



Assessment of Student Learning
2021 Annual Report

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Table of Contents

I. Executive Summary	3
A. Year-to-Year Trends.....	3
B. Areas of Opportunity	6
II. Assessment of Student Learning Process.....	8
A. Annual Cycle	8
B. Five-Year Plan	14
C. Assessment Time line	15
D. Roles & Responsibilities	18
III. Ongoing Projects	20
A. Part-Time Instructor Participation	20
B. Program-Level Assessment	24
C. Improvement Planning	25
D. PCC Flex Self-Assessment	26
IV. New Initiatives.....	29
A. Historical Assessment Trends	29
B. College-Wide Rubric Review	29
C. Improved Data Load	30
V. 2021 Assessment Results	32
A. Completion/Participation Rates	32
B. Sample Sizes	34
C. Performance Trends	38
VI. Conclusions & Next Steps.....	43
VII. Appendices	45
Appendix A: Historical Overview of Assessment of Student Learning at PCC	45
Appendix B: Institution-Wide Assessment Data – Detailed Results.....	48
Appendix C: Division Overview Reports	57
Appendix D: List of Figures	61

Attachments:

- Attachment 1: Program-Level Student Learning Outcomes
- Attachment 2: 2021 Improvement Plans
- Attachment 3: Historical Assessment Trends Report

I. Executive Summary

2021 marked another year of continual improvement and success in assessment of student learning at Pueblo Community College. In the wake of the COVID-19 pandemic and all the changes it brought with it, the priority for assessment continued to be maintaining stability and sustaining the progress made over the past several years. Building further on the many improvements we have accomplished, including the ISLO rubrics, 5-year plan, and more streamlined data load process, along with continued offerings of wide range of training opportunities, we seem to have found our footing in a consistent and cohesive approach to assessment that has become part of the culture at PCC. Throughout the 2021 annual cycle, we continued to develop program- and course-level assessment, promote excellence in teaching and learning resulting in highly impressive performance rates, and provide timely and relevant support, training, and resources to faculty and instructors on assessment of student learning. In addition, the primary new initiative for assessment in 2021 was the development and implementation of a new 5-year plan for institutional assessment, including the review and revision of our college-wide assessment rubrics.

A. Year-to-Year Trends

We have seen consistent growth in multiple areas related to the assessment of student learning at Pueblo Community College each year, as reflected by the year-to-year trends from 2016 until now. While we did see an expected dip in participation in 2020 (-4.7%) in the wake of the COVID-19 pandemic, participation rates have begun to stabilize in 2021 (+0.33%). The area where we saw the most decline was in sample sizes (-12.4% decrease in total scores collected), which affected all ISLOs except for Textual Literacy, which experienced an impressive 34.1% increase in sampling. At the same time, we saw a marginal increase in student performance and

achievement overall (+0.52%), while not only meeting but exceeding our target performance rate of 70% in all 5 ISLO categories.

1. Participation Rates

Figure 1.1 Year-to-Year Participation Trends

Participation	2016	2017	2018	2019	2020	2021
PT Participation	8.63%	16.93%	28.33%	31.40%	26.83%	26.13%
FT Participation	83.81%	79.82%	90.48%	80.87%	75.00%	80.20%
Total Participation	31.60%	33.18%	44.72%	43.79%	39.09%	39.42%
Sections Assessed	175	385	520	609	566	591
Courses Assessed	117	186	252	281	240	266
Completed Assessments	225	467	585	680	605	648

Over the 2021 calendar year, PCC employed an instructional staff of 411 total, consisting of 101 full-time faculty and 310 part-time instructors. Of that instructional staff, we had a total of 162 participants in assessment, including 81 full-time faculty and 81 part-time instructors. 80.2% of full-time faculty are still consistently conducting assessments and entering scores into eLumen. While part-time participation is still below the desired rate at 26.13%, we have still seen consistent growth overall since 2016. Overall, participation still increased from 2020 to 2021 by approximately 0.33%.

2. Performance Target Achievement

Figure 1.2 Year-to-Year Performance Trends

ISLO	2016	2017	2018	2019	2020	2021
1: Critical Thinking	65.14%	63.85%	69.29%	67.68%	68.19%	70.96%
2: Communication	58.74%	67.24%	64.14%	77.50%	79.44%	76.34%
3: Quantitative Reasoning	71.43%	73.59%	77.68%	78.72%	76.71%	78.24%
4: Literacy	60.94%	73.58%	69.44%	70.63%	75.53%	74.28%
5: Professionalism	84.06%	77.82%	76.46%	77.92%	78.31%	80.43%
All ISLOs	72.63%	70.26%	70.53%	73.50%	75.40%	75.92%

Student performance rates have also increased for three out of the five outcomes. The Effective Communication and Textual Literacy ISLOs showed a slight decrease in performance target achievement (-3.10% and -1.25%, respectively). As a result, these rubrics will be a primary focus

of our efforts to review and revise our college-wide rubrics in 2022. Additionally, the target of 70% of students achieving “Accomplished” (3) or “Exemplary” (4) performance was met and exceeded for all five ISLOs, with an impressive improvement in Critical Thinking (+2.77%) and Professionalism (+2.12%). Across all ISLOs, student achievement of the performance target increased by 0.52% overall, with an overall achievement rate of 75.92%.

3. Sample Sizes

Figure 1.3 Year-to-Year Sampling Trends

ISLO	2016	2017	2018	2019	2020	2021
1: Critical Thinking	5,596	10,002	11,316	11,932	8,704	6,167
2: Communication	3,117	5,262	7,209	8,570	8,676	7,030
3: Quantitative Reasoning	28	4,514	2,648	3,487	5,724	4,724
4: Literacy	64	5,322	7,892	5,741	4,278	6,493
5: Professionalism	7,524	6,266	8,393	7,559	6,809	6,064
PCC Flex Self-Assessment	N/A	N/A	N/A	N/A	1,645	1,412
All ISLOs	16,329	31,366	37,458	37,289	35,836	31,890

Sample sizes increased for Textual Literacy, especially the latter (34% increase from 2020), which is especially encouraging as this has historically been the most under-sampled ISLO. As expected, sample sizes decreased overall (12.4% decrease from 2020). In addition, the introduction of the PCC Flex Self-Assessment introduced in 2020 resulted in a sample size of 1,412 scores, and we anticipate a continued increase in data collected through this assessment project moving forward.

4. Program-Level Assessment

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

Program Progress	2016	2017	2018	2019	2020	2021
Prefixes with PSLOs	No Data	68.89%	77.27%	89.29%	86.36%	88.76%
Total PSLOs	No Data	437	452	517	604	623
Mapped PSLOs	No Data	26.32%	66.60%	81.24%	74.01%	74.00%
PSLOs with Rubrics	No Data	44.16%	44.25%	46.42%	55.30%	52.33%
Program-Level Assessments Completed	No Data	177	332	384	302	387
Courses	No Data	71	160	137	107	152
Sections	No Data	140	413	322	288	344

Several departments have been restructured over the past two years, and additional courses have been offered in prefixes not previously represented, leading to some inconsistencies with comparing year-to-year trends. These inconsistencies were identified in the 2020 annual report, especially as comparing by percentage results in misleading comparative data, and consequently, we will report these figures as totals instead of proportions moving forward. See the revised Year-to-Year Program-Level Assessment Trends table (Figure 1.4B) below for comparison.

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

Program Progress	2016	2017	2018	2019	2020	2021
Prefixes with PSLOs	No Data	62/90	68/88	75/84	76/88	79/89
Total PSLOs	No Data	437	452	517	604	623
Mapped PSLOs	No Data	115	301	420	447	461
PSLOs with Rubrics	No Data	193	200	240	334	326
Program-Level Assessments Completed	No Data	177	332	384	302	387
Courses	No Data	71	160	137	107	152
Sections	No Data	140	413	322	288	344

B. Areas of Opportunity

For 2022, then, the Assessment committee will guide PCC faculty in several important areas of improvement:

1. Part-time instructor involvement will continue to be a focus, with a goal of a 30 percent participation rate.
2. PSLOs will remain a directive for the foreseeable future, with attention to CSLOs being given to those prefixes that have already completed the approval process at the state level. With the upcoming conversion from three-digit to four-digit course numbering system, this will be a major project for 2022 in terms of updating our assessment platform eLumen, for further course-level assessment.

3. Explore further opportunities for assessing student learning outside of the classroom, where possible, by supporting student affairs and support services in any assessment projects or endeavors they might undertake. Possibilities for student affairs assessment will be reevaluated in fall 2022.
4. Continue collecting faculty and instructor feedback and input on the college-wide ISLO rubrics to inform the review and revision process, including the development of a new ISLO—Social Consciousness—and corresponding rubric in support of the college's renewed focus on Diversity, Equity, and Inclusion.
5. Restore the Division Lead role as an essential support structure for the Assessment of Student Learning Committee and their important activities across the college.

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

II. Assessment of Student Learning Process

A. Annual Cycle

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

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

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

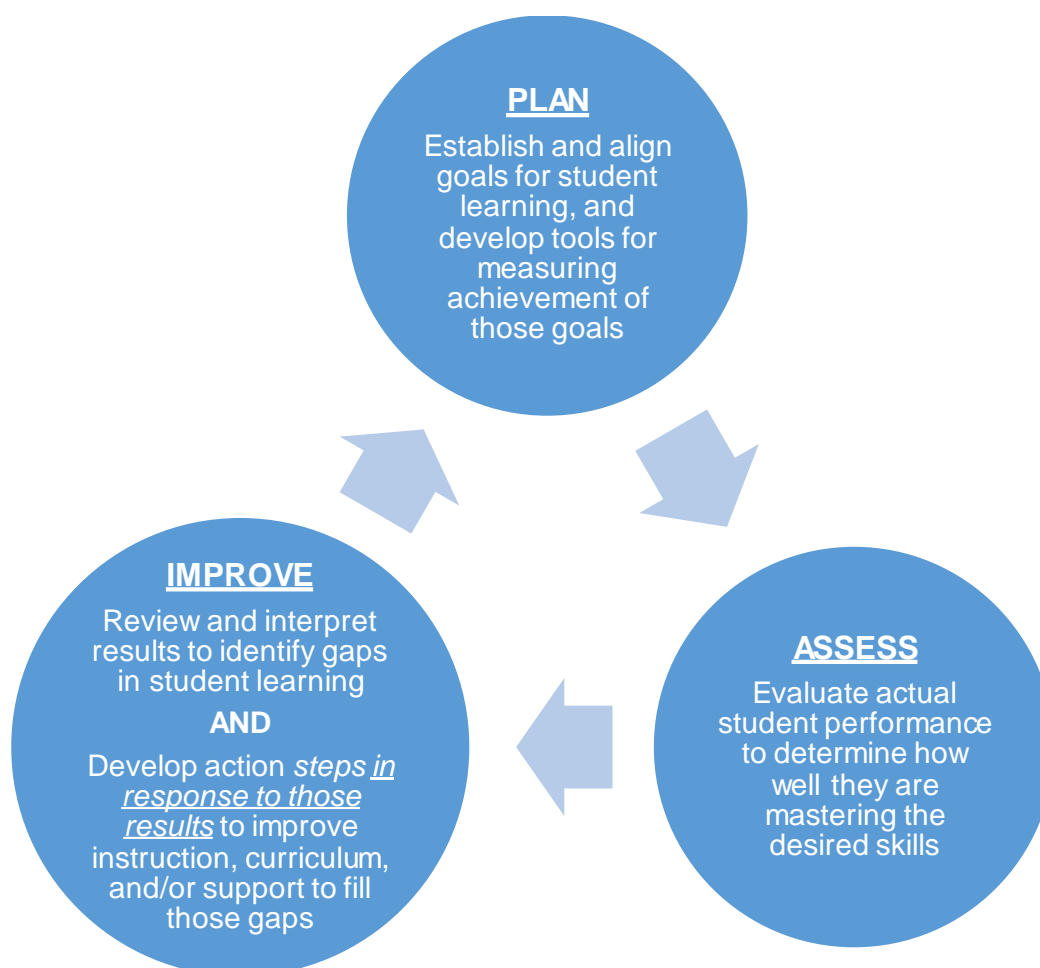
However, the final two steps in this cycle—reporting results and planning improvements—have historically been seen as separate processes, when in reality, assessment results and any improvements that might be made based on those results are intrinsically intertwined, and efforts to “close the assessment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

Figure 2.1 Traditional Assessment Cycle



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

Figure 2.2 Restructured Assessment Cycle



1. Planning: Setting Goals

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

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

2. Assess: Evaluating Performance

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

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

and for the sake of consistency, the scoring deadline coincides with the grading deadline each term, making assessment part of the usual teaching routine for any given semester.

3/4. Improving: Reporting/Closing the Loop

Improvement Planning

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

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

In 2019, the Improvement Plan was further refined in moving it to a fully electronic format, directly embedded into eLumen so that data could be automatically generated for each department, allowing faculty and Department Chairs to focus on the narrative portions of their Improvement Plans. In 2020 and 2021, we replicated the same process using the same electronic format for annual Improvement Plans, with intentions of collecting further feedback and suggestions on how to improve the template and make revisions accordingly in 2022.

Faculty are both invited and strongly encouraged to contribute directly to the drafting of their departments’ Annual Improvement Plans. The instructions for each section of the Improvement Plan template primarily consist of questions for discussion, addressing both long-term and short-term goals for student learning, opportunities to refine assessment methods and tools, and strategies for promoting participation in and contributions to departmental assessment

efforts to help work toward those goals. In this process, faculty reflect on past assessment results and processes to identify areas of strength and opportunity and share ideas for future changes to instruction, curriculum, and/or support services to improve student learning as well as possible adjustments to assessment procedures and methods.

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

Reporting Chain

While the method of submitting, reviewing, and compiling assessment results is now completely electronic, the reporting chain (see Figure 2.3) has remained the same. Faculty submit their assessment data via eLumen, after which Department Chairs review the overall results and compose the corresponding narrative using the Improvement Plan template. Previously, Division Leads would then review completed Improvement Plans and provide comments directly via the electronic template; starting in 2020, however, in the absence of Division Leads, the Assessment Committee coordinated efforts to have committee members review Improvement Plans. Once tagged as approved by these reviewers, the Director of

Assessment is able to download the finalized Improvement Plans directly from the system for final review and compilation for inclusion in the Annual Assessment Report (see Attachment 2).

Figure 2.3 Reporting Chain

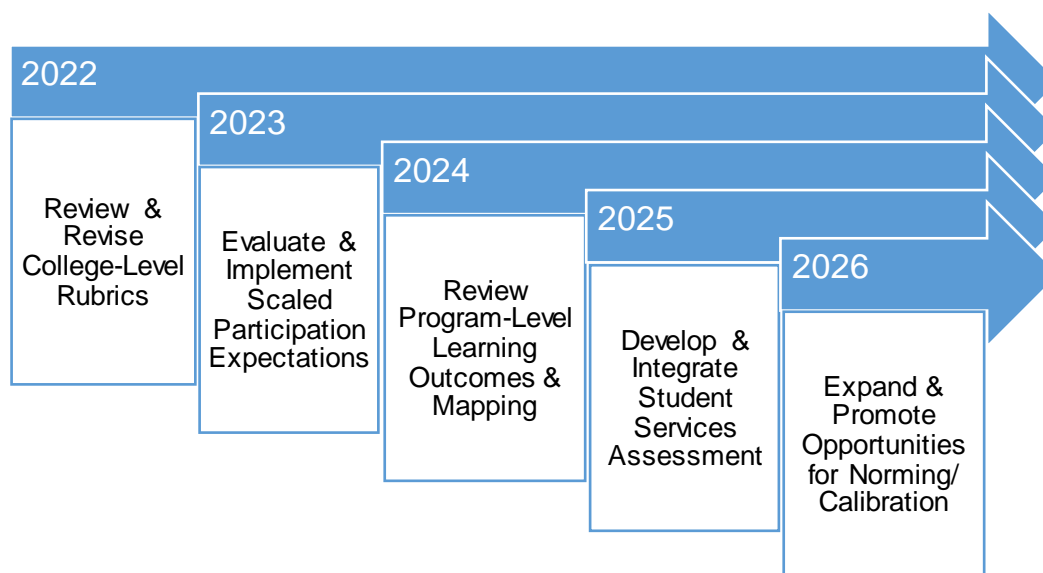


Departmental results, participation reports, and institution-wide trends are included in the final version of this report, posted on the U: drive, and distributed to the college Deans, Division Leads, and Department Chairs to be reviewed and discussed with faculty. Assessment plans and reports dating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

B. Five-Year Plan

We are now entering a new five-year plan for assessment, and the goals for the next five years have been discussed and established by the Assessment of Student Learning Committee. Our first task for the 2022 calendar year is to review our five college-wide ISLO rubrics, collect faculty feedback and input on opportunities for improvement, and revise/approve new versions of these essential assessments. See Figure 2.4 below for an outline of the goals established as part of this new Five-Year Plan.

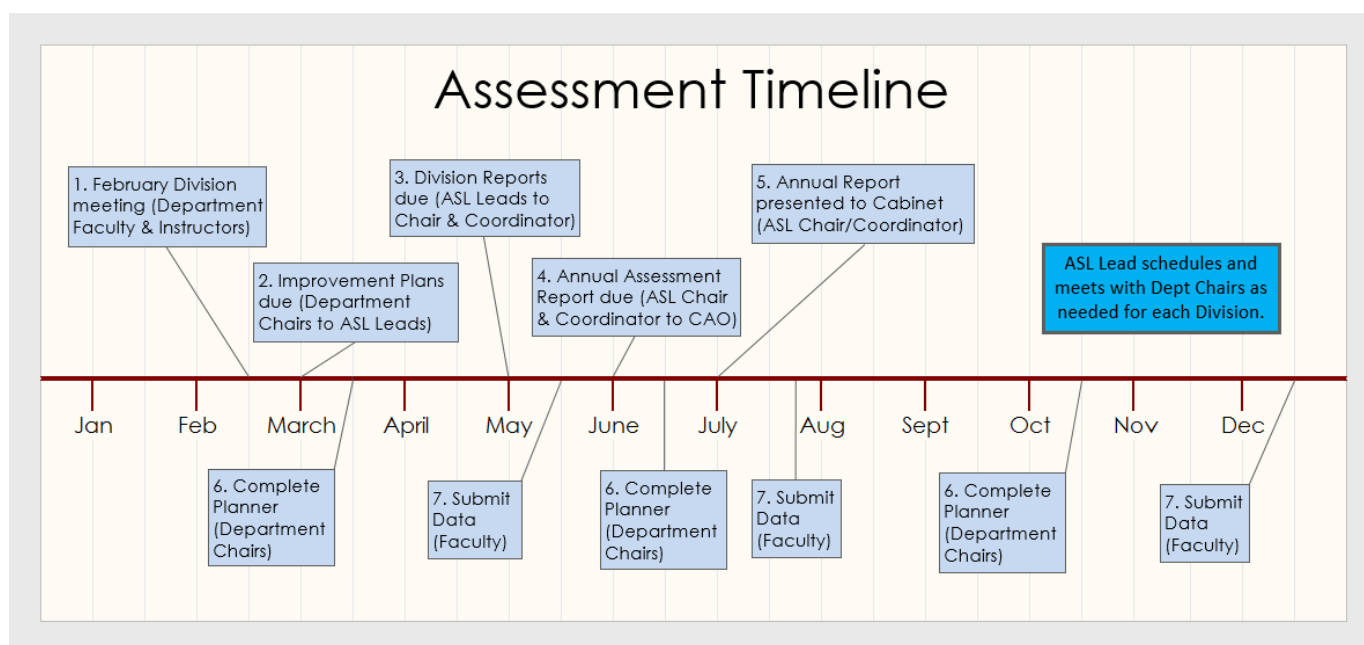
Figure 2.4 Five-Year Plan



C. Assessment Timeline

As of 2016, Assessment of Student Learning follows a calendar year cycle for planning and reporting; concurrently, departments follow a semesterly cycle of distributing assessment rubrics and submitting data for each term (see Figure 2.5 for these concurrent timeline details).

Figure 2.5 Assessment Timeline



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

Additionally, “Task Checklist” was developed in Fall 2016 to clarify the steps each department should be taking provide a suggested time frame for completing each task. After receiving numerous requests for a task checklist for the Spring 2017 semester, we designed a more comprehensive [Semesterly Task Checklist](#) that could be used from semester to semester without needing updates to the specific goals or projects undertaken during a particular cycle or term (see Figure 2.6 for a condensed overview).

Figure 2.6 Semesterly Task Checklist Overview

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

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

- Division Meeting: We received approval to move the Division Meeting time dedicated to assessment work from March to February moving forward; providing this time to review results and discuss next times earlier in the semester has proven to make it more feasible to implement planned improvements in the spring semester and also gives departments the opportunity to work on completing their Improvement Plans together before the deadline. This change was met with an overwhelmingly positive response as it gave the divisions more time to work on their Improvement Plans.
- Electronic Submission of Improvement Plans: In 2017, we developed and piloted a new “Improvement Plan” form designed to replace the cumbersome Assessment Plan & Report; instead of two submission deadlines for the same form, combining the review of the previous cycle’s results with the planning of next steps for improvement into one step both streamlines the reporting process and emphasizes the importance “closing the loop” by making data-driven decisions about curricular and instructional changes directly based on findings from the previous cycle’s results. (See [section II, part A, item #3/4](#) for further details on the electronic submission process and the motivations behind this change).
- Expectations and Deadlines: In conjunction with efforts to increase part-time instructor participation, we clarified the expectations associated with assessment on multiple occasions, including presentations at Part-Time Instructor Orientation sessions, D2L announcements, and email reminders sent to all faculty and all instructor distribution lists. In particular, we reiterated that all instructional staff—whether full-time or part-time—are expected to complete at least one assessment in at least one class each semester that they teach, and assessment scores must be submitted via eLumen by the corresponding grading deadline for the course. This had a positive impact on overall

participation rates (see [Appendix B, Table B2](#) for more detailed participation rate figures), but Department Chairs and Program Coordinators need to keep a focus on Part-Time participation moving forward.

D. Roles & Responsibilities

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

- **Full-Time Faculty** complete eLumen Basic Training, assess evidence of student work in at least one section of one course each semester using at least one of our common ISLO rubric(s) OR aligned PSLO/CSLO rubric(s) by entering scores into eLumen by the grading deadline, and contribute to program-level planning, development, and improvements within their departments.
- **Part-Time Instructors** ideally complete eLumen Basic Training, assess evidence of student work in at least one section of one course each semester using at least one of our common ISLO rubric(s) OR aligned PSLO/CSLO rubric(s) by entering scores into eLumen by the grading deadline, and contribute to program-level planning, development, and improvements within their departments.
- **Department Chairs** distribute assessment rubrics to faculty using the eLumen planner, encourage part-time instructor involvement in assessment, and facilitate discussions to interpret results and develop improvement plans detailing changes to curriculum, instruction, and assessment procedures based on the results.

- **Assessment Leads** assist the ASL Director and Committee Chair in coordinating assessment practices across all of PCC's academic divisions and campuses through communicating requirements and expectations, answering faculty questions, and compiling results. In 2020, the Lead position was eliminated as it was no longer feasible to offer release time to these full-time faculty. While we continued without Division Leads in 2021, it became clear that this role is crucial to the long-term sustainability of assessment efforts, and the Assessment Committee will continue to petition college leadership to restore the Assessment Division Leads in the future.

III. Ongoing Projects

A. Part-Time Instructor Participation

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

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

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

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

1. Communications Plan

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

- Dedicated Contact: While the usual primary points of contact, the Division Leads, are no longer available as a resource, the dedicated eLumen Support email account (managed by the Director of Assessment), Department Chairs, and the ASL Chair and Director are clearly established as the primary sources of support and key informational communications pertaining to assessment.
- Newsletter: Distributed on a bimonthly basis with archives of past issues available on multiple platforms, the Assessment of Student Learning Newsletter contains recent news and accomplishments, reminders of upcoming tasks and deadlines, and clarifications regarding terminology, best practices, eLumen features, and FAQs.
- Division Meetings: Assessment Committee Updates are a standing item on the agenda for monthly Division Meetings in order to share recent updates, current projects, and upcoming assessment deadlines. This monthly opportunity to communicate directly with all full-time faculty was invaluable in ensuring that everyone was fully informed regarding assessment activities and also allowed faculty to ask questions and receive immediate clarification and support.
- Branch Campus Involvement: A concerted effort is made to offer all training, goal setting, and assessment discussions in-person at the branch campuses to ensure that all

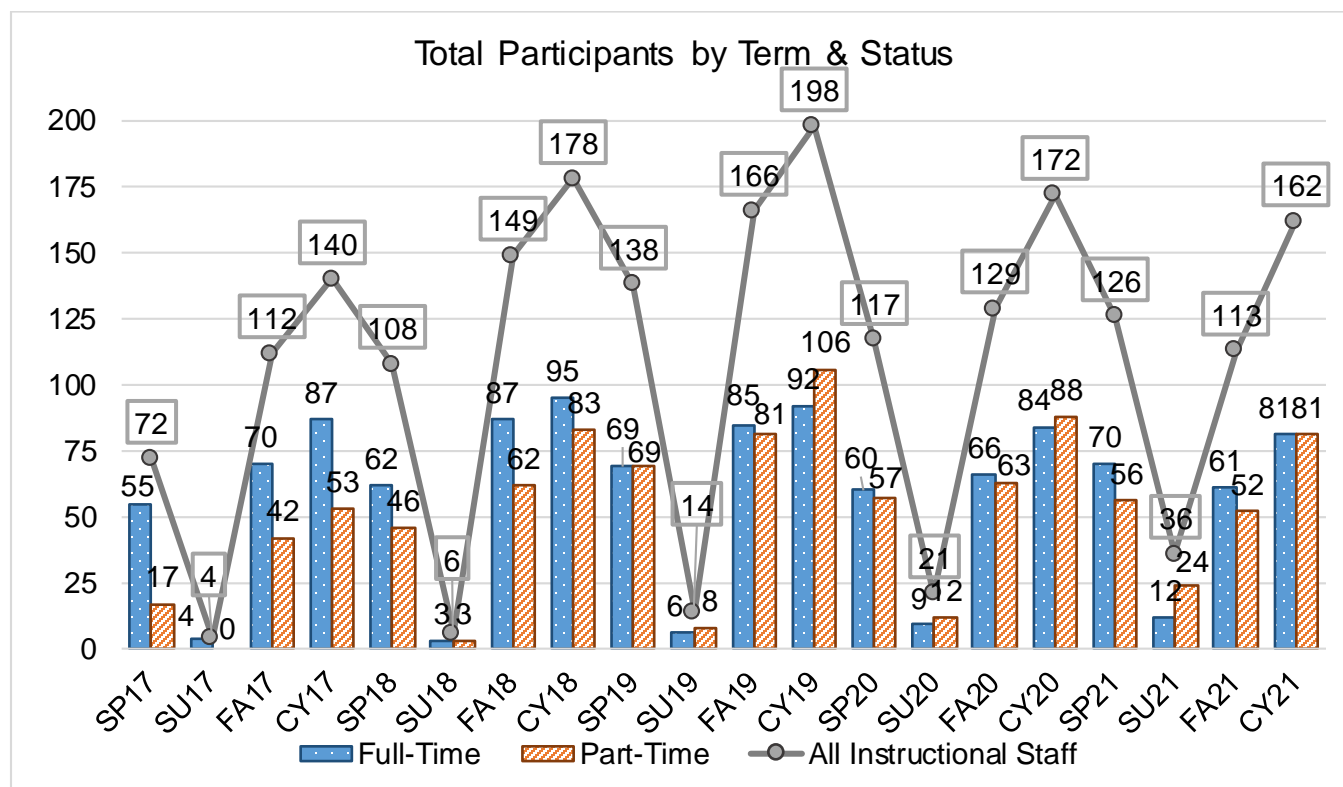
faculty had an equal opportunity to receive key information and contribute to the assessment process without the impediments of distance and technology.

- Training & Resources: In addition to a wide range of assessment events and workshops that have been offered on a range of topics, comprehensive assessment resources are available to faculty and staff in several centralized locations, including the shared college network U: drive, an Assessment Resources D2L course, and a comprehensive archive of materials posted on the [Assessment @PCC Blog](#). By providing the full range of resources for assessment support (training guides, common rubrics, current forms, results reports, past newsletters, support guides including templates, worksheets, and examples, and opportunities to discuss projects and receive feedback) via several platforms, we can ensure that they are easily accessed no matter which method each individual prefers.

2. Part-Time Participation Rates

During the 2021 cycle, a total of 162 *unique* individuals participated in assessment by entering scores in eLumen at least once during the calendar year (see Figure 3.1 for total participation figures by term and status). 81 of those were part-time instructors, representing approximately 26.13% of our part-time instructors across all three campuses and 50% of all individuals participating in assessment throughout the calendar year. Between the 2020 and 2021 cycles, we recorded A 7.95% DECREASE (88 to 81) in the number of part-time instructors completing assessments in eLumen, resulting in a 0.67% decrease in part-time participation rates overall (26.8 to 26.13%). (See [Appendix B, Table B2](#) for more detailed figures on participation rates by status for each department and division.)

Figure 3.1 Unique Participants



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

DEPARTMENT	PREFIXES	w/PSLOS	PSLOS	w/MAPPING	w/RUBRIC
Arts & Sciences	40	37	347	233	194
CRJ	1	1	11	11	8
ECE	3	3	40	14	8
ENG	7	7	114	86	91
FAH	6	6	73	39	43
MAT	1	1	12	6	7
MGD	4	4	40	39	5
SCI	9	7	10	9	5
SOC	9	8	47	29	27
Business & Technology	25	23	145	123	76
ASE	1	1	11	11	5
BUS	8	6	33	33	0
CIS	4	3	18	18	7
CUA	2	2	12	9	6
HIT	1	2	12	12	12
MAC	8	8	51	35	38
WEL	1	1	8	5	8
Health & Public Safety	17	14	88	73	37
COS	4	3	6	3	0
DEH	1	1	23	22	6
EMS	1	1	10	9	6
FST	2	1	5	0	5
HPR	1	1	2	2	0
LEA	1	1	5	3	0
OTA	1	1	6	5	6
PHT	2	1	5	3	1
PTA	1	1	12	12	5
RCA	1	1	3	3	0
RTE	2	2	11	11	8
Nursing	7	5	43	32	19
MAP	2	2	12	6	0
NUA	1	1	9	9	4
NUR	3	1	13	8	11
STE	1	1	9	9	4
Institution Totals	89	79	623	461	326

Development of program-level assessment continues to progress steadily. Out of 89 prefixes, 79 have PSLOs associated with them, for a total of 623 PSLOs (increase from 604 in 2020), 446 of which are mapped (increase from 447 in 2020). Out of those, 326 have rubrics associated with them (increase from 334 in 2020). See Attachment 1: Program-Level Assessment for a complete listing of PSLOs.

C. Improvement Planning

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

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

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

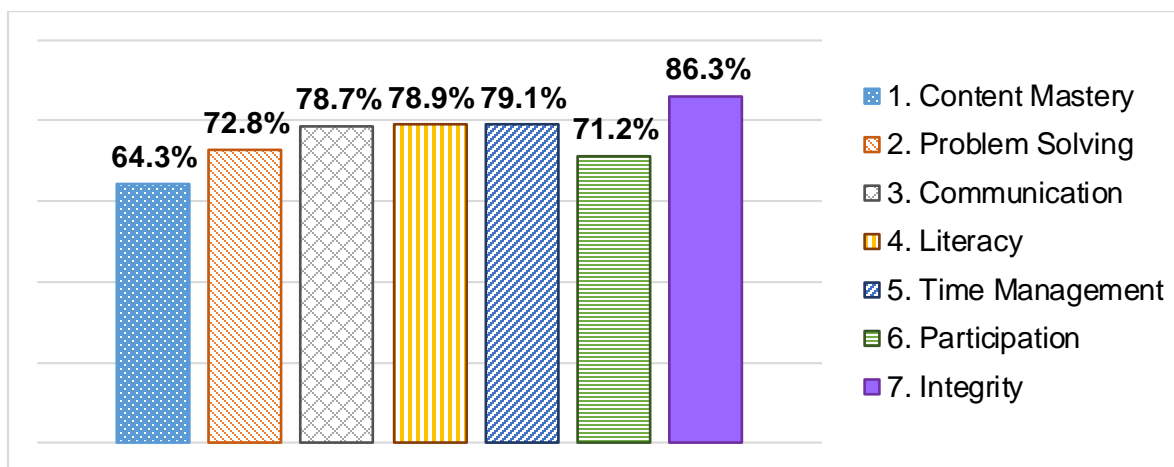
D. PCC Flex Self-Assessment

The biggest and most impactful project undertaken this year emerged from genuine conversations and concerns about the efficacy of the previously untested PCC Flex format. To quickly adapt to the safety restrictions imposed by the COVID-19 pandemic, PCC developed an innovative hybrid instructional model that allows students the flexibility to attend class remotely or (in limited numbers) face-to-face in the traditional classroom. There were understandably many questions about what kind of impact the Flex model would have on quality of education, student performance and attainment of core learning outcomes, and the learning experience as a whole. The idea of a new institution-level assessment emerged from these conversations, and the ASL committee undertook a project to first identify which core ISLOs were most relevant or

impacted by the change in instructional format, then develop a rubric to assess those core skills as well as compare performance in PCC Flex classes with that of the traditional face-to-face format.

Ultimately, through several iterations and revisions based on feedback, the PCC Flex Self-Assessment was developed and piloted in the Fall 2020 semester, with plans to continue assessing PCC Flex courses with this method moving forward and to encourage greater participation to increase the data set generated through this assessment. By asking students to honestly (and anonymously, if they choose) evaluate their own performance in their PCC Flex classes as well as compare it to past performance in traditional courses, we were able to capture some very interesting findings about how the Flex format has impacted student learning in both expected and unexpected ways.

Figure 4.1 PCC Flex Self-Assessment – 2021 Performance Results



Approximately 223 students completed the PCC Flex Self-Assessment over the 2021 calendar year. In general, they rated their performance in this format fairly well, reaching our performance target of 70% on 6 of the 7 learning outcomes assessed (see Figure 4.1 below for overall performance rates on each ISLO). As expected, students reported struggles in some areas such as Content Mastery (64.35%), Problem Solving (72.77%) and Participation (71.24%), all of

which are especially challenging skills to teach and learn in a brand new and unfamiliar learning environment, especially because instructors are still in the process of developing new materials and methods to deliver their curriculum in the flex format. It is encouraging, however, that there is also an opportunity for improvement in these areas as instructors and students alike become more accustomed to the nuances of the PCC Flex learning environment moving forward.

Even more interestingly, students scored themselves highest on their Integrity of Work (86.30%) and Time Management (79.13) skills, and even scored their ability to Communicate Effectively (78.70%) and Find Resources (78.91%) fairly high. Concerns had been expressed about all of these areas with regard to the greater independence and reduced supervision involved with remote learning, yet students consistently scored their performance on these skills highly—and in fact higher than in traditional face-to-face classes. Overall, 77.58% of students felt that they performed the same or better on average on the 7 ISLOs assessed. By contrast, on the skills that students felt they struggled with the most, they still rated their performance in PCC Flex model as generally comparable to their past performance in traditional classes. See Figure 4.2 below for the percentage of students rating their performance in PCC Flex classes better, the same, or worse by comparison to previous traditional (face-to-face) classes taken at PCC.

Figure 4.2 Comparison of Performance in PCC Flex vs. Traditional (Face-to-Face) Courses

ISLO	Better	Same	Worse	Same or Better
Flex 1. Content Mastery (1a)	13.67%	52.52%	33.81%	66.19%
Flex 2. Problem Solving (1d)	20.92%	57.18%	21.90%	78.10%
Flex 3. Effective Communication (2c)	22.00%	57.46%	20.54%	79.46%
Flex 4. Finding Resources (4b)	21.60%	62.14%	16.26%	83.74%
Flex 5. Time Management (5a-1)	22.82%	54.37%	22.82%	77.18%
Flex 6. Participation (5a-2)	20.54%	53.55%	25.92%	74.08%
Flex 7. Integrity of Work (5a-3)	19.95%	64.48%	15.57%	84.43%
Total	20.20%	57.38%	22.42%	77.58%

IV. New Initiatives

A. Historical Assessment Trends

In support of Strategic Imperative Five, Strategy 1, KPI 2 (increase the number of reports that are used for decision-making by 3% annually), the Director of Assessment of Student Learning developed new report detailing the history of assessments conducted over the past 5 years, using the eLumen platform and the assistance of the Assessment Office Assistant work study to create a catalog of past assessments conducted to include the rubrics used, the sample sizes according to learning outcome categories, and the number and level (course, program, or institutional) of student learning outcomes assessed. This comprehensive report was completed in January of 2022 and has been included as an attachment to this year's annual assessment report in order to facilitate the analysis of historical trends of past assessments conducted and identify priorities for rubric review, possible revision, and prioritization of outcome categories for increased assessment moving forward. See attachment 3 for the complete overview report and data.

Key findings pertained primarily to the proportion of data collected as distributed across assessment levels, ISLO categories, and academic divisions. In particular, (1) the balance between data collected at each level (course, program, and institution) is equalizing appropriately, (2) sample sizes for Quantitative Reasoning appear to be low by comparison to the other ISLOs, but it is proportional to relevant coursework offered, and (3) while there may appear to be some uneven levels of score collection across divisions, when calculated in relation to FTE, it becomes clear that the distribution of scores is more balanced in proportion to FTE.

B. College-Wide Rubric Review

One of our primary goals as part of our new 5-Year Plan for assessment is to review all of our college-level assessment rubrics, collect feedback from faculty and instructors on their strengths

and weaknesses, and implement revisions as needed. The purpose of this project is to ensure that our college-wide rubrics maintain currency, relevance, and applicability from year to year, and we anticipate ongoing review of our assessment processes in the ongoing pursuit of continuous improvement. As of the publication of this annual report, 3 of our existing 5 college-wide ISLO rubrics have been reviewed, revised, approved, and implemented. In the coming year, the assessment committee plans to review the remaining 3 existing rubrics as well as develop a one for a newly developed Social Consciousness ISLO in support of a renewed focus on Diversity, Equity, and Inclusion as part of the college's new Strategic Plan. The newly revised rubrics for [Effective Communication](#), [Quantitative Reasoning](#), and [Professionalism](#) can be found on our Assessment @PCC Blog and are available for use in eLumen as of Spring 2022.

C. Improved Data Load

In the past, the data load process—importing course offerings, rosters, and instructor assignments—from Banner to eLumen was performed by our office of Institutional Research. However, with several changes in staffing that have occurred in recent years, the responsibility has fallen to the Director of Assessment of Student Learning. After overcoming the steep learning curve, including gaining account access and updating coding scripts, process documentation has now been developed to simplify the data load and make it easier for others to learn and perform the process as well.

In addition to streamlining the process, a major project undertaken in 2021 involved improving the accuracy of the data load. Previously, data was loaded once per semester immediately following the census date for full-term classes. The purpose this timing was to maximize the accuracy of student rosters and instructor assignments for the majority of our classes once the add/drop date had passed. However, instructor requests to update class rosters

were numerous, particularly to remove students who withdraw, add students who enroll late, and complete the rosters for late-start and special-length classes. Consequently, a new schedule has been developed for the data load, allowing us to run the process multiple times throughout the semester—namely, after each census date has passed, not only the one for full-term classes, as well as after the withdraw deadline. In this way, we are now able to load course data for late-start and special-length classes without negatively impacting the previously loaded full-term course data, and class rosters and instructor assignments are more accurate across the institution.

Finally, this improved data load process allowed us to revisit the eLumen “sandbox” courses previously built for training purposes. In the past, the Director of Assessment of Student Learning would manually create an individual class section for each instructor active in the system every semester. These “sandbox” courses are used for training purposes, with rosters of fake students and copies of our college-wide rubrics for instructors to practice using eLumen. However, creating new classes every semester led to some unnecessary clutter and confusion, particularly with navigating on the faculty side of the system, and instructors often reported being unable to find their real courses in the event that the “sandbox” comes up as the default first program in the alphabetical list. To remedy this issue, we have now removed all previous instances of the “sandbox” courses that were re-created each semester and instead built a “Training” term where all such sections will be housed. Every instructor still has their own personal “sandbox” class, but as just one instance in the Training semester rather than duplicated for each semester. The new “Training” term data load also expedites the process, and it is separate from the usual data load files, meaning it can now be easily updated to simply add “sandbox” classes for any new instructors rather than for all active instructors every semester.

V. 2021 Assessment Results

Past assessment plans and reports can be accessed by all PCC administrators, instructors, and staff through an internal college network drive ([U:\Assessment of Student Learning](#)). Additionally, this report contains an overview of key institution-level results, while department-specific results, including course- and program-level data, are included as supplemental attachments along with departmental Improvement Plans are included in the Appendices. Upon completion and approval by the Assessment of Student Learning Committee, the final version of this report will be posted under the 2021 annual cycle folder. Upon administrative approval, the report will also be accessible through the PCC portal, via the PCC website, and on the Assessment @PCC Blog.

A. Completion/Participation Rates

Assessments were planned for 1,156 sections of 337 different courses, and scoring was completed in eLumen for 591 of those sections in 266 courses, amounting to a total of 648 unique assessments completed of the 1,321 planned, (see [Appendix B, Table B1](#)). As in previous years, the completion rate is not the most accurate measure of overall participation, as many departments “planned” additional assessments in eLumen in order to offer faculty the option of which assessment they would like to complete.

Figure 5.1 Participation Rates by Status and Semester

	Full-Time Faculty			Part-Time Instructors			All Instructional Staff		
Term	Total	Out of	Rate	Total	Out of	Rate	Total	Out of	Rate
SP21	70	96	77.92%	56	238	23.53%	126	334	37.72%
SU21	12	44	27.27%	24	64	37.50%	36	108	33.33%
FA21	61	99	61.62%	52	233	22.32%	113	332	34.04%
CY21	81	101	80.20%	81	310	26.13%	162	411	39.42%

A total of 162 individuals participated in institution-level assessment (decrease from 172 in 2020, 198 in 2019, and 178 in 2018), including 81 full-time faculty and 81 part-time instructors, representing a 80.2% full-time participation rate (increase from 75.0% in 2020) and a 26.13% part-time participation rate (decrease from 26.83% in 2020), with 39.42% participation overall (increase from 39.1% in 2020). See [Appendix B, Table 2](#) for participation rates and sample sizes by department.

We have seen a steady increase in the number of programs participating in institution-level assessment over the past several years, from 32 disciplines in 2015 to 57 in 2021. In the past year, courses were offered in several new prefixes, and a total of 63.3% of all disciplines (57 out of 90) participated in assessment in 2021. Assessments were completed in the following disciplines (prefixes newly assessed in 2021 in bold):

Figure 5.2 Programs Participating in 2021 Institutional Assessment

- | | | |
|--|---------------------------------------|--|
| • AAA - Advanced Academic Achievement | • DEH - Dental Hygiene | • MAP - Medical Assisting Profession |
| • ACC - Accounting | • DMS - Diagnostic Medical Sonography | • MAR - Marketing |
| • AGB - Agriculture Business | • ECE - Early Childhood Education | • MAT - Mathematics |
| • ART - Art | • ECO - Economics | • MGD - Multimedia and Graphic Design |
| • ASC - Animal Science | • EGG - Engineering | • MOT - Medical Office Terminology |
| • ASE - Automotive Technology | • EMS - Emergency Medical Services | • MUS - Music |
| • AST - Astronomy | • ENG - English | • NAT - Manicurist |
| • BIO - Biology | • ENV - Environmental Studies | • NUA - Nursing Aide |
| • BUS - Business | • EST - Esthetician | • NUR - Nursing |
| • CCR - College Composition & Reading | • GEY - Geology | • OTA - Occupational Therapy Assistant |
| • CHE - Chemistry | • HIS - History | • PHI - Philosophy |
| • CIS - Computer Information Systems | • HIT - Health Information Technology | • PHY - Physics |
| • CNG - Computer & Networking Technology | • HPR - Health Professional | • PSV - Public Service |
| • COM - Communication | • HUM - Humanities | • PSY - Psychology |
| • COS - Cosmetology | • JOU - Journalism | • PTA - Physical Therapist Assistant |
| • CRJ - Criminal Justice | • LIT - Literature | • RTE - Radiologic Technology |
| • CSC - Computer Science | • LTN - Library Technician | • SOC - Sociology |
| • CUA - Culinary Arts | • MAC - Machining Technology | • STE - Surgical Technology |
| • CWB - Computer Web-Based | • MAN - Management | • WEL - Welding Technology |

B. Sample Sizes

We ultimately collected assessment data from 591 sections of 266 different courses in 56 prefixes across 26 departments (see [Appendix B1](#) for complete figures on participation rates and sample sizes for each prefix department). Counting duplicates from students who were assessed on multiple SLOs and/or in multiple courses, a total of 8,696 students were assessed across the institution during the 2021 calendar year:

Figure 5.3 Sample Sizes by Division

Division	Courses	Sections	Students	Assessments
PCC Overall	266	591	8,696	648
A&S	88	267	4,073	287
BAT	101	207	3,005	233
HPS	44	62	789	62
NUR	33	55	829	66

Figure 5.4 Total Students Assessed by Level & Division

Level	All	ISLO	PSLO	CSLO
PCC Overall	9,178	4,815	4,037	1,448
A&S	4,205	2,598	1,948	644
BAT	3,242	1,787	1,140	391
HPS	834	227	252	397
NUR	897	203	697	34

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

	PCC		A&S		BAT		HPS		NUR	
ISLO	Scores	N/A's	Scores	N/A's	Scores	N/A's	Scores	N/A's	Scores	N/A's
Critical Thinking	6,167	1,412	2,293	727	2,417	335	848	86	609	264
Effective Communication	7,030	1,920	4,405	1,550	1,607	230	251	56	767	84
Quantitative Reasoning	4,724	1,956	2,839	1,765	1,652	122	35	4	198	65
Textual Literacy	6,493	1,689	2,271	1,011	3,417	590	256	21	549	67
Professionalism	6,064	1,150	2,056	740	2,353	335	818	65	837	10
PCC Flex	1,412	1,183	887	728	525	455	-	-	-	-
All ISLOs	31,890	9,310	14,751	6,521	11,971	2,067	2,208	232	2,960	490

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

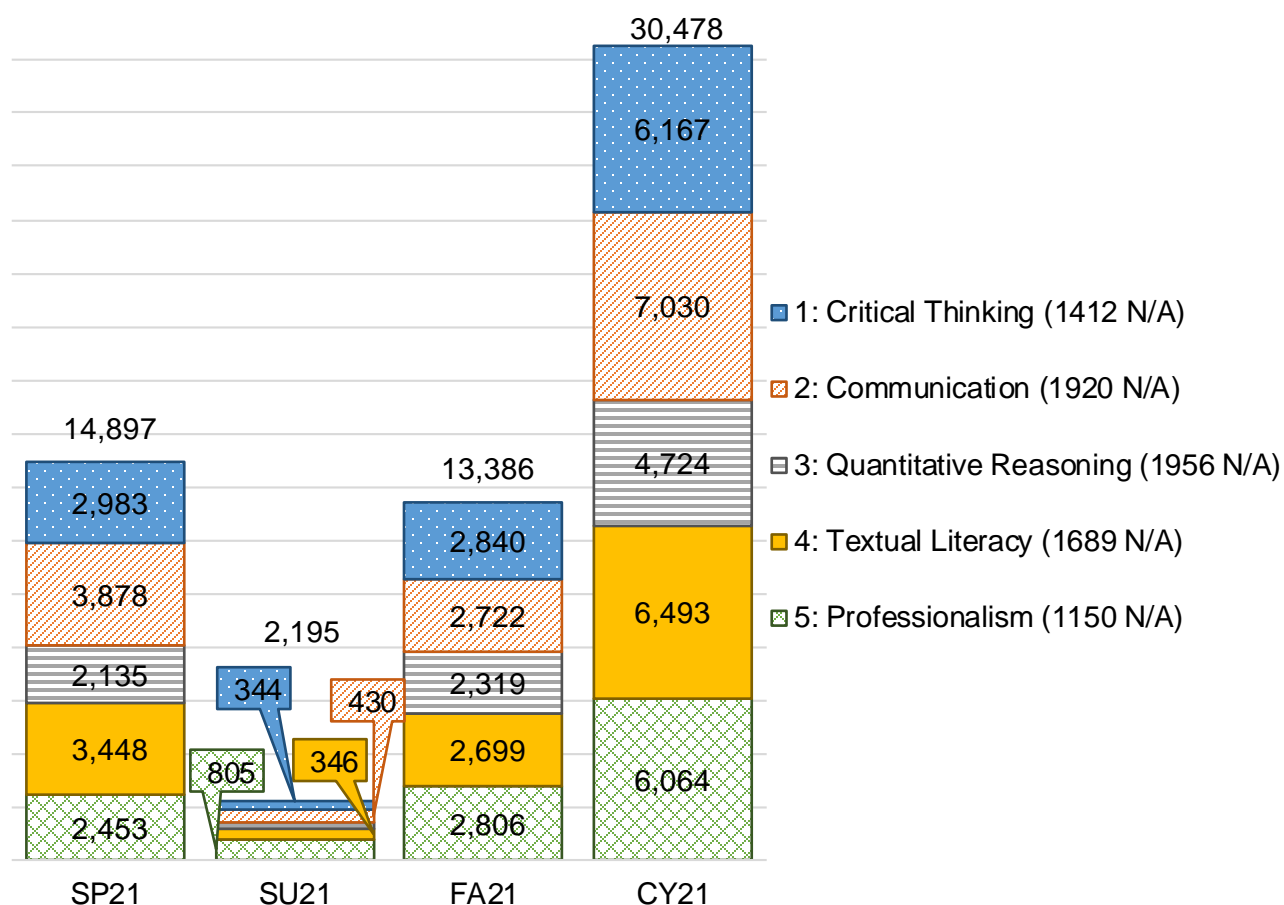


Figure 5.7 Proportion of Total Scores Collected for Each ISLO

ISLO	PCC	A&S	BAT	HPS	NUR
Critical Thinking & Problem Solving	19.34%	15.54%	20.19%	38.41%	20.57%
Effective Communication	22.04%	29.86%	13.42%	11.37%	25.91%
Quantitative Reasoning	14.81%	19.25%	13.80%	1.59%	6.69%
Textual Literacy	20.36%	15.40%	28.54%	11.59%	18.55%
Professionalism & Social Consciousness	19.02%	13.94%	19.66%	37.05%	28.28%
PCC Flex Self-Assessment	4.43%	6.01%	4.39%	0.00%	0.00%

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

ISLO	SP21	SU21	FA21	CY21
1: Critical Thinking	18.72%	17.90%	18.62%	18.63%
2: Communication	20.95%	20.96%	22.23%	21.45%
3: Quantitative Reasoning	25.53%	12.62%	33.82%	29.28%
4: Textual Literacy	20.72%	16.22%	21.08%	20.64%
5: Professionalism	20.36%	6.18%	14.35%	15.94%
PCC Flex Self-Assessment	50.61%	26.67%	36.79%	45.59%
All ISLOs	23.54%	14.20%	22.75%	22.60%

With regard to these data on 2021 sample sizes, several noteworthy observations can be made:

1. Score Distributions

The distribution of scores collected for each ISLO has not changed significantly over the past several years, although the proportions have gradually equalized as Textual Literacy and Quantitative Reasoning sampling has increased and the number of N/A (“Not Assessed”) scores recorded has decreased (see item 3 below). The sample size for Quantitative Reasoning has historically been quite small in comparison to the other ISLOs, due in part to the nature of PCC’s course offerings, many of which do not include an emphasis on quantitative reasoning in their core learning outcomes, and as such it makes less sense to assess this ISLO in many of our classes. Similarly, sample sizes for Textual Literacy have also been on the smaller side, primarily because this newer ISLO was introduced later than the rest, and it took some time for instructors to familiarize themselves with the new learning outcome and its assessment rubric. However, even though samples sizes overall did decrease slightly in 2021, the proportion of scores collected continues to equalize, and a continued push to increase the assessment of Textual Literacy was a priority in 2021, resulting in notable growth in this area (52.78% increase, and 20.36% of the total scores collected by comparison to only 11.94% in 2020)

2. Summer Assessment

While it is to be expected that there is less data to be collected during the summer semester given that fewer classes are offered, and it is true that the raw number of scores collected is much lower than the spring or fall semesters, the sample size for summer 2021 assessments has actually come to reflect the overall sampling rate for the calendar year as a whole, showing steady improvement in promoting summer assessment

activities. By comparison to the overall year's sample size (33.7% of courses and 23.7% of sections offered over the course of the entire year), 33.3% of courses offered during the summer semester and 25.9% of sections were assessed. See Figure 5.9 for a brief overview of how summer assessment activities have increased over the past four years.

Figure 5.9 Proportion of Courses & Sections Assessed during Summer Terms

ISLO	SU18	SU19	SU20	SU21
Courses	4.96%	9.46%	16.13%	33.30%
Sections	3.52%	8.30%	15.50%	25.90%

Efforts to increase summer semester assessment seem have had a positive impact, and it is important that we maintain this positive momentum by continuing to communicate and reiterate the expectation that all instructional staff will complete at least one assessment every semester they teach, *including* the summer.

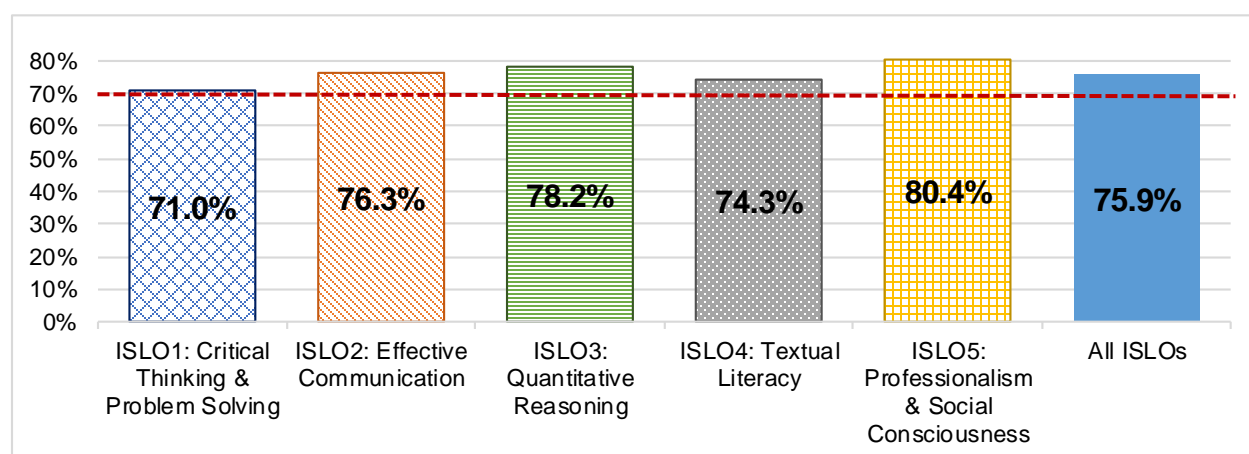
3. N/A Proportion

The average proportion of N/A (“Not Assessed”) scores for most ISLOs were well within a reasonable range of approximately 20% or lower, indicating that instructors felt they were able to accurately assign numerical scores to the majority of their students on all of the criteria described in these rubrics. Quantitative Reasoning is the primary exception here, with an N/A proportion of 29.28%, returning back to a comparable level as we saw prior to a noticeable decrease to 19.05% in 2020 (28.06% in 2019 and 33.4% in 2018). Last year's significant improvement was most likely a direct result of efforts to revisit and norm this rubric, as well as the adoption of program- rather than institution-level assessments for Quantitative Reasoning skills. However, as we identified a similar upward trend in the proportion of N/A scores recorded for the Effective Communication ISLO at that time, the focus of our efforts switched in 2021, resulting in a slight reduction in N/A scores from 26.50% to 21.45% for communication assessments.

C. Performance Trends

Institution-level results revealed that the performance target—70% of students achieving “Accomplished” (3) or “Exemplary” (4) level of mastery—was met for our ISLOs overall (75.9% average). PCC students are demonstrating impressive performance in all areas, but especially in the skills of Professionalism & Social Consciousness (80.4%), Quantitative Reasoning (78.2%), and Effective Communication (76.3%), with Textual Literacy (74.3%) and Critical Thinking & Problem Solving (71.0%) still scoring exceptionally well (see Figure 5.10 below).

Figure 5.10 Overall ISLO Performance Target Achievement Rates



These results are largely consistent with previous assessment cycles. By comparison to 2020, Critical Thinking increased by 2.8%, Quantitative Reasoning by 1.5%, and Professionalism by 2.1%. By contrast, Effective Communication decreased by 3.1%, and Textual Literacy by 1.3%. Overall average performance increased by 0.52% for the year, and all ISLOs were above the 70% performance target.

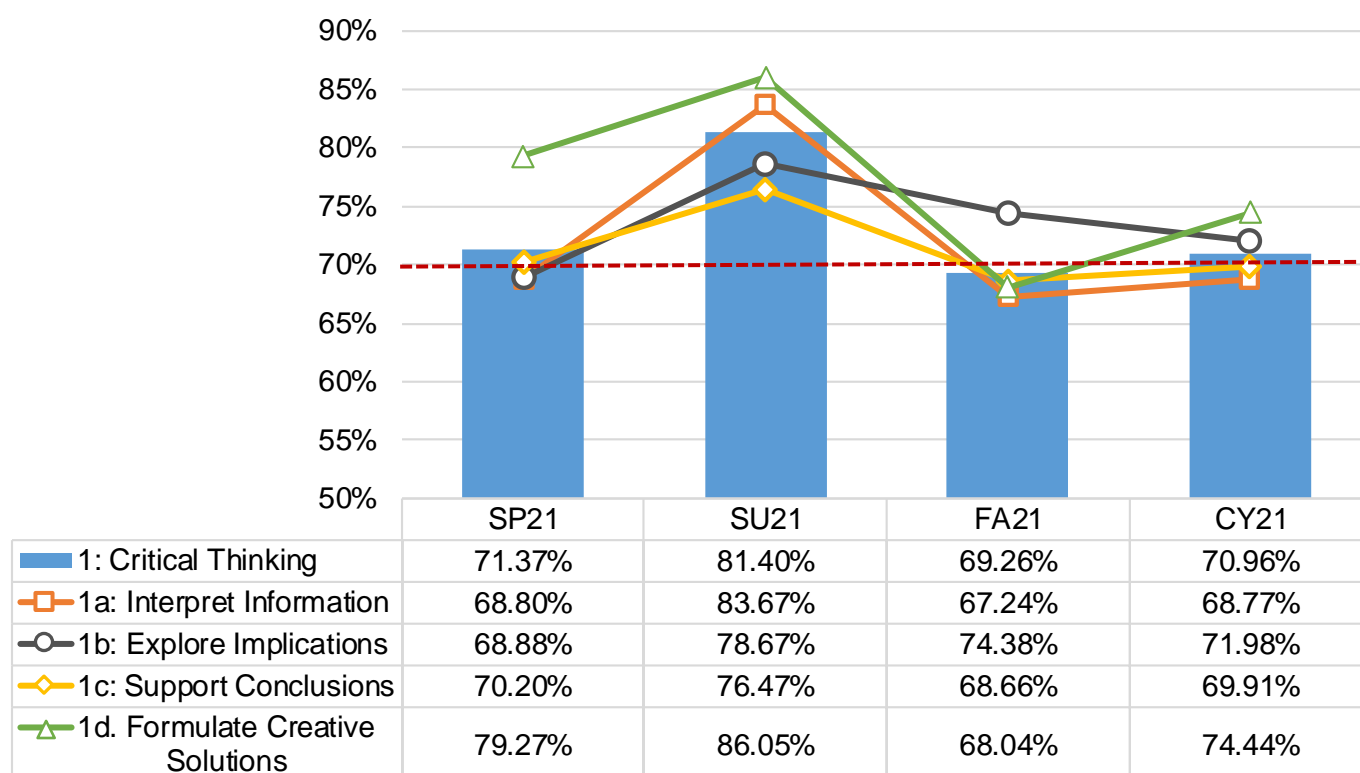
It is also noteworthy that there was also a significant success in Professionalism & Social Consciousness, which is one of the most important ISLOs for our student population and workforce partners. This is due to intense efforts to offer opportunities for our students to be

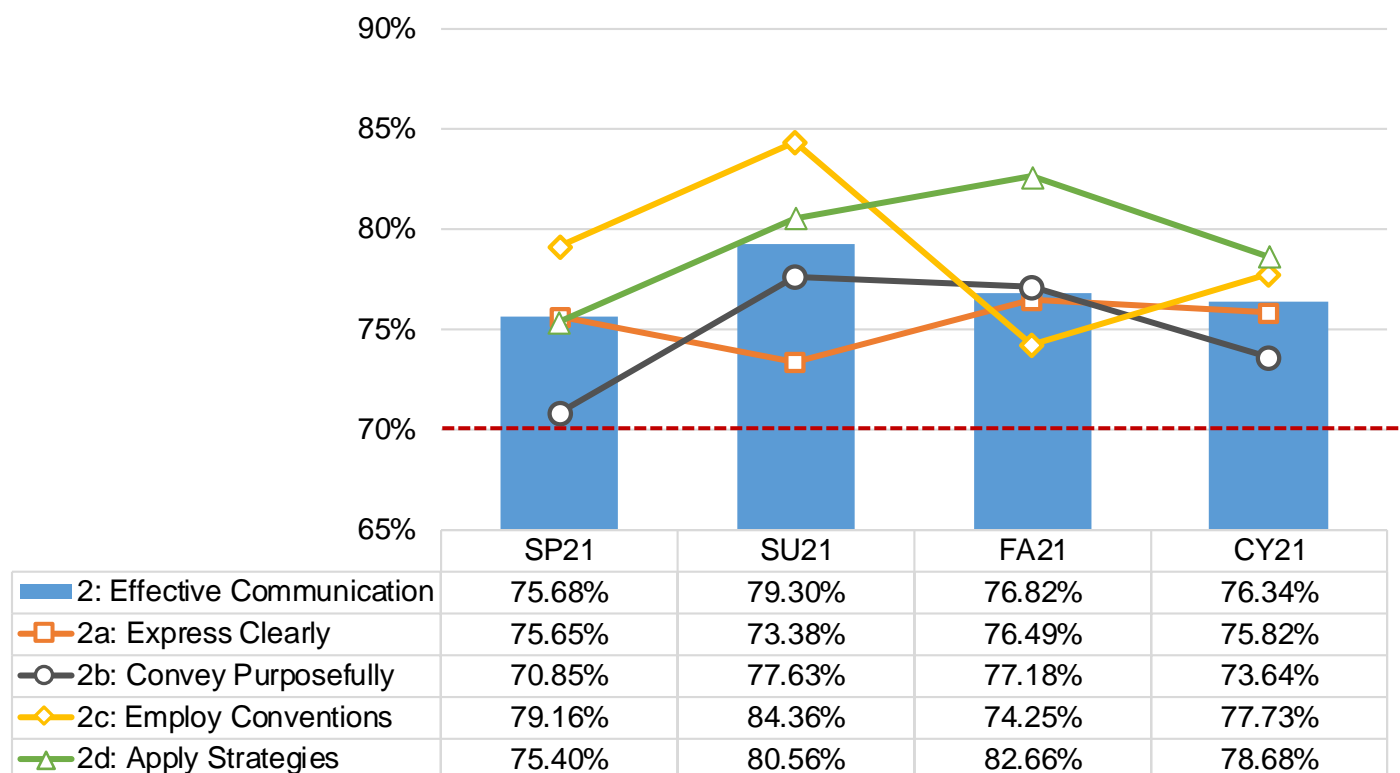
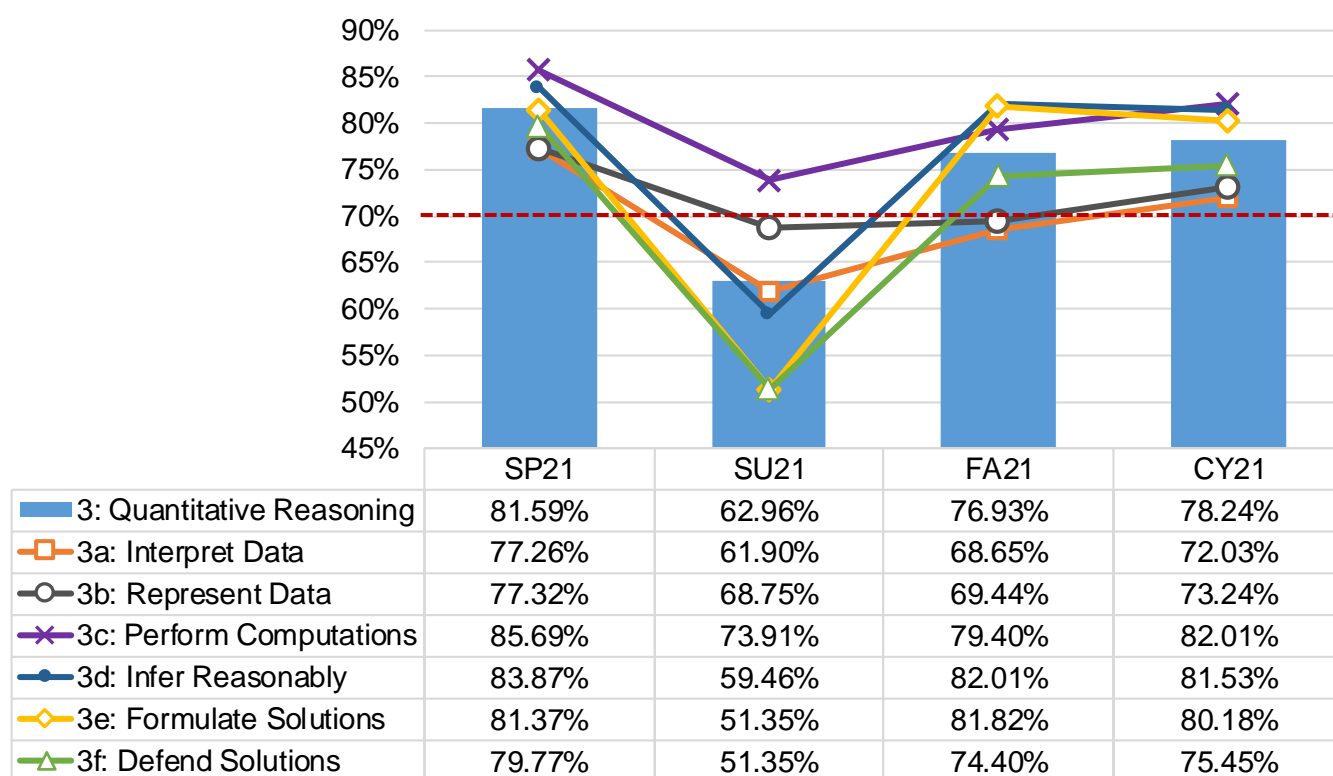
introduced to, develop, and deepen their interpersonal skills and professional behaviors through coursework across our academic programs and student services.

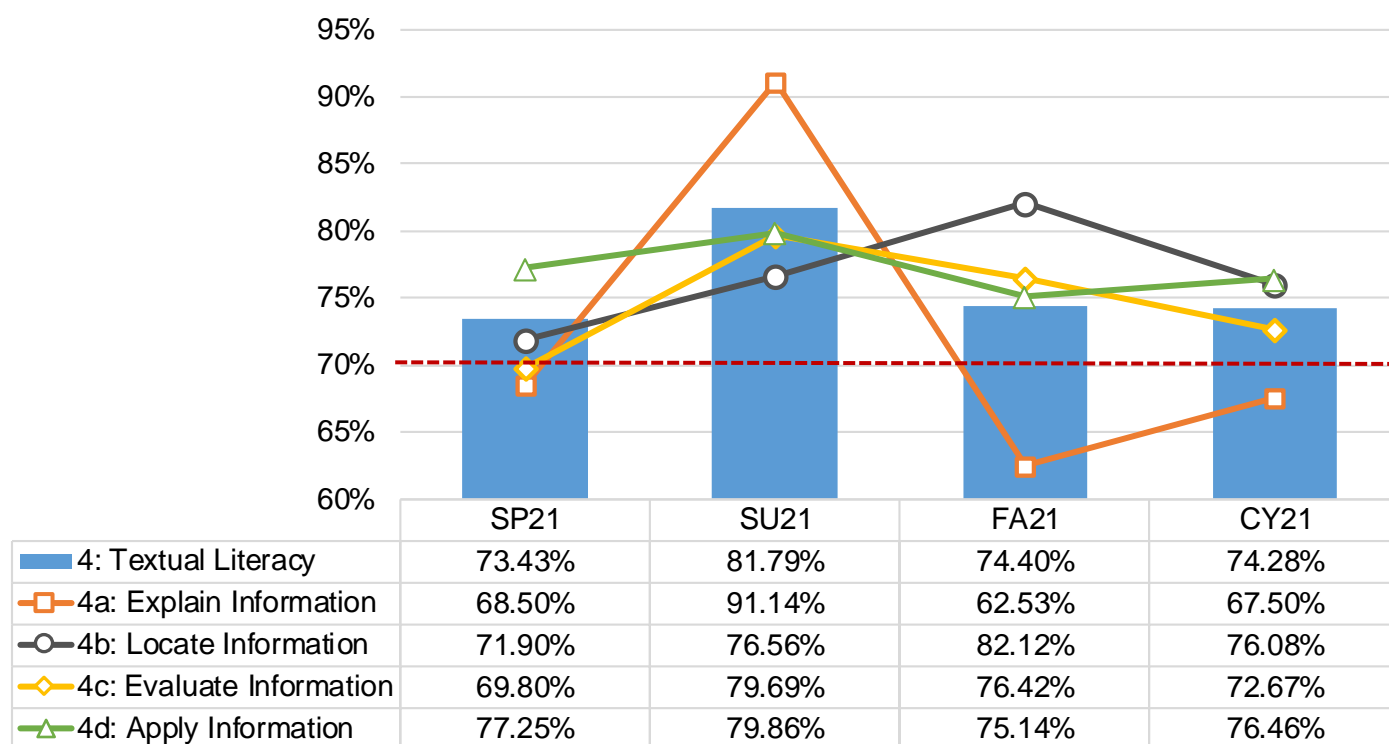
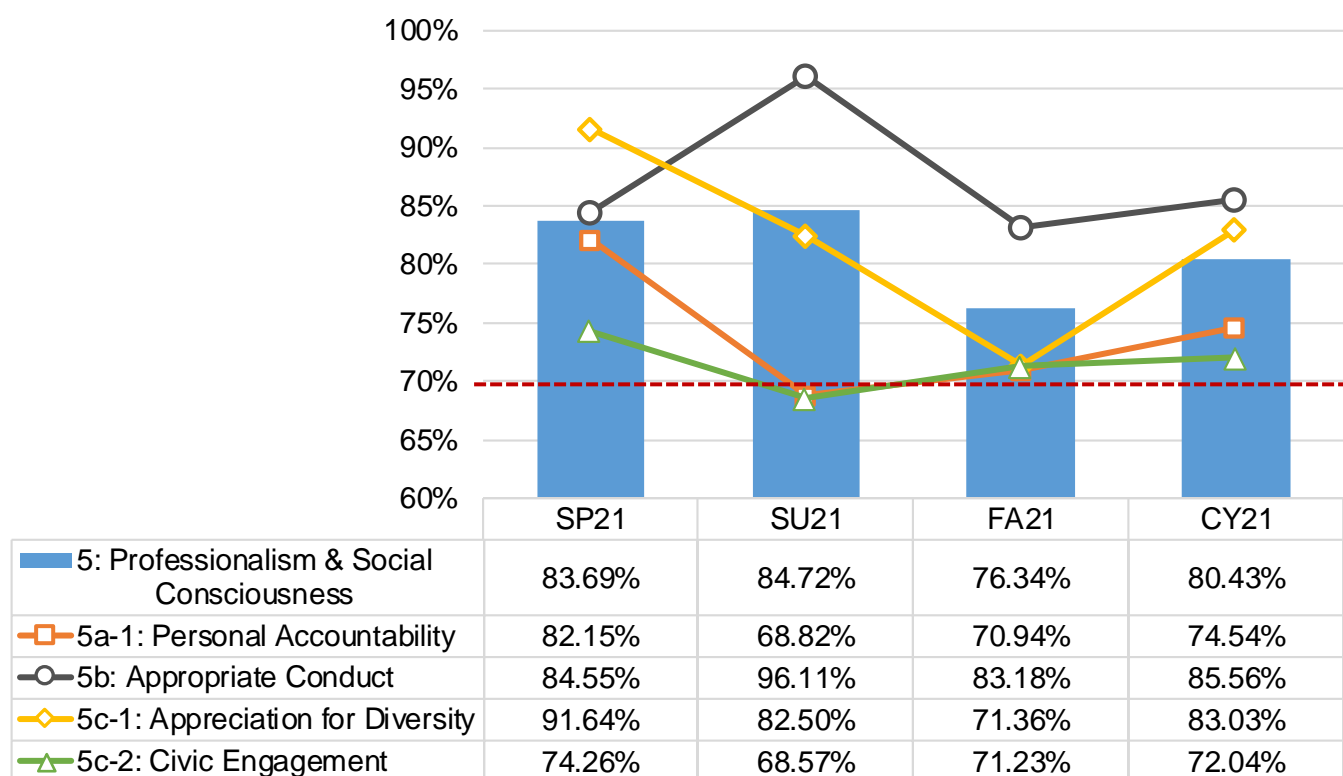
Because several of the results are hovering just at or just above their performance targets, these rubrics will be revisited for review and revision by the Assessment Committee in 2022 to determine what, if anything, needs to be done to revise these performance targets as part of continuous improvement of assessment.

Figure 5.11 ISLO Performance by Rubric Criterion

ISLO 1: Critical Thinking & Problem Solving



ISLO 2: Effective CommunicationISLO 3: Quantitative Reasoning

ISLO 4: Textual LiteracyISLO 5: Professionalism & Social Consciousness

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

The performance trends for most of the ISLOs have been relatively steady from Spring to Fall, with most managing to stay within 5 percentage points, and a few by as much as 10 percentage points. Some outliers were seen in the area of Professionalism & Social Consciousness (7.36% difference overall), which is likely due to the introduction of the new PCC Flex Self-Assessment, which focused heavily on professionalism ISLOs and self-reported data from students. Taken in aggregate, there is a general consistency in assessment from Spring to Fall. Summer presents a sharp upward inflection in several cases, and a steep downward inflection in others. Summer anomalies are difficult to diagnose because the nature of summer courses is so different. With spring and fall being consistent with each other, however, the anomalies are less troubling. For further details, see Appendix B, [Table B3 \(Performance by Division\)](#) and [Table B5 \(Performance by Criterion\)](#).

Figure 5.12 ISLO Performance by Course Level

ISLO	Developmental	100 Level	200 Level	300/400 Level
ISLO1: Critical Thinking & Problem Solving	N/A	71.07%	71.09%	N/A
ISLO2: Effective Communication	47.37%	75.42%	80.10%	N/A
ISLO3: Quantitative Reasoning	47.06%	77.90%	87.63%	N/A
ISLO4: Textual Literacy	61.45%	72.60%	77.88%	N/A
ISLO5: Professionalism & Social Consciousness	N/A	77.99%	85.00%	100%
PCC Flex Self-Assessment	N/A	69.59%	70.04%	N/A
All ISLOs	50.26%	74.81%	78.31%	100.00%

VI. Conclusions & Next Steps

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

Figure 6.1 College-Wide Challenges, Successes, & Recommendations

Conclusions	Student Learning	Assessment Practice
Accomplishments	Student performance exceeded the target on all 5 ISLOs, with an impressive improvement in the area of Critical Thinking (2.8% increase from 2020). Students in PCC Flex classes also scored themselves highly in Integrity of Work (86.3%), Time Management (79.1%), and Finding Resources (78.9%). Overall, 73.6% rated their performance at the same level or better as in traditional (face-to-face) classes.	While participation did not increase in 2021, the rate did at least remain stable (+0.33%), which is encouraging given the previous decrease experienced as a consequence of the COVID-19 pandemic. However, sample sizes did decrease overall (-12.4%), but the proportion of scores collected still represents a more even distribution across PCC's core ISLOs. Additionally, departments continue to make steady if somewhat decelerated progress developing program- and course-level assessments.
Needed Improvements	The only 2 ISLOs that showed a slight decline in performance were Effective Communication (-3.1%) and Textual Literacy (-1.3%). Additionally, Content Mastery (64.3%) and Participation (71.2%) were identified as underperforming in PCC Flex Classes.	While the decline in participation and sample sizes was expected in 2020, the fact that neither metric has improved in 2021 is potentially concerning and warrants closer attention. In particular, there seems to be a lack of awareness and enthusiasm regarding assessment, and it is notable that miscommunications and misunderstandings have increased especially since the removal of the Division Lead role.
Recommendations	Focus on activities that will develop Effective Communication skills across disciplines, as well as strategies for	Continue to encourage part-time participation; pursue additional options for remote support and training, especially for

CONCLUSIONS & NEXT STEPS

Conclusions	Student Learning	Assessment Practice
	increasing Content Mastery and Participation and Engagement in the PCC Flex format.	new and part-time instructors; collect feedback from instructors on college-wide ISLO rubrics to inform revision efforts.
Action Steps	<ol style="list-style-type: none">1. Continue to collect input from students about the learning experiences provided by different instructional formats.2. Research best practices for and instructional methods for teaching Content Mastery, Participation, and Engagement in remote learning environments.3. Develop at least one professional development opportunity designed to promote shared understanding of assessment and essential learning outcomes, fostering discussions related to rubric norming and calibration to improve inter-rater reliability and scoring accuracy.	<ol style="list-style-type: none">1. Restore the role of Division Leads as essential members of the Assessment of Student Learning Committee to provide crucial support for and communication with department chairs, faculty, and instructors.2. Revisit communications plan and identify opportunities to clarify expectations, promote use of resources, and encourage greater understanding and enthusiasm surrounding assessment, especially in order to increase part-time participation.3. Explore further opportunities for assessing student learning outside of the classroom, where possible, by supporting student affairs and support services in any assessment projects or endeavors they might undertake.

VII. Appendices

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

Table A1: Assessment Events/Changes/Progress by Year

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

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

Year	Assessment Events/Changes/Progress
2020	Developed the PCC Flex Self-Assessment as a new institution-level tool for evaluating the learning experience in the new hybrid/flex instructional model. Following the decision by administration to withdraw support for the Division Lead role, the Assessment of Student Learning Committee reviewed the bylaws and discussed possibilities for redistribution of responsibilities, but concluded that the Division Leads are essential to the success of the college's assessment activities.
2021	Developed a new 5-Year Plan for assessment, and began working toward the goal of reviewing all of PCC's ISLOs and corresponding college-wide rubrics, including collecting feedback from instructors on opportunities for improvement. Produced a new comprehensive report of Historical Assessment Trends over the past 5 years, and designed a more streamlined and accurate approach to the data load process.

Appendix B: Institution-Wide Assessment Data – Detailed Results

1. Completion, Participation, & Sampling

Table B1: Planned & Scored Assessments by Discipline

	Spring 2021		Summer 2021		Fall 2021		CY 2021	
Prefix	Planned	Completed	Planned	Completed	Planned	Completed	Planned	Completed
AAA	28	7	5	2	10	7	43	28
ACC	15	8	4	2	18	8	37	15
AEC	-	-	-	-	0	0	0	-
AGB	0	0	-	-	2	1	2	0
ANT	0	0	-	-	-	-	0	0
ART	5	4	1	1	7	6	13	5
ASC	-	-	-	-	3	1	3	-
ASE	50	45	8	8	18	16	76	50
ASL	0	0	-	-	0	0	0	0
AST	0	0	0	0	1	1	1	0
BIO	33	20	6	0	16	16	55	33
BUS	14	1	6	2	29	7	49	14
CAD	0	0	-	-	0	0	0	0
CCR	4	1	-	-	1	1	5	4
CHE	1	1	-	-	3	3	4	1
CIS	8	6	2	2	8	6	18	8
CNG	0	0	-	-	1	1	1	0
COM	36	2	8	0	4	0	48	36
COS	3	2	-	-	2	2	5	3
CRJ	3	1	0	0	0	0	3	3
CSC	2	2	0	0	2	2	4	2
CSL	0	0	0	0	0	0	0	0
CUA	9	1	0	0	0	0	9	9
CWB	1	1	-	-	1	0	2	1
DEH	6	6	2	1	13	12	21	6
DMS	0	0	0	0	3	2	3	0
ECE	14	11	0	0	25	17	39	14
ECO	11	2	6	2	10	1	27	11
EDU	0	0	-	-	7	0	7	0
EGG	0	0	-	-	1	1	1	0
EGT	-	-	-	-	0	0	0	-
ELT	0	0	0	0	0	0	0	0
EMS	10	2	3	0	11	2	24	10
ENG	75	21	27	5	21	17	123	75
ENP	-	-	-	-	0	0	0	-
ENV	0	0	-	-	1	1	1	0
EST	2	2	-	-	1	1	3	2
ETH	-	-	-	-	0	0	0	-
FST	0	0	-	-	0	0	0	0
FSW	0	0	-	-	0	0	0	0
GEO	0	0	-	-	0	0	0	0

	Spring 2021		Summer 2021		Fall 2021		CY 2021	
Prefix	Planned	Completed	Planned	Completed	Planned	Completed	Planned	Completed
GEY	0	0	-	-	2	2	2	0
HIS	8	8	0	0	0	0	8	8
HIT	12	12	6	6	10	10	28	12
HOS	0	0	-	-	0	0	0	0
HPR	4	1	0	0	3	3	7	4
HUM	5	4	1	0	3	2	9	5
HWE	0	0	0	0	0	0	0	0
JOU	0	0	-	-	1	1	1	0
LEA	0	0	-	-	0	0	0	0
LIT	17	1	1	0	0	0	18	17
LTN	0	0	0	0	4	1	4	0
MAC	12	10	-	-	7	5	19	12
MAN	6	2	-	-	4	1	10	6
MAP	4	2	2	2	1	1	7	4
MAR	3	1	-	-	4	2	7	3
MAT	49	28	1	1	83	31	133	49
MGD	11	8	0	0	14	11	25	11
MOT	-	-	-	-	3	3	3	-
MTE	-	-	-	-	0	0	0	-
MUS	2	2	1	1	1	1	4	2
NAT	1	1	-	-	2	1	3	1
NUA	52	9	4	4	52	1	108	52
NUR	28	14	7	4	48	11	83	28
OTA	5	4	1	1	1	1	7	5
PHI	11	5	2	0	3	3	16	11
PHT	6	0	-	-	0	0	6	6
PHY	0	0	-	-	1	1	1	0
POS	0	0	0	0	0	0	0	0
PSV	1	1	-	-	-	-	1	1
PSY	13	12	2	2	26	12	41	13
PTA	2	2	2	2	2	2	6	2
PTE	0	0	-	-	0	0	0	0
RCA	0	0	0	0	0	0	0	0
RTE	5	5	4	4	9	7	18	5
RTV	0	0	-	-	0	0	0	0
SCI	0	0	-	-	-	-	0	0
SOC	2	1	2	2	2	1	6	2
SPA	0	0	-	-	0	0	0	0
STE	14	5	1	1	7	7	22	14
SWK	0	0	-	-	0	0	0	0
THE	0	0	-	-	0	0	0	0
WEL	39	26	0	0	52	30	91	39
WST	0	0	-	-	0	0	0	0
All	642	310	115	55	564	283	1,321	642

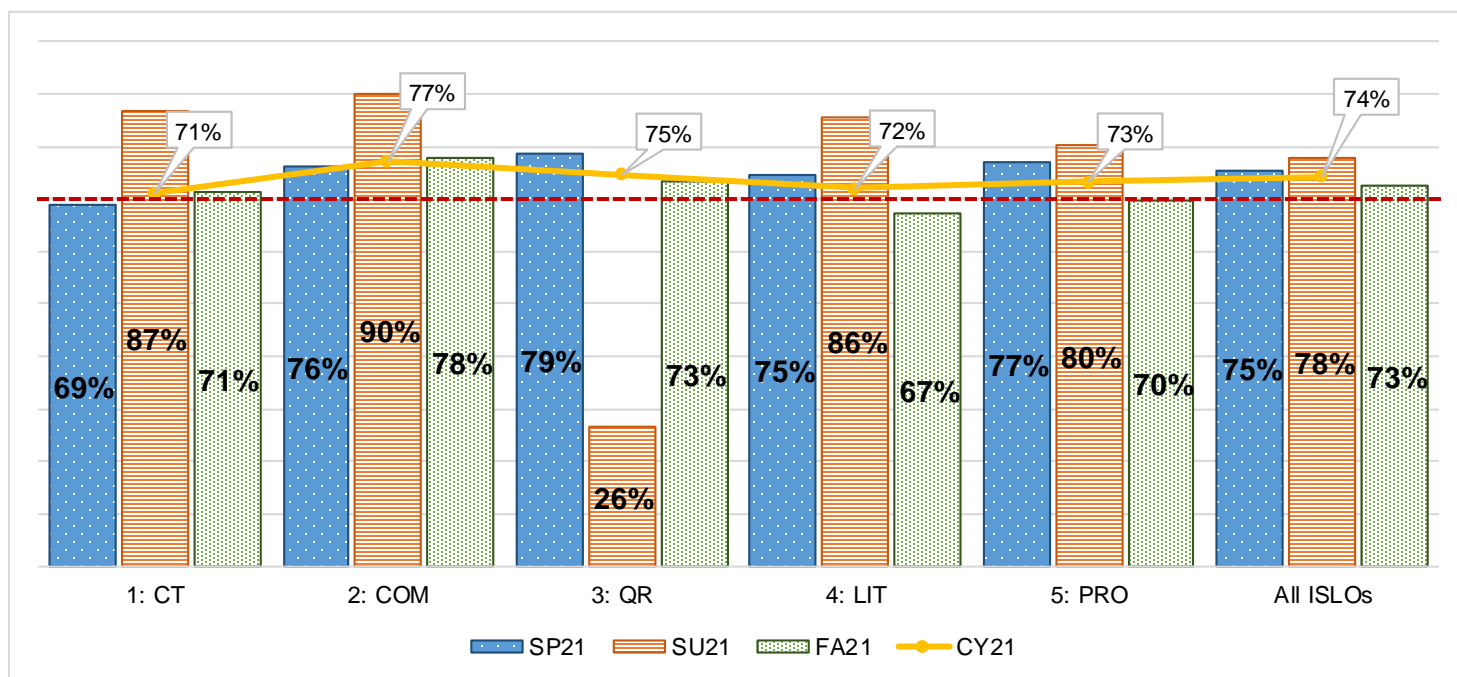
Table B2: Participation Rates & Sample Sizes by Department

Division/Department	Participation			Sample Size			Assessments	
	Total	FT	PT	Courses	Sections	Students	Planned	Completed
Arts & Sciences	72/237	28/33	44/204	88	267	4073	613	287
Biological & Physical Sciences	12/29	9/10	3/19	11	39	609	67	46
Criminal Justice	1/6	0/1	1/5	1	1	10	3	1
Early Childhood Education	4/10	1/1	3/9	12	29	105	50	29
English & Communication	16/78	8/10	8/68	12	71	1160	253	72
Fine Arts & Humanities	10/24	1/1	9/23	12	21	243	26	21
Mathematics	17/41	5/5	12/36	16	58	461	133	60
Media Communications	2/7	1/1	1/6	11	14	298	26	20
Social Sciences	10/42	3/4	7/38	13	34	1187	55	38
Business & Technology	48/96	20/28	28/68	101	207	3005	384	233
Automotive Technology	6/7	4/4	2/3	28	63	647	76	69
Business & Accounting	16/22	2/2	14/20	17	39	393	133	41
Computer Information Systems	2/16	1/4	1/12	8	17	1051	25	20
Culinary & Hospitality	1/8	0/3	1/5	1	1	6	9	1
Health Information Technologies	7/7	2/2	5/5	17	26	377	30	30
Machining & Industrial Technology Maintenance	3/11	2/4	1/7	12	14	68	20	16
Welding	13/25	9/9	4/16	18	47	463	91	56
Health & Public Safety	26/68	20/33	6/35	44	62	789	99	62
Cosmetology	4/4	3/3	1/1	8	9	94	11	9
Dental Hygiene	8/8	7/7	1/1	14	19	298	21	19
Emergency Medical Services	3/13	3/5	0/8	3	4	41	24	4
Fire Science Technology	0/5	0/1	0/4	0	0	0	0	0
Health Professional	0/11	0/5	0/6	0	0	0	0	0
Law Enforcement Academy	0/2	0/2	0/0	0	0	0	0	0
Occupational Therapy Assistant	2/4	2/2	0/2	4	6	70	7	6
Pharmacy & Phlebotomy	0/4	0/0	0/4	0	0	0	9	0
Physical Therapist Assistant	2/3	2/3	0/0	5	6	80	6	6
Respiratory Care	0/5	0/2	0/3	0	0	0	0	0
Radiologic Technology	7/9	3/3	4/6	10	18	206	21	18
Nursing	19/42	14/15	5/27	33	55	829	225	66
Medical Assisting	2/4	1/1	1/3	10	10	136	12	10
Nursing Aide	3/6	2/2	1/4	4	14	101	108	14
Nursing	10/21	8/9	2/12	11	20	445	83	29
Psychiatric Technician	1/6	0/0	1/6	0	0	0	0	0
Surgical Technology	86/5	3/3	83/2	8	11	147	22	13
Pueblo Community College	162/411	81/101	81/310	266	591	8696	1321	648

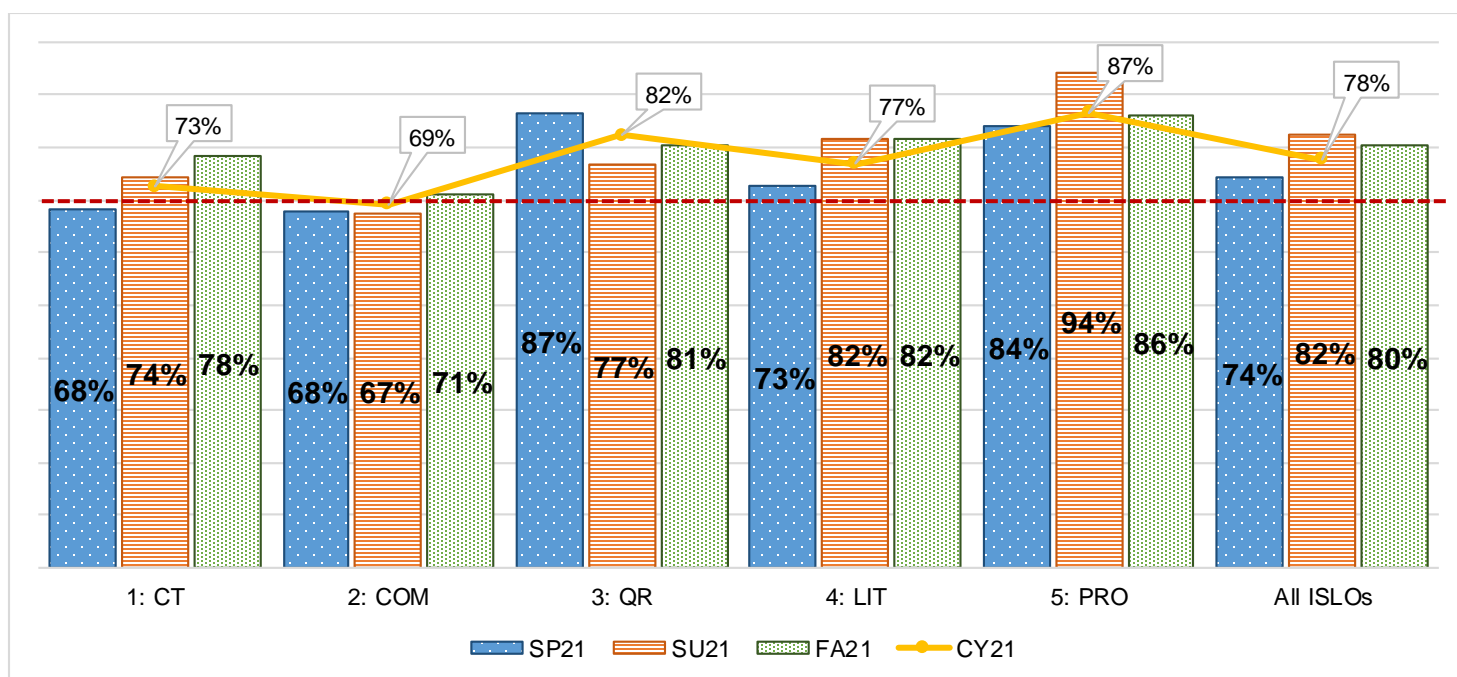
2. Performance Trends

Table B3: Performance Target Achievement Rates by Division

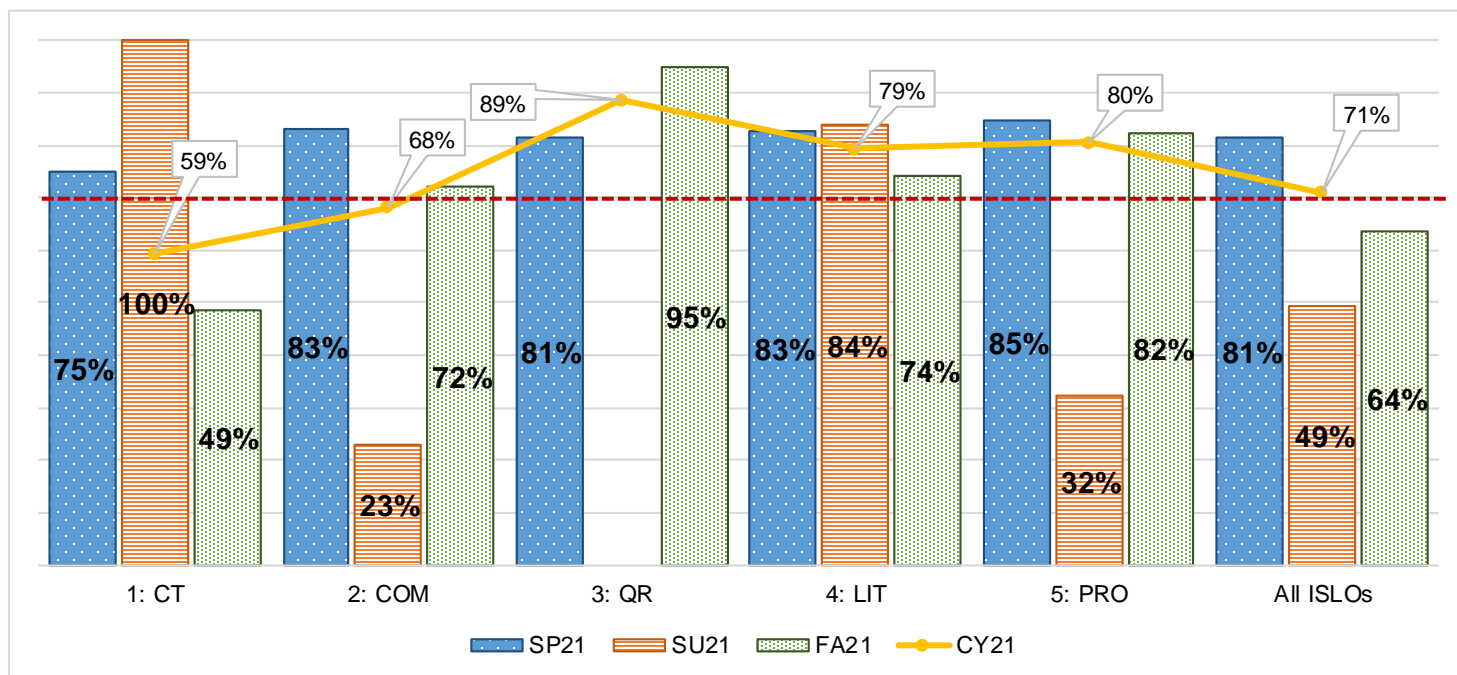
Arts & Sciences Division



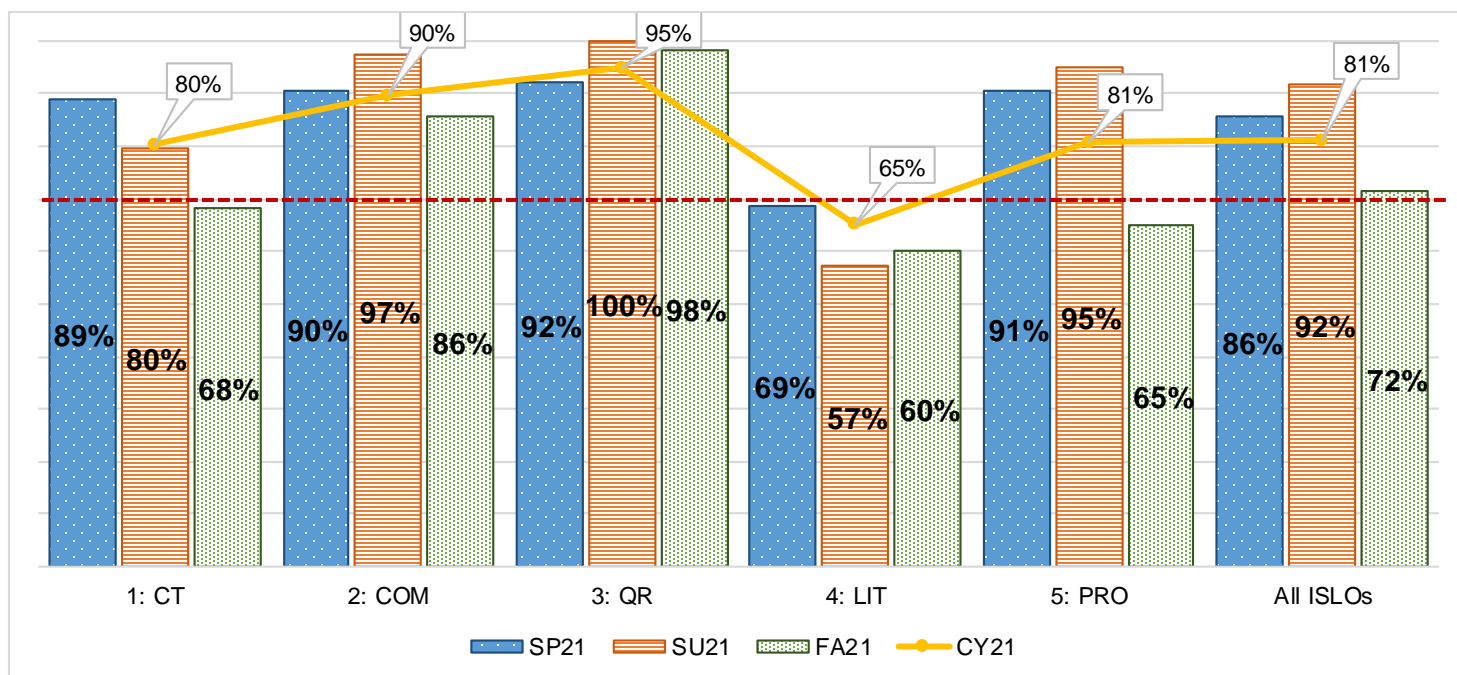
Business & Advanced Technology Division



Health & Public Safety Division

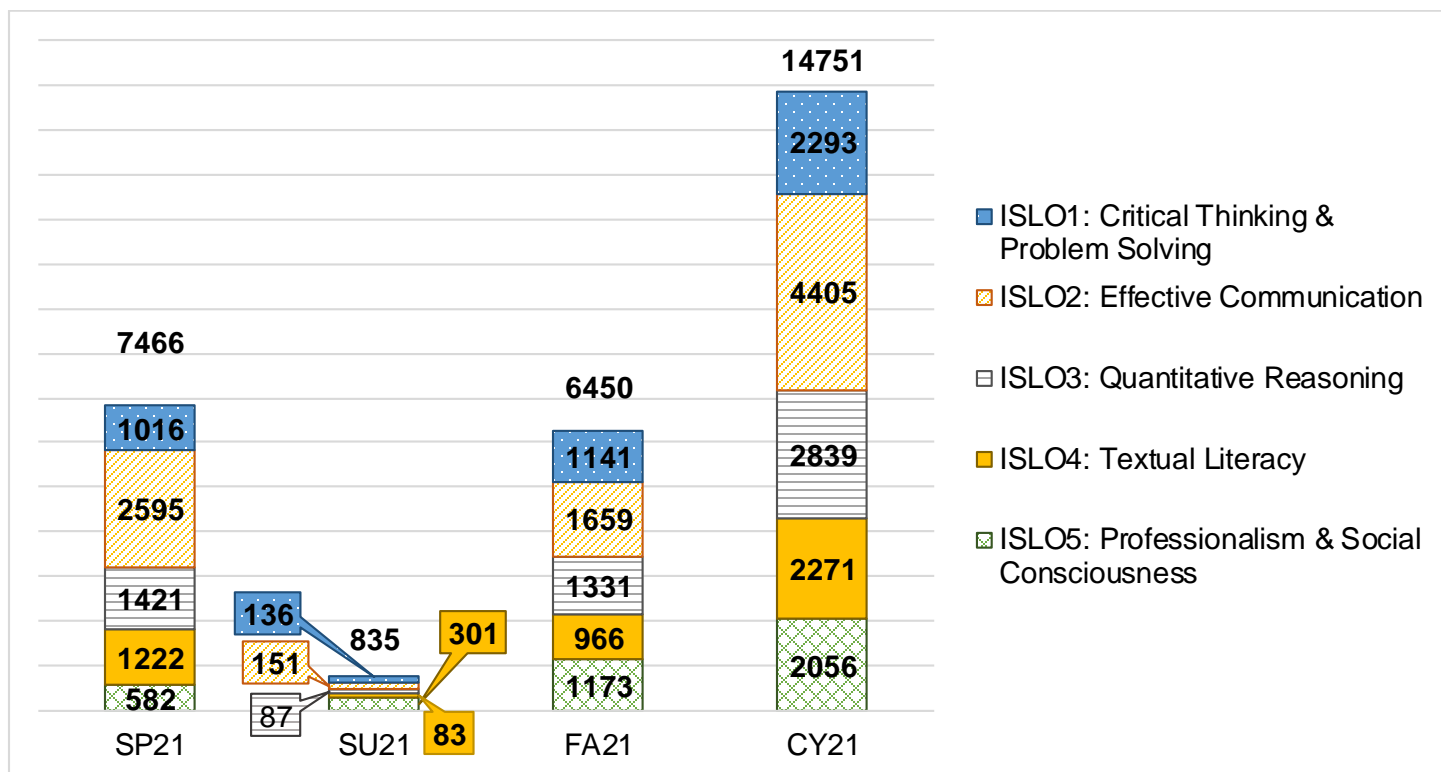
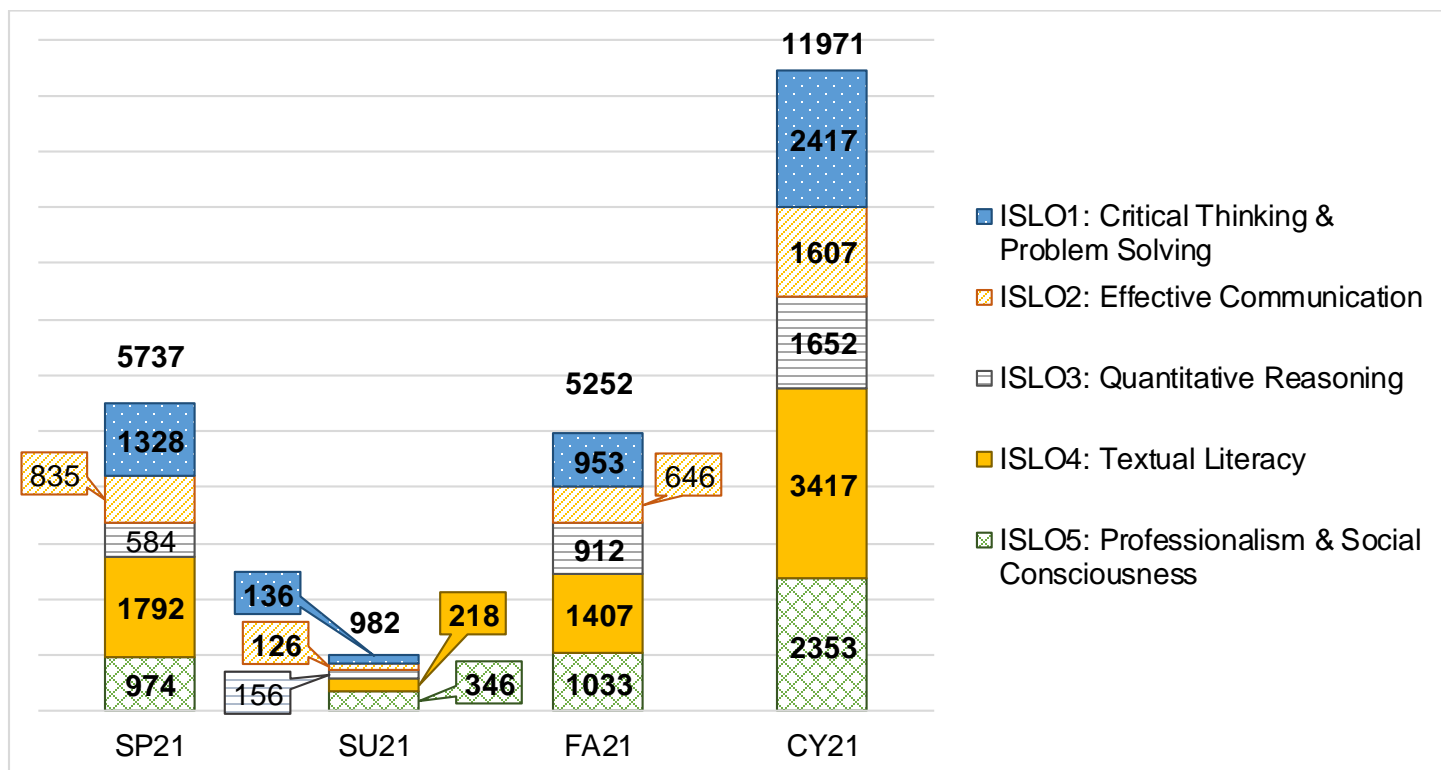


Nursing Division



3. Sample Sizes

Table B4: Scores Collected by ISLO & Division

Arts & Sciences DivisionBusiness & Advanced Technology Division

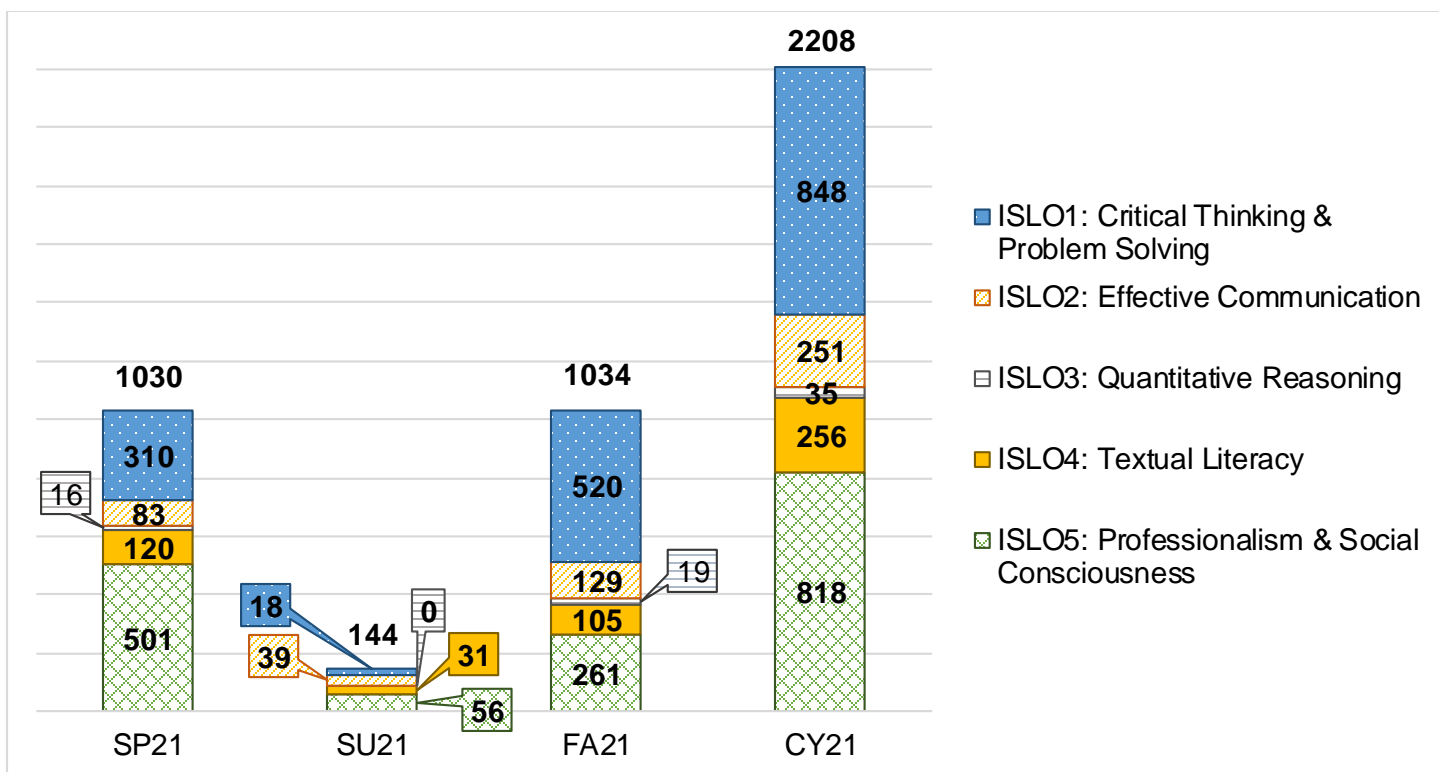
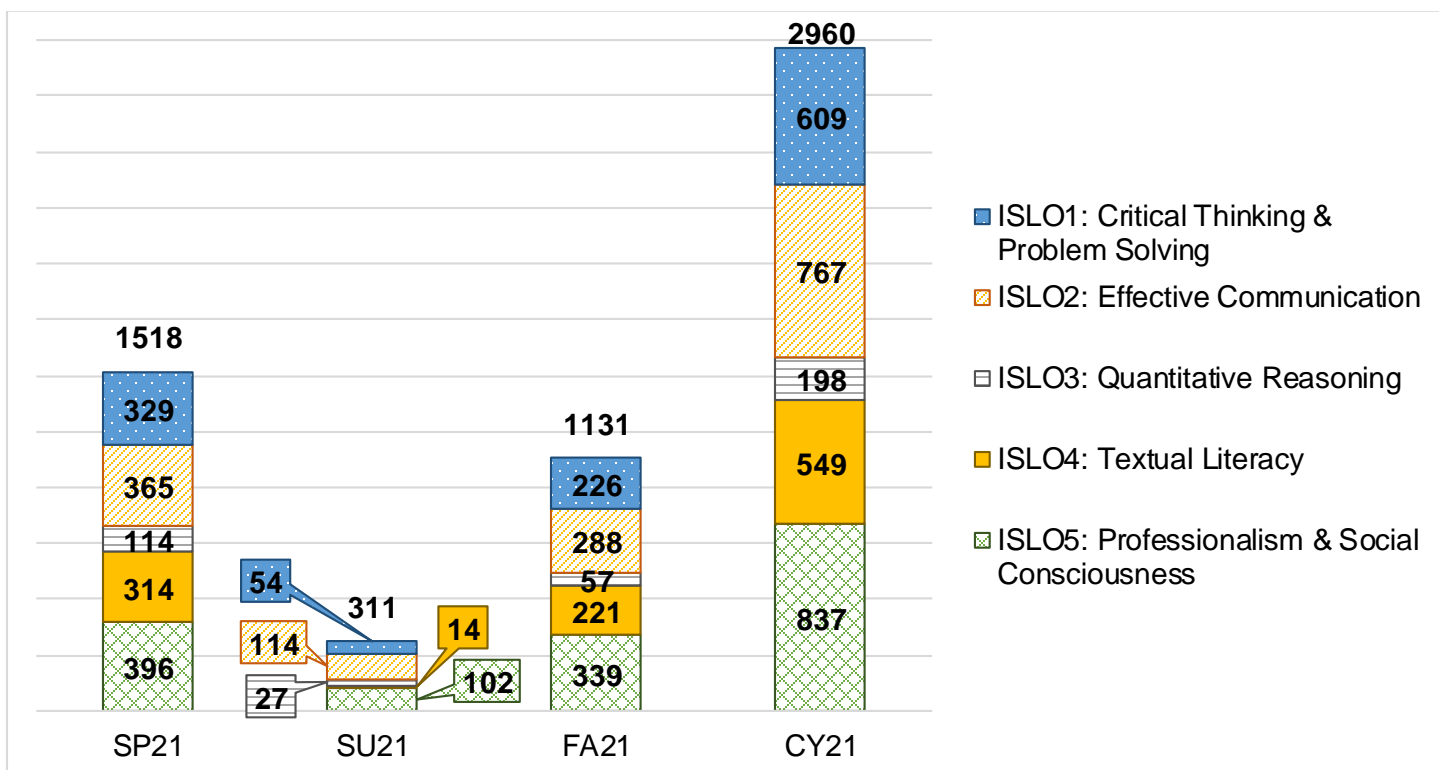
Health & Public Safety DivisionNursing Division

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

ISLO	4 (#)	4 (%)	3 (#)	3 (%)	2 (#)	2 (%)	1 (#)	1 (%)	N/A* (#)	N/A (%)	Total	TA%
ISLO1: Critical Thinking & Problem Solving	2264	36.71%	2112	34.25%	1260	20.43%	531	8.61%	1412	18.63%	6167	70.96%
1a: Interpret, analyze, and assess available evidence, information, and ideas	755	36.85%	654	31.92%	405	19.77%	235	11.47%	361	14.98%	2049	68.77%
1b: Explore implications, inferences, assumptions, & alternate solutions	472	35.84%	476	36.14%	271	20.58%	98	7.44%	241	15.47%	1317	71.98%
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	495	33.93%	525	35.98%	342	23.44%	97	6.65%	317	17.85%	1459	69.91%
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	542	40.39%	457	34.05%	242	18.03%	101	7.53%	493	26.87%	1342	74.44%
ISLO2: Effective Communication	3043	43.29%	2324	33.06%	1203	17.11%	460	6.54%	1920	21.45%	7030	76.34%
2a: Organize and express ideas clearly in both written and oral communication	857	43.17%	648	32.64%	364	18.34%	116	5.84%	437	18.04%	1985	75.82%
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	648	38.83%	581	34.81%	349	20.91%	91	5.45%	421	20.14%	1669	73.64%
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	1112	45.61%	783	32.12%	340	13.95%	203	8.33%	756	23.67%	2438	77.73%
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	426	45.42%	312	33.26%	150	15.99%	50	5.33%	306	24.60%	938	78.68%
ISLO3: Quantitative Reasoning	2067	43.76%	1629	34.48%	676	14.31%	352	7.45%	1956	29.28%	4724	78.24%
3a: Interpret and explain information presented as numerical data, functions, and formulae	228	36.66%	220	35.37%	118	18.97%	56	9.00%	274	30.58%	622	72.03%
3b: Represent information as numerical data, functions, and formulae	278	37.02%	272	36.22%	120	15.98%	81	10.79%	341	31.23%	751	73.24%
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations	691	48.56%	476	33.45%	182	12.79%	74	5.20%	284	16.64%	1423	82.01%
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information	325	49.62%	209	31.91%	76	11.60%	45	6.87%	339	34.10%	655	81.53%
3e: Formulate reasonable solutions and draw logical conclusions from numerical data	353	45.73%	266	34.46%	101	13.08%	52	6.74%	359	31.74%	772	80.18%
3f: Interpret numerical data and calculations in defense of an argument	192	38.32%	186	37.13%	79	15.77%	44	8.78%	359	41.74%	501	75.45%

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

ISLO	4 (#)	4 (%)	3 (#)	3 (%)	2 (#)	2 (%)	1 (#)	1 (%)	N/A* (#)	N/A (%)	Total	TA%
ISLO4: Textual Literacy	2511	38.67%	2312	35.61%	1150	17.71%	520	8.01%	1689	20.64%	6493	74.28%
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	404	42.22%	242	25.29%	161	16.82%	150	15.67%	287	23.07%	957	67.50%
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context	452	38.34%	445	37.74%	227	19.25%	55	4.66%	356	23.19%	1179	76.08%
4c: Evaluate the relevance and reliability of information and its appropriateness for the context	493	36.41%	491	36.26%	283	20.90%	87	6.43%	343	20.21%	1354	72.67%
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	1162	38.69%	1134	37.76%	479	15.95%	228	7.59%	703	18.97%	3003	76.46%
ISLO5: Professionalism & Social Consciousness	2860	47.16%	2017	33.26%	872	14.38%	315	5.19%	1150	15.94%	6064	80.43%
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	807	42.19%	619	32.36%	322	16.83%	165	8.63%	290	13.16%	1913	74.54%
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	252	39.56%	245	38.46%	112	17.58%	28	4.40%	206	24.44%	637	78.02%
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	437	51.90%	284	33.73%	99	11.76%	22	2.61%	259	23.52%	842	85.63%
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	984	55.28%	539	30.28%	184	10.34%	73	4.10%	195	9.87%	1780	85.56%
5c-1: Engage with local and extended communities to promote civic action and social improvement	277	45.19%	232	37.85%	87	14.19%	17	2.77%	126	17.05%	613	83.03%
5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	103	36.92%	98	35.13%	68	24.37%	10	3.58%	74	20.96%	279	72.04%
All ISLOs	13060	40.95%	11064	34.69%	5388	16.90%	2378	7.46%	9310	22.60%	31890	75.65%

Appendix C: Division Overview Reports

C1: Arts & Sciences Division Overview

1. Overview of A&S Division Assessment Activities

Department	Participation			Sample Size			Assessments	
	Total	FT	PT	Courses	Sections	Students	Planned	Completed
Arts & Sciences Division	72/237	28/33	44/204	88	267	4073	613	287
Biological & Physical Sciences	12/29	9/10	3/19	11	39	609	67	46
Criminal Justice	1/6	0/1	1/5	1	1	10	3	1
Early Childhood Education	4/10	1/1	3/9	12	29	105	50	29
English & Communication	16/78	8/10	8/68	12	71	1160	253	72
Fine Arts & Humanities	10/24	1/1	9/23	12	21	243	26	21
Mathematics	17/41	5/5	12/36	16	58	461	133	60
Media Communications	2/7	1/1	1/6	11	14	298	26	20
Social Sciences	10/42	3/4	7/38	13	34	1187	55	38

2. Overview of A&S Division Assessment Results

ISLO Category	SP21			SU21			FA21			CY21		
	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's
All ISLOs	75.32%	6836	2842	77.70%	758	140	72.52%	6270	2811	74.18%	13864	5793
1: Critical Thinking	68.70%	1016	370	86.76%	136	22	71.34%	1141	335	71.09%	2293	727
2: Communication	75.95%	2595	866	90.07%	151	34	77.82%	1659	650	77.14%	4405	1550
3. Quantitative Reasoning	78.68%	1421	636	26.44%	87	27	73.25%	1331	1102	74.53%	2839	1765
4. Textual Literacy	74.71%	1222	555	85.54%	83	21	67.29%	966	435	71.95%	2271	1011
5. Professionalism	77.15%	582	415	80.07%	301	36	69.65%	1173	289	73.30%	2056	740
PCC Flex Self-Assessment	65.24%	630	616	68.83%	77	28	82.78%	180	84	69.11%	887	728

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

C2: Business & Advanced Technology Division Overview

1. Overview of BAT Division Assessment Activities

Department	Participation			Sample Size			Assessments	
	Total	FT	PT	Courses	Sections	Students	Planned	Completed
Business & Technology Division	48/96	20/28	28/68	101	207	3005	384	233
Automotive Technology	6/7	4/4	2/3	28	63	647	76	69
Business & Accounting	16/22	2/2	14/20	17	39	393	133	41
Computer Information Systems	2/16	1/4	1/12	8	17	1051	25	20
Culinary Arts & Hospitality Studies	1/8	0/3	1/5	1	1	6	9	1
Health Information Technology	7/7	2/2	5/5	17	26	377	30	30
Machining & Industrial Tech. Maint.	3/11	2/4	1/7	12	14	68	20	16
Welding Technology	13/25	9/9	4/16	18	47	463	91	56

2. Overview of BAT Division Assessment Results

ISLO Category	SP21			SU21			FA21			CY21		
	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's
All ISLOs	74.41%	5513	802	82.48%	982	126	80.35%	4951	684	77.67%	11446	1612
1: Critical Thinking	68.30%	1328	195	74.26%	136	13	78.28%	953	127	72.57%	2417	335
2: Communication	67.66%	835	101	67.46%	126	40	71.21%	646	89	69.07%	1607	230
3. Quantitative Reasoning	86.64%	584	31	76.92%	156	12	80.59%	912	79	82.38%	1652	122
4. Textual Literacy	72.77%	1792	288	81.65%	218	44	81.52%	1407	258	76.94%	3417	590
5. Professionalism	84.19%	974	187	94.22%	346	17	86.16%	1033	131	86.53%	2353	335
PCC Flex Self-Assessment	73.21%	224	259	-	0	0	69.10%	301	196	70.86%	525	455

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

C3: Health & Public Safety Division Overview

1. Overview of HPS Division Assessment Activities

Department	Participation			Sample Size			Assessments	
	Total	FT	PT	Courses	Sections	Students	Planned	Completed
Health & Public Safety Division	26/68	20/33	6/35	44	62	789	99	62
Cosmetology	4/4	3/3	1/1	8	9	94	11	9
Dental Hygiene	8/8	7/7	1/1	14	19	298	21	19
Emergency Medical Services	3/13	3/5	0/8	3	4	41	24	4
Fire Science Technology	0/5	0/1	0/4	0	0	0	0	0
Health Professional	0/11	0/5	0/6	0	0	0	0	0
Law Enforcement Academy	0/2	0/2	0/0	0	0	0	0	0
Occupational Therapy Assistant	2/4	2/2	0/2	4	6	70	7	6
Pharmacy & Phlebotomy	0/4	0/0	0/4	0	0	0	9	0
Physical Therapist Assistant	2/3	2/3	0/0	5	6	80	6	6
Respiratory Care	0/5	0/2	0/3	0	0	0	0	0
Radiologic Technology	7/9	3/3	4/6	10	18	206	21	18

2. Overview of HPS Division Assessment Results

ISLO Category	SP21			SU21			FA21			CY21		
	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's
All ISLOs	81.36%	1030	122	49.31%	144	3	63.54%	1034	107	70.92%	2208	232
1: Critical Thinking	74.84%	310	46	100.00%	18	1	48.65%	520	39	59.32%	848	86
2: Communication	83.13%	83	47	23.08%	39	0	72.09%	129	9	68.13%	251	56
3: Quantitative Reasoning	81.25%	16	0	-	0	0	94.74%	19	4	88.57%	35	4
4: Textual Literacy	82.50%	120	8	83.87%	31	2	74.29%	105	11	79.30%	256	21
5: Professionalism	84.83%	501	21	32.14%	56	0	82.38%	261	44	80.44%	818	65
PCC Flex Self-Assessment	-	0	0	-	0	0	-	0	0	-	0	0

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

C4: Nursing Division Overview

1. Overview of NUR Division Assessment Activities

Department	Participation			Sample Size			Assessments	
	Total	FT	PT	Courses	Sections	Students	Planned	Completed
Nursing Division	19/42	14/15	5/27	33	55	829	225	66
Medical Assisting Professional	2/4	1/1	1/3	10	10	136	12	10
Nursing Aide	3/6	2/2	1/4	4	14	101	108	14
Nursing	10/21	8/9	2/12	11	20	445	83	29
Psychiatric Technician	1/6	0/0	1/6	0	0	0	0	0
Surgical Technology	86/5	3/3	83/2	8	11	147	22	13

2. Overview of NUR Division Assessment Results

ISLO Category	SP21			SU21			FA21			CY21		
	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's
All ISLOs	85.77%	1518	209	91.96%	311	79	71.62%	1131	202	81.01%	2960	490
1: Critical Thinking	88.75%	329	76	79.63%	54	39	68.14%	226	149	80.30%	609	264
2: Communication	90.41%	365	14	97.37%	114	40	85.76%	288	30	89.70%	767	84
3. Quantitative Reasoning	92.11%	114	65	100.00%	27	0	98.25%	57	0	94.95%	198	65
4. Textual Literacy	68.79%	314	50	57.14%	14	0	60.18%	221	17	65.03%	549	67
5. Professionalism	90.66%	396	4	95.10%	102	0	64.90%	339	6	80.76%	837	10
PCC Flex Self-Assessment	-	0	0	-	0	0	-	0	0	-	0	0

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

Appendix D: List of Figures

I. Executive Summary	3
Figure 1.1 Year-to-Year Participation Trends	4
Figure 1.2 Year-to-Year Performance Trends.....	4
Figure 1.3 Year-to-Year Sampling Trends	5
Figure 1.4A Year-to-Year Program-Level Assessment Trends	5
Figure 1.4B Year-to-Year Program-Level Assessment Trends	6
II. Assessment of Student Learning Process	8
Figure 2.1 Traditional Assessment Cycle	9
Figure 2.2 Restructured Assessment Cycle.....	10
Figure 2.3 Reporting Chain	14
Figure 2.4 Five-Year Plan	15
Figure 2.5 Assessment Timeline	15
Figure 2.6 Semesterly Task Checklist Overview	16
III. Ongoing Projects.....	20
Figure 3.1 Unique Participants	23
Figure 3.2 Program-Level Assessment Development Progress	24
Figure 4.1 PCC Flex Self-Assessment – 2021 Performance Results	27
Figure 4.2 Comparison of Performance in PCC Flex vs. Traditional Courses	28
IV. New Initiatives.....	29
V. 2021 Assessment Results.....	32
Figure 5.1 Participation Rates by Status and Semester	32
Figure 5.2 Programs Participating in 2021 Institutional Assessment.....	33
Figure 5.3 Sample Sizes by Division	34
Figure 5.4 Total Students Assessed by Level & Division	34
Figure 5.5 Total Scores Collected (Directly & Indirectly) by ISLO & Division	34
Figure 5.6 Total Scores Collected (Directly & Indirectly) by ISLO & Term	35
Figure 5.7 Proportion of Total Scores Collected for Each ISLO	35
Figure 5.8 Proportion of N/A (“Not Assessed”) Scores Recorded by ISLO	35
Figure 5.9 Proportion Courses & Sections Assessed during Summer Terms	37
Figure 5.10 Overall ISLO Performance Target Achievement Rates	38
Figure 5.11 ISLO Performance by Rubric Criterion	39
Figure 5.12 ISLO Performance by Course Level.....	42
VI. Conclusions & Next Steps	43
Figure 6.1 College-Wide Challenges, Successes, & Recommendations	43
VII. Appendices.....	45
Appendix A: Historical Overview of Assessment of Student Learning at PCC	45
Table A1: Assessment Events/Changes/Progress by Year.....	45
Appendix B: Institution-Wide Assessment Data – Detailed Results	48
Table B1: Planned & Scored Assessments by Discipline	48
Table B2: Participation Rates & Sample Sizes by Department	50
Table B3: Performance Target Achievement Rates by Division	51
Table B4: Scores Collected by ISLO & Division.....	53
Table B5: Institution-Level Performance by Skills Dimension/Criterion	55
Appendix C: Division Overview Reports	57
Appendix D: List of Figures	61