time Management skills by encouraging accountability in multiple areas (showing up on time, turning in work by solid deadlines, and communicating needs). Further, early intervention on the part of Success Coaches and other student services options may help to solve external problems students have in maintaining good Time Management skills.

The department plans to organize information for part-time instructors to help them navigate student services and intervene prior to students' Time Management habits eroding.

The department also plans to shift away from this Assessment Cycle and move toward assessing communication skills in a multi-modal environment.

3. What Will You Do Next? (Action Plan) : Version by Dunaway, Dustin on 02/27/2021 21:40

Action	Goal	Timeline	Participants
The department will assess students' communication reception skills. This will include reading comprehension and listening comprehension skills.	70% of students will reach at least a three on the comprehension rubric.	This will be assessed over the Spring, Summer, Fall assessment cycle	Dustin Dunaway, Jamie Patti, Kari Lee, Gayle Welch, Matthew Sterner-Neely, Johanna Parkhurst, Travis Parkhurst, Part-Time Instructors as appropriate.

2020 Annual Improvement Plan - Fine Arts & Humanities Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Medendorp, Liz** on **03/01/2021 18:34**

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

This cycle we continued to focus on program-level assessment, and began to add course-level assessments in Art History. As a follow-up to last year's goals, we:

- Reviewed program-level rubrics, particularly the presentation section of the studio art rubric to ensure that it would still be relevant during COVID, since we weren't able to hold in-person art shows. We determined that the language was broad enough that it would still work.
- Held a (paid) meeting with the part-time instructors in our department (Nov 4, 2020) to introduce new instructors to the process, share the program-level rubrics, plan assessments, introduce the PCC Flex assessment, and had a norming session for our program-level studio rubric.
- Added and mapped course-level assessments in ART 111 and ART 112.
- One of our goals from last year was to update the forms for the student art show in order to streamline the entry process, and to create access for online art students to show their work. COVID necessitated the implementation of this goal as we were no longer able to offer in-person art shows. Our Department Chair created a virtual Student Art Show, updated the submission process by creating new forms and an entry system via D2L. This was critical because the Student Art Show is key to our studio art assessments. Even after we are allowed to hold in-person shows, we will supplement it with a virtual art show due to the fact that it includes the online and branch campuses in one show, and allows for a wider audience that can access the show through a weblink.
- Shifted our assessments in studio art to focus on online presentation as a result of COVID. Rather than focusing on matting and framing, we adjusted our assessments to include digital portfolios and an emphasis on photographing artwork. We provided video resources for students to teach them how to photograph and edit their work with their phones, and adjusted our course rubrics to focus more on digital presentation. The judge for the Student Art Show also provided feedback on this element of student performance.

The skills that are fundamental to our program fall under the following ISLOs: Critical Thinking & Problem Solving, Effective Communication, and Textual Literacy. Some of the action steps that we took to improve these skills over the past year include:

- Added a dropbox option in D2L for students to upload drafts of their papers for review. Typically we offered a weekly writing workshop to offer students assistance, but COVID hindered that, and students were not taking much advantage of it anyway, so this seems to be a better option going forward.
- Offered scaffolding of our research papers so that students have help throughout the research process, and added sample thesis statements and resources for writing thesis statements since students struggle with that aspect of paper writing.
- Participated in the PCC Flex Self-Assessment to see how students rate themselves in these areas under the new flex format.

We will continue to assess the same institutional learning outcomes next year. These skills comprise our core PSLOs and CSLOs and are not likely to change. Our data also suggests that there is still plenty of room for improvement in these areas. These are the improvement steps that we plan to make:

- Continue to evaluate our assessment tools, and make revisions as needed. Continue to norm the program-level rubrics. Add more course-level rubrics, and begin to implement them in eLumen (particularly in ART 110 and HUM 115 which have the largest populations of students).
- Expand participation in PCC Flex Self-Assessment.
- Resume offering co-curricular activities that promote student learning, such as artist demonstrations, and field trips, or look for virtual alternatives, if need be.
- Develop tools to assist part-time instructors in guiding students in the writing process.
- Develop tools to help part-time instructors improve online presentation skills for studio classes.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

For academic year 2020, we had 22 assessments completed, which is down from last year's 39 assessments completed, and 24 completed from 2018. In Spring 2020, we had 7 assessments completed, which is a decline from Spring 2019's 16 assessments, and Spring 2018's 8 completed assessments. In Fall 2020, there were 10 assessments completed, which is down from 13 assessments completed in the fall of 2019, and from Fall 2018 when 16 assessments were completed. The decline in participation is not surprising considering that our priorities shifted as COVID hit in the Spring of 2020. Although we saw good improvement in assessment participation in the Summer of 2019 (10 completed), we did not ask our instructors to participate in assessment in the Summer of 2020. The slight increase from spring to fall is hopefully an indication that things will continue to normalize.

Another reason for some of the decline is that we have 1 fewer part-time instructor (from 11 in 2019 to 10 in 2020), and one of our full-time faculty retired in the summer of 2020. We have 2 new instructors in our department for Fall 2020, both of whom completed assessments in their first semester, which is encouraging, especially with the remote learning curve. All of our full-time faculty and all but 2 of our part-time instructors participated in assessment this past year. We continue to have challenges with getting our part-time instructor at the Southwest Campus on board, and need to continue to reach out.

One of the strategies that we use in our department is to hold a meeting with the part-time instructors each semester on the topic of assessment. Last year, we reviewed program-level rubrics and introduced course-level rubrics for art and humanities. We did not meet in the Spring of 2020, but we did meet in the Fall around the time that rubrics are distributed to

instructors in eLumen. There were 7 instructors who attended. Several instructors were new to assessment, so we spent some time explaining how the assessment process works, and introducing the department rubrics. We then held a rubric norming session using a student artifact and our program-level studio rubric. Instructors were paid to attend. The workshop seemed to be successful in encouraging instructors to participate in assessment, so we will continue to hold meetings each semester.

2. What Did You Learn?

2. What Did You Learn? : Version by Medendorp, Liz on 03/01/2021 18:34

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. In general, our scores showed improvement over the last two years. Some challenges that we face are small sample sizes, particularly in areas that have fewer sections, such as in the performing arts (music and theater). Considering that Art Appreciation, Art History, Theater Appreciation, and Music Appreciation use the same rubric due to the fact that they are all designated by the state as AH1 courses, it is important to note that there is a lot of variety in scoring, with particularly high scores in music. Continuing to norm the departmental rubrics will hopefully help to create more consistent scoring. This could also account for the scores that are at or close to 100%, such as evaluating the relevance of context in Theater. We will continue assessing the same skills as they are fundamental to our programs and it will help to get more longitudinal data.

AH1 ART COURSES: This is the first year that we have gotten course-level data for our department, and we started with Art History. The scores overall are higher than expected, but the sample size is small. It will be helpful to add ART 110 into the course-level data because that will help to increase the sample size and give a more accurate picture of writing skills in art courses. Students performed about the same, according to the PSLOs in Art, and had slightly lower scores in some areas this year compared to last year. Scores overall were in the 50% range for most skills, and were much lower than Art History, Music and Theater, which again suggests that norming might be helpful.

STUDIO ART: In Studio Art, scores increased pretty dramatically over the last 3 years. It will help to see if the trend continues next year, or if it is an anomaly. Our norming session this year included the Studio Art rubric. Students are still higher in Media Handling than the past two years, but are weaker than other skills in this area. There were a number of challenges this year due to adjusting studio curriculum to the remote setting, so media handling may have suffered as a result. We also had to put much more emphasis on digital presentation skills, and are working to provide more resources for instructors related to that. This is something that the judge for the Virtual Student Art Show also mentioned could use more attention.

HUMANITIES: Humanities scores have steadily increased over the last few years. Students seem to be strong in analyzing artworks, but weakest in citing sources.

MUSIC: Scores in music are mostly similar to last year, and quite high overall. Norming rubrics may help to bring more consistent data across the appreciation courses. Most of the skills are rated similarly, but a bit lower in citing sources.

THEATER: Theater scores are generally higher this year, and there is a wide range between different skills. Students scored 100% in being able to evaluate the relevance of context to understanding artworks, and only 25% in being able to analyze artworks.

AH1 CLASSES: There is a lot of variety of scoring among AH1 courses, so it will be good to keep meeting with instructors to talk about assessment practices and norm rubrics. The skill that was lower in most areas was students' ability to cite sources, so that will be an area to target in our department.

PCC FLEX ASSESSMENT: Our scores seem to be consistent with what was reported for the college. Students rated themselves high in integrity of work, and lower in content mastery and participation. We had a small sample size for this assessment, so it will be helpful to encourage more instructors and students to participate.

Based on these findings, some paths to move forward will be:

- 1) Norming rubrics
- 2) Providing resources to help students cite sources
- 3) Expand CSLO reporting
- 4) Encourage greater participation in assessment, and participation in the Flex Assessment

2A. Institution-Level (ISLO) Performance : Version by Medendorp, Liz on 03/01/2021 18:34

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)		87.50% (2019); 28.17% (2018)
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	84.21%	61.24% (2019); 31.88% (2018)
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	71.33%	59.43% (2019); 45.30% (2018)
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	82.43%	68.22% (2019); 36.96% (2018)
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	88.24%	75.00% (2019); no data from 2018
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	47.06%	100.00% (2019); no data from 2018
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	94.12%	100.00% (2019); no data from 2018
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		100.00% (2019); no data from 2018
5c-1: 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. (Active from Spring 2017)		100.00% (2019); no data from 2018
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	71.43%	54.87% (2019); 40.27% (2018)
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)	75.98%	62.46% (2019); 33.99% (2018)
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	72.43%	52.21% (2019); 25.93% (2018)
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	73.39%	58.07% (2019); 47.22% (2018)
ISLO4: Textual Literacy		

ISLO	Target Achievement Rate	Comments/Clarifications
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 (Active from Spring 2017)		81.25% (2019); no data from 2018
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	82.35%	no previous data
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	70.65%	47.93% (2019); 48.16% (2018)
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	62.56%	50.20% (2019); 46.27% (2018)
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)	31.25%	
Flex 2. Problem Solving (1d) (Active from Fall 2020)	68.75%	
Flex 3. Effective Communication (2c) (Active from Fall 2020)	56.25%	
Flex 4. Finding Resources (4b) (Active from Fall 2020)	75.00%	
Flex 5. Time Management (5a-1) (Active from Fall 2020)	75.00%	
Flex 6. Participation (5a-2) (Active from Fall 2020)	56.25%	
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)	81.25%	

2B. Program-Level (PSLO) Performance : Version by Medendorp, Liz on 03/01/2021 18:34

PSLO	Target Achievement Rate	Comments/Clarifications
Art		
PSLO		
01. Critically analyze works of art (visual, performing or literary). (Active from Spring 2020)	54.76%	61.61% (new in 2019)
02. Evaluate the relevance of context to understanding art in its various forms. (Active from Spring 2020)	54.76%	65.77% (new in 2019)
03. Evaluate creative thinking in works of art. (Active from Spring 2020)	47.50%	63.64% (new in 2019)
04. Create academically formal written work related to the study of the arts. (Active from Spring 2020)	51.22%	50.89% (new in 2019)
05. Formulate a claim related to the study of the arts. (Active from Spring 2020)	56.10%	56.25% (new in 2019)
06. Support a claim related to the study of the arts with appropriate sources, evidence and documentation. (Active from Spring 2020)	50.85%	51.79% (new in 2019)
07. Proportion: Accurately displays the relative size and scale of the various elements in a work of art and the relationships between objects, or parts, of a whole. (Active from Spring 2018)	82.43%	65.49% (2019); 52.24% (2018)
08. Media Handling (technique): Makes design/artistic choices appropriate to the characteristics of the medium, or the combination of materials used and the techniques applied to those materials. (Active from Spring 2018)	73.68%	61.06% (2019); 46.27% (2018)
09. Composition/Design: Applies the visual elements according to the principles of design. (Active from Spring 2018)	84.21%	57.52% (2019); 43.28% (2018)
10. Originality/Risk-Taking: Trying something completely different, trying new approaches, and risking not being comfortable with the work in order to achieve a goal. (Active from Spring 2018)	80.70%	50.97% (2019); 40.00% (2018)
11. Presentation: Displays artwork crafted with attention to professional display standards. (Active from Spring 2018)	81.48%	81.42% (2019); 47.76% (2018)
Dance		

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO		
01. Critically analyze works of art (visual, performing or literary). (Active from Summer 2019)		
02. Evaluate the relevance of context to understanding art in its various forms. (Active from Summer 2019)		
03. Evaluate creative thinking in works of art. (Active from Summer 2019)		
04. Create academically formal written work related to the study of the arts. (Active from Summer 2019)		
05. Formulate a claim related to the study of the arts. (Active from Summer 2019)		
06. Support a claim related to the study of the arts with appropriate sources, evidence and documentation. (Active from Summer 2019)		
Humanities		
PSLO		
1. Critically evaluate works of art (visual, performing or literary). (Active from Spring 2017)	73.33%	44.78% (2019); 50.27% (2018)
2. Evaluate the relevance of context in understanding art in its various forms. (Active from Spring 2017)	70.65%	44.28% (2019); 52.73% (2018)
3. Create academically formal written work related to the study of humanities. (Active from Summer 2019)	64.13%	36.22% (new in 2019)
4. Formulate a claim related to the study of Humanities. (Active from Spring 2017)	71.43%	42.79% (2019); 52.03% (2018)
5. Support a claim related to the study of humanities. (Active from Spring 2018)	52.22%	33.33% (2019); 44.43% (2018)
Music		
PSLO		
01. Critically analyze works of art (visual, performing or literary). (Active from Summer 2019)	87.50%	80.95% (new in 2019)
02. Evaluate the relevance of context to understanding art in its various forms. (Active from Fall 2018)	90.00%	85.11% (new in 2019)
03. Evaluate creative thinking in works of art. (Active from Fall 2018)	87.50%	89.36% (new in 2019)
04. Create academically formal written work related to the study of the arts. (Active from Fall 2018)	87.50%	85.11% (new in 2019)
05. Formulate a claim related to the study of the arts. (Active from Fall 2018)	85.00%	74.47% (new in 2019)
06. Support a claim related to the study of the arts with appropriate sources, evidence and documentation. (Active from Fall 2018)	75.00%	82.98% (new in 2019)
Theater		
PSLO		
01. Critically analyze works of art (visual, performing or literary). (Active from Fall 2018)	25.00%	66.67% (new in 2019)
02. Evaluate the relevance of context to understanding art in its various forms. (Active from Fall 2018)	100.00%	66.67% (new in 2019)
03. Evaluate creative thinking in works of art. (Active from Fall 2018)	75.00%	55.56% (new in 2019)
04. Create academically formal written work related to the study of the arts. (Active from Fall 2018)	62.50%	33.33% (new in 2019)
05. Formulate a claim related to the study of the arts. (Active from Fall 2018)	50.00%	22.22% (new in 2019)
06. Support a claim related to the study of the arts with appropriate sources, evidence and documentation. (Active from Fall 2018)	37.50%	22.22% (new in 2019)

CSLO	Target Achievement Rate	Comments/Clarifications
ART111 - Art Hist Ancient/ Mediev: AH1		
01. Analyze information and ideas from multiple perspectives based on works of visual art from the Ancient through the Medieval periods. (Active from Fall 2019)	52.94%	new data
02. Articulate alternate, divergent, or contradictory perspectives or ideas within the context of visual art from the Ancient through the Medieval periods. (Active from Fall 2019)	82.35%	new data
03. Evaluate, apply, and synthesize evidence and/or sources in support of a claim regarding artists and/or artworks from the Ancient through the Medieval periods. (Active from Fall 2019)	82.35%	new data
04. Apply visual literacy skills to interpret the visual arts from the Ancient through the Medieval periods. (Active from Fall 2019)		Did not assess as it seems to cover similar skills to other competencies.
05. Explain various media and techniques from the Ancient through the Medieval periods. (Active from Fall 2019)	82.35%	new data
06. Identify themes or major concepts in the visual arts from the Ancient through the Medieval periods. (Active from Fall 2019)	82.35%	new data
07. Analyze visual forms and processes as expressed in art from the Ancient through the Medieval periods. (Active from Fall 2019)	94.12%	new data
ART112 - Art Hist Renaiss/1900: AH1		
01. Analyze information and ideas from multiple perspectives based on works of visual art from the Renaissance to 1900. (Active from Fall 2019)	88.24%	new data
02. Articulate alternate, divergent, or contradictory perspectives or ideas within the context of visual art from the Renaissance to 1900. (Active from Fall 2019)	94.12%	new data
03. Evaluate, apply, and synthesize evidence and/or sources in support of a claim regarding artists and/or artworks from the Renaissance to 1900. (Active from Fall 2019)	88.24%	new data
04. Apply visual literacy skills to interpret the visual arts from the Renaissance to 1900. (Active from Fall 2019)		Did not assess as it seems to cover similar skills to other competencies.
05. Explain various media and techniques from the Renaissance to 1900. (Active from Fall 2019)	82.35%	new data
06. Identify themes or major concepts in the visual arts from the Renaissance to 1900. (Active from Fall 2019)	88.24%	new data
07. Analyze visual forms and processes as expressed in art from the Renaissance to 1900. (Active from Fall 2019)	88.24%	new data

3. What Will You Do Next?

3. What Will You Do Next? : Version by Medendorp, Liz on 03/01/2021 18:34

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

See plan below.

3. What Will You Do Next? (Action Plan) : Version by Medendorp, Liz on 03/01/2021 18:34

Action	Goal	Timeline	Participants
Establish the assessment plan	Contact instructors to determine which assessments to plan in eLumen, and encourage participation in the PCC Flex Self-Assessment.	Week 8 of spring and fall semesters 2021	All Fine Arts, Humanities & Media Communications faculty and instructors
Reach out to the Southwest Campus	Encourage participation of Southwest Campus instructors.	Week 8 of spring and fall semesters 2021	Shawna Shoaf, Ann Oreskovich, Perry Pepper
Plan assessments in eLumen	Distribute rubrics in eLumen.	Week 10 of spring and fall semesters 2021	Ann Oreskovich
Planning meetings	Hold a meeting (paid if possible) once per semester with all faculty and instructors. In the fall, meet to plan assessments, norm program-level rubrics, and bring newcomers up-to-speed. In the spring, meet to review data, plan for the upcoming year, and share tools.	Fall meeting in October, spring meeting in February	All Fine Arts, Humanities & Media Communications faculty and instructors
Develop course-level rubrics	Expand course-level rubrics, focusing particularly on ART 110 and HUM 115 since they are our largest pool of students.	End of fall semester 2021	Ann Oreskovich, Shawna Shoaf, and ART 110 and HUM 115 instructors.
Research D2L/eLumen compatibility for course-level rubrics	Research how D2L works with eLumen in order to share with instructors and take the next step towards course-level assessment.	End of fall semester 2021	Ann Oreskovich
Offer co-curricular activities	Resume offering co-curricular opportunities that enhance student learning once it is safe to do so (or research and share virtual events), such as artist demonstrations and lectures (in conjunction with each show), and trips to museums.	Ongoing	All Fine Arts, Humanities & Media Communications faculty and instructors
Create a virtual photography workshop for studio art students	Although we have found some resources online to help students with documenting their work, it will be nice to create a tool specifically for our students.	End of fall semester 2021	Shawna Shoaf, Ann Oreskovich, Craig Smith
Create an assessment to measure students' research and citation skills	Create a quiz in D2L to measure students' skills in finding quality sources and citing sources that can be shared with part-time instructors so that instructors can target areas where students might be weaker.	End of fall semester 2021	Ann Oreskovich, Shawna Shoaf and Fine Arts, Humanities & Media Communications instructors.
Create a handout for part-time instructors on assisting students with the writing process	Create a handout with suggestions for part-time instructors (especially new instructors) on how they can help students improve their writing skills.	End of fall semester 2021	Ann Oreskovich and Shawna Shoaf

2020 Annual Improvement Plan - Fire Science Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do?

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

No Value

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

No Value

2. What Did You Learn?

2. What Did You Learn?

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

No Value

2A. Institution-Level (ISLO) Performance : Version by Medendorp, Liz on 02/03/2021 22:48

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	40.00%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	20.00%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	10.00%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	10.00%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: 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. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		
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 (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)		
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by Medendorp, Liz on 02/03/2021 22:48

PSLO	Target Achievement Rate	Comments/Clarifications
Fire Science		
PSLO		
Fire Science Technology		
PSLO		
1. Attendance - present for and fully participates in class activities. (Active from Fall 2017)		
2. Punctuality - shows respect for everyone's time and exhibits initiative for all assignments. (Active from Fall 2017)		
3. Attitude - communicates respectfully; has a "can-do" attitude. (Active from Fall 2017)		
4. Commitment - values both the learning process and the information garnered in the process. (Active from Fall 2017)		
5. Classroom Interaction - recognizes and respects multiple perspectives and constructive criticism. (Active from Fall 2017)		

2C. Course-Level (CSLO) Performance : Version by Medendorp, Liz on 02/03/2021 22:48

CSLO	Target Achievement Rate	Comments/Clarifications
N/A		

3. What Will You Do Next?

3. What Will You Do Next?

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

3. What Will You Do Next? (Action Plan)

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2020 Annual Improvement Plan - Health Information Technology Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by Horvath, Gertrud on 02/26/2021 22:19

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

Continue:

Pre- and Post- Assessments in majority of HIT classes.

Modify:

HIT 268, where sitting for the CCA exam is now a requirement. However, because of Covid-19, our students were not able to schedule their exams in a timely manner to include as part of their grade. We hope to be able to use the result of this exam as the assessment of the course/program.

Add:

None

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Participation is very good. Even though part-time instructors do not have much time, the instructors take the time to complete because it is easy and we support them in remembering how and when to do it.

2. What Did You Learn?

2. What Did You Learn?

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

No Value

2A. Institution-Level (ISLO) Performance : Version by Horvath, Gertrud on 02/26/2021 22:19

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		

ISLO	Target Achievement Rate	Comments/Clarifications
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)		
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	89.80%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	86.30%	
5c-1: 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. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)	83.45%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		

ISLO	Target Achievement Rate	Comments/Clarifications
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 (Active from Spring 2017)	71.11%	
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	82.35%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)		
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by Horvath, Gertrud on 02/26/2021 22:19

PSLO	Target Achievement Rate	Comments/Clarifications
Health Information Technology		
PSLO		
1a. Explain and discuss medical and legal vocabulary as it relates to Healthcare Information Management (HIM) and Health Information Technology (HIT). (Active from Spring 2017)	81.25%	
1b. Apply medical and legal vocabulary as it relates to Healthcare Information Management (HIM) and Health Information Technology (HIT). (Active from Spring 2017)	89.80%	
2. Analyze and evaluate medical documentation as components of a medical record and relate established state and federal regulations, standards, and guidelines for implementation or use. (Active from Spring 2017)	83.45%	
3a. Apply information technology in the use, access, and protection of healthcare records and healthcare software/systems (EHR, HIM, PM, CAC). (Active from Spring 2017)	82.35%	
3b. Investigate the use, access, and protection of healthcare records and healthcare software/systems (EHR, HIM, PM, CAC). (Active from Spring 2017)	56.36%	
4. Perform job readiness skills to be successful in a job search. (Active from Spring 2017)	79.17%	

2C. Course-Level (CSLO) Performance : Version by Horvath, Gertrud on 02/26/2021 22:19

CSLO	Target Achievement Rate	Comments/Clarifications
HIT102 - Medical Vocabulary HIT		
01. Identify medical terms as they relate to each body system. (Active from Summer 2016)	87.76%	
02. Demonstrate proper pronunciation and spelling of medical terms as they relate to each body system. (Active from Summer 2016)	89.80%	

CSLO	Target Achievement Rate	Comments/Clarifications
HIT105 - Prin of Healthcare Reimbursement		
04. Demonstrate how clinical data, clinical coding and coding compliance affect reimbursement . (Active from Summer 2016)	90.48%	
HIT111 - Hlth Data Mgmt & Info Systems		
04. Describe the components of an electronic health record, internet technologies (software utilization), archival and retrieval systems for patient information, and health information system infrastructure. (Active from Summer 2016)	70.97%	
HIT112 - Legal Aspects Health Records		
02. Apply confidentiality, privacy and security measures and policies and procedures for internal and external use and exchange to protect electronic health information (includes state and federal privacy and security laws, internal and external standards, regulations and initiatives (Active from Summer 2016)	90.48%	
HIT150 - Healthcare Delivery Systems		
02. Differentiate between the various health care organizations' classification and infrastructure . (Active from Summer 2016)	66.67%	
HIT188 - Health Information Practicum I		
04. Implement policies and procedures for release of protected health information to valid requesters. (Active from Fall 2019)	73.91%	
HIT222 - Quality Management		
05. Adhere to the legal and regulatory requirements related to health information management i.e. coding quality monitoring, compliance strategies and reporting. (Active from Summer 2016)	86.36%	
HIT225 - Health Information Management		
07. Utilize tools and techniques to monitor, report, and improve processes (benchmarking) (Active from Summer 2016)	95.65%	
HIT241 - CPT Coding Basic Principles		
04. Apply Diagnosis/procedure codes according to current CPT and HCPCS guidelines. (Active from Summer 2016)	87.50%	
HIT252 - ICD Coding Applications		
01. The student will develop industry-valued coding knowledge and skills. (Active from Spring 2018)	44.00%	
HIT261 - Healthcare Software		
01. Use technology, including hardware and software, to ensure data collection, storage, analysis, and reporting of information. (Active from Spring 2018)	79.31%	
HIT268 - Certification Test Preparation		
01. Demonstrate and understanding of all aspects of health information technology and questions from sample test banks. (Active from Fall 2019)	79.17%	
HPR232 - Disease Process and Treatment		
04. List the major categories of human disease care and management. (Active from Summer 2016)	95.24%	
07. Identify medications within commonly prescribed drug/pharmaceutical categories. (Active from Summer 2016)	50.00%	

3. What Will You Do Next?

3. What Will You Do Next?

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

No Value

3. What Will You Do Next? (Action Plan) : Version by Horvath, Gertrud on 02/27/2021 00:06

Action	Goal	Timeline	Participants
Revise/update assessments/rubrics	Align assessments to CSLOs	December 2021	Marianne Horvath & Ronda Gasperetti

2020 Annual Improvement Plan - Health Professional Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do?

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

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- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

No Value

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

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- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

No Value

2. What Did You Learn?

2. What Did You Learn?

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

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- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

No Value

2A. Institution-Level (ISLO) Performance : Version by Medendorp, Liz on 02/03/2021 22:51

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	57.14%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	78.57%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	78.57%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	85.71%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: 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. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		
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 (Active from Spring 2017)	100.00%	
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	100.00%	

ISLO	Target Achievement Rate	Comments/Clarifications
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	100.00%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	100.00%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by Medendorp, Liz on 02/03/2021 22:51

PSLO	Target Achievement Rate	Comments/Clarifications
Health Professional		
PSLO		
01. Communicate effectively using appropriate medical terminology. (Active from Summer 2019)		
02. Describe the role of dietary nutrition in healthcare (Active from Summer 2019)		

2C. Course-Level (CSLO) Performance : Version by Medendorp, Liz on 02/03/2021 22:51

CSLO	Target Achievement Rate	Comments/Clarifications
N/A		

3. What Will You Do Next?

3. What Will You Do Next?

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

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Guidelines & Advice:

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- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

No Value

3. What Will You Do Next? (Action Plan)

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2020 Annual Improvement Plan - Law Enforcement Academy Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do?

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

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- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

No Value

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

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- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

No Value

2. What Did You Learn?

2. What Did You Learn?

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Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

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- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

No Value

2A. Institution-Level (ISLO) Performance : Version by Medendorp, Liz on 02/11/2021 21:16

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)		
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)		
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
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ISLO4: Textual Literacy		
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4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)		
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
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Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by Medendorp, Liz on 02/11/2021 21:16

PSLO	Target Achievement Rate	Comments/Clarifications
Law Enforcement Academy		
PSLO		
1a: Interpret available information in investigating criminal violations. (Active from Spring 2017)		
1b: Evaluate the relevance of evidence in investigating criminal violations (Active from Spring 2017)		
1c: Apply the appropriate techniques in investigating criminal violations (Active from Spring 2017)		
Demonstrate a thorough working knowledge of the Colorado Criminal Code (Active from Spring 2017)		
Demonstrate the ability to choose and utilize the proper degree of use of force to effect an arrest (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by Medendorp, Liz on 02/11/2021 21:16

CSLO	Target Achievement Rate	Comments/Clarifications
N/A		

3. What Will You Do Next?

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- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

No Value

3. What Will You Do Next? (Action Plan)

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2020 Annual Improvement Plan - Machining & Industrial Technology Maintenance Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **White, Gregg** on **03/01/2021 20:03**

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

We did not get all of the data imputed for all of our classes this past year. We are going to work together to make sure that all classes have something to assess.

we are going to keep with the professionalism to assess for one more year. we are going to add inspection to each class and assess them from the beginning classes through the advanced classes.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

our participation was a real problem last year from Covid to retiring faculty things did not get put in to the system so our numbers did not reflect what we did.

we are going to keep this in our sight and make sure that all faculty and instructors work on this and have the data imputed before they leave for the semester. an i will be vigilant on making sure it is accomplished.

2. What Did You Learn?

2. What Did You Learn? : Version by **White, Gregg** on **03/01/2021 20:09**

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

Things went as expected it was not near as robust as we need and to assess things that are a lot more relevant to our programs this coming year.

most of all the data is on track with some showing low numbers as a result of Covid students not attending as they should.

2A. Institution-Level (ISLO) Performance : Version by **White, Gregg** on **03/01/2021 19:41**

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	77.78%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	77.78%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	77.78%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	77.78%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	83.80%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	98.59%	
5c-1: 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. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		

ISLO	Target Achievement Rate	Comments/Clarifications
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 (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	82.05%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by White, Gregg on 03/01/2021 19:41

PSLO	Target Achievement Rate	Comments/Clarifications
Architectural Eng./Construction Mgmt.		
PSLO		
PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. (Active from Spring 2017)		
PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. (Active from Spring 2017)		
PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. (Active from Spring 2017)		
Computer Aided Drafting		
PSLO		
PSLO 1a: Professionalism - Attendance: Attends Class regularly arrives on time and responsible for work (Active from Spring 2018)		
PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. (Active from Spring 2017)	58.33%	
PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities (Active from Spring 2018)		
PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. (Active from Spring 2017)	66.67%	
PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard (Active from Spring 2018)		
PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. (Active from Spring 2017)	100.00%	
Construction Technology		
PSLO		
PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. (Active from Spring 2017)		
PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. (Active from Spring 2017)		

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. (Active from Spring 2017)		
Electronics		
PSLO		
PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. (Active from Spring 2017)		
PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. (Active from Spring 2017)		
PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. (Active from Spring 2017)		
PSLO 2. Apply critical thinking skills in building electronic and hydraulic circuits. (Active from Fall 2016)		
PSLO 3. Programing PLC's (Active from Spring 2018)		
PSLO 4. Trouble Shooting Electronic Circuits (Active from Spring 2018)		
PSLO 5. Building Electronic Circuits (Active from Spring 2018)	88.89%	
Engineering		
PSLO		
PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. (Active from Spring 2017)		
PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. (Active from Spring 2017)		
PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. (Active from Spring 2017)		
PSLO 2. Apply critical thinking skills in building electronic and hydraulic circuits. (Active from Fall 2016)		
Engineering Graphic Technology		
PSLO		
PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. (Active from Spring 2017)		
PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. (Active from Spring 2017)		
PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. (Active from Spring 2017)		
Machining Technology		
PSLO		
Become Mastercam certified using MastercamU software. (Active from Spring 2017)		
PSLO 09a: Demonstrate proficiency in Applied Mathematics (Active from Fall 2019)		
PSLO 09b: Demonstrate proficiency in Gemoetrical Dimensioning & Tolerancing (Active from Fall 2019)		
PSLO 09c: Demonstrate proficiency in Machine Maintenance (Active from Fall 2019)		
PSLO 09d: Demonstrate proficiency in Machine Operation & Controls (Active from Fall 2019)		
PSLO 09e: Demonstrate proficiency in Measurement Tools (Active from Fall 2019)		
PSLO 09f: Demonstrate proficiency in Measurements (Active from Fall 2019)		
PSLO 09g: Demonstrate proficiency in Operations (Active from Fall 2019)		
PSLO 09h: Demonstrate proficiency in Process Planning (Active from Fall 2019)		

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO 09i: Demonstrate proficiency in Programming (Active from Fall 2019)		
PSLO 09j: Demonstrate proficiency in Setup (Active from Fall 2019)		
PSLO 09k: Demonstrate proficiency in Part Completion (Active from Fall 2019)		
PSLO 09l: Demonstrate proficiency in Shop Safety (Active from Fall 2019)		
PSLO 1a: Professionalism - Attendance: Attends Class regularly arrives on time and responsible for work. (Active from Spring 2018)		
PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. (Active from Spring 2017)	88.14%	
PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. (Active from Spring 2018)		
PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. (Active from Spring 2017)	88.14%	
PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. (Active from Spring 2018)		
PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. (Active from Spring 2017)	98.31%	
PSLO 1d: Professionalism - Quality of Work (Active from Spring 2018)		
PSLO 1e: Professionalism - Teamwork (Active from Spring 2018)		
PSLO 1f: Professionalism - Respect (Active from Spring 2018)		
PSLO 2. Demonstrate the basic operation and programming of CNC Mill using NIMS Credentialing Standards. (Active from Spring 2018)	80.00%	
PSLO 3. Demonstrate the basic operation and programming of CNC Lathe using NIMS Credentialing Standards. (Active from Spring 2018)	80.00%	
PSLO 4. Demonstrate Mastery at Setup and Programming of CNC Lathes using NIMS Credentialing Standards. (Active from Spring 2018)	80.00%	
PSLO 5. Demonstrate Mastery at Setup and Programming of CNC Mills using NIMS Credentialing Standards. (Active from Spring 2018)	80.00%	
PSLO 6. Demonstrate mastery in geometric construction and tool-pathing competencies required to pass the Mastercam certification test. (Active from Spring 2017)		
PSLO 7. Demonstrate mastery in the setup and operating of the manual lathe using NIMS Credentialing Standards. (Active from Spring 2018)	80.00%	
PSLO 8. Demonstrate mastery in the setup and operating of the manual mill using NIMS Credentialing Standards. (Active from Spring 2018)	80.00%	
Use applied mathematics using NIMS process-planning work sheets and related lab work. (Active from Spring 2017)		
Manufacturing Technology		
PSLO		
PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. (Active from Spring 2017)		
PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. (Active from Spring 2017)		
PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by **White, Gregg** on **03/01/2021 19:41**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A		

3. What Will You Do Next?

3. What Will You Do Next? : Version by **White, Gregg** on **03/01/2021 20:16**

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

we are lookin at assessing items that are important to our students. we are assessing some classes with relevant items and others not at all so we are going to enact a inspection component to each class from introduction to mastery level.

3. What Will You Do Next? (Action Plan) : Version by **White, Gregg** on **03/01/2021 20:18**

Action	Goal	Timeline	Participants
Start inspection assessment	To build this new component for this year	Spring to summer	Gregg & Wayne

2020 Annual Improvement Plan - Medical Assisting Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do?

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

No Value

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

No Value

2. What Did You Learn?

2. What Did You Learn?

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

No Value

2A. Institution-Level (ISLO) Performance : Version by Medendorp, Liz on 04/20/2021 16:34

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)	66.67%	
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	100.00%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)		
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	100.00%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: 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. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	80.56%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	57.14%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		
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 (Active from Spring 2017)	73.33%	
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	73.33%	

ISLO	Target Achievement Rate	Comments/Clarifications
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	86.67%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	60.00%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by Medendorp, Liz on 04/20/2021 16:34

PSLO	Target Achievement Rate	Comments/Clarifications
Medical Assisting Profession		
N/A		
Medical Office Terminology		
PSLO		
PSLO1: Define ethical parameters within the medical office. (Active from Spring 2017)		
PSLO2: Demonstrate clinical techniques as related to the medical office (Active from Spring 2017)		
PSLO3: Explain the administrative duties of the medical office. (Active from Spring 2017)		
PSLO4: Validate academic knowledge to successfully pass the AMT Registered Medical Assistant Certification examination. (Active from Spring 2017)		
PSLO5: Safely practice medical assisting functions with supervision and direction. (Active from Spring 2017)		
PSLO6: Perform calculations for clinical pharmacology. (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by Medendorp, Liz on 04/20/2021 16:34

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No data collected at course level		

3. What Will You Do Next?

3. What Will You Do Next?

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.

- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

No Value

3. What Will You Do Next? (Action Plan)

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2020 Annual Improvement Plan - Mathematics Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by Sandoval, Tina on 03/01/2021 03:22

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?
- In 2021, the Math Department will continue to assess MAT 055, MAT 103, MAT 107, MAT 108, MAT 112, MAT 120, MAT 121, MAT 122, MAT 125, MAT 135, MAT 155, MAT 156, MAT 201, MAT 202.
- MAT 120, MAT 121, MAT 122, MAT 125, MAT 201, MAT 202 will use the GT Pathways Quantitative Literacy Rubric.
- MAT 055, MAT 103, MAT 107, MAT 108, MAT 112, MAT 135, MAT 155, MAT 156 will use the MAT PSLO Rubric.
- We will continue to use the same assessments and assess the same learning outcomes as 2020.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?
- The 2020 data indicated that more faculty and instructors participated than in 2019, but we still need to work towards 100% participation of those faculty and staff teaching lecture courses.
- In 2021, we will continue to use consistent rubrics for each course for spring and fall semesters.
- All faculty and instructors teaching lecture sections of the courses listed in Part A above will participate in the assessment.
- An emphasis on communication (by email, phone, in person) about assessment will continue to be made with faculty and instructors throughout the spring and fall 2021 semesters to encourage and support better participation.

2. What Did You Learn?

2. What Did You Learn? : Version by Sandoval, Tina on 03/01/2021 04:11

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. Overall, most students met the performance goals in our classes.

Some specific comments submitted by faculty include:

- Students did better with Category 1 "Interpreting Information" from the MAT PSLO Rubric. We will continue to give explicit instructions and extended examples to help students achieve this learning outcome.
- More specifics will continue to be given in the project description for MAT135. For instance, examples of specific claims will be given that the instructor would like the students to be tested on.
- In Calculus, students need to continue to pay more attention to performing the proper derivative tests as applied to situations in problems they encounter. On exams and the capstone lab, the instructor will continue to explain why they are using derivative tests pertinent to the problem.
- Using quizzes and exams in Calculus, the instructor will continue to concentrate on drilling down on specific derivative tests and then use the capstone lab to assess the proper test in that problem.
- In MAT121 and MAT125, the instructor will continue to concentrate on explanations of answers to posed problems.

2A. Institution-Level (ISLO) Performance : Version by Sandoval, Tina on 03/01/2021 04:11

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)	82.18%	
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)	80.92%	
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)	80.95%	
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)	84.30%	
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)	80.86%	
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)	80.86%	
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	79.93%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	79.93%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: 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. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	71.05%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)	68.42%	

ISLO	Target Achievement Rate	Comments/Clarifications
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	68.42%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	68.42%	
ISLO4: Textual Literacy		
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 (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	80.77%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by Sandoval, Tina on 03/01/2021 04:11

PSLO	Target Achievement Rate	Comments/Clarifications
Mathematics		
PSLO		
1. Interpret Information: Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words). (Active from Spring 2017)	82.09%	
2. Represent Information: Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words). (Active from Spring 2017)	81.50%	
3. Address Assumptions: Describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course (for statistics courses). (Active from Spring 2017)	84.17%	
4. Perform Calculations: Solve problems or equations at the appropriate course level, and use appropriate mathematical notation (Active from Spring 2017)	80.87%	
5. Apply & Analyze Information: Make use of graphical objects (such as graphs of equations in two or three variables, histograms, scatterplots of bivariate data, geometrical figures, etc.) to supplement a solution to theoretical and application problems at the appropriate course level. (Active from Spring 2017)	80.77%	

PSLO	Target Achievement Rate	Comments/Clarifications
6. Communicate Using Mathematical Forms (Quantitative Literacy: Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may also include oral communication). (Active from Spring 2017)	79.93%	

2C. Course-Level (CSLO) Performance : Version by Sandoval, Tina on 03/01/2021 04:15

CSLO	Target Achievement Rate	Comments/Clarifications
MAT055 - Algebraic Literacy		
N/A		

3. What Will You Do Next?

3. What Will You Do Next?

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

No Value

3. What Will You Do Next? (Action Plan) : Version by Sandoval, Tina on 03/01/2021 04:11

Action	Goal	Timeline	Participants
Increase Part-Time Instructor participation in 2021	Increase by 20% for college campus instructors only (excluding totally online)	Spring and Fall 2021	College Campus Instructors (excluding totally online)
Assess Summer 2021 flex classes on the Pueblo Campus	75% of classes that make	Summer 2021	Summer 2021 Instructors

2020 Annual Improvement Plan - Media Communications Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by Shoaf, Shawna on 03/02/2021 16:16

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

Media Communications offers fully unique sections once per year of several courses. Only two courses are offered in multiple sections in spring, fall, and/or summer. This in JOU 105 Intro to Mass Media GT (Fall/Spring) and MGD 289 Capstone (Fall/Spring/Summer). Another challenge to accurate data is the constant change of technology with in the annual assessment cycle. The department is considering more focus be placed on PSLO and mapping appropriately.

Of the Media Communications course sections; 19 sections were offered on PCC campuses. 20% of the media courses (six sections) are offered at local high school campuses by district staff. Of the 19 unique PCC sections nine assessments were complete. 100% of faculty participated in more than one assessment. 30% part-time returning instructors completed at least one assessment. Of the seven part-time instructors working 2020, 50% are new to classroom instruction.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Assessment was executed across nine total sections Multimedia and Graphic Design Sections. Assessment has focused in soft-skills in our core courses in our CTE program this includes: professionalism, time-management. Additional assessment included a focus on the appropriate use of technology required in the industry. This includes both first and second year courses within the program pathway. Assessment plans were adjusted due COVID-19 interruption and loss of instructional staff required necessary updates of planning.

Media Communications offers fully unique sections once per year of several courses. Only two courses are offered in multiple sections in spring, fall, and/or summer. This in JOU 105 Intro to Mass Media GT (Fall/Spring) and MGD 289 Capstone (Fall/Spring/Summer). Another challenge to accurate data is the constant change of technology with in the annual assessment cycle. The department is considering more focus be placed on PSLO and mapping appropriately.

Of the Media Communications course sections; 19 sections were offered on PCC campuses. 20% of the media courses (six sections) are offered at local high school campuses by district staff. Of the 19 unique PCC sections nine assessments were complete. 100% of faculty participated in more than one assessment. 30% part-time returning instructors completed at least one assessment. Of the seven part-time instructors working 2020, 50% are new to classroom instruction.

Modifications and Updates:

The department is in the process of norming our rubrics. The Media Communications Department is seeking to better understand how eLumen calculates the percentages that represents the data input by faculty and instructional staff. Small sample sizes and specialization courses offered only once per academic year could be impacting the data. Realignment course and program rubric language to better align with the ISLOs levels: Exemplary, Accomplished, Developing, and Beginning. There may be a possible discrepancy between how course and program rubrics are being aligned or interpreted in the language of the ISLOs. We expect to make considerable adjustments to the overall assessment process within the department.

2. What Did You Learn?

2. What Did You Learn? : Version by Shoaf, Shawna on 03/02/2021 16:26

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. Media Communications is not gaining meaningful data that is representative of the individualized assessment performed at the course level. A large number of students were "Not Assessed" due to the challenges of COVID-19; not returning to class, struggling in the remote environments, becoming ill themselves.

The data implies that students are struggling with developing solutions to communications problems, while doing well in assessing research and resources. This is opposite of what the department recognizes in individual course work. Students are more often assessed in creating communications solutions, but the results does not reflect there actual performance and body of evidence presented in their portfolio while working in MGD 289 Capstone.

Pre- Post Test Concerns

Student typically show a marked improvement on pre- and post- test in our technology driven courses. MGD 111 Adobe Photoshop has been assessed consistently over the past several cycles. Course learning outcomes where updated at the CCCS system wide level, which may have impacted data in the past, they have been updated. An example of course level assessment in MGD 111 Adobe Photoshop "Demonstrate a knowledge of Adobe Photoshop through a variety of skill-based activities." One of the most difficult factors for students to gain is the appropriate language as a Photoshop user. The pre- and post- exam is a difficult assessment for students. Student have to be able to recognize and successfully answer questions that utilize industry certification exam language. An example of this discrepancy is as follows.

Fall 2020 MGD 111 Pre-Assessment indicated student performance at a class average of 32.49%, where student post exams exhibited a class average of 74.02%. A marked improvement between week two and week twelve of sixteen. This also meets the 70% average threshold expected of student performance on this post-exam assessment. eLumen data shows a CSLO trend of 33.33% performance related to the specific CSLO, while mapped to PSLO performing at 60%. Further investigation and training is required. One consideration is the possible mapping of CSLOs, PSLOs, and ISLOs.

Pre-Exam Results



Post-Exam Results



Soft-Skills

Trends soft skill categories, like time management, preparedness, and honor commitments. Extensive expectations, coaching/training has been developed across several MGD core courses. This includes individual rubrics pertaining to professional expectations and time management of students. Students are provided guidelines and expectations of their professional behavior. However, the department is considering that this measuring these performances may be beyond our control, or the methods in which they are being measured are not considerate of student personal challenges. Students are often juggling family and work alongside of their education. It is not that students are performing poorly because they do not understand the concepts of time management and self-efficacy they are simply to overwhelmed perhaps to demonstrate these skills consistently. Media Communications is reconsidering if our methods of evaluation reflect an equitable expectation of all factors in our student lives. Soft skills training and expectations in the work place will remain a large part of the department expectations in the course work, formal assessment at a professional level may not be provided insight to what students truly understand. How we assess this will have to be updated.

The scores that are reporting below 70% thresholds pertaining to PSLOs are not reflecting to CSLO performance at the individual course level. This is being investigated.

The Media Communications department is a career based program that requires ten core career competencies as outlined by the instructor and the CTE Advisory Committee. The majority of courses are offered only once per academic year to align Degree Pathways and enrollment. The assessment cycle does not align with the academic program, the data is across two different (first and second year) cohorts of students. Anecdotally, instructional staff witness that cohort of students often perform better as they continue as a group through the suggested program course maps. The continuous updates of technology and software further challenges instructional staff not only in content delivery, but in comparing "apples to apples". There are also a considerable number of updates of our Course Learning Objectives taking place at the system level across the CCCS system. Consideration of removing and remapping to focus on fewer of the Program Student Learning Outcomes. It has is difficult to distinguish what is causing the data to be reporting below the threshold markers. Pre- and Post- Test exams will more than likely be eliminated.

Rubric Norming

Looking at the details data for "ISLO 2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience", seven student are assessed in Fall 2020. The small sample size is not reflective of the outcomes of six student performing "at or above expectations", only one student performed below the seventy percent threshold.

2A. Institution-Level (ISLO) Performance : Version by Shoaf, Shawna on 03/02/2021 16:16

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		

ISLO	Target Achievement Rate	Comments/Clarifications
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)		
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	60.00%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	57.14%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	50.00%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	85.71%	
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	100.00%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	71.43%	
5c-1: 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. (Active from Spring 2017)	0.00%	
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)	0.00%	
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	90.91%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)	81.82%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	90.91%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	69.44%	
ISLO4: Textual Literacy		
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 (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)		
PCC Flex Self-Assessment		

ISLO	Target Achievement Rate	Comments/Clarifications
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by Shoaf, Shawna on 03/02/2021 16:16

PSLO	Target Achievement Rate	Comments/Clarifications
Computer Web-Based		
PSLO		
PSLO 01: Select tools and technologies appropriate for the communications professions in which they work. (Active from Spring 2020)		
PSLO 02: Effectively use industry required digital media technology/software to execute media based projects appropriate to the field in which they work. (Active from Spring 2020)		
PSLO 03: Analyze information [research] needed to make informed decisions appropriate for the media communications professions. (Active from Spring 2020)		
PSLO 04: Demonstrate essential design/communication skills by creating visual/written solutions to communication problems. (Active from Spring 2020)		
PSLO 05: Interpret the diversity of demographics in community, country and global society in accordance with media communication best practices. (Active from Spring 2020)		
PSLO 06: Critically evaluate their own work and that of others for clarity, appropriate style, correct use of technology, and grammatical correctness as required within a variety of written and/or visual media communications solutions. (Active from Spring 2020)		
PSLO 07: Adapt to the changing environment of emerging media and its impact upon social, cultural, ethical, and economic issues. (Active from Spring 2020)		
PSLO 08: Contribute abilities to work cooperatively as a team in order to solve media communications problems. (Active from Spring 2020)		
PSLO 09: Interpret numerical data specific to audience analysis in order to formulate reasonable conclusions that apply to solving communications problems. (Active from Spring 2020)		
PSLO 10: Model ethical principles [truth, accuracy, fairness and diversity] and respectful responsibility to themselves, the media discipline, the media profession, and society. (Active from Spring 2020)		
Journalism		
PSLO		
PSLO 01: Select tools and technologies appropriate for the communications professions in which they work. (Active from Fall 2018)		
PSLO 02: Effectively use industry required digital media technology/software to execute media based projects appropriate the field in which they work. (Active from Fall 2018)		

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO 03: Analyze information [research] needed to make informed decisions appropriate for the media communications professions. (Active from Fall 2018)		
PSLO 04: Demonstrate essential design/communication skills by creating visual/written solutions to communication problems. (Active from Fall 2018)		
PSLO 05: Interpret the diversity of demographics in community, country and global society in accordance with media communication best practices. (Active from Fall 2018)		
PSLO 06: Critically evaluate their own work and that of others for clarity, appropriate style, correct use of technology, and grammatical correctness as required within a variety of written and/or visual media communications solutions. (Active from Fall 2018)		
PSLO 07: Adapt to the changing environment of emerging media and its impact upon social, cultural, ethical, and economic issues. (Active from Fall 2018)		
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PSLO 10: Model ethical principles [truth, accuracy, fairness and diversity] and respectful responsibility to themselves, the media discipline, the media profession, and society. (Active from Fall 2018)		
Multimedia and Graphic Design		
PSLO		
PSLO 07: Adapt to the changing environment of emerging media and its impact upon social, cultural, ethical, and economic issues. (Active from Spring 2020)		
PSLO 07: Adapt to the changing environment of merging media and its impact social, cultural, ethical, and economic issues. (Active from Spring 2018)		
PSLO 01: Select tools and technologies appropriate for the communications professions in which they work. (Active from Spring 2017)		
PSLO 02: Effectively use industry required digital media technology/software to execute media based projects appropriate to the field in which they work. (Active from Spring 2020)	60.00%	
PSLO 03: Analyze information [research] needed to make informed decisions appropriate for the media communications professions. (Active from Spring 2017)		
PSLO 04: Demonstrate essential design/communication skills by creating visual/written solutions to communication problems. (Active from Spring 2017)	57.14%	
PSLO 05: Interpret the diversity of demographics in community, country and global society in accordance with media communication best practices. (Active from Spring 2017)		
PSLO 06: Critically evaluate their own work and that of others for clarity, appropriate style, correct use of technology, and grammatical correctness as required within a variety of written and/or visual media communications solutions. (Active from Spring 2017)		

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO 08: Contribute abilities to work cooperatively as a team in order to solve media communications problems. (Active from Spring 2017)		
PSLO 09: Interpret numerical data specific to audience analysis in order to formulate reasonable conclusions that apply to solving communications problems. (Active from Spring 2017)		
PSLO 10: Model ethical principles [truth, accuracy, fairness and diversity] and respectful responsibility to themselves, the media discipline, the media profession, and society. (Active from Spring 2017)		
Radio and Television		
PSLO		
PSLO 01: Select tools and technologies appropriate for the communications professions in which they work. (Active from Fall 2018)		
PSLO 02: Effectively use industry required digital media technology/software to execute media based projects appropriate to the field in which they work. (Active from Spring 2020)		
PSLO 03: Analyze information [research] needed to make informed decisions appropriate for the media communications professions. (Active from Fall 2018)		
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PSLO 08: Contribute abilities to work cooperatively as a team in order to solve media communications problems. (Active from Fall 2018)		
PSLO 09: Interpret numerical data specific to audience analysis in order to formulate reasonable conclusions that apply to solving communications problems. (Active from Fall 2018)		
PSLO 10: Model ethical principles [truth, accuracy, fairness and diversity] and respectful responsibility to themselves, the media discipline, the media profession, and society. (Active from Fall 2018)		

2C. Course-Level (CSLO) Performance : Version by Shoaf, Shawna on 03/02/2021 16:16

CSLO	Target Achievement Rate	Comments/Clarifications
MGD111 - Adobe Photoshop I		
03. Demonstrate a knowledge of Adobe Photoshop through a variety of skill-based activities (Active from Summer 2016)	33.33%	
MGD133 - Graphic Design I		
03. Identify and apply the visual elements to graphic design problems. (Active from Summer 2016)	57.14%	
MGD141 - Web Design I		

CSLO	Target Achievement Rate	Comments/Clarifications
01. Build linked web pages using current Semantic Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). (Active from Fall 2019)	100.00%	

3. What Will You Do Next?

3. What Will You Do Next? : Version by Shoaf, Shawna on 03/02/2021 16:16

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Rubric Norming and Mapping Concerns

The Media Communications Department is seeking to better understand how eLumen calculates the percentages that represents the data input by faculty and instructional staff. Realigning course and program rubric language to better align with the ISLOs levels: Exemplary, Accomplished, Developing, and Beginning. There may also be a discrepancy between how course and program rubrics are being interpreted in the language.

Training eLumen

Further understand how eLumen calculates percentages and output based on course, mapping, and sample sizes. One student who performs poorly will dramatically impact the overall data, while the majority of students meet or exceed the expectations. As a specialized career ready program we have several PSLOs that are required to prepare students to work in the media communications fields. The department does build and assess students over an average 45 credits. The average student is performing at a 70% or higher within individual program assessments as expected. Determine if the pre- and post- exams are provide accurate and useful data as related to the CSLOs, and PSLOs.

3. What Will You Do Next? (Action Plan) : Version by Shoaf, Shawna on 03/02/2021 16:16

Action	Goal	Timeline	Participants
Evaluate eLumen Mapping	Determine if language is properly aligned	Summer 2021	Faculty
Evaluate and Norm Rubrics	Determine if rubrics align with ISLO language.	Summer 2021	Faculty
Audit and improve Program Rubrics	for language that is equitable and clear to students	Summer 2021	Faculty
Update Assessment Plan for 2022	Determine cohort courses, determine how the data will be impacted.	Summer 2021	Faculty
Fall Instructional Staff Inclusion	Identify key courses and evaluate PT Instructional staff assessment and alignments	Fall 2021	Department

2020 Annual Improvement Plan - Nursing Aide Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Borders, Donna** on **05/14/2021 20:51**

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

Course objective were met in class and the rubric in place reflects this. I do not wish to make any changes at this time.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

All Nurse Aide instructors are aware that upon completion of NUA 101 the student assessments are due in E-lumen. I have provided Liz Medendorp's email/contact information as well as remind the instructors to complete this prior to the final day of NUA 102 class.

I will continue to remind instructors to complete upon completion of NUA 101

2. What Did You Learn?

2. What Did You Learn? : Version by **Borders, Donna** on **05/14/2021 20:51**

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. Students are scored based on the Rubric and their performance in class during the skills lab. The scoring of students has helped me become a better instructor, and has brought to my attention areas I need to further spend time on in class. Students have struggled in the safety and infection control areas, however; as class has progressed, they have improved. Students excelled in the introduction area, and how to explain procedures with confidence. There were no outside factors affecting student performance on any of the learning outcomes.

2A. Institution-Level (ISLO) Performance : Version by **Borders, Donna** on **05/14/2021 20:51**

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)	100.00%	
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)	100.00%	

ISLO	Target Achievement Rate	Comments/Clarifications
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)	100.00%	
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)	100.00%	
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)	100.00%	
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)	100.00%	
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	98.93%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	100.00%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	100.00%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	100.00%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	100.00%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	100.00%	
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	99.47%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	98.40%	
5c-1: 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. (Active from Spring 2017)	100.00%	
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)	100.00%	
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	100.00%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)	100.00%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	100.00%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	100.00%	
ISLO4: Textual Literacy		

ISLO	Target Achievement Rate	Comments/Clarifications
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 (Active from Spring 2017)	100.00%	
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	100.00%	
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	100.00%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	100.00%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by Borders, Donna on 05/14/2021 20:51

PSLO	Target Achievement Rate	Comments/Clarifications
Nursing Aide		
PSLO		
1. Describe the functions of body systems and identify stages of growth and development appropriate to the nursing assistant scope of practice. (Active from Spring 2017)		
2. Describe the roles and responsibility of nursing assistants including ethics, legal responsibilities, and state regulations. (Active from Spring 2017)		
3. Demonstrate professional communication skills in all interactions with patients and colleagues, including recording and reporting. (Active from Spring 2017)	100.00%	
4. Demonstrate safety and infection control practices that comply with standards of practice for nursing assistants. (Active from Spring 2017)	98.36%	
5. Define common medical terms and abbreviations used in health care. (Active from Spring 2017)		
6. Demonstrate competency with all skills required for certification. (Active from Spring 2017)		
7. Comply with privacy and confidentiality laws. (Active from Spring 2017)	99.45%	
8. Demonstrate behaviors consistent with professional work ethics in compliance with policies and procedures of clinical sites. (Active from Spring 2017)		
9. Clearly introduce and explain procedures to patient/client/resident. (Active from Spring 2019)	98.91%	

2C. Course-Level (CSLO) Performance : Version by Borders, Donna on 05/14/2021 20:51

CSLO	Target Achievement Rate	Comments/Clarifications
N/A		

3. What Will You Do Next?

3. What Will You Do Next? : Version by Borders, Donna on 05/14/2021 20:51

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

I will continue to encourage students to critically think in the areas of safety and infection control when working with each other in class, and with patients. I will spend more time in class and further discuss this as safety and infection control as a group in class.

3. What Will You Do Next? (Action Plan)

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2020 Annual Improvement Plan - Nursing Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by Medendorp, Liz on 04/08/2021 19:54

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

No Value

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

No Value

2. What Did You Learn?

2. What Did You Learn?

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

No Value

2A. Institution-Level (ISLO) Performance : Version by Medendorp, Liz on 04/08/2021 19:54

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)	77.37%	
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)	91.24%	
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	65.00%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	77.50%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	77.94%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	75.00%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	86.49%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	59.46%	
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	79.89%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	79.55%	
5c-1: 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. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	76.62%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)	75.44%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	64.91%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	73.65%	
ISLO4: Textual Literacy		
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 (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	70.27%	

ISLO	Target Achievement Rate	Comments/Clarifications
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	74.52%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)	43.24%	
Flex 2. Problem Solving (1d) (Active from Fall 2020)	70.27%	
Flex 3. Effective Communication (2c) (Active from Fall 2020)	81.08%	
Flex 4. Finding Resources (4b) (Active from Fall 2020)	70.27%	
Flex 5. Time Management (5a-1) (Active from Fall 2020)	75.68%	
Flex 6. Participation (5a-2) (Active from Fall 2020)	61.11%	
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)	89.19%	

2B. Program-Level (PSLO) Performance : Version by Medendorp, Liz on 04/08/2021 19:54

PSLO	Target Achievement Rate	Comments/Clarifications
Counseling		
PSLO		
N/A		
Nursing		
PSLO		
02. Integrate critical thinking and clinical reasoning skills to make patient-centered care decisions.(Critical thinking, clinical decision making and nursing judgment.) (Active from Fall 2017)	75.29%	
03. Implement quality measures to improve patient care. (Active from Fall 2017)	74.52%	
04. Participate in collaborative relationships with members of the interdisciplinary team, the patient, and the patient's support persons. (Active from Fall 2017)	80.69%	
05. Apply information management principles, techniques, systems, and patient care technology to communicate, manage knowledge, mitigate errors, and support decision making. (Active from Fall 2017)	77.35%	
2a. Demonstrate critical thinking in assessing patient status. (Active from Spring 2017)		
2b. Demonstrate clinical judgment in making patient-centered care decisions. (Active from Spring 2017)		
Determine diagnosis through evidence-based medicine and clinical decision making. (Active from Fall 2017)		
01. Analyze provision of safe, quality, evidenced based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan. (nursing process, safety, and patient-centered care. (Active from Spring 2017)	91.24%	
Integrate critical thinking and clinical reasoning skills to make patient-centered care decisions. (Active from Spring 2017)		
3. Implement quality measures to improve patient care. (Active from Spring 2017)		
4. Participate in collaborative relationships with members of the interdisciplinary team, the patient, and the patient's support persons. (Active from Spring 2017)		
5. Use information management principles, techniques, systems, and patient care technology to communicate, manage knowledge, mitigate errors, and support decision making. (Active from Spring 2017)		

PSLO	Target Achievement Rate	Comments/Clarifications
07. Assimilate professional, legal, and ethical guidelines, in practice as a professional nurse. (Active from Spring 2017)	77.37%	
06. Provide leadership in a variety of healthcare settings for diverse patient populations. (Active from Spring 2017)		
08. Promote a culture of caring to provide holistic, compassionate, culturally, competent care. (Active from Spring 2017)		
Psychiatric Technician		
PSLO		
N/A		

2C. Course-Level (CSLO) Performance : Version by Medendorp, Liz on 04/08/2021 19:54

CSLO	Target Achievement Rate	Comments/Clarifications
N/A		

3. What Will You Do Next?

3. What Will You Do Next?

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

No Value

3. What Will You Do Next? (Action Plan)

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2020 Annual Improvement Plan - Occupational Therapy Assistant Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by Geitner, Jennifer on 03/05/2021 21:42

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

The OTA Program reflected on CY 2020 and found the following:

Activities to continue: We would like to continue to assess ethics in both OTA 100 and OTA 235 to determine consistency of progress. In OTA 280/281, the goal was to have 70% of students will be at entry level performance (3 meets standards or above) in section 5 "written communication" on the AOTA Performance Evaluation for the midterm score (1st rotation). Result: 10/21(48%) of students scored a 3 or above on the midterm score (1st rotation) on "written communication." Continue goal and work on implementing more opportunities to practice documentation, including more electronic medical record (EMR) formats.

Activities to modify: In OTA 221, the goal was to have 80% of students will score "3-Accomplished" or "4-Exemplary" on the 15 minute SOAP note activity. 83% of students scored a "3-Accomplished" or "4-Exemplary" on the 15 minute SOAP note activity. Results have been consistent in the last few years. Will revisit standards, community comments, and classes to change goal for 2021. In OTA 125, the goal was to have 90% of students will earn a score of "13" or more out 15 possible points in the Discussion section of the group presentation grading sheet after revising rubric. Result: 84% (16/19 students) earned a 13 or higher in the Discussion. Results have been consistent. Will consult with PD and change goal for 2021.

Activities to add: We will be looking to add additional outcomes for OTA 106 and 221 with different goals and rubrics. We would also like to include more courses into assessment as in CY 2020, 7/18 courses (39%) of courses were assessed.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

100% participation of faculty (4/4). All planned were completed.

2. What Did You Learn?

2. What Did You Learn?

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.
No Value

2A. Institution-Level (ISLO) Performance : Version by Medendorp, Liz on 03/08/2021 17:45

ISLO	Target Achievement Rate	Comments/Clarifications
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ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)		
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	76.81%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	70.42%	Students on target. This demonstrated that they had made progress in their understanding and then application from their first year to their second year in regards to ethics.
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: 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. (Active from Spring 2017)	100.00%	The target was surpassed in this area. Students were on fieldwork for this assessment. Fieldwork educators in the community scored the students at the final evaluation. Sample size was lower on the second rotation due to COVID delays in fieldwork.
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	86.27%	
ISLO4: Textual Literacy		
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 (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	100.00%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by Medendorp, Liz on 03/08/2021 17:45

PSLO	Target Achievement Rate	Comments/Clarifications
Occupational Therapy Assistant		
PSLO		
1. Model ethical, legal and professional values and beliefs congruent with the profession in all practice settings. (Active from Spring 2017)	70.42%	
5. Professionally interact within an interdisciplinary team. (Active from Summer 2017)	100.00%	The target was surpassed in this area. Students were on fieldwork for this assessment. Fieldwork educators in the community scored the students at the final evaluation. Sample size was lower on the second rotation due to COVID delays in fieldwork.
2. Develop therapeutic programs to meet established goals based on acquired knowledge, published research, and practical experiences. (Active from Spring 2017)	100.00%	The target was surpassed in this area. Students were on fieldwork for this assessment. Fieldwork educators in the community scored the students at the final evaluation. Sample size was lower on the second rotation due to COVID delays in fieldwork.
3. Demonstrate clinical reasoning skills during client centered interventions through innovative strategies. (Active from Spring 2017)	86.27%	
4. Provide culturally competent care to individuals in a variety of settings. (Active from Spring 2017)	100.00%	The target was surpassed in this area. Students were on fieldwork for this assessment. Fieldwork educators in the community scored the students at the final evaluation. Sample size was lower on the second rotation due to COVID delays in fieldwork.
6. Demonstrate effective and appropriate written and/or oral communication with team members, patients, and families. (Active from Spring 2017)	76.81%	

2C. Course-Level (CSLO) Performance : Version by Medendorp, Liz on 03/08/2021 17:45

CSLO	Target Achievement Rate	Comments/Clarifications
OTA106 - Basic OT Frames of Refer/Docum		
04. Demonstrate written, oral, and non-verbal communication skills through professional documentation. (Active from Fall 2017)	42.11%	Students were below target in this area. The goal was kept and we are hoping the overall progress scores change after incorporating more electronic medical record documentation practice into the program.
OTA125 - Basic OT App. to Mental Health		
09. Participate in individual and group interaction and demonstrate therapeutic use of self as a means to achieving therapeutic goals. (Active from Summer 2016)	68.42%	Students were scored on their first group around weeks 6-10 of the semester. If this score was done later in the semester in the second groups, scores may be higher.
OTA235 - Professional Mgmt for the OTA		
09. Demonstrate behavior congruent with the occupational therapy code of ethics as it relates to clinical reasoning and professionalism. (Active from Summer 2016)	100.00%	

3. What Will You Do Next?

3. What Will You Do Next?

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

No Value

3. What Will You Do Next? (Action Plan) : Version by Geitner, Jennifer on 03/05/2021 21:35

Action	Goal	Timeline	Participants
Change goal for OTA 106	80% of students will report they felt more comfortable with electronic health records after participating in EHR Go activities. This will be measured on a 4 point scale.	Fall 2021	OTA 106 course instructor; planned 20 students
Change goal for OTA 221	80% of students will earn at least a 25 or higher out of 30 on the: Class Intervention (technique or intervention you would do after to complement the technique).	Fall 2021	OTA 221 course instructor; planned 17 students
Increase participation	OTA Program staff will identify at least 1 additional course to assess.	Spring 2021	OTA Program staff
Revise rubrics	OTA Program staff will develop at least 1 rubric to facilitate the new OTA 221 goal.	Fall 2021	OTA 221 course instructor

2020 Annual Improvement Plan - Pharmacy & Phlebotomy Technician

Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by Medendorp, Liz on 03/31/2021 18:04

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

No assessments were completed in 2020

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Out of 5 instructors, none of them completed any assessments in 2020, but we are working on scheduling eLumen Basic Training with the whole group in the coming weeks.

2. What Did You Learn?

2. What Did You Learn?

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.
No Value

2A. Institution-Level (ISLO) Performance : Version by Medendorp, Liz on 03/31/2021 18:04

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)		
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)		
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: 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. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		
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 (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)		
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by Medendorp, Liz on 03/31/2021 18:04

PSLO	Target Achievement Rate	Comments/Clarifications
Pharmacy Technician		
PSLO		
Phlebotomy Technician		
PSLO		
Explain the procedures for point of care tests. (Active from Spring 2018)		
Explain the procedures of processing vacutainers. (Active from Fall 2017)		
Perform venipuncture using vacutainer tubes. (Active from Spring 2018)		
Perform venipunctures for blood cultures. (Active from Fall 2017)		
State all areas of the laboratory and other hospital department areas. (Active from Fall 2017)		

2C. Course-Level (CSLO) Performance : Version by Medendorp, Liz on 03/31/2021 18:04

CSLO	Target Achievement Rate	Comments/Clarifications
N/A		

3. What Will You Do Next?

3. What Will You Do Next?

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

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- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.

- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

No Value

3. What Will You Do Next? (Action Plan) : Version by **Medendorp, Liz** on **03/31/2021 18:04**

Action	Goal	Timeline	Participants
Schedule eLumen Training	100% of instructors trained	Spring 2021	Bonnie Housh + all instructors
Administer Professionalism assessment	One class per instructor assessed	Spring 2021	All instructors

2020 Annual Improvement Plan - Physical Therapist Assistant Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by Oreskovich, Margaret on 03/03/2021 01:03

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

A quote that Liz Medendorf uses to describe assessment is "Assess what you value and value what you assess."

The PTA program assessed students understanding and knowledge of progressing therapeutic exercises, and also the ability to actually apply that understanding and knowledge in a physical therapy setting on real patients. Also assessed was the level of students' clinical problem solving, communication, and finally, their ability to pass the national exam. These assessments show students' ability to integrate the didactic material and the lab performance skills in order to become entry-level physical therapist assistants.

The PTA program will use the information from the assessments to determine if and where we need to improve our curriculum.

For example, the results of the Practice Exam Assessment Tool (PEAT) where students took a retired National Physical Therapy Exam (NPTE) showed that the mean scale score in all areas of the content outline were in the accomplished and exemplary ranges except the content area of Integumentary and Lymphatics. Although, the mean scale score was still above the standard of 600 it showed that many students did not score well in this area with many scoring below the standard of 600 in this area. This was consistent with the results on the actual NPTE as this area was the lowest mean scale score and the only area where we were below the mean scale score for all 1st time test takers from all the accredited programs in the U.S. As a result of this assessment, the program will be reviewing the learning objectives and improving coverage of the content area in PTA 110, PTA 120 and PTA 124.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

The participation in assessment from our faculty was satisfactory. We have one part-time instructor from whom we did not get results from for the Fall 2020 cycle.

2. What Did You Learn?

2. What Did You Learn?

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
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- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.
No Value

2A. Institution-Level (ISLO) Performance : Version by Oreskovich, Margaret on 03/03/2021 01:03

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		

ISLO	Target Achievement Rate	Comments/Clarifications
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)	100.00%	
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	80.00%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	80.00%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	80.00%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	80.00%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: 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. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		

ISLO	Target Achievement Rate	Comments/Clarifications
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 (Active from Spring 2017)	35.00%	
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)		
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
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Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by Oreskovich, Margaret on 03/03/2021 01:03

PSLO	Target Achievement Rate	Comments/Clarifications
Physical Therapist Assistant		
PSLO		
1b. Design a treatment plan that aligns with the physical therapy plan of care. (Active from Spring 2017)		
2a. Deliver clear and effective patient education related to the physical therapy plan of care. (Active from Spring 2017)		
2b. Appropriately apply terminology specific to the physical therapy profession in both written documentation and spoken communication. (Active from Spring 2017)		
3a. Modify components of treatment depending on patient status. (Active from Spring 2017)		
3b. Implement appropriate progression of the physical therapy plan of care as a physical therapist assistant. (Active from Fall 2017)		
3c. Report patient status to support decision to continue, modify, or discontinue interventions. (Active from Spring 2017)		
4. Perform basic manual therapy techniques and interventions in a safe and effective manner. (Active from Spring 2017)		
6a. Collect objective measurement patient data. (Active from Spring 2017)		
6b. Assess objective measurement data to determine appropriate patient interventions. (Active from Spring 2017)		
7. Graduates will pass the National Physical Therapy Exam (NPTE). (Active from Spring 2019)	35.00%	
8. Safely operate technology common to physical therapy settings to ensure the safety of others and self. (Active from Spring 2018)		
9. Students will be able to develop components of treatment that align with the physical therapy plan of care under the supervision of the physical therapist. (Active from Summer 2017)		

2C. Course-Level (CSLO) Performance : Version by Oreskovich, Margaret on 03/03/2021 01:03

CSLO	Target Achievement Rate	Comments/Clarifications
HPR117 - Anatomical Kinesiology		

3. What Will You Do Next?

3. What Will You Do Next?

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

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- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

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- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

No Value

3. What Will You Do Next? (Action Plan) : Version by Heckel, Lisa on 03/01/2021 23:59

Action	Goal	Timeline	Participants
Assess students' scores on the PEAT Retired NPTE. Assess all content areas, as well as overall scores. Also, assess individual student scores in areas of concern.	In PTA 278, all content areas on the PEAT Retired NPTE will attain mean scale scores above 650.	Spring of 2021	Class of 2021
Assess students' scores on Quiz on Integumentary and Lymphatic Systems.	In PTA 110, 20% of students will score a 92% or higher on a quiz over the Integumentary and Lymphatic Systems.	Fall of 2021	Class of 2022
Assess student's ability to identify appropriate progression of therapeutic exercise in a patient care scenario.	By the end of PTA 140, 90% of the students will be able to list 3 appropriate ther ex progressions.	End of Spring 2021	Class of 2022
Assess student's ability to effectively apply clinical problem solving on their intermediate and terminal internships.	By the end of PTA 282, 100% of the students will rate entry level in the area of Clinical Problem Solving on their Clinical Performance Indicator (CPI).	End of Spring 2021	Class of 2021
Assess student's ability to effectively demonstrate Clinical Behaviors (Professionalism) on their initial 4-week internship.	By the end of PTA 280, 90% of the students will rate Advanced Beginner in the area of Clinical Behaviors on their Clinical Performance Indicator.	End of Summer 2021	Class of 2022

2020 Annual Improvement Plan - Respiratory Therapy Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do?

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

No Value

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

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- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

No Value

2. What Did You Learn?

2. What Did You Learn?

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

No Value

2A. Institution-Level (ISLO) Performance : Version by Medendorp, Liz on 03/01/2021 20:39

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)		
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)		
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: 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. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		
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 (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)		
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by Medendorp, Liz on 03/01/2021 20:39

PSLO	Target Achievement Rate	Comments/Clarifications
Respiratory Care		
PSLO		
Assimilate professional, legal, and ethical guidelines in clinical practice as a professional respiratory therapist. (professionalism, ethical behavior, legal principles, standards of practice) (Active from Spring 2017)		
Engage in critical thinking to make patient-centered care decisions. (critical thinking, clinical decision making and respiratory care program judgment) (Active from Spring 2017)		
Participate in collaborative relationships with members of the interdisciplinary team, the patient, and the patient's support persons. (teamwork and collaboration) (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by Medendorp, Liz on 03/01/2021 20:39

CSLO	Target Achievement Rate	Comments/Clarifications
N/A		

3. What Will You Do Next?

3. What Will You Do Next?

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

No Value

3. What Will You Do Next? (Action Plan)

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2020 Annual Improvement Plan - Radiologic Technology Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by Almanza, Jeannie on 03/01/2021 16:23

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

RTE 181 / 281: Assessed surgical c-arm proficiency for both first and second year students. RTE 181 - first year students were still in the developing stage which is right on track for first semester students. RTE 281 - second year students were in the accomplished stage of c-arm proficiency which is excellent. Yes, there is still room to grow into the exemplary category, but I am quite pleased with students hitting the accomplished mark. I would like to continue to assess c-arm proficiency as students repeatedly show a deficit in this area of training. Now that our department has its own c-arm, accessibility is not an issue provided I can figure out a "table" to put the phantom on so the students may utilize the c-arm and practice. I will continue to set up trainings for the students to maximize their exposure to the unit.

RTE 231: Due to COVID-19, I was unable to write a new rubric to assess students' understanding of how public perceptions of radiation affect the success of radiographic examinations. I would like to write a new rubric for this assessment in the coming year.

RTE 111 The rubric for this course was re-written for a better understanding of the expectations and specific grading criteria.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Participation during 2020 was less than I had hoped. This was primarily due to COVID-19 restrictions. Many of the assessments we do in radiologic technology and medical sonography are hands-on skills demonstrations, which were restricted during spring and summer 2020. These assessments require the use of specialized radiologic equipment, so we could not have students perform these assessments remotely. While these assessments are critical to the success of the radiologic technology student, in planning for future extenuating circumstances, we have created several virtual simulation assessments that we can use in emergency situations.

All students are assessed in discussions. However, due to the changes in the discussion rubric, I received much less push back regarding grading. It helped them determine the need to provide better resources and be on time to extend respect to others.

2. What Did You Learn?

2. What Did You Learn? : Version by Almanza, Jeannie on 03/01/2021 16:23

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

RTE 181: I learned that the clinic rotations at the surgery centers were advantageous to the students proficiency because no student was in the "beginning" stages on the rubric. I will continue to pursue additional surgery centers for student clinical internships so that students get more exposure to the equipment and continue to build confidence in utilizing the equipment.

RTE 281: I also learned that the addition of clinic rotations at surgery centers has benefitted the second year students as well because again, no student was in the "beginning" stage of the rubric and all were in the accomplished stage.

For RTE 181 & 182, my hope is that with continued exposure to the c-arm and the addition of the c-arm 101 videos that many students will migrate up a stage on the rubric next year.

COVID limitations may come into play, but that is undetermined at this time.

RTE 231: As I noted last year, the institutional Critical Thinking rubric is not well suited to assessing how students make sense of how public perceptions of radiation affect the success of radiographic examinations. If I plan to continue assessing this competency, I must develop a suitable rubric.

I believe that my students have struggled with citations in discussions. I have made them better aware of resources that can help them with that area.

2A. Institution-Level (ISLO) Performance : Version by Cox, Roger on 03/01/2021 03:00

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	100.00%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	100.00%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)		
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	92.96%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	90.14%	
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	95.77%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	90.14%	
5c-1: 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. (Active from Spring 2017)	95.77%	
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)	100.00%	
ISLO1: Critical Thinking & Problem Solving		

ISLO	Target Achievement Rate	Comments/Clarifications
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		
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 (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	48.39%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by Cox, Roger on 03/01/2021 03:00

PSLO	Target Achievement Rate	Comments/Clarifications
Diagnostic Medical Sonography		
PSLO		
01. Discuss performance of a pelvic sonogram (Active from Summer 2018)	100.00%	
02. Clarify the differences in wave motion with various tissue densities (Active from Summer 2018)	100.00%	
Radiologic Technology		
PSLO		
PSLO2: Image Production		
PSLO2a: Utilize x-ray production equipment appropriately and according to protocol. (Active from Spring 2018)		
PSLO2b: Produce diagnostic radiographs using effective techniques to optimize image quality. (Active from Spring 2018)		
PSLO3: Imaging Procedures		
PSLO 3a: Properly position patients for exams (Active from Summer 2017)		
PSLO 3b: Demonstrate proficiency in surgical C-arm operation (Active from Fall 2017)	48.39%	
PSLO 3c: Demonstrate proficiency in portable trauma radiography. (Active from Fall 2018)		
PSLO1: Safety		

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO1a: Perform radiographic procedures safely. (Active from Spring 2017)		
PSLO1b: Identify problems with patient perceptions on exam success (Active from Fall 2017)		
PSLO4: Patient Care		
PSLO 4a: Show proper use of communication skills using the AIDET model. (Active from Spring 2017)		
PSLO 4b: Model ethical behavior according to the American Registry of Radiologic Technologists (ARRT) Code of Ethics. (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by Cox, Roger on 03/01/2021 03:00

CSLO	Target Achievement Rate	Comments/Clarifications
N/A		

3. What Will You Do Next?

3. What Will You Do Next? : Version by Almanza, Jeannie on 03/01/2021 16:18

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Clinical Internship Assessments: I will continue to work with the students for c-arm proficiency by having independent sessions with each student over the course of the summer semester. Also, I will incorporate training into simulation rotations to aid in the hopes of getting c-arm proficiency up to 60% next year. I

RTE 111 I will continue to monitor the progress of this course and the level of understanding in the discussions as it pertains to research, citing and external resources to ensure the proficiency at the beginning of each semester.

3. What Will You Do Next? (Action Plan) : Version by Almanza, Jeannie on 03/01/2021 16:21

Action	Goal	Timeline	Participants
Assign assessments in eLumen by mid-term week to ensure sufficient time for faculty and instructors to complete assessments and enter results.	eLumen assessments assigned by mid-term of each semester.	Mid-term week of Spring 2021, Summer 2021, and Fall 2021.	Roger
Use new c-arm x-ray machine in concert with clinical assignments to support surgical c-arm proficiency.	Assessed student c-arm proficiency greater than 60%.	Fall 2021	Patty, Polly, James
Write a new rubric to assess student understanding of how public perceptions of radiation may affect the success of radiographic examinations.	Write a new rubric for this assessment.	End of summer 2021 for use in fall 2021.	Roger
Continue to make changes as necessary to	Create a new module with MLA resources and citation external resources.	Fall 2021, next time the course is available to students	Beth

2020 Annual Improvement Plan - Biological & Physical Sciences Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Mayes, Amanda** on **02/26/2021 18:11**

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
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- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

BIOLOGY

BIO111

The Assessment of Key Concepts in Biology was utilized which was based off of 4 questions. The questions used were from a final lecture exam the students were given at the end of the semester. The rubric was based off of how many questions the students got right, 1-4

BIO201

Questions were provided on an exam to determine student comprehension on origins/insertions on skeletal muscle cells. The number of questions correct were utilized to score the students on their comprehension of the material.

BIO202

Questions were provided in form of an exam to determine student comprehension on diabetes. The number of questions correct were utilized to score the students on their comprehension of the material.

CHEMISTRY

CHE 101

Students were assessed on their comprehension of chemical nomenclature. They were provided a pre-quiz before material was presented and a post-quiz afterwards. They were scored on the number of questions they answered correctly.

CHE109

Students were assessed on their comprehension of chemical nomenclature. They were provided a quiz and scored on the number of questions they answered correctly.

GEOLOGY

GEY111

In GEY 111 students were provided a case study and were to demonstrate understanding and comprehension of the concepts of the case study and interpret the results in form of an essay.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

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- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Departmental assessments were affected due to COVID restrictions in certain courses that are required to meet in person to obtain certain skill sets. Last spring the department had overhauled what was being assessed on several courses prior to COVID restrictions being implemented. Those courses that could still be assessed in a virtual manner based on the new assessment plans were. Those that were not able to complete or carry out their planned assessment whether old or new were put on hold until a new plan of action could be implemented.

2. What Did You Learn?

2. What Did You Learn? : Version by **Mayes, Amanda** on **02/26/2021 18:11**

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data

as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

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- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.

BIOLOGY

BIO 111

The Assessment of Key Concepts in Biology was up from 67.47% from last calendar year to 69.36% this year, an overall increase of 1.89%.

BIO 201

50% of BIO 201 students are able to identify the anatomical structures and explain physiological functions of body systems.

BIO202

53.85% of BIO 202 students are able to identify the anatomical structures and explain physiological functions of body systems.

CHEMISTRY

CHE101

Preliminary assessment data from the 2020 calendar year reflects an initial understanding of chemical nomenclature at 53.13% of students.

CHE 109

Baseline data for understanding of chemical nomenclature was established in the fall 2020 calendar year.

GEOLOGY

GEY 111

47.62% of students were able to demonstrate understanding and comprehension of the concepts of the case study and interpret the results in form of an essay in the 2019 calendar year, results were not able to be compared to the 2020 calendar year.

Students struggle with the following ISLOs the most:

ISLO 3 Quantitative Reasoning: 3c 61.84% down to 50.00%

ISLO 1 Critical Thinking & Problem Solving: 1 c and 1d is down from 72.37% to 52.08% and from 58.59% to 41.07%, a significant difference from the previous calendar year. A change of 20.29% and 17.52%, respectively.

ISLO 2 Effective Communication: Not a large change from last calendar year - slight increases were noted in 2a and 2b of 3.29% and 1.22%, and notable decreases in 2c and 2d of 6.44% and 8.21%, respectively.

Students are doing better at excelling in the following ISLOs:

ISLO4 Textual Literacy: Students success was up in all areas with the largest differences from the previous calendar year shown in 4b, 4c, and 4d. 8.72%, 17.37%, and 8.17%, respectively.

ISLO5 Professionalism and Social Consciousness: While there is not data from the previous year to compare to our students appear to excel in 5a-1 (85.5%) and a-3(100%), with need for growth in 5a-2(62.50%).

Overall the data reflected in the various ISLOs reflect that our students are professional in their persona and effective communicators in conveying their ideas/thoughts with a clear focus, but need to grow in their response to constructive criticism, professional disciplinary expectations, critical thinking & problem solving, as well as quantitative reasoning.

2A. Institution-Level (ISLO) Performance : Version by Mayes, Amanda on 02/26/2021 18:11

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)	45.00%	
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)	50.00%	
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)	50.00%	
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)	47.50%	
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)	45.00%	
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)	52.50%	
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	70.27%	

ISLO	Target Achievement Rate	Comments/Clarifications
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	64.86%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	58.65%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	54.05%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	85.50%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	62.50%	
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	100.00%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: 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. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	71.18%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)	62.50%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	52.08%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	41.07%	
ISLO4: Textual Literacy		
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 (Active from Spring 2017)	67.93%	
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	68.42%	
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	63.64%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	54.55%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)	62.50%	
Flex 2. Problem Solving (1d) (Active from Fall 2020)	50.00%	

ISLO	Target Achievement Rate	Comments/Clarifications
Flex 3. Effective Communication (2c) (Active from Fall 2020)	87.50%	
Flex 4. Finding Resources (4b) (Active from Fall 2020)	100.00%	
Flex 5. Time Management (5a-1) (Active from Fall 2020)	75.00%	
Flex 6. Participation (5a-2) (Active from Fall 2020)	62.50%	
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)	62.50%	

2B. Program-Level (PSLO) Performance : Version by Medendorp, Liz on 04/13/2021 20:32

PSLO	Target Achievement Rate	Comments/Clarifications
Astronomy		
PSLO		
Describe the fundamental concepts of the Laws of Motion. (Active from Spring 2017)	0.00%	
Biology		
PSLO		
Describe fundamental concepts of biology. (Active from Spring 2017)	69.36%	
Chemistry		
PSLO		
01. Apply dimensional analysis to problem solving. (Active from Spring 2017)	66.67%	
02. Employ conventions of chemical nomenclature. (Active from Spring 2020)	53.13%	
Environmental Science		
PSLO		
Geology		
PSLO		
Describe the fundamental concepts of geology. (Active from Spring 2017)	0.00%	
Health & Wellness		
PSLO		
1. Describe fundamental concepts of nutrition. (Active from Spring 2018)		
2. Evaluate nutritional information for accuracy from trusted sources. (Active from Spring 2018)		
3. Present nutritional information knowledgeably and professionally. (Active from Spring 2018)		
Physics		
PSLO		
Apply dimensional analysis to problem solve. (Active from Spring 2017)		
Science		
PSLO		
Describe the fundamental concepts of science. (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by Mayes, Amanda on 02/26/2021 18:11

CSLO	Target Achievement Rate	Comments/Clarifications
BIO201 - Human Anatomy&Phys I w/Lab:SC1		
02. Identify the anatomical structures and explain the physiological functions of body systems. (Active from Summer 2019)	50.00%	

CSLO	Target Achievement Rate	Comments/Clarifications
04. Use anatomical knowledge to describe physiological consequences, and use knowledge of function to describe the features of anatomical structures. (Active from Summer 2019)	65.63%	
BIO202 - Human Anatomy&Phys IIw/Lab:SC1		
02. Identify the anatomical structures and explain the physiological functions of body systems. (Active from Summer 2019)	53.85%	
06. Synthesize ideas to make a connection between knowledge of anatomy and physiology in real-world situations, including healthy lifestyle decisions and homeostatic imbalances. (Active from Summer 2019)	81.36%	
BIO216 - Pathophysiology		
01. Explain the etiology of disease states and imbalances. (Active from Summer 2016)	89.66%	
02. Analyze how health deviations alter normal physiology. (Active from Summer 2016)	77.11%	
03. Describe the alterations in cells, tissues, and organs that occur with disease and the effects they have on total body function. (Active from Summer 2016)	79.31%	
04. Relate the manifestations of diseases to their underlying cellular mechanisms. (Active from Summer 2016)	100.00%	
CHE101 - Intro to Chemistry I/Lab: SC1		
04. Write and/or give orally the corresponding formula and name of a compound when given only the formula or name. (Active from Fall 2019)	66.67%	

3. What Will You Do Next?

3. What Will You Do Next? : Version by Mayes, Amanda on 02/26/2021 18:11

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

BIOLOGY/CHEMISTRY/GEOLOGY

BIO111, CHE 101, CHE 109, and GEY111

Spring 2021 will be assessed in the same way.

For CHE101/109 no new activities will be planned as the way in which students are being assessed and what they are assessed on as we only have one year of data based on the new analysis and in some cases one semester's worth. Further data will need to be collected in this case to make any potential changes.

For BIO111 and GEY 111

Assessment methods continue to work well for the PCC hybrid format for data comparison to pre-COVID format.

BIO201/BIO202

The same assessment methods will be continued through spring of 2021. A new assessment method/goal may need to be determined based on new spring 2021 results and current limitations.

3. What Will You Do Next? (Action Plan) : Version by Mayes, Amanda on 02/26/2021 18:11

Action	Goal	Timeline	Participants
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Action	Goal	Timeline	Participants
BIO 111 will be assessed the same way in the spring of 2021.	To continue to assess the key concepts of biology	indefinite	All BIO 111 instructors
BIO 201 improvement plans from baseline data from previous year and current data collected will be generated.	Data is currently being collected and compared to baseline data established in the spring of 2020 on student comprehension on origins/insertions of the skeletal muscle system.	fall of 2021	All BIO 201 instructors
BIO 202 improvement plans from baseline data from previous year and current data collected will be generated	Data is currently being collected and compared to baseline data established in the spring of 2020 on student comprehension of diabetes.	fall of 2020	All BIO 202 instructors
CHE 101 will be assessed in the same way in the spring of 2021.	Data is currently being collected and compared to baseline data established in the spring of 2020 on student comprehension of chemical nomenclature	indefinite	All CHE 101 instructors
CHE 109 will be assessed in the same way in the spring of 2021.	Data is currently being collected and compared to baseline data established in the fall of 2020 on student comprehension of chemical nomenclature.	indefinite	All CHE 109 instructors
GEY 111 will be assessed in the same way in the spring of 2021.	To continue to assess student ability to analyze and interpret a case study and relay important information.	indefinite	All GEY 111 instructors

2020 Annual Improvement Plan - Social Sciences Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Medendorp, Liz** on **03/29/2021 21:32**

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

2020 Annual Performance Plan for PSY, SOC, SWK, WST

During the 19-20 school year out of the above prefixes 19 courses were taught at PCC with eight (8) of the courses having planned and completed assessments. The eleven remaining courses did not have planned or completed assessments. Although participation with part-time instructors increased there are still several courses taught by part-time people that don't get assessed. The goal for the next assessment 2021 will be to increase instructor participation to 50% and include Sociology, Social Work and Women's Studies. In addition to assessing Psy 101 and 102 General Psychology and Psy 235 Human Growth and Development, in 2020 we met the goal of including four of our five new courses in the assessment process, those included Psy 240 Health Psychology, Psy 249 Abnormal Psychology, Psy 227 Death and Dying and Psy 217 Human Sexuality. Psy 207 Forensic Psychology did not accessed.

The assessment process involved the following assignments or projects:

Psy 235 Human Growth and Development assessment involves a research paper on Bandura and Social Learning Theory. Students are assessed using the rubric for the ISLO of Critical Thinking.

Psy 249 Abnormal Psychology the assessment involves an analytical paper identifying the portrayal of a diagnosed behavior and comparing it to the way media portrays the behavior. Students are assessed using the rubric for the ISLO of Critical Thinking.

Psy 240 Health Psychology, a reflective essay is used where students describe one concept that they learned in class and then have to describe how they will apply the concept to improve their life. Students are assessed using the rubric for the ISLO of Critical Thinking.

Psy 226 Social Psychology, students take a concept of Social Psychology and apply to themselves and explain how it affects and or influences specific behaviors.

For Psy 101 and 102, General Psychology, Psy 217 Human Sexuality, Psy 227 Death and Dying. Students were to participate in a Psychology Expo where students must present an oral presentation along with a written assignment on the topic they choose. Due to restrictions, the Expo did not take place but students were expected to complete the written part of their topic and still cover the aspects of the rubric.

Students are assessed using the rubric for the ISLO of Effective Communication.

For all HIS courses, we use a common rubric designed for a critical-thinking research assignment wherein students have to choose an historical topic, research it, write it and cite using a standard citation format.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Faculty Participation: In 2020 we have had 100% participation from full time faculty and the participation for part-time instructors continues to grow at the Pueblo and Southwest Campus. In the fall of 2020, 50% of the Pueblo and Southwest campus part-time instructors participated, as we continue to develop technology with remote learning and being able to share information across the PCC campus sites our goal is to raise the Pueblo campus participation to 100% in fall 2021. The next task will be to gain participation at the branch campuses. Our plan is to start with branch campus instructors for PSY 101, 235 and 102, and SOC 101. Since onsite visits are not able to take place due to restrictions and budget concerns, the psychology department has implemented WebEx meetings that include all full-time and part-times instructors including those teaching in the high schools. The goal is to meet those instructors and explain the assignments and the assessment process in detail, included entering scores in eLumen.

For HIS in 2020, 100% of full-time faculty participated (1), and 0% of part-time instructors participated (4). This has always been a problem with HIS, GEO, and POS. There is a disconnect between leadership and instructors that is hard to overcome. Until that is overcome, there will probably not be any buy-in from adjuncts.

2. What Did You Learn?

2. What Did You Learn? : Version by **Bonfadini, Charles** on **02/25/2021 22:27**

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. In a comparison of last year overall students performed about the same. The rubrics for communication is used for the General Psychology courses where students are learning to write and effectively communicate their thoughts and ideas in an organized and clear manner. With the 200 level courses, students are assessed using the Critical Thinking rubrics. In terms of constructing and defending their findings based on the information they tend to perform well, however the achievement rate for the other aspects of critical thinking are standing about a 56%. this includes a students ability to interpret and analysis information and formulating "creative" conclusions; thinking outside the box. at 67% students have difficulty and alternate solutions. The outside factor that may play a part of this is students don't learn to read for context, this affects the manner in which material is interpreted and applied to the assignment.

2A. Institution-Level (ISLO) Performance : Version by Medendorp, Liz on 03/29/2021 21:32

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	88.40%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	87.37%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	80.54%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	86.22%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	66.67%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	62.50%	
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	70.83%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
5c-1: 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. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	56.25%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)	67.20%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	75.19%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	56.94%	
ISLO4: Textual Literacy		
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 (Active from Spring 2017)	81.82%	
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	71.19%	
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	87.58%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	88.24%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)	58.33%	
Flex 2. Problem Solving (1d) (Active from Fall 2020)	75.00%	
Flex 3. Effective Communication (2c) (Active from Fall 2020)	77.27%	
Flex 4. Finding Resources (4b) (Active from Fall 2020)	79.17%	
Flex 5. Time Management (5a-1) (Active from Fall 2020)	50.00%	
Flex 6. Participation (5a-2) (Active from Fall 2020)	54.17%	
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)	54.17%	

2B. Program-Level (PSLO) Performance : Version by Bonfadini, Charles on 02/25/2021 22:27

PSLO	Target Achievement Rate	Comments/Clarifications
Social Sciences		
Anthropology		
PSLO		
PSLO 1: Describe the history, purpose, branches, and features of anthropology as well as its relation and relative position within the general framework of academic disciplines. (Active from Spring 2020)		
PSLO 2: Compare and contrast distinct cultures with regard to any cultural facet. (Active from Spring 2020)		
PSLO 3: Define the important cross-cultural systems developed by human groups to reckon kinship and descent, and social affiliation. (Active from Spring 2020)		

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO 4: Discuss the important anthropological ideas regarding the origins, causes, and effects of war. (Active from Spring 2020)		
Ethnic Studies		
PSLO		
PSLO 1: Describe and explain 5 of the major historical contributions of Meso-American civilization. (Active from Spring 2020)		
PSLO 2: Define and explain the term indigenismo and the etymology of the term Chicano. (Active from Spring 2020)		
PSLO 3: Discuss and analyze the historical impact of the Sleepy Lagoon Case. (Active from Spring 2020)		
PSLO 4: Compare/contrast the colonial socio-historic model applied to many developing Third World Countries with the status of the contemporary Chicano. (Active from Spring 2020)		
Geography		
PSLO		
History		
PSLO		
PSLO 7: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2020)		
PSLO 7: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2020)		
PSLO 7: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2020)		
PSLO1: Acquire information from multiple, credible primary and secondary historical sources. (Active from Spring 2017)	69.72%	
PSLO2: Evaluate complex and multiple sources of information to synthesize clear and relevant evidence specific to the historical argument. (Active from Spring 2017)	90.14%	
PSLO3: Synthesize clear and relevant evidence specific to the historical argument from complex and multiple sources of information. (Active from Spring 2017)	90.14%	
PSLO4: Cite sources within the assignment according to styles used by the discipline of History. (Active from Spring 2017)	74.65%	
PSLO5: Contextualize how our interpretation of the past has changed over time. (Active from Spring 2017)	93.94%	
PSLO6: Argue rationally and effectively about an historical subject or question using credible evidence in a narrative structure. (Active from Spring 2017)	92.25%	
PSLO7: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Fall 2019)	93.42%	
PSLO8: Organize and express ideas clearly in both written and oral communication (Active from Fall 2019)	90.79%	
Political Science		
PSLO		
Psychology		
PSLO		
PSLO 1 Describe fundamental principles of psychology (Active from Spring 2017)		
PSLO 2 Analyze the real-world applications of fundamental principles of psychology (Active from Spring 2017)		
PSLO 3 Demonstrate psychological information literacy (Active from Spring 2017)		

PSLO	Target Achievement Rate	Comments/Clarifications
Social Work		
PSLO		
PSLO 1: Apply assessment, planning and intervention skills to the various levels of social work practice (Active from Spring 2020)		
PSLO 2: Articulate the knowledge base, skills, professional values and ethics required for beginning generalist social work practice (Active from Spring 2020)		
PSLO 3: Identify issues related to diversity and populations-at-risk as they relate to generalist social work interventions (Active from Spring 2020)		
PSLO 4: Apply critical thinking skills in assessing agency services and the worker client relationship (Active from Spring 2020)		
Sociology		
PSLO		
PSLO 1 Describe fundamental principles of sociology (Active from Spring 2017)		
PSLO 2 Demonstrate sociological information literacy (Active from Spring 2017)		
Women's Studies		
PSLO		
PSLO 1: Analyze and evaluate issues of difference including (but not limited to) sex, race, class sexual identity, age, ability, religion and white ethnocentrism within a feminist framework. (Active from Spring 2020)		
PSLO 2: Interpret issues of violence in women's lives and the impact it makes on how women live and how women are socialized. (Active from Spring 2020)		
PSLO 3: Examine women's role in the work place and family: evaluate its impact on women's liberation. (Active from Spring 2020)		
PSLO 4: Examine issues of self-esteem and assertiveness and how women are socialized to see themselves in a male-centered world while examining strategies for personal change. (Active from Spring 2020)		

2C. Course-Level (CSLO) Performance : Version by Medendorp, Liz on 03/29/2021 21:32

CSLO	Target Achievement Rate	Comments/Clarifications
HIS111 - The World: Antiquity-1500: HI1		
20b. Students should demonstrate they can synthesize historical narratives and timelines from primary and secondary sources, maps, and/or artifacts. (Active from Spring 2017)	95.45%	
20c. Students should demonstrate they can critically analyze, interpret and evaluate many different points of view to construct historical arguments. (Active from Spring 2017)	100.00%	
HIS112 - The World: 1500-Present: HI1		
22b. Students should demonstrate they can synthesize historical narratives and timelines from primary and secondary sources, maps, and/or artifacts. (Active from Spring 2017)	92.31%	
22c. Students should demonstrate they can critically analyze, interpret and evaluate many different points of view to construct historical arguments. (Active from Spring 2017)	92.31%	
HIS225 - Colorado History: HI1		

CSLO	Target Achievement Rate	Comments/Clarifications
12b. Students should demonstrate they can synthesize historical narratives and timelines from primary and secondary sources, maps, and/or artifacts. (Active from Spring 2017)	77.78%	
12c. Students should demonstrate they can critically analyze, interpret and evaluate many different points of view to construct historical arguments. (Active from Spring 2017)	88.89%	

3. What Will You Do Next?

3. What Will You Do Next? : Version by Bonfadini, Charles on 03/04/2021 20:03

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Since restrictions took affect last March our department has had to make some changes in the assignments we use for assessment. For three previous semesters we were using the Psychology Expo as a way to measure communication and critical thinking. Currently instructors are using a variety of assignments. Below is the description of each.

Psy 101, Psy 102, Psy 207 and Psy 227 will use ISLO Effective Communication Rubrics.

All other psychology courses will utilize ISLO Critical Thinking Rubrics.

3. What Will You Do Next? (Action Plan) : Version by Bonfadini, Charles on 03/04/2021 20:03

Action	Goal	Timeline	Participants
Psy 101 Students will write a reflective essay on a concept from their course work and describe in detail the concept and then provide an example how to use the concept in improving an aspect of their life.	70% of the students will complete the assignment with a score of 70% or better.	CY 2022	Adam Zaleski and other full or part-time instructors Fall 2021 Spring 2022
Psy 101 Students will complete the Psy 101 Post-Lab sheet after viewing either a video or in-class demonstration focusing on Classical Conditioning Behavior .	70 % of the students will complete the assignment with a score of 70% or better	CY 2022	Tracy Williams and other full or part-time instructors Fall 2021 Spring 2022
Psy 102 Students will chose one of the Personality Disorders and describe the characteristics in detail and then identify the current treatment approaches and the prognosis of treatment on the disorder they chose. Students must also complete a Differential Diagnosis.	70 % of the students will complete the assignment with a score of 70% or better	CY 2022	Charles Bonfadini and other full or part time instructors Fall 2021 Spring 2022
Psy 226 Students will select a concept from Social Psychology and discuss how a perception, attitude, or believe system has been influenced by social psychology, whether it has been a positive or negative influence and the effects it has had in their life.	70 % of the students will complete the assignment with a score of 70% or better	CY 2022	Charles Bonfadini Fall 2021 Spring 2022
Psy 227 Students will write a paper comparing the different cultural rituals as it pertains to Death and Dying and compare it to their own belief system.	70 % of the students will complete the assignment with a score of 70% or better	CY 2022	Tracy Williams and any other full or part-time instructor Fall 2021 Spring 2022

Action	Goal	Timeline	Participants
Psy 235 The goal of this assignment is to gain an understanding in regards to the theory of Behaviorism, more specifically, Social Learning Theory (SLT) and do a comparative to other theories. Students will identify the likes and differences of two other theories and then compare a personal experience to SLT.	70 % of the students will complete the assignment with a score of 70% or better	CY 2022	Charles Bonfadini and any other full or part-time instructor Fall 2021 Spring 2022
Psy 240 Students will write a reflective essay on a concept from their course work and describe in detail the concept and then provide an example how to use the concept in improving an aspect of their life.	70 % of the students will complete the assignment with a score of 70% or better	CY 2022	Adam Zaleski Fall 2021 Spring 2022
Psy 249 Students will write a paper based on a movie that portrays one of the abnormal diagnosis from the book. they will then compare the behaviors from the movie to those in the DSM-5 and identify if the movie was accurate, if not why, and the impact it may have left with those that watched the movie.	70 % of the students will complete the assignment with a score of 70% or better	CY 2022	Charles Bonfadini Fall 2021 Spring 2022
Psy 265 Students will write a reflective essay on a concept from their personalities course work and describe in detail the concept and then provide an example how to use the concept in improving an aspect of their life.	70 % of the students will complete the assignment with a score of 70% or better	CY 2022	Adam Zaleski Fall 2021 Spring 2022

2020 Annual Improvement Plan - Surgical Technology Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by Montoya, Diana on 04/05/2021 19:09

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

Surgical Technology had 100% participation from faculty and part time instructors. We made a commitment to access the same rubrics over a 3 year period of time. This is the final year of our assessment. Data has identified that our continual review of sterilization is positively impacting some of our students, but not all.

I will be adding new assessments in the fall 2021 term to address the following areas:

- Preoperative Preparation
- Intraoperative Preparation
- Ancillary Duties
- Microbiology
- Surgical Pharmacology

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Surgical Technology had 100% participation from faculty and part time instructors.

2. What Did You Learn?

2. What Did You Learn? : Version by Montoya, Diana on 04/05/2021 19:09

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. Overall, our program is meeting the 70% thresholds required by PCC and our Division of Nursing. We want to remain focusing on sterilization and perioperative preparation. We are now capturing data from two CST Practice Certification Exams and are in the process of building new assessments based on those test results.

2A. Institution-Level (ISLO) Performance : Version by Montoya, Diana on 04/05/2021 19:09

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		

2B. Program-Level (PSLO) Performance : Version by Montoya, Diana on 04/05/2021 19:09

PSLO	Target Achievement Rate	Comments/Clarifications
Surgical Technology		
PSLO		
PSLO1: Explain the relationship between instrument type and usage (Active from Spring 2017)	100.00%	
PSLO2: Match best practices for aseptic techniques to the appropriate sterile principle. (Active from Spring 2017)	51.22%	
PSLO3: Describe the characteristic of the professional surgical technologist (Active from Spring 2017)		
PSLO4: Discuss the relationship between the principles of asepsis and practice of sterile technique and surgical patient care, including developing a surgical conscience. (Active from Spring 2018)		
PSLO5: Completes weekly clinical paperwork (Active from Fall 2018)	82.14%	
PSLO6: Time management and preparedness (Active from Fall 2018)	80.36%	
PSLO7: Demonstrate proficiency in the content needed for certification (CST EXAM). (Active from Fall 2018)	78.57%	
PSLO8: Demonstrate proficiency in the skills needed for certification (FINAL SKILL ASSESSMENT). (Active from Fall 2018)	75.00%	
PSLO9: Interpret and analyze pharmacology and anesthesia information. (Active from Fall 2018)	100.00%	

2C. Course-Level (CSLO) Performance : Version by Montoya, Diana on 04/05/2021 19:09

CSLO	Target Achievement Rate	Comments/Clarifications
STE282 - ST Clinical Internship II		
01. Observe and report cases not to be included in the required minimum total case count in an observation role. (Active from Spring 2018)	71.43%	
STE283 - ST Clinical Internship III		
01. Observe and report cases not to be included in the required minimum total case count in an observation role. (Active from Spring 2018)	100.00%	
STE289 - Surgical Technology Capstone		
09. Perform a final practice exam. (Active from Spring 2018)	78.57%	

3. What Will You Do Next?

3. What Will You Do Next? : Version by Montoya, Diana on 04/05/2021 19:09

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

We will be implementing new rubrics to track the following:

1. Preoperative
2. Intraoperative
3. Postoperative
4. Continue Equipment Sterilization and Maintenance
5. Anatomy & Physiology
6. Microbiology
7. Surgical Pharmacology

3. What Will You Do Next? (Action Plan) : Version by Montoya, Diana on 04/05/2021 19:09

Action	Goal	Timeline	Participants
Fall 2021 - Write new Rubrics		Fall 2021	STE faculty

2020 Annual Improvement Plan - Welding Latest Version

This Annual Improvement Plan reviews assessment results from the 2020 calendar year and establishes an action plan for improvements during the 2021 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by Davis, Catlin on 02/25/2021 21:17

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

Continue-

We have continued running the same assessment activity "The Guided Bend" Our plan initially was to run this assessment for 5 years we still have two years to go. The Bend test is something the welding industry uses to test potential employees for job placement. We only ran the guided bend in the Fall 20 semester.

We share the achievement rates of this assessment with our advisory committee. The companies that use this same procedure for job placement tend to be much more supportive of our students when they see positive numbers like ones from AY 20'

Modify-

There is nothing we would like to change on the guided bend assessments. The activity is very straight forward and replicates the qualification test given by industry,

Add-

We would like to create an assessment which focus on visual weld discontinuities. It is these discontinuities which could cause an individual to fail a guided bend qualification test.

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Participants-

Faculty

- James Jones
- John Sinks
- Brett Pavlik
- Daniel Vinci
- Robert Reed
- Cody Hager
- Roger Wolfe

Part-time Instructors

- Matthew Cox
- Devin Brady
- Patrick Gallegos
- John Glover
- Emilio Gonzales
- Nathaniel Miller
- Brad Paglione
- Travis Seilheimer
- Larry Romero
- Gould Shriner
- John Warren

Overall I am satisfied with faculty and instructor participation. In the fall 20' semester it appears we had 100% faculty participation. We had roughly 77% part-time Instructor participation out of those who were assigned an activity.

Spring 20' results were a little different. All but two faculty members enter scores. And 66% of part-time instructors entered scores. I believe the slight dip in score input was directly related to COVID-19. We went to remote learning in March and some instructors and faculty had technology constraints which may have hindered their abilities to input scores.

Our goal is 100% participation and we have come very close. Score input with part-time instructors has greatly improved in welding over the last few years.

One strategy I use to encourage scoring is to show faculty and instructors how to log to elumen and how to enter scores. We have two start up meeting each year before the semester start and I do this every time.

2. What Did You Learn?

2. What Did You Learn? : Version by Davis, Catlin on 02/25/2021 21:17

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. Our students have continued to excel with this activity. Most of our students scored in the exemplary or accomplished category. Meaning if this activity was an actually AWS qualification test these students would be awarded an AWS qualification for the chosen weld process.

We struggled to get our achievement score over 70% for the first few semester running this activity. After some instructional changes we have now stayed between 73%-74%. We have added more AWS code quality weld topics into our course, added more instructional resource concerning the guided bend to course shells and change the way we run hands on demonstrations in the weld shop.

We are also looking to purchase specialized video recording equipment which can safely record the welding arc. We will be able to narrate and caption these videos and add them to our D2L shells. Students who might have missed the demo or want to see it again can simply pull it up and watch anywhere.

We did end up running our Safety and Professionalism activity in the spring 20' semester. This is something we have been planning assessing students on. We decide not to run the guided bend activity this semester due to COVID-19. We had to stop face to face learning in March 2020 students missed a lot of hands on learning so we didn't think it would fair to assess the guided bend. It might have also hurt our overall achievement score.

The rubric for the Safety and Professionalism activity covered safety, PPE attendance and preparedness. I would like to clean this rubric up and create something that aligns more with industry and our students in particular.

Overall we are pleased with our scores but do worry about what affect the COVID-19 pandemic might have on our future scores. Students missed valuable hands on learning spring 20' and also lost time in the fall 20' semester. I think our scores could go down slightly in the guided bend activity because of this.

2A. Institution-Level (ISLO) Performance : Version by Davis, Catlin on 02/25/2021 21:17

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)	84.58%	
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)	91.01%	
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)	91.01%	
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)		
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)		
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	82.77%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	91.01%	
5c-1: 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. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		
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 (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	84.58%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		

ISLO	Target Achievement Rate	Comments/Clarifications
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by Davis, Catlin on 02/25/2021 21:17

PSLO	Target Achievement Rate	Comments/Clarifications
Welding Technology		
PSLO		
01. Perform safe and proper welding machine/equipment set-up, weld joint fit-up/configurations, and plate surface preparation. (Active from Spring 2017)	91.01%	
02. Adhere to proper rate of travel when performing the OFC-P, SMAW, GMAW, GTAW, and FCAW welding and cutting process. (Active from Spring 2017)		
03. Demonstrate proper welding and torch angles in regard/relationship to weld joint configuration and plate surfaces. (Active from Spring 2017)		
04. Demonstrate proper welding arc lengths/electrode extension in relationship to weld joint configuration and plate surfaces. (Active from Spring 2017)		
05. Accurately create proper size fillet weld in a manner conforming to the project print. (Active from Fall 2017)		
06. Perform a guided bend test in accordance with AWS Structural Welding Code D1.1. (Active from Spring 2018)	73.78%	
07. Professionalism - Attendance: Attends class regularly, arrives on time, and takes responsibility for work. (Active from Spring 2020)	84.66%	
08. Professionalism - Preparedness: Prepared for all lab and class activities. (Active from Spring 2020)	86.24%	

2C. Course-Level (CSLO) Performance : Version by Davis, Catlin on 02/25/2021 21:17

CSLO	Target Achievement Rate	Comments/Clarifications
N/A		

3. What Will You Do Next?

3. What Will You Do Next? : Version by Davis, Catlin on 02/25/2021 21:17

In the table provided below, list the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole. You may elaborate in the text box below if you wish to include any additional narrative regarding your action plan (optional).

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Improve instructional resources offered in the D2L course shells to include: Recorded hands welding demonstration performed by welding faculty/Instructors. Add a section with specific AWS D1.1 welding code qualifications and a visual weld discontinuity guide.

We are also looking at a possible curriculum changes. The American Welding Society has excellent curriculum which we are investigating. Lincoln Electric also has curriculum we can use if we can become NC3 accredited.

3. What Will You Do Next? (Action Plan) : Version by Davis, Catlin on 02/25/2021 21:17

Action	Goal	Timeline	Participants
Improve instructional resources offered in the D2L course shells to include: Recorded hands welding demonstration performed by welding faculty/Instructors. Add a section with specific AWS D1.1 welding code qualifications and a visual weld discontinuity guide.	To improve our guided bend achievement score to 75% or above.	These instructional changes could be implement by the end of Fall 2021 semester	Faculty- James Jones, John Sinks, Brett Pavlik, Daniel Vinci, Robert Reed, Cody Hager, Catlin Davis
Create an activity which instructors can use to assess students on visual weld discontinuities. So over time we can track and correct specific discontinuities over time. These include Arc strikes, undercut, under fill, high cap, porosity, and crater cracks	To overtime improver overall student weld quality.	We would like to have a new rubric and activity in place by the begging of the fall 2021 semester. So we can do a pre and post assessment on our welding students. One would be conducted within the first 4 week of the semester the other near the end.	Faculty- James Jones, John Sinks, Brett Pavlik, , Catlin Davis