2021 Annual Improvement Plan - Automotive Technology Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do?

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

No Value

B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

No Value

2. What Did You Learn?

1. What Did You Do?

A. Assessment Activities

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

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

No Value

B. Participation

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

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

No Value

2B. Program-Level (PSLO) Performance : Version by **Cordova, James** on **02/10/2022 23:01**

PSLO	Target Achievement Rate	Comments/Clarifications
Automotive Technology		
PSLO		

PSLO	Target Achievement Rate	Comments/Clarifications
PSL0 #9: Identify key shop safety procedures, tool identification and usage, repair manual information, shop equipment. ASE 102 (Active from Spring 2017)		
PSLO #1: Identify, diagnose, disassemble, rebuild and repair automotive engines. ASE 130,161, 162 and 260 (Active from Spring 2017)		
PSLO #2: Identify, locate, test, diagnose, and properly repair electrical and electronic circuits in today's automobiles. ASE 120,123,132, (Active from Spring 2017)		
PSLO #3: Properly identify, test, diagnose, and repair brake and ABS systems. ASE 110,111 AND 210 (Active from Spring 2017)		
PSLO #4: Identify, remove and replace, diagnose, repair and align vehicle steering suspension systems. ASE 140,141 AND 240 (Active from Spring 2017)		
PSLO #5: Identify refrigerant, leak test, diagnose and repair and proper equipment operation to service Cooling and HVAC systems in today's vehicles. ASE 264, 265 (Active from Spring 2017)		
PSLO #6: Identify, test, remove and replace, disassemble and rebuild Automatic and Manual transmissions and transfer cases in passenger cars and trucks. ASE MANUAL TRANS 151,152,253 AUTOMATIC TRANS 250,251 AND 252 (Active from Spring 2017)		
PSLO #7: Identify, diagnose, and utilize scan tools and 5 gas analyzers, with repairing vehicle drivability concerns. ASE 221,236,134,233 (Active from Spring 2017)		
PSLO #8: Employ critical thinking skills in a hands-on lab to troubleshoot problematic vehicles after setting up a diagnostic tree. ALL ASE COURSES (Active from Spring 2017)		
PSLO 01: Collect preliminary information on presenting problem from customer. (Active from Spring 2017)		
PSLO 02: Examine selected vehicle area to verify the problem. (Active from Spring 2017)		
PSLO 03: Troubleshoot vehicle systems related to problem areas as appropriate for symptoms that present. (Active from Spring 2017)	70.59%	
PSLO 04: Interpret vehicle information to determine a diagnosis and repairs needed to correct the problem. (Active from Spring 2017)	69.93%	Students fail to pull procedure on how to do the repair.
PSLO 05: Clearly communicate findings (diagnosis of problem and recommended repairs) to customer in repair order. (Active from Spring 2017)	68.90%	Students fail to communicate clearly on job sheets and repairs orders explain the repair. Read the diagram and system operation before jumping in.
PSLO 06: Perform necessary vehicle repairs to correct diagnosed problem. (Active from Spring 2017)	70.38%	
PSLO 07: Manage time effectively while conducting repairs. (Active from Spring 2017)		
PSLO 08: Demonstrate commitment to professional development in the automotive industry. (Active from Spring 2017)		
PSLO 09: Document compliance with industry practices for automotive repair. (Active from Spring 2017)		
PSLO 10: Adhere to industry expectations for dress code and professional interactions with coworkers and customers. (Active from Spring 2017)		
PSLO 11: Express respect and appreciation for coworkers and customers in a diverse automotive industry. (Active from Spring 2017)		

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO# 10: Identify shop practices in industry and work place skills, soft skills, critical thinking, trouble shooting skills and professionalism in an Internship. ASE 281, 282 (Active from Spring 2017)		

2. What Did You Learn?

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

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

2A. Institution-Level (ISLO) Performance : Version by **Cordova, James** on **02/10/2022 23:17**

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)	92.86%	
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)	92.86%	
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)	92.86%	
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)	92.86%	
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)	92.86%	
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)	92.86%	
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	68.94%	Communicate clearly and explain in detail what the job expectations are.
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	68.94%	Must have a clear plan of action to complete the repair in safe and timely manner.
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	75.00%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	80.00%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	78.05%	

ISLO	Target Achievement Rate	Comments/Clarifications
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	80.49%	
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	82.93%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	87.80%	
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)	92.68%	
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)	75.61%	
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	70.98%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)	69.93%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	70.59%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	68.90%	
ISLO4: Textual Literacy		
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)	95.00%	
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	70.57%	
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	69.78%	We count on the importance of manufacture repair manuals.
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	71.32%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2C. Course-Level (CSLO) Performance : Version by **Cordova, James** on **02/10/2022 23:17**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLOs Assessed		N/A

3. What Will You Do Next?

3. What Will You Do Next? : Version by **Cordova, James** on **02/10/2022 23:14**

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

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

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

Action: Identify a worksheet that will assist them with procedures, diagrams and time frames for the repair. Utilize trainers and supplemental equipment to assist students in the classroom and lab.
Goal: The goal here is 100% of all ASE students to follow the action plan.
Timeframe: We can start this new process at the start of Fall 2022.
Participants: We hope for at least 80% participation of ASE students, branch campus programs in Automotive courses.

3. What Will You Do Next? (Action Plan) : Version by **Cordova, James** on **02/10/2022 23:16**

Action	Goal	Timeline	Participants
Identify a key worksheet to help students gather repair information and procedures.	80-100% of all students	Fall 2022 and equipment arrival	ASE campus programs

2021 Annual Improvement Plan - Business & Accounting Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Supple, Arlene** on **02/24/2022 21:17**

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
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- Activities to <u>Modify</u>: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to <u>Add</u>: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

1. As a new chair, hired in Fall 2021, I have largely gone with the program as it was developed. The fall was fairly overwhelming with learning everything the chair at PCC is responsible for and the methods (and programs) to do them.

2. Having participated in one of the assessment meetings, my impression that the definitions of the various terms from beginning to advanced are too high a level of learning causing most of the students to fall within the first two categories. I believe this significantly reduces the meaningfulness of the data to almost null. I mentioned this and was overruled. This would be my primary observation.

B. Participation

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

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

Eleven of fourteen instructors completed at least one assessment (we ask that they do one). The instructors that did not are: Kari O., Gina L. and Adrian. We have very few assessments done by dual instructors.

Fall participation was better than the previous spring. We had 78.5% participation from adjunct and full time instructors.

I will highlight the individuals who did not provide an assessment for further discussion. I have already contacted Adrian and he says he will do one immediately which will bring our percentage to almost 86%.

2. What Did You Learn?

2. What Did You Learn? : Version by **Supple, Arlene** on **02/24/2022 21:17**

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

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

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

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. It seems that the two biggest "misses" were Effective Communication rated between 45 - 55%, and Self Assessment/Flex rated mostly between 33% - 55%. I do not fully understand the last category.

As an instructor of Business Communication, I can see the need for significant improvement for student communication. I believe we will institute continued focus on communication skills across the variety of business classes.

2A. Institution-Level (ISLO) Performance : Version by **Supple, Arlene** on **02/24/2022 21:17**

ISLO	Target Achievement Rate	Comments/Clarifications

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Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
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3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)	70.83%	
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)	68.09%	
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)	68.35%	
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)	68.60%	
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)	70.59%	
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	53.85%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	48.72%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	47.81%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	53.85%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	82.00%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	82.56%	
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	86.00%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	86.81%	
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)	85.53%	
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)	89.83%	
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	79.31%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)	84.62%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	84.00%	

ISLO	Target Achievement Rate	Comments/Clarifications
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	80.88%	
ISLO4: Textual Literacy		
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)	77.78%	
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	79.55%	
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	85.71%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	82.86%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)	33.33%	
Flex 2. Problem Solving (1d) (Active from Fall 2020)	55.56%	
Flex 3. Effective Communication (2c) (Active from Fall 2020)	44.44%	
Flex 4. Finding Resources (4b) (Active from Fall 2020)	55.56%	
Flex 5. Time Management (5a-1) (Active from Fall 2020)	55.56%	
Flex 6. Participation (5a-2) (Active from Fall 2020)	44.44%	
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)	66.67%	

2B. Program-Level (PSLO) Performance : Version by **Medendorp, Liz** on **03/15/2022 18:42**

PSLO	Target Achievement Rate	Comments/Clarifications
Business & Accounting		
Accounting		
PSLO		
PSLO 1: Describe fundamental concepts of accounting. (Active from Spring 2017)		
PSLO 3: Effectively communicate in a business environment through accurate preparation of journal entries and financial statements. (Active from Spring 2017)		
PSLO 4: Utilize various technology functions to accomplish accounting tasks. (Active from Spring 2017)		
PSLO 5a: Interpret cost- volume- profit analysis. (Active from Spring 2017)		
PSLO 5b: Apply cost- volume- profit analysis. (Active from Spring 2017)		
PSLO 6: Demonstrate use of budget planning and control. (Active from Spring 2017)		
PSLO2: Prepare and analyze financial statements. (Active from Spring 2017)		
Agriculture Business		
PSLO		
Animal Science		
PSLO		
Business		
PSLO		
Articulate and understand both sides of controversial issues. (Active from Fall 2017)		
PSLO1: Describe fundamental business concepts terminology, and theories. (Active from Fall 2017)		

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO2: Create accurate and effective presentations. (Active from Fall 2017)		
PSLO3: Use mathematical skills to solve economic or business problems. (Active from Fall 2017)		
PSLO4: Think creatively and solve problems, as they relate to common business practices. (Active from Fall 2017)		
PSLO5: Communicate effectively orally and in writing. (Active from Fall 2017)		
PSLO6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of accuracy and transparency. (Active from Fall 2017)		
Economics		
PSLO		
PSLO1: Describe fundamental business concepts terminology, and theories. (Active from Spring 2017)	82.14%	
PSLO 7: Articulate and understand both sides of controversial issues. (Active from Spring 2017)		
PSLO5: Communicate effectively orally and in writing. (Active from Spring 2017)		
PSLO2: Create accurate and effective presentations. (Active from Spring 2017)		
PSLO4: Think creatively and solve problems, as they relate to common business practices. (Active from Spring 2017)	85.71%	
PSLO3: Use mathematical skills to solve economic or business problems. (Active from Spring 2017)	78.57%	
PSLO6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of accuracy and transparency. (Active from Spring 2017)	85.71%	
Entrepreneurship		
PSLO		
Management, BUSM		
PSLO		
PSLO1: Describe fundamental business concepts terminology, and theories. (Active from Fall 2017)		
PSLO2: Create accurate and effective presentations. (Active from Fall 2017)		
PSLO3: Use mathematical skills to solve economic or business problems. (Active from Fall 2017)		
PSLO4: Think creatively and solve problems, as they relate to common business practices. (Active from Fall 2017)		
PSLO5: Communicate effectively orally and in writing. (Active from Fall 2017)		
PSLO6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of accuracy and transparency. (Active from Fall 2017)		
Marketing, BUSM		
PSLO		
PSLO1: Describe fundamental business concepts terminology, and theories. (Active from Fall 2017)		
PSLO2: Create accurate and effective presentations. (Active from Fall 2017)		
PSLO3: Use mathematical skills to solve economic or business problems. (Active from Fall 2017)		
PSLO4: Think creatively and solve problems, as they relate to common business practices. (Active from Fall 2017)		
PSLO5: Communicate effectively orally and in writing. (Active from Fall 2017)		

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of accuracy and transparency. (Active from Fall 2017)		
Public Service		
PSLO		
PSLO 1: Discuss leadership principles and public service. (Active from Spring 2017)		
PSLO 2: Apply principles of leadership in public service. (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by **Medendorp, Liz** on **03/15/2022 18:42**

CSLO	Target Achievement Rate	Comments/Clarifications
ECO202 - Prin of Microeconomics: SS1		
01. Predict market outcomes using the supply and demand model (Active from Fall 2019)	78.57%	I got a late start on this assessment since I was out with Covid for the first two weeks of Feb. and am still struggling with the illness at the end of February. Significant other management responsibilities have caused me to overlook this report. I worked with Ann who was kind enough to help me get started but I overlooked the need to ask her where I can find the achieved rates based on the data. In the previous block, generate data basically left the information blank.
02. Explain specialization patterns (Active from Fall 2019)	78.57%	
03. Analyze elasticity concepts (Active from Fall 2019)	85.71%	
04. Formulate choices using marginal reasoning (Active from Fall 2018)	85.71%	d
05. Examine resource market performance (Active from Fall 2018)		
06. Compare implicit and explicit production costs (Active from Fall 2018)	85.71%	
07. Contrast different market structures (Active from Fall 2018)	85.71%	
08. Evaluate microeconomic public policy issues (Active from Fall 2018)	85.71%	

3. What Will You Do Next?

3. What Will You Do Next? : Version by **Supple, Arlene** on **02/24/2022 21:17**

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

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

My preference is to use the same basic rubric for all business classes as opposed to multiple rubrics. My preference would be to define the various levels of achievement so that our students are displayed across the range rather than grouped into one or two categories which would make the reporting more meaningful.

In regards to improving curriculum design, when I arrived to PCC in the fall of 2021, there were not any model courses despite the fact that I have repeatedly been told that there are model courses and that they were "rolled over" to the part-time instructors for each class as they are assigned (often days before the term starts). When I checked these "model courses", they are

largely blank.

Over the next few years, the three full time members of the business program will make every effort to create a model shell (fully developed and meeting the requirements established by e-learning and the business department) for each class we teach. After the first semester, we have three. By the end of spring, we should have two more. We will then plan to develop at least three "model" courses each semester. This will allow for a more consistent delivery of content.

3. What Will You Do Next? (Action Plan) : Version by **Supple, Arlene** on **02/24/2022 21:17**

Action	Goal	Timeline	Participants
Model shell development	By fall 2022, three each term (fall and spring)	Starting immediately (2 this spring)	Jackie, Arlene, Adrian

2021 Annual Improvement Plan - Computer Information Systems Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Roskop, Nathan** on **02/18/2022 18:29**

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

1. We assessed 7 our 46 courses using ISLO but no CSLOs were included in eLumen for a variety reasons
2. We would like to consider using eLumen to easily capture CSLOs that are being assessed already in courses but not captured
3. We would like to start including 1 ISLO assesment in each course every semester

B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

1. The participation rate was lower than we liked and we will try new ideas to increase level of participation in assessment across the department. We will have a mid-year meeting to share successes and brainstorm more ideas.

2. What Did You Learn?

2. What Did You Learn? : Version by **Roskop, Nathan** on **02/18/2022 18:29**

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. There appears to be some inconsistency in the data as compared to last year and that causes concern for the true cause of the data surprises.
It appears students struggle with computational logic to come to logic.

2A. Institution-Level (ISLO) Performance : Version by **Roskop, Nathan** on **02/18/2022 18:29**

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

ISLO	Target Achievement Rate	Comments/Clarifications
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)		
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	89.39%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	78.79%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	77.27%	
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	92.42%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	67.65%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	75.76%	
ISLO4: Textual Literacy		

ISLO	Target Achievement Rate	Comments/Clarifications
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)	86.87%	
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	83.64%	
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	80.92%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	86.87%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)	68.18%	
Flex 2. Problem Solving (1d) (Active from Fall 2020)	71.21%	
Flex 3. Effective Communication (2c) (Active from Fall 2020)	75.76%	
Flex 4. Finding Resources (4b) (Active from Fall 2020)	75.76%	
Flex 5. Time Management (5a-1) (Active from Fall 2020)	69.70%	
Flex 6. Participation (5a-2) (Active from Fall 2020)	71.21%	
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)	83.33%	

2B. Program-Level (PSLO) Performance : Version by **Roskop, Nathan** on **02/18/2022 18:29**

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

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

2C. Course-Level (CSLO) Performance : Version by **Roskop, Nathan** on **02/18/2022 18:29**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLOs Assessed		

3. What Will You Do Next?

3. What Will You Do Next? : Version by **Roskop, Nathan** on **02/18/2022 18:29**

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

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

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

1. Faculty will gather course level learning outcomes and put into measurable assessment that can be input into eLumen Summer 2022
2. Faculty will assess CSLO in at least 1 course per instructor in the fall semester and 1 ISLO in all courses in the spring 2022, summer 2022, fall 2022 in eLumen
3. NR will research and share best practice on data input into eLumen
3. Tim to share an example of his CSLO pre and post quiz(final)

3. What Will You Do Next? (Action Plan) : Version by **Roskop, Nathan** on **02/18/2022 18:29**

Action	Goal	Timeline	Participants
Gather Course Level Learning Outcomes	Development Measurable Assessment for eLumen	Summer 2022	Tim, Sri, Nathan
Assess ISLO	Perform 1 ISLO Assessment in Each Course	Each Semester	Tim, Sri, Nathan
Assess CSLO	Perform 1 CSLO Assessment in at least 1 Course and input data into eLumen	Fall 2022	Tim, Sri, Nathan
Research Assessment/Accreditation Best Practices	Research and find best practices for data input into eLumen	Spring 2022	Nathan
Share Assessment Planning Info	Share Assessment Planning info with department	Spring or Fall 2022	Tim, Nathan, Sri

2021 Annual Improvement Plan - Cosmetology Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Pacheco, Lisa** on **03/02/2022 20:23**

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to <u>Continue</u>: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to <u>Modify</u>: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to <u>Add</u>: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

Pamela Graham
In NAT159 had my students research information on breast cancer awareness art nail features. They were allowed to pick whatever nail design they liked and could perform on the nails of a manikin hand to practice the technique and then they had to do a model using the techniques they learned.
Michele Edwards
In COS 110 The students used 2 different foiling techniques to create an inconsistent pattern. The student had to correct the pattern as well as the color formula.
Lisa Pacheco
In EST212 Hair Removal, students prepared and performed a eyebrow tweezing and an eyebrow tint. Students had to ensure they have procured all of the needed tools, implements, and equipment, and that they have prepared the client in the proper manner.

B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

NAT159-Pamela Graham
Myself along with 8 students searched and performed nail art on ten nails on a manikin hand and then a live model. All supporting pink ribbons and breast cancer awareness. We used the internet websites and nail magazines to come up with creative ideas. From researching different designs the students then had to create an original design then apply it to the nail.
COS110-Michele Edwards
8 out of 23 are proficient for 1st semester intro-level skills. They analyzed there work what was wrong with the color pattern and the tonal values then wrote out what they need to do to fix the pattern and color. Then applied to the manikin to learn the outcome. 9 out of 23 were not able to figure how to apply the color in a pattern or how to find the proper tonal values to correct the color. 6 did not to the assessment at all.
EST212- Lisa Pacheco
Fifty percent of students, which is 7 out of 14 were proficient in their skills at the time of assessment. The other 50 percent, will need further training because they were unsure of the techniques in the correct order to do skill.

2. What Did You Learn?

2. What Did You Learn? : Version by **Pacheco, Lisa** on **03/02/2022 20:23**

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.
NAT159-Pamela Graham
We learned how to use various tools such as very small brushes, dotters, sponges, different strokes, and colors. They used glitter and different decals with polish as well. When assessing there designs 6 out of 8 did above proficient work. There attention to detail and creativity were exceptional. They took the time to draw out there designs and made a plan to achieve their desired look. Two out of eight looked up different designs but did not draw out a step by step application.
COS110-Michele Edwards

This was a great critical thinking assignment. The students had to apply what they had learned during theory and lab. They had to think about the steps that needed to be taken and what effects of what they were going to apply to the hair to see if they would get the results that they wanted. When they finished with their process they had to summarize their results and if they achieved the desired look that they wanted. 8 out of 23 did achieve the look.

EST212 - Lisa Pacheco

Students had to apply what they learned in both theory and lab. It is necessary for students to have an understanding of hair removal because this is an essential service that estheticians must be able to perform effectively and safely.

2A. Institution-Level (ISLO) Performance : Version by **Graham, Pamela** on **03/02/2022 16:24**

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)	72.74%	
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)	74.87%	
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)	82.34%	
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)	81.53%	
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)	80.24%	
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)	75.45%	
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	75.82%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	73.64%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	77.45%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	78.68%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	74.17%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	77.87%	
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	86.26%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	86.83%	
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)	83.09%	
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)	71.43%	
ISLO1: Critical Thinking & Problem Solving		

ISLO	Target Achievement Rate	Comments/Clarifications
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	69.20%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)	70.91%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	69.79%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	74.20%	
ISLO4: Textual Literacy		
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)	65.75%	
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	76.08%	
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	71.82%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	76.33%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)	63.86%	
Flex 2. Problem Solving (1d) (Active from Fall 2020)	70.79%	
Flex 3. Effective Communication (2c) (Active from Fall 2020)	70.79%	
Flex 4. Finding Resources (4b) (Active from Fall 2020)	75.50%	
Flex 5. Time Management (5a-1) (Active from Fall 2020)	65.84%	
Flex 6. Participation (5a-2) (Active from Fall 2020)	67.33%	
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)	74.26%	

2B. Program-Level (PSLO) Performance : Version by **Graham, Pamela** on **03/02/2022 16:24**

PSLO	Target Achievement Rate	Comments/Clarifications
Cosmetology		
Barbering		
Cosmetology		
PSI Competencies		
Esthetician		
PSI Competencies		
Manicurist		
PSI Competencies		

2C. Course-Level (CSLO) Performance : Version by **Graham, Pamela** on **03/02/2022 16:24**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLOs Assessed		

3. What Will You Do Next?

3. What Will You Do Next? : Version by **Pacheco, Lisa** on **03/02/2022 20:23**

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

plan (optional).

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

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

NAT159-Pamela Graham
Every year we try and pick a different theme or project that is community based or for a non profit group. We try and make it fun and challenging at the same time. They seem to bring out their creative side when they are asked to step out of the box. In our industry we find that most nail techs seem to have an artsy side. They truly enjoy projects like this.
COS110-Michele Edwards
I will use the same assignment for the assessment but develop a rubric for the assignment that is more course specific.
EST212 - Lisa Pacheco
Developing a new rubric that is more course specific to help students with consultations and reviewing hair removal contraindications.

3. What Will You Do Next? (Action Plan) : Version by **Edwards, Michele** on **03/02/2022 18:52**

Action	Goal	Timeline	Participants
As a department we are going to do course specific assessment and develop a rubric that will better assess our students on their skills to ensure they are proficient and industry ready.	Develop a rubric for at least 1 nail technician and esthetician course and 2 cosmetology courses.	1 course per semester per prefix.	all students enrolled in the courses chosen for that semester.

2021 Annual Improvement Plan - Criminal Justice Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do?

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to <u>Continue</u>: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to <u>Modify</u>: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to <u>Add</u>: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

No Value

B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

No Value

2. What Did You Learn?

2. What Did You Learn?

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

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

2A. Institution-Level (ISLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 16:35**

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

ISLO	Target Achievement Rate	Comments/Clarifications
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	90.00%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	80.00%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	80.00%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	100.00%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		

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

2B. Program-Level (PSLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 16:35**

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

2C. Course-Level (CSLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 16:35**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLOs Assessed		

3. What Will You Do Next?

3. What Will You Do Next?

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

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

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

No Value

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

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2021 Annual Improvement Plan - Culinary Arts & Hospitality Studies Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do?

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

No Value

B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

No Value

2. What Did You Learn?

2. What Did You Learn?

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

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

2A. Institution-Level (ISLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 16:36**

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

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

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

2B. Program-Level (PSLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 16:36**

PSLO	Target Achievement Rate	Comments/Clarifications
Culinary Arts & Hospitality Studies		
Culinary Arts		
PSLO		
01. Professionally demonstrate time management in an industry setting. (Active from Spring 2017)		
02. Professionally demonstrate organization in an industry setting. (Active from Spring 2017)		
03. Use technology common to industry settings in food service operations. (Active from Fall 2016)	100.00%	
04. Apply problem solving skills in a variety of customer service and industry settings. (Active from Spring 2017)		
05a. Demonstrate commitment to professional growth within industry settings. (Active from Spring 2018)		
05b. Demonstrate appropriate conduct in interactions with guests and colleagues in industry settings. (Active from Spring 2018)		
06. Students will manipulate recipes and formulas using weights and measures with industry specific tools and technology. (Active from Fall 2017)		
Hospitality Studies		
PSLO		
01. Professionally demonstrate time management in an industry setting. (Active from Summer 2020)		
02. Professionally demonstrate organization in an industry setting. (Active from Summer 2020)		
03. Use technology common to industry settings in food service operations. (Active from Summer 2020)		
04. Apply problem solving skills in a variety of customer service and industry settings. (Active from Spring 2017)		
05. Demonstrate commitment to professional growth and interactions with guests and colleagues in an industry setting. (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 16:36**

CSLO	Target Achievement Rate	Comments/Clarifications

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLOs Assessed		

3. What Will You Do Next?

3. What Will You Do Next?

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

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

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

No Value

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

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2021 Annual Improvement Plan - Dental Hygiene Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Blasi, Linda** on **03/30/2022 23:53**

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

The dental hygiene program consists of twenty 2nd year students and twenty-two 1st year students in the AAS degree. In the BAS degree program there are nine 2nd year students and six1st year students.

In comparing results from 2020 to 2021, the dental hygiene faculty assessed sequential courses in order to have an accurate data set.

Our results still show the discrepancies due to the mixed sample size and non-norming techniques utilized with the current class graduation in 2022. Within a norming session held during the Fall 2021 semester, we aligned similar courses to follow a cohort through the full two year program.

B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

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

2. What Did You Learn?

2. What Did You Learn? : Version by **Blasi, Linda** on **03/30/2022 23:53**

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.
ISLO 5a-1 and PSLO 5c: Target achievement rate of 95.45%
- is above our target goal
- two cohorts of classes provided accurate target performance

2A. Institution-Level (ISLO) Performance : Version by **Blasi, Linda** on **03/30/2022 23:53**

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	46.03%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)		
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	36.23%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)	45.65%	
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	47.83%	

ISLO	Target Achievement Rate	Comments/Clarifications
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	23.53%	
ISLO4: Textual Literacy		
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)		
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by **Blasi, Linda** on **03/30/2022 23:53**

PSLO	Target Achievement Rate	Comments/Clarifications
Dental Hygiene		
Dental Hygiene		
PSLO		
AAS PSLOs		
1. a. Recognize and explain dental hygiene rules and regulations established by state licensing agencies. (Active from Summer 2017)	54.35%	
1. b. Model the dental hygiene professional code of ethics. (Active from Spring 2017)		
1.c. Apply principles of risk management and infection/hazard control to prevent liability and support patient/client health. (Active from Spring 2017)		
1. d. Provide compassionate and competent oral health care in a variety of settings and to a variety of individuals without discrimination. (Active from Spring 2017)		
1. e. Communicate effectively with peers and instructors to formulate a clear and precise point of view. (Active from Fall 2017)	46.03%	
2. a. Offer patient education and counsel to reduce health risks and promote wellness. (Active from Spring 2017)		
2. b. Collaborate with patients/clients and other health professionals to deliver a comprehensive and continuous health care plan that meets the needs of the patient/client. (Active from Spring 2017)		
3. a. Systematically collect and record relevant data on the patient/client. (Active from Spring 2017)		
3. b. Interpret patient/client data to identify needs and oral health problems. (Active from Spring 2017)		

PSLO	Target Achievement Rate	Comments/Clarifications
3. c. Apply evidence-based decision making using methods consistent with the dental hygiene scope of practice and legal principles to establish a diagnosis. (Active from Spring 2017)	47.83%	
3. d. Formulate a comprehensive dental hygiene care plan that meets the needs of the patient/client. (Active from Spring 2017)	23.53%	
4. a. Provide preventive and therapeutic services that promote oral health according to the needs of the patient/client. (Active from Spring 2017)		
4. b. Evaluate the effectiveness of the implemented dental hygiene care plan by using indices, instruments, examination techniques and the patient/client satisfaction survey. (Active from Spring 2017)		
4. c. Modify dental hygiene care plan and refer patient/client for follow-up care as needed. (Active from Spring 2017)		
5. a. Advance the profession through service activities and affiliations with professional organizations. (Active from Spring 2017)	45.65%	
5. b. Promote the values of the profession to the public and outside organizations. (Active from Spring 2017)		
5. c. Assume professional responsibilities through the process of self assessment for personal growth and life-long learning. (Active from Fall 2017)	36.23%	
BAS PSLOs		
1. Compare and contrast current and emerging issues and trends facing the profession of dental hygiene today. (Active from Spring 2017)		
2. Communicate effectively with peers and instructors to formulate a clear and precise point of view (Active from Spring 2017)		
3. Effectively use technology to locate, relate and communicate information. (Active from Spring 2017)		
4. Create and implement instructional best practices to facilitate effective teaching and student learning. (Active from Spring 2017)		
5. Demonstrate the ability to problem solve effectively utilizing evidenced based strategies and decision making processes. (Active from Spring 2017)		
6. Promote and recognize the science of public health through education and service activities. (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by **Blasi, Linda** on **03/30/2022 23:53**

CSLO	Target Achievement Rate	Comments/Clarifications
DEH103 - Dental Anatomy and Histology		
04. Distinguish dental caries classifications and the classifications of tooth preparations. (Active from Fall 2019)	83.33%	
DEH122 - Periodontics I		
04. Identify the histopathology of gingival and periodontal diseases. (Active from Fall 2019)	27.27%	
DEH136 - Clinical Dental Roentgenology		
02. Perform all radiographic procedures in a safe and efficient manner while maintaining aseptic technique and utilizing effective patient management techniques. (Active from Fall 2019)	13.64%	
DEH153 - Clinical Theory I		

CSLO	Target Achievement Rate	Comments/Clarifications
01. Determine appropriate instrument sharpening armamentarium to maintain a sharp instrument cutting edge and original instrument design. (Active from Fall 2019)	20.83%	
DEH204 - Community Dental I		
07. Identify different methods of reimbursement for oral health services. (Active from Fall 2019)	21.05%	
DEH221 - Ethics and Practice Management		
13. Discuss the code of Ethics of the Dental Hygiene profession (Active from Fall 2019)	90.91%	
DEH225 - Community Dental Health II		
05. During the course, prepare a portfolio of evidence for documentation of activities used in the planning, implementation and evaluation of the field activity. (Active from Fall 2019)	100.00%	
DEH266 - National Boards Review		
02. To provide a formalized review session of the Dental Hygiene Subjects covered on the National Board Exam (Active from Fall 2019)	100.00%	
DEH268 - Clinical Theory II		
02. Apply the Dental Hygiene Process of Care to treatment planning and progress notes documentation. (Active from Fall 2019)	84.21%	
DEH282 - Periodontics III		
03. Define osseointegration and compare the three implant types (Active from Fall 2019)	81.82%	

3. What Will You Do Next?

3. What Will You Do Next? : Version by **Blasi, Linda** on **03/30/2022 23:53**

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

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

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

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

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

First year students should be at a target achievement rate of 30%. Second year students should be at a target achievement rate of 93%.

3. What Will You Do Next? (Action Plan) : Version by **Blasi, Linda** on **03/30/2022 23:53**

Action	Goal	Timeline	Participants
Continue to align one sequential course rubric for the class of 2023 and 2024 to be scored throughout their 2 year curriculum	The evaluation progression of dental hygiene students over the 2 year period of the program	Start Fall 2022	6/6 full time faculty
Align one rubric for the BAS program	To assess one BAS class sequentially throughout the 2 year program	Start Fall 2022	BAS Faculty

2021 Annual Improvement Plan - Early Child/Education/Library Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Lawless, Ashley** on **02/28/2022 20:15**

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

The ECE program assessment uses the Communication Rubric. This is a program level rubric (not institutional) that was created with the help of Liz Medendorp. This has been used successfully by other ECE instructors and our previous ECE |EDU | LTN Coordinator, Renee Gust, recommended we continue using it.

The Communication Rubric worked well with all of our ECE courses- assessing students both individually and in group settings- out of the 50 planned, 29 were completed this year - work needs to continue to be done on encouraging instructor to complete assessments.

LTN had 1 out of 4 planned assessments completed this year- work needs to be done on encouraging instructor to complete assessments.
EDU has not had assessments completed to date as work needs to be done on encouraging instructor to complete assessments.

B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

The ECE program assessment uses the Communication Rubric. This is a program level rubric (not institutional) that was created with the help of Liz Medendorp. This has been used successfully by other ECE instructors and our previous ECE |EDU | LTN Coordinator, Renee Gust, recommended we continue using it.

The Communication Rubric worked well with all of our ECE courses- assessing students both individually and in group settings- out of the 50 planned, 29 were completed this year - work needs to continue to be done on encouraging instructor to complete assessments. This is lower than expected. We are still in a pandemic, so this might be why instructors are not completing assessments. Also, it might be because instructors do not know the importance of completing theses assessments.

LTN had 1 out of 4 planned assessments completed this year- work needs to be done on encouraging instructor to complete assessments. This is lower than expected. We are still in a pandemic, so this might be why instructors are not completing assessments. Also, it might be because instructors do not know the importance of completing theses assessments. - Assessment has not been done for the 6 courses. There is much change in staffing due to retirement so successful discussions have not been completed on a good rubric. Chris McGrath (Director of PCC Library) will assist in feedback as to whether the institutional Literacy rubric would work to get staff comfortable with eLumen and assessments. This assessment goal should be targeted for the 22-23 AY.

EDU has not had assessments completed to date as work needs to be done on encouraging instructor to complete assessments. EDU-The history of education courses has revolved around 1 course (EDU 221). Because of this the assessment rubric was not developed or reinforced. Changes that will be enhancing the EDU department by increasing the number of EDU courses would now require assessments to be completed. It would also be good to start planning on an institutional level rubric that could be used by all future courses. This is lower than expected. We are still in a pandemic, so this might be why instructors are not completing assessments. Also, it might be because instructors do not know the importance of completing theses assessments. This assessment goal should be targeted for the 22-23 AY.

2. What Did You Learn?

2. What Did You Learn? : Version by **Lawless, Ashley** on **02/28/2022 20:15**

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?

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

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. ECE -The Communication rubric worked nicely, and students scored well. Much of this is due to it being a final project- preparation, planning, and goals were clearly defined and lined up nicely with the rubric. It might be beneficial to utilize the rubric for smaller individual projects/assignments during the semester. This may provide a better variance thus detailing areas of review and detail that might need further clarification.

1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)

was not scored as high as other areas. I'm wondering if this was misunderstanding by the instructor or rubric. This can be reviewed in 22-23 AY.

2A. Institution-Level (ISLO) Performance : Version by **Medendorp, Liz** on 02/01/2022 16:39

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	82.29%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	84.38%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	100.00%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	86.46%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	75.00%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	100.00%	
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	100.00%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	85.42%	
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	100.00%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	100.00%	
ISLO4: Textual Literacy		
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	100.00%	
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)		
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)	100.00%	
Flex 2. Problem Solving (1d) (Active from Fall 2020)	100.00%	
Flex 3. Effective Communication (2c) (Active from Fall 2020)	100.00%	
Flex 4. Finding Resources (4b) (Active from Fall 2020)	100.00%	
Flex 5. Time Management (5a-1) (Active from Fall 2020)	100.00%	
Flex 6. Participation (5a-2) (Active from Fall 2020)	100.00%	
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)	100.00%	

2B. Program-Level (PSLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 14:36**

PSLO	Target Achievement Rate	Comments/Clarifications
Early Child/Education/Library		
Early Childhood Education		
PSLO		
1a. Apply the Developmental Domains in developing lesson plans using content knowledge and resources of the academic discipline (such as language and literacy, the arts, mathematics, science, physical education, health and safety, and social studies). (Active from Spring 2017)		
1b. Discuss the goals, benefits, and uses of assessment in developing appropriate goals, curriculum, and teaching strategies for young children. (Active from Spring 2017)		
1c. Recognize and explore young children's characteristics, needs, and influences on early development and learning. (Active from Spring 2017)		
2a. Collaborate professionally with families and colleagues/team members. (Active from Spring 2018)	85.42%	

PSLO	Target Achievement Rate	Comments/Clarifications
2b. Create healthy, respectful, supportive, and challenging learning environments for young children. (Active from Spring 2017)		
2c. Demonstrate awareness of diverse family and community characteristics. (Active from Spring 2017)		
2d. Develop a plan to involve families and communities in young children's development and learning. (Active from Spring 2017)		
2e. Demonstrate effective communication and presentation skills. (Active from Spring 2018)	82.29%	
2f. Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus. (Active from Spring 2019)	84.38%	
2g. Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience. (Active from Spring 2019)	86.46%	
3a. Describe how classroom arrangement maximizes learning in all developmental domains. (Active from Spring 2017)		
3b. Discuss appropriate early learning standards and other resources for designing, implementing, and evaluating developmentally meaningful and challenging curriculum for each child. (Active from Spring 2017)		
4. Apply a broad repertoire of developmentally appropriate teaching/learning approaches, including technology. (Active from Spring 2017)		
5a. Reflect on own practice to promote positive outcomes for each child. (Active from Spring 2017)		
5b. Demonstrate personal accountability for engaging in the learning process, including preparation, time management, and active participation. (Active from Spring 2018)		
6a. Identify and involve oneself with the early childhood field. (Active from Spring 2017)		
6b. Uphold ethical standards with commitment to academic integrity and other early childhood professional guidelines. (Active from Spring 2018)		
6c. Engage in continuous learning to develop as a professional. (Active from Spring 2018)		
6d. Integrate knowledgeable, reflective, and critical perspectives on early education. (Active from Spring 2017)		
6e. Engage in informed advocacy for young children and the early childhood profession. (Active from Spring 2017)		
7a. Observe and practice in early education settings. (Active from Spring 2017)		
7b. Apply observation, documentation, and other appropriate assessment tools and approaches. (Active from Spring 2017)		
Education		
PSLO		
1. Discuss the goals, benefits, and uses of assessment in developing appropriate goals, curriculum, and teaching strategies. (Active from Summer 2017)		
2. Demonstrate effective communication skills for collaborating with families and colleagues. (Active from Summer 2017)		
3. Apply a broad repertoire of developmentally appropriate teaching/learning approaches, including technology. (Active from Summer 2017)		
4. Uphold ethical standards and other education professional guidelines. (Active from Summer 2017)		

PSLO	Target Achievement Rate	Comments/Clarifications
5. Apply observation, documentation, and other appropriate assessment tools and approaches. (Active from Summer 2017)		
Library Technician		
PSLO		
1a. Demonstrate awareness of ethics, values, perspectives, intellectual freedom, and foundational principles when working with colleagues and patrons. (Life Skills) (Active from Summer 2017)		
1b. Use service concepts, principles, and techniques to connect diverse individuals or groups with accurate, relevant, and appropriate information in a variety of formats. (Life Skills) (Active from Summer 2017)		
2a. Competently explain the acquisition, description, storage, retrieval and use of library information products, services and programs. (Analytic Techniques) (Active from Summer 2017)		
2b. Critique the quality of information products and services and evaluate them both for agency purchase and for practical or academic use by self or others. (Analytic Techniques) (Active from Summer 2017)		
3. Provide professional customer service through effective interpersonal communication (writing, speaking, and listening) skills including analysis and synthesis of information or situations. (Communication Skills) (Active from Summer 2017)		
4a. Demonstrate technical and practical skills in the use of library resources including hardware and software in practical applications and in library employment. (Technology Skills) (Active from Summer 2017)		
4b. Demonstrate proficiency in identifying, using, and evaluating current and emerging information and communication technologies. (Technology Skills) (Active from Summer 2017)		
5. Exhibit professional ethics and behaviors which include respect for colleagues and customers by demonstrating best library technician customer service skills. (Teamwork Techniques) (Active from Summer 2017)		
6a. Observe and develop library programming that meets the needs of a diverse community including social media connections. (Social Values) (Active from Summer 2017)		
6b. Recognize the diversity in the clientele and employees of a library information system and be familiar with actions the organization takes to address this diversity. (Social Values) (Active from Summer 2017)		

PSLO	Target Achievement Rate	Comments/Clarifications
7a. Display aptitudes for career success (time management, attention to detail and quality, professionalism) in the library workplace. (Employability) (Active from Summer 2017)		
7b. Competently discuss library administrative organization, management and supervision. (Employability) (Active from Summer 2017)		
7c. Demonstrate collegiality, team-building and communication with the ability to work as an effective team member. (Employability) (Active from Spring 2018)		

2C. Course-Level (CSLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 14:37**

CSLO	Target Achievement Rate	Comments/Clarifications
LTN101 - Intro to Library Services		
02. Introductory vocabulary of the library field; (Active from Summer 2016)	72.73%	

3. What Will You Do Next?

3. What Will You Do Next? : Version by **Lawless, Ashley** on **02/28/2022 20:15**

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

Definitions:
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- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
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The ECE program assessment uses the Communication Rubric. This is a program level rubric (not institutional) that was created with the help of Liz Medendorp. This has been used successfully by other ECE instructors and our previous ECE |EDU | LTN Coordinator, Renee Gust, recommended we continue using it.

The Communication Rubric worked well with all of our ECE courses- assessing students both individually and in group settings- out of the 50 planned, 29 were completed this year - work needs to continue to be done on encouraging instructor to complete assessments. This is lower than expected. We are still in a pandemic, so this might be why instructors are not completing assessments. Also, it might be because instructors do not know the importance of completing theses assessments.

LTN had 1 out of 4 planned assessments completed this year- work needs to be done on encouraging instructor to complete assessments. This is lower than expected. We are still in a pandemic, so this might be why instructors are not completing assessments. Also, it might be because instructors do not know the importance of completing theses assessments. - Assessment has not been done for the 6 courses. There is much change in staffing due to retirement so successful discussions have not been completed on a good rubric. Chris McGrath (Director of PCC Library) will assist in feedback as to whether the institutional Literacy rubric would work to get staff comfortable with eLumen and assessments. This assessment goal should be targeted for the 22-23 AY.

EDU has not had assessments completed to date as work needs to be done on encouraging instructor to complete assessments. EDU-The history of education courses has revolved around 1 course (EDU 221). Because of this the assessment rubric was not developed or reinforced. Changes that will be enhancing the EDU department by increasing the number of EDU courses would now require assessments to be completed. It would also be good to start planning on an institutional level rubric that could be used by all future courses. This is lower than expected. We are still in a pandemic, so this might be why instructors are not completing assessments. Also, it might be because instructors do not know the importance of completing theses assessments. This assessment goal should be targeted for the 22-23 AY.

3. What Will You Do Next? (Action Plan) : Version by **Lawless, Ashley** on **02/28/2022 22:06**

Action	Goal	Timeline	Participants
ECE -Communication rubric	Let part-time know the importance of completing these assessments	22-23 AY	Part-time instructors: Joanne Shudell, Mollie McDonaugh, and Dustin Elliot

Action	Goal	Timeline	Participants
EDU -Communication rubric	Being planning to implement communication rubric and let part-time instructor know the importance of these assessments	22-23 AY	Part-time instructor: Tim Brotherton
LTN -Communication rubric or Literacy rubric	Begin planning to implement communication or literacy rubric and let part-time instructors know the importance of these assessments	22-23 AY	Part-time instructors: Chris McGrath, Jeanne Gardner, and Sharon Foote

2021 Annual Improvement Plan - Emergency Medical Services Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Mathis, Dawnelle** on **03/07/2022 21:55**

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to <u>Continue</u>: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to <u>Modify</u>: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to <u>Add</u>: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

We have been working on assessing student improvement in patient assessment. We have made several changes to our program but continue to have difficulty accurately assessing patient assessment. It is a complex skill and varies a lot from situation to situation. I believe we have seen some improvement but it is difficult to quantify.

B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Most of our full time faculty were involved in putting in data to eLumen, however, not all. Leroy Garcia usually does not participate, however, as he has resigned I will work with his replacement on using eLumen and inputting data. Our part time instructors do not use eLumen most of the time. I believe that is because by the end of the semester there is so much going on they just don't remember. We will work on getting the assessments and data finished before the end of the semester to try to improve participation.

2. What Did You Learn?

2. What Did You Learn? : Version by **Mathis, Dawnelle** on **03/15/2022 22:15**

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. In looking at the table below our students did very well in the computation assessment. I need to review these finding with Liz Mendendorp to make sure our current assessments are correctly correlated to ISLOs.
Our students are doing fairly well with patient assessment so we have decided to move on to other catagories.

2A. Institution-Level (ISLO) Performance : Version by **Mathis, Dawnelle** on **03/15/2022 22:15**

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)	88.57%	I believe all of these need updating from spring 2017.

ISLO	Target Achievement Rate	Comments/Clarifications
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	45.45%	
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	45.45%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	90.91%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	71.93%	

2B. Program-Level (PSLO) Performance : Version by **Mathis, Dawnelle** on **03/15/2022 22:15**

PSLO	Target Achievement Rate	Comments/Clarifications
Emergency Medical Services		
Emergency Medical Services		
PSLO		
Correctly perform all skills appropriate to an entry level EMS provider (Active from Spring 2017)	88.57%	most students are performing well on entry level skills
Perform a complete focused physical assessment based upon patient presentation (Active from Spring 2018)	90.91%	patient assessment has been our program focus for the last couple of years and we are moving on to more specific details of assessment with our paramedic and AEMT students.

2C. Course-Level (CSLO) Performance : Version by **Mathis, Dawnelle** on **03/15/2022 22:15**

CSLO	Target Achievement Rate	Comments/Clarifications
EMS229 - Paramedic Pharmacology		
05. Calculate and administer the correct dose of medication (Active from Summer 2016)	94.74%	This was from the pharmacology class. Most students improved on their medication dosing skills.

3. What Will You Do Next?

3. What Will You Do Next? : Version by **Mathis, Dawnelle** on **03/07/2022 21:55**

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

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

We are going to move on from patient assessment. We have seen some small improvement but we have been working on this for several years. This has proved to be a difficult process to evaluate since there are many facets to patient assessment. We have made some major changes to our EMT program to better teach the full range of scene management including patient assessment. This has come about because of changes to the National Registry psychomotor evaluation that allows more flexibility in the testing process. We may be ready to include this in the 2023 assessment plan.
In the EMT program we will continue to assess the students knowledge of EMS operations including scene safety and safe attitudes. This assessment was decided on because this is the lowest scoring category on our national certifying exam for the EMT students.

For the paramedic and AEMT students our focus will now be airway management including the patient assessment techniques for determining how to manage a particular airway. We will continue to assess the paramedic students for before and after knowledge of EKGs.

3. What Will You Do Next? (Action Plan) : Version by **Mathis, Dawnelle** on **03/15/2022 19:22**

Action	Goal	Timeline	Participants
test students on operations knowledge	improve national registry outcomes	spring and fall semesters	All EMT students
evaluate students on airway management	improve airway assessment and management skills	spring semester AEMT, spring and fall-paramedic	AEMT and paramedic students

2021 Annual Improvement Plan - English & Communication Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Dunaway, Dustin** on **02/28/2022 22:18**

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

We have maintained an assessment of communication, professionalism, and personal responsibility since the onset of the COVID era. This has proved to be a major challenge for our students as communication methods have shifted drastically and the line between personal and professional life during quarantine has blurred. This has made it difficult for students to maintain traditional personal responsibility, strong communication, and professional behavior.

With the college's renewed focus on Diversity, Equity, and Inclusion, along with the department's responsibility for the Teaching Excellence Grant, we think that modifying our schedule to allow the spring semester for DEI initiatives and rubrics to be selected is the best course of action. We are also reassessing our definitions of what constitutes professionalism and communication.

B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Participation was mixed (72/253), as most participation came from full-time faculty and long-time adjunct faculty for whom this is routine. We believe that shifting the assessment cycle will allow part-time instructors more input on the ground floor, which should make them more likely to participate. Also, limiting turnover in the part-time adjunct pool should contribute to higher rates of participation in the future.

A major strength shown by students in several courses is the ability to shift their communication to the needs of the audience. The gap between this and professionalism indicates students will lapse when they are not being directly assessed.

2. What Did You Learn?

2. What Did You Learn? : Version by **Dunaway, Dustin** on **02/28/2022 22:18**

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. Most areas hover around the 70% mark for achievement rate. Notable outliers include the Community and Diversity Aspect of the AAA 109 course (46%). This is an introductory course, but the number seems to suggest a change in pedagogy or measurement is necessary. The department hopes to focus on Diversity, Equity, and Inclusion initiatives in the coming cycle, so this may be an area we can target.

2A. Institution-Level (ISLO) Performance : Version by **Dunaway, Dustin** on **02/28/2022 22:18**

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		

ISLO	Target Achievement Rate	Comments/Clarifications
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	73.98%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	67.22%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	67.71%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	73.85%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	56.86%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	76.15%	
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	67.57%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	79.09%	
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)	72.79%	
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	70.00%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	76.64%	

ISLO	Target Achievement Rate	Comments/Clarifications
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	79.19%	
ISLO4: Textual Literacy		
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)	75.00%	
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	75.00%	
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	70.55%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	69.29%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)	59.38%	
Flex 2. Problem Solving (1d) (Active from Fall 2020)	62.50%	
Flex 3. Effective Communication (2c) (Active from Fall 2020)	65.63%	
Flex 4. Finding Resources (4b) (Active from Fall 2020)	68.75%	
Flex 5. Time Management (5a-1) (Active from Fall 2020)	65.63%	
Flex 6. Participation (5a-2) (Active from Fall 2020)	65.63%	
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)	71.88%	

2B. Program-Level (PSLO) Performance : Version by **Dunaway, Dustin** on **02/28/2022 22:18**

PSLO	Target Achievement Rate	Comments/Clarifications
English & Communication		
Advanced Academic Achievement		
PSLO		
01. Demonstrate enhanced personal management (Time Management/Personal Accountability) (Active from Fall 2019)	50.00%	
02. Apply critical and creative thinking (Active from Fall 2019)	60.71%	
03. Demonstrate effective collegiate communication skills (Active from Fall 2019)	57.14%	
04. Demonstrate an awareness of community and diversity (Active from Fall 2019)	46.43%	
05. Enhance personal strategies for improved academic proficiency (Resource Management) (Active from Fall 2019)	53.57%	
06. Enhance personal strategies for improved academic proficiency (Interdependence/Interpersonal Skills) (Active from Fall 2019)	53.57%	
07. Create educational and career plans (Grit/Perseverance/Self-efficacy) (Active from Fall 2019)	57.14%	
08. Preparedness (placeholder) (Active from Fall 2019)	61.33%	
09. Responsibility for Time Management (placeholder) (Active from Fall 2019)	64.00%	
10. Follows Communication Procedures (placeholder) (Active from Fall 2019)	62.67%	
American Sign Language		
PSLO		
N/A - No PSLOs		
College Composition & Reading		
PSLO		

PSLO	Target Achievement Rate	Comments/Clarifications
ENG121 4a. Use accurate grammar. (Active from Fall 2017)		
ENG121 4b. Use accurate mechanics and spelling. (Active from Fall 2017)		
ENG121 4c. Choose diction and usage appropriate to writing purposes and audiences. (Active from Fall 2017)		
PSLO1: Create and develop within the context of the situation and the assigned tasks. (Active from Spring 2017)		
PSLO2a: Apply formal and informal conventions of writing, including organization, content, and mechanics, in particular forms/fields. (Active from Spring 2017)		
PSLO2b: Apply formal and informal conventions of writing, including purpose, in particular forms/fields. (Active from Spring 2017)		
PSLO2c: Apply formal and informal conventions of writing, including presentation and formatting, in particular forms/fields. (Active from Spring 2017)		
PSLO2d: Apply formal and informal conventions of writing, including stylistic choices, in particular forms/fields. (Active from Spring 2017)		
PSLO3: Critically read and evaluate a variety of college-level texts in multiple genres (Active from Spring 2017)		
PSLO4: Integrate and synthesize evidence and/or sources in support of a claim (Active from Spring 2019)		
Communication		
PSLO		
01. Describe the Communication discipline and its central questions (Active from Spring 2017)		
02. Employ Communication theories, perspectives, principles, and concepts. (Active from Spring 2017)		
03. Engage in Communication inquiry. (Active from Spring 2017)		
04. Create messages appropriate to the audience, purpose, and context. (Active from Spring 2017)		
05. Critically analyze messages. (Active from Spring 2017)		
06. Demonstrate the ability to accomplish communicative goals (self-efficacy). (Active from Spring 2017)		
07. Apply ethical communication principles and practices. (Active from Spring 2017)		
08. Utilize communication to embrace difference (Active from Spring 2017)		
09. Influence public discourse. (Active from Spring 2017)		
10. Integrate and synthesize evidence and/or sources in support of a claim (Active from Fall 2018)		
11. Preparedness (placeholder) (Active from Fall 2019)		
12. Responsibility for Time Management (placeholder) (Active from Fall 2019)		
13. Follows Communication Procedures (placeholder) (Active from Fall 2019)		
English		
PSLO		
01. Integrate knowledge of audience, purpose, genre, and context in a way that is responsive to the situation. (Active from Spring 2017)	94.83%	
02a. Define the scope of the research question, thesis, or main idea. (Active from Spring 2017)	71.70%	
02b. Select sources that directly relate to the key concepts or answer the research question(s). (Active from Spring 2017)	75.86%	

PSLO	Target Achievement Rate	Comments/Clarifications
03. Access information using effective, well-designed search strategies. (Active from Spring 2017)		
04a. Critically read evidence and/or sources. (Active from Spring 2017)		
04b. Evaluate evidence and/or sources. (Active from Spring 2017)		
04c. Integrate and synthesize evidence and/or sources in support of a claim (Active from Spring 2017)	66.01%	
04d. Follow an appropriate documentation system in applying evidence and/or sources. (Active from Spring 2017)	86.27%	
05a. Utilize a variety of information sources appropriate to the scope and discipline of the research question. (Active from Spring 2017)		
05b. Evaluate the importance of multiple research criteria, such as relevance to the research question, currency, authority, audience, and bias or point-of-view, when evaluating source information. (Active from Spring 2017)	81.03%	
06. Utilize correct citation practices on the use of information from a variety of sources to observe ethical and legal restrictions. (Active from Spring 2017)	62.75%	
07a. Apply formal and informal conventions of writing in designated forms and/or fields. (Organization) (Active from Spring 2017)	83.64%	
07b. Apply formal and informal conventions of writing in designated forms and/or fields. (Content) (Active from Spring 2017)	70.09%	
07c. Apply formal and informal conventions of writing in designated forms and/or fields. (Presentation & Formatting) (Active from Spring 2017)		
07d. Apply formal and informal conventions of writing in designated forms and/or fields. (Stylistic Choices) (Active from Spring 2017)	79.44%	
08a. Employ proper conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task. (Active from Spring 2017)	70.09%	
08b. Produces sentence structures that are complete, varied, and effective. (Active from Fall 2018)	70.09%	
09a. Support a conclusion that is tied to the range of information presented. (Active from Spring 2017)	76.64%	
09b. Reflect on the implications and consequences of the stated conclusion. (Active from Spring 2017)		
10. Identify connections between world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts. (Active from Spring 2017)	77.57%	
11a. Address ethical, social, and environmental challenges within local or global systems. (Active from Spring 2017)		
11b. Assess a range of actions or solutions informed by one's sense of personal and civic responsibility. (Active from Spring 2017)		
12a. Exhibit personal accountability in the classroom and in the online environment. (Active from Spring 2017)	78.46%	
12b. Exhibit self-efficacy in the classroom and in the online environment. (Active from Spring 2017)	87.69%	
12c. Exhibit ethical behavior in the classroom and in the online environment. (Active from Spring 2017)		
13a. Collaborate to constructively critique one's own work and the work of others. (Active from Spring 2017)	87.69%	

PSLO	Target Achievement Rate	Comments/Clarifications
13b. Engage in a recursive writing process that demonstrates planning, reflection, and growth in response to feedback. (Active from Spring 2017)	83.08%	
14a. Preparedness (placeholder) (Active from Fall 2019)		
14b. Responsibility for Time Management (placeholder) (Active from Fall 2019)		
14c. Follows Communication Procedures (placeholder) (Active from Fall 2019)		
FA16 PSLO1: Integrate source information using a variety of strategies. (Active from Spring 2017)		
FA16 PSLO2a: Demonstrate critical thinking by writing persuasive essays that meet acceptable standards of evidence. (Active from Fall 2016)		
FA16 PSLO2b: Demonstrate critical thinking by writing persuasive essays that meet acceptable standards for the influence of context and assumptions. (Active from Fall 2016)		
FA16 PSLO2c: Demonstrate critical thinking by writing persuasive essays that meet acceptable standards for the statement of position. (Active from Fall 2016)		
FA16 PSLO3: Write a well-structured essay that applies the principles of thesis, unity, coherence, and support. (Active from Fall 2016)		
FA16 PSLO4: Access and correctly cite sources from the PCC databases in a research paper. (Active from Fall 2016)		
Interview Fair		
PSLO		
1. Appearance (Active from Fall 2018)		
2. Vocalics (Active from Fall 2018)		
3. Physical Behavior (Active from Fall 2018)		
4. Grammar & Articulation (Active from Fall 2018)		
5. Content (Active from Fall 2018)		
6. Language (Active from Fall 2018)		
7. Preparedness (Active from Fall 2018)		
8. Engagement (Active from Fall 2018)		
9. Resume (Active from Fall 2020)		
Literature		
PSLO		
01. Create and develop ideas within the literary context. (Active from Spring 2017)		
02. Critically read and synthesize evidence from a variety of literary works. (Active from Spring 2017)	91.67%	
03. Follow MLA documentation style. (Active from Spring 2017)	91.67%	
04. Evaluate the contextual relevance of specific era(s) and/or specific culture(s) when presenting a position on a work (or works) of literature. (Active from Spring 2017)	91.67%	
05. Identify and analyze one's own and others' assumptions about literary subjects, themes, and authors. (Active from Spring 2017)		
06. Formulate and defend a conclusion by applying knowledge of elements of literature. (Active from Spring 2017)		
07. Reflect on the implications and consequences of one's stated conclusion. (Active from Spring 2017)		
08. Locate a varied selection of fiction and non-fiction literary works. (Active from Spring 2017)	91.67%	
10a. Collaborate to constructively critique one's own work and the work of others. (Active from Spring 2019)		

PSLO	Target Achievement Rate	Comments/Clarifications
10b. Engage in a recursive writing process that demonstrates planning, reflection, and growth in response to feedback. (Active from Spring 2019)		
11. Use accurate grammar, mechanics, and spelling. (Active from Spring 2019)		
9a. 12a. Exhibit personal accountability in the classroom and in the online environment. (Active from Spring 2019)		
9b. Exhibit self-efficacy in the classroom and in the online environment. (Active from Spring 2019)		
Philosophy		
PSLO		
01. Identify philosophical and/or theological arguments and/or concepts (Active from Spring 2017)		
02. Analyze philosophical and/or theological arguments and/or concepts (Active from Summer 2017)		
03. Evaluate the efficacy of philosophical and/or theological arguments and/or concepts (Active from Spring 2017)		
04. Formulate solutions to philosophical and/or theological problems (Active from Spring 2017)		
05. Preparedness (placeholder) (Active from Fall 2019)	23.53%	
06. Responsibility for Time Management (placeholder) (Active from Fall 2019)	26.47%	
07. Follows Communication Procedures (placeholder) (Active from Fall 2019)	29.41%	
Analyze philosophical and/or theological arguments and concepts (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by **Dunaway, Dustin** on **02/28/2022 22:18**

CSLO	Target Achievement Rate	Comments/Clarifications
ENG122 - English Composition II:CO2		
01. Apply and expand the rhetorical knowledge, critical/logical thinking, reading, and writing skills developed in English Composition I to more complex assignments. (Active from Fall 2019)	94.83%	
02. Plan, write, and revise compositions within various rhetorical situations, employing research and applying correct documentation where applicable. (Active from Fall 2019)	94.83%	
03. Apply conventions of research to composition: defining problems, gathering information, considering multiple viewpoints, evaluating data, analyzing, summarizing, synthesizing, and documenting. (Active from Fall 2019)	81.03%	
04. Apply genre conventions including structure, paragraphing, tone, mechanics, grammar, syntax, formatting, documentation, and style to complex writing projects. (Active from Fall 2019)	91.38%	
05. Select and apply contemporary forms of technology to solve problems or compile information. (Active from Fall 2019)	75.86%	
ENG131 - Technical Writing I: CO1		
01. Create documents that respond to audience, purpose, context, formatting, and technical genres for a variety of workplace situations. (Active from Fall 2019)	100.00%	
02. Plan, write, revise, and review print and electronic documents that stress analytical, evaluative, and persuasive/argumentative writing within various workplace situations. (Active from Fall 2019)	95.45%	

CSLO	Target Achievement Rate	Comments/Clarifications
03. Apply principles of effective technical communication including organization, visual design, and a reader-centered focus. (Active from Fall 2019)	81.82%	
04. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a defined purpose, using an appropriate documentation system. (Active from Fall 2019)	40.91%	
05. Apply technical writing conventions including structure, paragraphing, tone, mechanics, grammar, syntax, and style. (Active from Fall 2019)	77.27%	

3. What Will You Do Next?

3. What Will You Do Next? : Version by **Dunaway, Dustin** on **02/28/2022 22:18**

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

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

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

3. What Will You Do Next? (Action Plan) : Version by **Dunaway, Dustin** on **02/28/2022 22:17**

Action	Goal	Timeline	Participants
1. Assess the efficacy of traditional definitions of "professionalism," "personal responsibility" and "communication."	Define our terminology, including what the expectations of those terms might be in a DEI-focused environment	This should be completed by the end of the Spring 2022 semester	Dustin Dunaway, Jamie Patti, Kari Lee, Johanna Parkhurst, Matthew Sterner-Neely
2. Expand our assessment tools to include greater diversity in cultural aspects of these areas.	Generate assessments that are relevant to the diversity of our student body.	Summer 2022	Dustin Dunaway, Jamie Patti, Kari Lee, Johanna Parkhurst, Matthew Sterner-Neely
3. Develop a rubric that could be used to measure students' ability and willingness to navigate diverse cultures.	Develop (or utilize) a rubric that measures social consciousness.	Summer 2022	Dustin Dunaway, Jamie Patti, Kari Lee, Johanna Parkhurst, Matthew Sterner-Neely
4. Begin assessment of DEI-focused SLOs starting in the fall 2022.	Craft DEI SLOs that are appropriate for the department.	Assess in Fall 2022 through Summer 2023	Dustin Dunaway, Jamie Patti, Kari Lee, Johanna Parkhurst, Matthew Sterner-Neely

2021 Annual Improvement Plan - Fine Arts & Humanities Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Oreskovich, Ann** on **02/25/2022 17:17**

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to <u>Continue</u>: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to <u>Modify</u>: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to <u>Add</u>: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

We continue to focus largely on program-level outcomes because we have a wide variety of course offerings, and rely mostly on part-time instructors. It is helpful for us to pool our data and resources within the department. We also expanded our course-level assessment by developing a rubric for ART 110, which is our highest enrolling course. As a follow-up to last year, we:
- Held our paid fall assessment meeting with part-time instructors (Oct 28, 2021) to get instructors up to speed on assessment.
- Developed a course-level rubric for ART 110 that can be implemented for spring 2022 assessment, and researched integration with D2L.
- Resumed in-person art shows and co-curricular activities to engage students. We had an artist talk with Nicole Banowetz as she was working on her mosaic installation on the exterior of the San Juan building (Sep 29, 2021). We created an interactive art show *Make.Notice.Be.* as a response to the trauma of COVID to offer wellness strategies related to the arts. We had stations with activities associated with visual and performing arts, and resources from Health Solutions and our Wellness Center (Nov 5-17, 2021). We also resumed our in-person student art show (Dec 2-9, 2021).
- Continued to offer our virtual student art show to allow participation by branch campus and online courses and to provide a record of our student work. This year we hosted a virtual awards ceremony. We stressed the importance of photography and online presentation by building it into our assessments and providing resources to students.
- Offered photography and framing workshops to students close to the start of the student art show.
- Developed a handout for writing resources for part-time instructors.

- We will continue to build upon these strategies next year by continuing our departmental assessment meetings, expanding our course-level assessments, creating more co-curricular opportunities and refining our student art shows, developing videos of our workshops and continuing to stream our awards ceremonies, and building a repository of resources for instructors.

B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

We had 13 instructors and 1 faculty member in 2021. For academic year 2021, we had 21 assessments completed, which is similar to last year when we had 22 assessments. We lost some momentum during the COVID period due to shifting priorities and instructor turnover. During 2019, there were 39 assessments, and 24 in 2018. In spring 2021, there were 10 assessments completed compared to 7 completed in spring of 2020. In fall 2021, there were 9 completed assessments compared to 10 in fall of 2020. We had 2 for the summer compared to 0 in 2020, but many less than the 10 from summer of 2019. Summer participation could be better. There were 10 participants in assessment in our department for the year, and overall, the data is similar to 2020.

CHALLENGES TO PARTICIPATION:
- Communication was difficult. During COVID, we didn't see part-time instructors as often. We were encouraged to keep our office doors closed, so there was less chance of in-person reminders. Fortunately, this is improving in 2022. We continue to have some communication challenges with branch campus instructors, and summer communication is also harder because full-time faculty are not on campus as often.
- Fewer classes due to lower enrollment may be contributing to fewer assessments for the last couple of years.
- It is difficult to require new instructors to participate in assessment because they have so much to navigate in the first year.
- After Spanish being closed for 5 years, we were recently able to bring Spanish classes back, but we need to review our Spanish assessments and get the instructors up to speed.
- We have not encouraged our high school instructors to participate in assessment. Communication is tough and it's difficult to ask them to add more to their schedules.

STRATEGIES:
- Reach out to branch site academic coordinators when attempting to contact part-time instructors there, so that there is a greater chance that they will get the message. Encourage participation in summer assessment.
- Continue to hold our paid fall assessment meetings with instructors to keep them up-to-date on assessment, and to help the new instructors feel more comfortable with it.
- Review the Spanish assessment for our department with the Spanish instructors.
- Invite concurrent enrollment instructors to our assessment meetings as a way to grow our assessment pool.

2. What Did You Learn?

2. What Did You Learn? : Version by **Oreskovich, Ann** on **02/25/2022 17:17**

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. In general, scores have steadily increased over the past 4 years, and most outcomes exceeded the performance targets of 70% this year. We tend to have small sample sizes because instructors are only required to assess one course per semester. We tend to have small class sizes, and don't have a lot of classes with multiple sections, so the data can be a bit limited or skewed. We have normed the studio art rubric, but a number of our instructors in other areas are new, so it would be beneficial to norm the AH1 rubric and Humanities rubric. The skills assessed in our program are fundamental to our courses, so we will continue to assess the same outcomes, but keep expanding our course-level rubrics.

AH1 ART COURSES: This year we have course-level data in Art History. Scores are slightly higher than the previous year. There are some 100% scores which are probably inflated due to a low sample size. A course-level rubric was developed for ART 110, and will be implemented for Spring 2022 scoring. ART 110 is our department's highest enrolling course with the greatest number of sections, so hopefully it will give us a larger pool of data, and a better indication of how students are performing in written communication in our GT art lecture courses. All of the outcomes are meeting the targets. The weakest area in Art History is in explaining media and techniques, and for Art PSLOs, it is in supporting a claim with evidence (finding quality sources and citing them correctly).

STUDIO ART: Studio Art outcomes have increased steadily over the past 4 years, and exceeded the target, falling in the 80% range for all outcomes. The weaker areas are with originality/risk-taking and proportion. Most of our studio classes are introductory level, and those two areas are challenging at the introductory level. It would be good to develop strategies, such as guides to originality and proportion and targeting those skills in project rubrics.

HUMANITIES: The Humanities numbers in our area are a little lower than other subjects. This may be due to higher expectations or demands in writing. Most of the outcomes still exceed the targets, and have steadily increased over the last 4 years. The strongest and weakest areas have also remained consistent over time, with the weakest area being supporting a claim with evidence (similar to art lecture), and the strength being critically evaluating works of art.

MUSIC: Music numbers are high overall, and have traditionally been that way. They have also generally increased over time. The "formulate a claim" section is quite high at 98% while that tends to be a weaker spot in other areas. It would be helpful to find out how the music classes are getting such high numbers in that section to apply their strategies to other disciplines.

SPANISH: Spanish was only recently reintroduced to our department, so we do not have data for it yet. We will need to work with the new instructors to get them up to speed on assessment and to review/revise the assessments we currently have for Spanish because they were developed a number of years ago.

THEATER: We did not offer theater this past year, so there is no data for it.

Based on these findings, some paths to move forward will be:
1) Norming rubrics
2) Expanding resources to help students cite sources and develop thesis statements
3) Expanding CSLO reporting
4) Encouraging greater participation in assessment, and participation in the Flex Assessment

2A. Institution-Level (ISLO) Performance : Version by **Oreskovich, Ann** on **02/25/2022 17:17**

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

ISLO	Target Achievement Rate	Comments/Clarifications
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)		
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	86.36%	Has increased significantly over the last 4 years.
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	81.95%	Has significantly increased over the last 4 years.
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	81.82%	Has significantly increased over the last 4 years, but was slightly higher last year.
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	83.00%	Has significantly increased over the last 4 years.
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)	87.34%	Has significantly increased over the last 4 years.
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	84.50%	This has also risen significantly since 2018.
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	84.50%	This is consistent as well.
ISLO4: Textual Literacy		
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	77.78%	This has seen a steady increase over the last 4 years.
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	73.06%	This has increased steadily over the last 4 years.
PCC Flex Self-Assessment		

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

2B. Program-Level (PSLO) Performance : Version by **Oreskovich, Ann** on **02/25/2022 17:17**

PSLO	Target Achievement Rate	Comments/Clarifications
Fine Arts & Humanities		
Art		
PSLO		
01. Critically analyze works of art (visual, performing or literary). (Active from Spring 2020)	76.32%	Target was not met the last couple of years, so this is an improvement.
02. Evaluate the relevance of context to understanding art in its various forms. (Active from Spring 2020)	97.37%	The numbers from 2-6 are much higher than the previous 2 years.
03. Evaluate creative thinking in works of art. (Active from Spring 2020)	94.74%	
04. Create academically formal written work related to the study of the arts. (Active from Spring 2020)	100.00%	
05. Formulate a claim related to the study of the arts. (Active from Spring 2020)	92.11%	
06. Critically analyze works of art (visual, performing or literary). (Active from Spring 2020)		
06. Identify the visual elements and principles of design. (Active from Fall 2018)		
06. Support a claim related to the study of the arts with appropriate sources, evidence and documentation. (Active from Spring 2020)	70.21%	This is higher but could still use some attention.
07. Analyze and critically evaluate works of art. (Active from Fall 2018)		
07. Proportion: Accurately displays the relative size and scale of the various elements in a work of art and the relationships between objects, or parts, of a whole. (Active from Spring 2018)	81.82%	This has increased over time, but is similar to last year.
08. Evaluate influences in the development of artistic styles. (Active from Fall 2018)		
08. Media Handling (technique): Makes design/artistic choices appropriate to the characteristics of the medium, or the combination of materials used and the techniques applied to those materials. (Active from Spring 2018)	83.33%	This has steadily increased over time.
09. Composition/Design: Applies the visual elements according to the principles of design. (Active from Spring 2018)	86.36%	This has also increased steadily.
09. Create academically formal written work related to the study of the arts. (Active from Summer 2019)		
09. Explore alternate, divergent, or contradictory perspectives or ideas within the context of visual forms and processes. (Active from Fall 2018)		
10. Originality/Risk-Taking: Trying something completely different, trying new approaches, and risking not being comfortable with the work in order to achieve a goal. (Active from Spring 2018)	80.30%	This has increased dramatically from 2018 and 2019, but is roughly the same as last year.
11. Presentation: Displays artwork crafted with attention to professional display standards. (Active from Spring 2018)	86.36%	This is a little higher than 2020 and 2019, and much higher than 2018.
Dance		

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO		
01. Critically analyze works of art (visual, performing or literary). (Active from Summer 2019)		
02. Evaluate the relevance of context to understanding art in its various forms. (Active from Summer 2019)		
03. Evaluate creative thinking in works of art. (Active from Summer 2019)		
04. Create academically formal written work related to the study of the arts. (Active from Summer 2019)		
05. Formulate a claim related to the study of the arts. (Active from Summer 2019)		
06. Support a claim related to the study of the arts with appropriate sources, evidence and documentation. (Active from Summer 2019)		
Humanities		
PSLO		
1. Critically evaluate works of art (visual, performing or literary). (Active from Spring 2017)	78.70%	The humanities numbers have increased steadily over the last 4 years, and the strengths and weaknesses have remained pretty consistent, with #1 being the highest and #5 being the lowest.
2. Evaluate the relevance of context in understanding art in its various forms. (Active from Spring 2017)	77.78%	
3. Create academically formal written work related to the study of humanities. (Active from Summer 2019)	72.22%	
4. Formulate a claim related to the study of Humanities. (Active from Spring 2017)	75.93%	
5. Support a claim related to the study of humanities. (Active from Spring 2018)	60.19%	
6. Demonstrate Originality and Ingenuity (Creative Thinking 4a): Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work. (Active from Spring 2020)		
7. Utilize Context-Assumptions (Critical Thinking 2b-c): Identify assumptions and analyze one's own and others' assumptions. (Active from Summer 2019)		
8. Develop Content (Written Communication 2a): Create and develop ideas within the context of the situation and the assigned task(s). (Active from Summer 2019)		
Music		
PSLO		
01. Critically analyze works of art (visual, performing or literary). (Active from Summer 2019)	95.56%	This has increased over time.
02. Evaluate the relevance of context to understanding art in its various forms. (Active from Fall 2018)	86.67%	This is slightly lower than 2020, and similar to 2019.
03. Evaluate creative thinking in works of art. (Active from Fall 2018)	88.89%	Similar numbers over the last 3 years.
04. Create academically formal written work related to the study of the arts. (Active from Fall 2018)	84.44%	Slightly down compared to the last 2 years.
04. Create academically formal written work related to the study of the arts. (Active from Summer 2019)		
05. Formulate a claim related to the study of the arts. (Active from Fall 2018)	97.78%	This is quite high and an increase from previous years. Might need to find out what the secret is to help other areas.
06. Support a claim related to the study of the arts with appropriate sources, evidence and documentation. (Active from Fall 2018)	88.89%	This is an increase.
08. Utilize Context-Assumptions (Critical Thinking 2b-c): Identify Assumptions and analyze one's own and others' assumptions. (Active from Summer 2019)		
Spanish		
PSLO		

PSLO	Target Achievement Rate	Comments/Clarifications
1. Interpret authentic written and oral texts to identify the main idea, keywords and specific detail. (Active from Spring 2017)		We do not have data from Spanish because it was recently reintroduced to our department. Our instructors are new to PCC. We will be working with them to review the PSLOs and rubrics.
2. Maintain (including initiating and comprehending) a simple conversation in Spanish. (Active from Spring 2017)		
3. Recognize the cultures of the Spanish speaking countries and relate to the dynamic and diverse nature of products, practices and perspectives of their cultures. (Active from Spring 2017)		
gtP1. Develop a Central Message (Oral/Presentational Communication 2a): Develop a central message using the content and supporting materials. (Active from Summer 2021)		
gtP2. Address Language (Oral/Presentational Communication 3a-b): Employ language that enhances the presentation and incorporate language that is appropriate to the audience. (Active from Summer 2021)		
gtP3. Execute Delivery (Oral/Presentational Communication 4a): Demonstrate performance skills (posture, gesture, eye contact, and vocal expressiveness) to share content with/present content to a particular audience for a specific occasion and purpose. (Active from Summer 2021)		
Theater		
PSLO		
01. Critically analyze works of art (visual, performing or literary). (Active from Fall 2018)		Theater was not offered this year.
02. Evaluate the relevance of context to understanding art in its various forms. (Active from Fall 2018)		
03. Evaluate creative thinking in works of art. (Active from Fall 2018)		
04. Create academically formal written work related to the study of the arts. (Active from Fall 2018)		
05. Formulate a claim related to the study of the arts. (Active from Fall 2018)		
06. Support a claim related to the study of the arts with appropriate sources, evidence and documentation. (Active from Fall 2018)		

2C. Course-Level (CSLO) Performance : Version by **Oreskovich, Ann** on **02/25/2022 17:17**

CSLO	Target Achievement Rate	Comments/Clarifications
ART111 - Art Hist Ancient/ Mediev: AH1		
01. Analyze information and ideas from multiple perspectives based on works of visual art from the Ancient through the Medieval periods. (Active from Fall 2019)	88.89%	This is quite a bit higher than 2020.
02. Articulate alternate, divergent, or contradictory perspectives or ideas within the context of visual art from the Ancient through the Medieval periods. (Active from Fall 2019)	100.00%	
03. Evaluate, apply, and synthesize evidence and/or sources in support of a claim regarding artists and/or artworks from the Ancient through the Medieval periods. (Active from Fall 2019)	88.89%	
04. Apply visual literacy skills to interpret the visual arts from the Ancient through the Medieval periods. (Active from Fall 2019)		
05. Explain various media and techniques from the Ancient through the Medieval periods. (Active from Fall 2019)	77.78%	This is a little lower than 2020.

CSLO	Target Achievement Rate	Comments/Clarifications
06. Identify themes or major concepts in the visual arts from the Ancient through the Medieval periods. (Active from Fall 2019)	100.00%	
07. Analyze visual forms and processes as expressed in art from the Ancient through the Medieval periods. (Active from Fall 2019)	100.00%	
		In general, these numbers are a little higher than 2020. The scores are a little inflated perhaps due to a small number of students being assessed.

3. What Will You Do Next?

3. What Will You Do Next? : Version by **Oreskovich, Ann** on **02/25/2022 17:17**

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

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

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

See below...

3. What Will You Do Next? (Action Plan) : Version by **Oreskovich, Ann** on **02/25/2022 17:17**

Action	Goal	Timeline	Participants
Establish the assessment plan	Contact instructors to determine which assessments to plan in eLumen, and encourage participation in the flex assessment.	Week 8 of spring and fall semesters 2022	All Fine Arts, Humanities, and Media Communications faculty and instructors
Reach out to branch campuses	Reach out to branch campus instructors and coordinators to plan assessments	Week 8 of spring and fall semesters 2022	Shawna Shoaf, Ann Oreskovich, Perry Pepper, Aaron Daniel
Plan assessments in eLumen	Distribute rubrics in eLumen	Week 10 of spring and fall semesters 2022	Ann Oreskovich
Planning meetings	Hold a meeting (paid if possible) once per semester with all faculty and instructors to plan assessments, review and norm rubrics, and bring new instructors into the fold in the fall. At this meeting, encourage instructors to participate in more than one assessment. In the spring, review data, plan for the upcoming year, and share tools.	Fall meeting in October, spring meeting in March	All Fine Arts, Humanities, and Media Communications faculty and instructors. (Invite high school concurrent enrollment instructors to the fall meeting in order to increase participation in assessment)
Develop course-level rubrics	Expand course-level rubrics, focusing on a studio course (ART 121) and HUM 115	End of fall semester 2022	Ann Oreskovich, Shawna Shoaf, and ART 121 and HUM 115 instructors
Create virtual photography and framing workshop for students	Develop videos specifically for our students to prepare them for the in person and virtual student art shows	End of fall semester 2022	Shawna Shoaf, Ann Oreskovich, Craig Smith
Review Spanish assessment	Review the current program-level outcomes and assessment in Spanish with new Spanish instructors and revise as necessary.	End of fall semester 2022	Shawna Shoaf, Ann Oreskovich, Edith Aldaba-Valdez, Cassandra Castillo

Action	Goal	Timeline	Participants
Review processes for student art show	Review processes for the student art show including the paperwork, intake and awards ceremony to make it more efficient and streamlined, particularly in developing the online show, and getting branch campus participation.	End of fall semester 2022	Shawna Shoaf, Ann Oreskovich, and studio art insructors
Review supply lists in studio art courses	Review the supply lists for studio art courses to provide the most cost effective options for students, and to determine how to best use student fees in those courses.	End of fall semester 2022	Shawna Shoaf, Ann Oreskovich, and studio art instructors
Inventory and organize the jewelry studio	Inventory the supplies in the jewelry studio and organize the space to improve efficiency in the classroom.	End of fall semester 2022	Shawna Shoaf, Ann Oreskovich, Catie Blickhahn, and work study students
Offer co-curricular activities	Resume offering co-curricular opportunities that enhance student learning as it is safe to do so (or research and share virtual events), such as artist demonstrations and lectures (in conjunction with each show), and trips to museums.	Ongoing	All Fine Arts, Humanities, and Media Communications faculty and instructors
Create a shared repository for resources	Create a model course or teams space to build a repository of resources for instructors in our department, such as guides for writing skills and handouts and rubrics to target proportion and originality in art.	End of spring semester 2023	All Fine Arts, Humanities, and Media Communications faculty and instructors

2021 Annual Improvement Plan - Fire Science Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Webber, John** on **03/28/2022 14:12**

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to <u>Continue</u>: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to <u>Modify</u>: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to <u>Add</u>: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

Due to the absence of data, focus will be on the job performance requirements for the students currently in the Firefighter I courses and the learning objectives of the online courses.

B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Due to the absence of data focus will be on participation of Firefighter I students in classroom and lab, and the participation and engagement of online students.

2. What Did You Learn?

2. What Did You Learn? : Version by **Webber, John** on **03/28/2022 14:12**

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. No assessments have been completed since 2016 (?) so the improvement plan is to complete student assessments in order to provide the necessary data for next year.

2A. Institution-Level (ISLO) Performance : Version by **Webber, John** on **03/28/2022 14:12**

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

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

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

2B. Program-Level (PSLO) Performance : Version by **Webber, John** on **03/28/2022 14:12**

PSLO	Target Achievement Rate	Comments/Clarifications
Fire Science		
Fire Science Technology		
PSLO		
1. Attendance - present for and fully participates in class activities. (Active from Fall 2017)		
2. Punctuality - shows respect for everyone's time and exhibits initiative for all assignments. (Active from Fall 2017)		
3. Attitude - communicates respectfully; has a "can-do" attitude. (Active from Fall 2017)		
4. Commitment - values both the learning process and the information garnered in the process. (Active from Fall 2017)		
5. Classroom Interaction - recognizes and respects multiple perspectives and constructive criticism. (Active from Fall 2017)		
Wildland Firefighter		
PSLO		
N/A - No PSLOs		

2C. Course-Level (CSLO) Performance : Version by **Webber, John** on **03/28/2022 14:12**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLOs Assessed		

3. What Will You Do Next?

3. What Will You Do Next? : Version by **Webber, John** on **03/28/2022 14:12**

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

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

Guidelines & Advice:

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

I will chose a class on which to complete the student assessment and gather the necessary data to improve upon in the coming years.

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

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2021 Annual Improvement Plan - Health Information Technology Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do?

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

No Value
B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

No Value

2. What Did You Learn?

2. What Did You Learn?

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

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

2A. Institution-Level (ISLO) Performance : Version by **Medendorp, Liz** on **03/07/2022 16:43**

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

ISLO	Target Achievement Rate	Comments/Clarifications
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)		
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	100.00%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	95.00%	
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)	74.32%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)	77.97%	

ISLO	Target Achievement Rate	Comments/Clarifications
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	68.42%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)		
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by **Medendorp, Liz** on **03/08/2022 15:51**

PSLO	Target Achievement Rate	Comments/Clarifications
Health Information Technology		
PSLO		
1a. Explain and discuss medical and legal vocabulary as it relates to Healthcare Information Management (HIM) and Health Information Technology (HIT). (Active from Spring 2017)	91.40%	
1b. Apply medical and legal vocabulary as it relates to Healthcare Information Management (HIM) and Health Information Technology (HIT). (Active from Spring 2017)	100.00%	
2. Analyze and evaluate medical documentation as components of a medical record and relate established state and federal regulations, standards, and guidelines for implementation or use. (Active from Spring 2017)	82.87%	
3a. Apply information technology in the use, access, and protection of healthcare records and healthcare software/systems (EHR, HIM, PM, CAC). (Active from Spring 2017)	82.46%	
3b. Investigate the use, access, and protection of healthcare records and healthcare software/systems (EHR, HIM, PM, CAC). (Active from Spring 2017)	61.70%	
4. Perform job readiness skills to be successful in a job search and in an employment situation. (Active from Summer 2021)		
4. Perform job readiness skills to be successful in a job search. (Active from Spring 2017)	98.59%	

2C. Course-Level (CSLO) Performance : Version by **Medendorp, Liz** on **03/07/2022 16:43**

CSLO	Target Achievement Rate	Comments/Clarifications
HIT102 - Medical Vocabulary HIT		
01. Identify medical terms as they relate to each body system. (Active from Summer 2016)	92.50%	
02. Demonstrate proper pronunciation and spelling of medical terms as they relate to each body system. (Active from Summer 2016)	100.00%	
HIT105 - Prin of Healthcare Reimbrsment		

CSLO	Target Achievement Rate	Comments/Clarifications
04. Demonstrate how clinical data, clinical coding and coding compliance affect reimbursement . (Active from Summer 2016)	91.67%	
HIT111 - Hlth Data Mgmt & Info Systems		
04. Describe the components of an electronic health record, internet technologies (software utilization), archival and retrieval systems for patient information, and health information system infrastructure. (Active from Summer 2016)	83.87%	
HIT112 - Legal Aspects Health Records		
02. Apply confidentiality, privacy and security measures and policies and procedures for internal and external use and exchangeto protect electronic health information (includes state and federal privacy and security laws, internal and external standards, regulations and initiatives (Active from Summer 2016)	96.43%	
HIT120 - Working with Health IT Systems		
01. Identify common components of an HIT system and types of HIT applications (E-Mar, POE, PACS, ADT, Lab, DSS, Registries, Billing/Coding, etc, and acute care, community health, public health, small provider practices, etc.) (Active from Summer 2016)	80.00%	
HIT122 - Workflow Fund of Healthcare		
1. Describe project management methodologies and emerging software technologies (clinical decision support and health information exchange), includingprocesses used in the selection and implementation of health information management systems (Active from Summer 2016)	100.00%	
HIT150 - Healthcare Delivery Systems		
02. Differentiate between the various health care organizations' classification and infrastructure . (Active from Summer 2016)	65.22%	Ronda will increase number of questions in pre- and post-test to 40 and go through to make sure that all questions are directly aligned with CLSOs in syllabus by Week 15, Spring 2022.
HIT188 - Health Information Practicum I		
04. Implement policies and procedures for release of protected health information to valid requesters. (Active from Fall 2019)	80.95%	
HIT220 - ICD Coding I		
02. Interpret the content of the patient health care record in order to assign diagnostic and procedure codes using the ICD coding system; apply diagnostic and procedure coding conventions in code assignment. (Active from Summer 2016)	76.47%	
HIT222 - Quality Management		
05. Adhere to the legal and regulatory requirements related to health information management i.e. coding quality monitoring, compliance strategies and reporting. (Active from Summer 2016)	100.00%	
HIT225 - Health Information Management		
07. Utilize tools and techniques to monitor, report, and improve processes (benchmarking) (Active from Summer 2016)	92.00%	
HIT241 - CPT Coding Basic Principles		
04. Apply Diagnosis/procedure codes according to current CPT and HCPCS guidelines. (Active from Summer 2016)	95.45%	
HIT252 - ICD Coding Applications		

CSLO	Target Achievement Rate	Comments/Clarifications
01. The student will develop industry-valued coding knowledge and skills. (Active from Spring 2018)	54.55%	Results improved by 10% from 2020. Instructor started having regular WebEx meetings. Iwona will go through and make sure that all questions are directly aligned with syllabus CSLOs and make sure that there are at least 40 questions on pre- and post-test by Week 15, spring 2022.
HIT261 - Healthcare Software		
01. Use technology, including hardware and software, to ensure data collection, storage, analysis, and reporting of information. (Active from Spring 2018)	68.97%	Ronda will align all test questions to CSLOs in Syllabus and make sure that all important topics are emphasized in the course before Week 15, Spring 2022.
HIT268 - Certification Test Preparation		
01. Demonstrate and understanding of all aspects of health information technology and questions from sample test banks. (Active from Fall 2019)	100.00%	
HIT289 - HIT Capstone Course		
01. To demonstrate good work habits in an office setting (Active from Summer 2021)	100.00%	
02. To demonstrate the ability to be punctual (Active from Summer 2021)	95.00%	
03. To demonstrate the ability to work cooperatively with fellow employees and supervisors as a team member (Active from Summer 2021)	100.00%	
04. To demonstrate the ability to follow directions and meet or exceed standards and timelines (Active from Summer 2021)	95.00%	
05. To demonstrate the ability to complete tasks with little or no direction (Active from Summer 2021)	100.00%	
06. To demonstrate the ability to show initiative in completing assigned and unassigned tasks (Active from Summer 2021)	100.00%	
HPR232 - Disease Process and Treatment		
04. List the major categories of human disease care and management. (Active from Summer 2016)	85.71%	
07. Identify medications within commonly prescribed drug/pharmaceutical categories. (Active from Summer 2016)	39.13%	Marianne will align all test questions to syllabus CSLOs and make sure that all important topics are emphasized in the course by Week 15, Spring 2022.

3. What Will You Do Next?

3. What Will You Do Next? : Version by **Horvath, Gertrud** on **02/25/2022 22:45**

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

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

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

- Actions described in Performance Tables A, B, and C.
- Increase Achievement Rate to at least 70% on each measure
- Due before Week 15, Spring 2022 so that we can see effect of actions in 2022 Performance Improvement Plan
- Actions are divided up between Ronda Gasperetti, Marianne Horvath, and Iwona Kaczynska-Pangtay.

3. What Will You Do Next? (Action Plan) : Version by **Horvath, Gertrud** on **02/25/2022 22:46**

Action	Goal	Timeline	Participants
Actions described in Performance Tables	Achievement Rate of at least 70%	Due by Week 15, Spring 2022	Ronda Gasperetti, Iwona Kaczynska-Pangtay, Marianne Horvath

2021 Annual Improvement Plan - Health Professional Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do?

A. Assessment Activities

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

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

No Value

B. Participation

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

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

No Value

2. What Did You Learn?

2. What Did You Learn?

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

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

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

No Value

2A. Institution-Level (ISLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 14:51**

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

ISLO	Target Achievement Rate	Comments/Clarifications
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)		
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)		
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
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ISLO4: Textual Literacy		
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
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PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
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Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 14:51**

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

2C. Course-Level (CSLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 14:51**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLOs Assessed		

3. What Will You Do Next?

3. What Will You Do Next?

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

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

No Value

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

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2021 Annual Improvement Plan - Law Enforcement Academy Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do?

A. Assessment Activities

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No Value

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ISLO	Target Achievement Rate	Comments/Clarifications
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2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		

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

2B. Program-Level (PSLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 14:52**

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

2C. Course-Level (CSLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 14:52**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLOs Assessed		

3. What Will You Do Next?

3. What Will You Do Next?

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

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

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

No Value

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

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2021 Annual Improvement Plan - Machining & Industrial Technology Maintenance Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do?

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

No Value
B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

No Value

2. What Did You Learn?

2. What Did You Learn?

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

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

2A. Institution-Level (ISLO) Performance : Version by **White, Gregg** on **03/09/2022 20:36**

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

ISLO	Target Achievement Rate	Comments/Clarifications
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	77.78%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	77.78%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	77.78%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	77.78%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)		

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

2B. Program-Level (PSLO) Performance : Version by **Medendorp, Liz** on **03/17/2022 15:26**

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

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

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO 09k: Demonstrate proficiency in Part Completion (Active from Fall 2019)		
PSLO 09l: Demonstrate proficiency in Shop Safety (Active from Fall 2019)		
PSLO 1a: Professionalism - Attendance: Attends Class regularly arrives on time and responsible for work. (Active from Spring 2018)		
PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. (Active from Spring 2017)	88.14%	
PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. (Active from Spring 2018)		
PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. (Active from Spring 2017)	88.14%	
PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. (Active from Spring 2018)		
PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. (Active from Spring 2017)	91.53%	
PSLO 1d: Professionalism - Quality of Work (Active from Spring 2018)		
PSLO 1e: Professionalism - Teamwork (Active from Spring 2018)		
PSLO 1f: Professionalism - Respect (Active from Spring 2018)		
PSLO 2. Demonstrate the basic operation and programming of CNC Mill using NIMS Credentialing Standards. (Active from Spring 2018)	90.00%	
PSLO 3. Demonstrate the basic operation and programming of CNC Lathe using NIMS Credentialing Standards. (Active from Spring 2018)	90.00%	
PSLO 4. Demonstrate Mastery at Setup and Programming of CNC Lathes using NIMS Credentialing Standards. (Active from Spring 2018)	90.00%	
PSLO 5. Demonstrate Mastery at Setup and Programming of CNC Mills using NIMS Credentialing Standards. (Active from Spring 2018)	90.00%	
PSLO 6. Demonstrate mastery in geometric construction and tool-pathing competencies required to pass the Mastercam certification test. (Active from Spring 2017)		
PSLO 7. Demonstrate mastery in the setup and operating of the manual lathe using NIMS Credentialing Standards. (Active from Spring 2018)	90.00%	
PSLO 8. Demonstrate mastery in the setup and operating of the manual mill using NIMS Credentialing Standards. (Active from Spring 2018)	80.00%	
Use applied mathematics using NIMS process-planning work sheets and related lab work. (Active from Spring 2017)		
Manufacturing Technology		
PSLO		
PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. (Active from Spring 2017)		
PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. (Active from Spring 2017)		
PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by **White, Gregg** on **03/09/2022 20:36**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLOs Assessed		

3. What Will You Do Next?

3. What Will You Do Next?

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

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

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

No Value

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

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2021 Annual Improvement Plan - Medical Assisting Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do?

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

No Value

B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

No Value

2. What Did You Learn?

2. What Did You Learn?

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

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

2A. Institution-Level (ISLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 16:50**

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)	84.62%	
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	88.00%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	84.62%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	84.62%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	84.62%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	73.91%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	46.15%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)	57.69%	
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	61.54%	

ISLO	Target Achievement Rate	Comments/Clarifications
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	72.50%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	57.69%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 16:50**

PSLO	Target Achievement Rate	Comments/Clarifications
Medical Assisting		
Medical Assisting Profession		
PSLO		
PSLO1: Define ethical parameters within the medical office. (Active from Fall 2021)		
PSLO2: Demonstrate clinical techniques as related to the medical office. (Active from Fall 2021)		
PSLO3: Explain the administrative duties of the medical office. (Active from Fall 2021)		
PSLO4: Validate academic knowledge to successfully pass the AMT Registered Medical Assistant Certification examination. (Active from Fall 2021)		
PSLO5: Safely practice medical assisting functions with supervision and direction. (Active from Fall 2021)		
PSLO6: Perform calculations for clinical pharmacology. (Active from Fall 2021)		
Medical Office Terminology		
PSLO		
PSLO1: Define ethical parameters within the medical office. (Active from Spring 2017)		
PSLO2: Demonstrate clinical techniques as related to the medical office (Active from Spring 2017)		
PSLO3: Explain the administrative duties of the medical office. (Active from Spring 2017)		
PSLO4: Validate academic knowledge to successfully pass the AMT Registered Medical Assistant Certification examination. (Active from Spring 2017)		
PSLO5: Safely practice medical assisting functions with supervision and direction. (Active from Spring 2017)		
PSLO6: Perform calculations for clinical pharmacology. (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 16:50**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLOs Assessed		

3. What Will You Do Next?

3. What Will You Do Next?

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

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

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

No Value

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

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2021 Annual Improvement Plan - Mathematics Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Sandoval, Tina** on **03/01/2022 03:56**

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

- In 2022, the Math Department will continue to assess MAT 055, MAT 103, MAT 107, MAT 108, MAT 112, MAT 120, MAT 121, MAT 122, MAT 125, MAT 135, MAT 155, MAT 156, MAT 201, MAT 202.
- MAT 120, MAT 121, MAT 122, MAT 125, MAT 201, MAT 202 will use the GT Pathways Quantitative Literacy Rubric.
- MAT 055, MAT 103, MAT 107, MAT 108, MAT 112, MAT 135, MAT 155, MAT 156 will use the MAT PSLO Rubric.
- We will continue to use the same assessments and assess the same learning outcomes as 2021.

B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

- The 2021 data indicated that about the same number of faculty and instructors participated as in 2020, and we still need to work towards 100% participation of those faculty and staff teaching College Campus lecture courses.
- In 2022, we will continue to use consistent rubrics for each course for spring and fall semesters.
- All faculty and instructors teaching College Campus lecture sections of the courses listed in Part A above will participate in the assessment.
- An emphasis on communication (by email, phone, in person) about assessment will continue to be made with faculty and instructors throughout the spring and fall 2022 semesters to encourage and support better participation.

2. What Did You Learn?

2. What Did You Learn? : Version by **Sandoval, Tina** on **03/01/2022 03:56**

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. Overall, most students were close to meeting the performance goals in our classes.
Some specific comments submitted by faculty include:
- Students didn't do as well with Category 1 "Interpreting Information" from the MAT PSLO Rubric as they did during 2020. We will work at giving more explicit instructions and extended examples to help students achieve this learning outcome.
- More specifics will continue to be given in the project description for MAT135. For instance, examples of specific claims will be given that the instructor would like the students to be tested on.
- For 201- students gained better utility at determining and exploiting proper derivative test.
  Quizzes were further modified to focus on concepts vital to course and covered on exams. Seemed to have a beneficial effect. On exams and the capstone lab, the instructor will continue to explain why they are using derivative tests pertinent to the problem.
- In 121 and 125, assessment paper was focused upon to determine if student could explain how problem was tackled. However, not every student completed assessment paper.

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)	76.71%	
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)	75.85%	
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)	77.45%	
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)	81.82%	
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)	79.95%	
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)	79.95%	
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	73.52%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	73.52%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	79.69%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by **Sandoval, Tina** on **03/01/2022 03:56**

PSLO	Target Achievement Rate	Comments/Clarifications
Mathematics		
PSLO		
1. Interpret Information: Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words). (Active from Spring 2017)	76.46%	
2. Represent Information: Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words). (Active from Spring 2017)	76.83%	
3. Address Assumptions: Describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course (for statistics courses). (Active from Spring 2017)	81.51%	
4. Perform Calculations: Solve problems or equations at the appropriate course level, and use appropriate mathematical notatio (Active from Spring 2017)	77.20%	
5. Apply & Analyze Information: Make use of graphical objects (such as graphs of equations in two or three variables, histograms, scatterplots of bivariate data, geometrical figures, etc.) to supplement a solution to theoretical and application problems at the appropriate course level. (Active from Spring 2017)	79.69%	

PSLO	Target Achievement Rate	Comments/Clarifications
6. Communicate Using Mathematical Forms (Quantitative Literacy: Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may also include oral communication). (Active from Spring 2017)	73.52%	

2C. Course-Level (CSLO) Performance : Version by **Sandoval, Tina** on **03/01/2022 03:56**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLOs Assessed		

3. What Will You Do Next?

3. What Will You Do Next?

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

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

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

No Value

3. What Will You Do Next? (Action Plan) : Version by **Sandoval, Tina** on **03/01/2022 03:56**

Action	Goal	Timeline	Participants
Increase Part-Time Instructor participation in 2022	Increase by 20% for college campus instructors only (excluding totally online)	Spring and Fall 2022	College Campus Instructors (excluding totally online)
Assess Summer 2022 flex classes on the Pueblo Campus	75% of classes that make Summer 2022	Summer 2022	College Campus Instructors (excluding totally online)

2021 Annual Improvement Plan - Media Communications Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Shoaf, Shawna** on **04/12/2022 23:21**

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to <u>Continue</u>: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to <u>Modify</u>: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to <u>Add</u>: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

Media Communications has continued to assess the technology components in courses related to media specific software required by the industry. This included distributing a generalized rubric in Spring that will apply to all technology based courses and allow instructional staff to outline the activity that was access in their courses. This included 102, 111, 105, 133, 233, 256 courses is the MGD prefix. We intend to continue this practice.

We are seeking to modify the current PLSO's to reflect currency in the field. This will also allow clarity of data collected where current PSLO's overlap.
B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Our department struggles to maintain consistent participation on assessment results due to a high number of resignations of part-time instructors. One full-time faculty within the media department continues to assess multiple courses across first and second year students in an effort to gain knowledge of student performance across a broad number of sections to improve sample sizes.

The challenge of bring part-time instructors into the fold is the continuous change of staff. This creates inconsistencies in data over long periods of time. We have also made efforts to include part time instructor participation in our Fine, Arts, Humanities, and Media Communication departments each semester. This has been an ongoing effort to communication the importance of assessment and the expectation of part-time instructional staff to participate. The Media programs hopes to improve part-time instructor participation by implementing the universal rubric for technology in relevant course work.

2. What Did You Learn?

2. What Did You Learn? : Version by **Shoaf, Shawna** on **04/12/2022 23:21**

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. Students participating in the MGD course work on average perform at a 70% or greater in the overall course. However, specific work being assessed may have impacted the overall performance. Performance reporting below is atypical of student work as demonstrated in courses. The PSLO 1 and PSLO 2 are similar and the data may reporting in two different these two different areas utilizing the same rubric. The intent was to determine student selection of software in PSLO 1, and the effective use of software in PSLO 2. Reporting below is not indicative of students overall performance. Why? Students excel at executing design solution to provided problems, utilize the correct software for each assessment in course work. Yet show low performance percentages in eLumen. Students continue to show marked improved as expected in first and second year course work.

The program offers courses once per year (Fall or Spring Only) on campus and the cohort is split.

We continue to adapt to the HyFlex format. We meet regularly to discuss challenges with the student performance in this format. Student who attend courses on campus as scheduled are out performing there peers who are only participating in the webex environment. Faculty/Instructors struggle to engage students in the virtual classroom environment. Teaching and learning

practices have been dramatically changed in interaction and provided "live" feedback as students work in the lab portions of the class. We continue to adapt and improve teaching methodologies as we learn and receive feedback from students.

Improvements to instruction include course work, demonstration, and feedback channels in courses taught by the full time faculty. The intent to provided feedback at the earliest point in a media project by implementing "soft-deadlines" that allow students the opportunity to receive feedback from both peers and the instructor. Student have gained more opportunities to improve as the project progresses rather than receiving feedback and the deadline / final due date of a media project. Soft deadlines are key points in the creative process that lend themselves well for opportunities to discuss student performance. Student still have high anxiety when faced with exams and skills tests (high pressure events)and tend to perform lower on these activities, yet maintain I high performance on long-term projects.

Writing and research can be improved in courses that require these skills. Writing a thesis statement and practicing research methods for papers was newly added this semester to our JOU 105 Introduction to Mass Communications courses. Students often struggle with building clear statements and identifying valid research to support their writing in the course. The rubric was developed and tested in Fall, and currently is on its second iteration this Spring. We hope to add more clear outlines to assist in building a strategy to how a student might analyze and synthesize information that relates to media and how it impacts culture.

2A. Institution-Level (ISLO) Performance : Version by **Shoaf, Shawna** on **04/12/2022 23:21**

ISLO	Target Achievement Rate	Comments/Clarifications

2B. Program-Level (PSLO) Performance : Version by **Shoaf, Shawna** on **04/12/2022 23:21**

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

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO		
PSLO 01: Select tools and technologies appropriate for the communications professions in which they work. (Active from Fall 2018)		
PSLO 02: Effectively use industry required digital media technology/software to execute media based projects appropriate the field in which they work. (Active from Fall 2018)		
PSLO 03: Analyze information [research] needed to make informed decisions appropriate for the media communications professions. (Active from Fall 2018)	75.00%	
PSLO 04: Demonstrate essential design/communication skills by creating visual/written solutions to communication problems. (Active from Fall 2018)		
PSLO 05: Interpret the diversity of demographics in community, country and global society in accordance with media communication best practices. (Active from Fall 2018)	75.00%	
PSLO 06: Critically evaluate their own work and that of others for clarity, appropriate style, correct use of technology, and grammatical correctness as required within a variety of written and/or visual media communications solutions. (Active from Fall 2018)		
PSLO 07: Adapt to the changing environment of emerging media and its impact upon social, cultural, ethical, and economic issues. (Active from Fall 2018)		
PSLO 08: Contribute abilities to work cooperatively as a team in order to solve media communications problems. (Active from Fall 2018)		
PSLO 09: Interpret numerical data specific to audience analysis in order to formulate reasonable conclusions that apply to solving communications problems. (Active from Fall 2018)		
PSLO 10: Model ethical principles [truth, accuracy, fairness and diversity] and respectful responsibility to themselves, the media discipline, the media profession, and society. (Active from Fall 2018)		
Multimedia and Graphic Design		
PSLO		
PSLO 07: Adapt to the changing environment of emerging media and its impact upon social, cultural, ethical, and economic issues. (Active from Spring 2020)		Unsure as to why Spring 2018 and Sprinf 2020 PSLO 07 are both active.
PSLO 07: Adapt to the changing environment of merging media and its impact social, cultural, ethical, and economic issues. (Active from Spring 2018)		Unsure as to why Spring 2018 and Sprinf 2020 PSLO 07 are both active.
PSLO 01: Select tools and technologies appropriate for the communications professions in which they work. (Active from Spring 2017)	53.85%	Uncertain as to why Spring 2017 PSLO 1 is active here.
PSLO 02: Effectively use industry required digital media technology/software to execute media based projects appropriate to the field in which they work. (Active from Spring 2020)	69.09%	At cusp of 70% expectations. And has improved from previous reporting years. We have also worked to getting a larger sample size across multiple sections of media core with tech/software objectives.
PSLO 03: Analyze information [research] needed to make informed decisions appropriate for the media communications professions. (Active from Spring 2017)		
PSLO 04: Demonstrate essential design/communication skills by creating visual/written solutions to communication problems. (Active from Spring 2017)		

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO 05: Interpret the diversity of demographics in community, country and global society in accordance with media communication best practices. (Active from Spring 2017)		
PSLO 06: Critically evaluate their own work and that of others for clarity, appropriate style, correct use of technology, and grammatical correctness as required within a variety of written and/or visual media communications solutions. (Active from Spring 2017)		
PSLO 08: Contribute abilities to work cooperatively as a team in order to solve media communications problems. (Active from Spring 2017)		
PSLO 09: Interpret numerical data specific to audience analysis in order to formulate reasonable conclusions that apply to solving communications problems. (Active from Spring 2017)		
PSLO 10: Model ethical principles [truth, accuracy, fairness and diversity] and respectful responsibility to themselves, the media discipline, the media profession, and society. (Active from Spring 2017)		
Radio and Television		
PSLO		
PSLO 01: Select tools and technologies appropriate for the communications professions in which they work. (Active from Fall 2018)		
PSLO 02: Effectively use industry required digital media technology/software to execute media based projects appropriate to the field in which they work. (Active from Spring 2020)		
PSLO 03: Analyze information [research] needed to make informed decisions appropriate for the media communications professions. (Active from Fall 2018)		
PSLO 04: Demonstrate essential design/communication skills by creating visual/written solutions to communication problems. (Active from Fall 2018)		
PSLO 05: Interpret the diversity of demographics in community, country and global society in accordance with media communication best practices. (Active from Fall 2018)		
PSLO 06: Critically evaluate their own work and that of others for clarity, appropriate style, correct use of technology, and grammatical correctness as required within a variety of written and/or visual media communications solutions. (Active from Fall 2018)		
PSLO 07: Adapt to the changing environment of emerging media and its impact upon social, cultural, ethical, and economic issues. (Active from Fall 2018)		
PSLO 08: Contribute abilities to work cooperatively as a team in order to solve media communications problems. (Active from Fall 2018)		
PSLO 09: Interpret numerical data specific to audience analysis in order to formulate reasonable conclusions that apply to solving communications problems. (Active from Fall 2018)		
PSLO 10: Model ethical principles [truth, accuracy, fairness and diversity] and respectful responsibility to themselves, the media discipline, the media profession, and society. (Active from Fall 2018)		

2C. Course-Level (CSLO) Performance : Version by **Shoaf, Shawna** on **04/12/2022 23:21**

CSLO	Target Achievement Rate	Comments/Clarifications
MGD111 - Adobe Photoshop I		
03. Demonstrate a knowledge of Adobe Photoshop through a variety of skill-based activities (Active from Summer 2016)	30.00%	Students on average perform at a 70% or greater in the overall courses. However, specific work being assessed may have impacted the overall performance.

3. What Will You Do Next?

3. What Will You Do Next? : Version by **Shoaf, Shawna** on **04/12/2022 23:21**

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

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

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

We intend to continue assessing student performance with technology and software critical to working in the media field. The Media Communications department has not been able to determine the factors that create low performance in reporting here in eLumen. We will me focusing on updating program PSLO's by eliminating overlap and clarify intent within the eLumen platform for more streamlined data collection. This includes the combining of PSLO 1 and 2. We hope to maintain the mapping to institution and course level rubrics.

We will continue to offer assessment planning meetings each semester to support part-time instructional staff in implementing assessment practice across the core prefixes of ART, HUM, SPA, MGD, JOU, RTV.

We will continue to assess technology/software performance as required in relevant courses.

We will continue to implement formal "soft-deadlines" to allow for early and continuous feedback for students to implement prior to final assignment assessment.

We intent to re-construct the rubric that address PSLO 04: Demonstrate essential design/communication skills by creating visual/written solutions to communication problems. (Active from Fall 2018)

We will continue to assess PSLO 02: Effectively use industry required digital media technology/software to execute media based projects appropriate to the field in which they work. (Active from Spring 2020), but remove or modify PSLO 01 to avoid confusion in data reporting.

3. What Will You Do Next? (Action Plan) : Version by **Shoaf, Shawna** on **04/12/2022 23:20**

Action	Goal	Timeline	Participants
Continue Assessment planning meetings each semester.	To support part-time/full-time instructional staff in implementing assessment practice across the core prefixes of ART, HUM, SPA, MGD, JOU, RTV.	One in Fall and one in Spring Semesters	Department Faculty and Instructional Staff
Assess student effcient use of technology/software	Clarify/Combine PSLO 1 and 2	Summer	Faculty / Department Chair
Re-construct the rubric that address PSLO 04	To include broader assessment of student learning across multiple learning outcomes expected in media industry	Develop Rubric Summer, Implement Rubric beginning Summer	Faculty

2021 Annual Improvement Plan - Nursing Aide Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Borders, Donna** on **03/01/2022 00:25**

A. Assessment Activities

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

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

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

I will continue to use current rubric to assess students in the skills lab

B. Participation

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

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

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

I am full time faculty and thought I had completed all assessments into E-lumen, but the data is not reflecting this.
Cheri Johnson is a full time/ faculty employee and it's showing that she did not complete all assessments.
All other instructors are part time.
Participation is not as I expected. I will meet with all instructors to reiterate assessment needs to be entered into E-lumen following each NUA 101 taught.

2. What Did You Learn?

2. What Did You Learn? : Version by **Borders, Donna** on **03/01/2022 00:25**

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

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

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

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

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.
Overall, students are learning / mastering skills and will continue to learn in their career field as they gain experience
Students are doing very well with communication, infection control, and safety.
I will continue to reiterate safety/infection control in the skills lab

2A. Institution-Level (ISLO) Performance : Version by **Borders, Donna** on **03/01/2022 00:31**

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

ISLO	Target Achievement Rate	Comments/Clarifications
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	99.07%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	99.07%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	100.00%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	97.22%	
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		

ISLO	Target Achievement Rate	Comments/Clarifications
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)		
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by **Borders, Donna** on **03/01/2022 00:31**

PSLO	Target Achievement Rate	Comments/Clarifications
Nursing Aide		
PSLO		
1. Describe the functions of body systems and identify stages of growth and development appropriate to the nursing assistant scope of practice. (Active from Spring 2017)		
2. Describe the roles and responsibility of nursing assistants including ethics, legal responsibilities, and state regulations. (Active from Spring 2017)		
3. Demonstrate professional communication skills in all interactions with patients and colleagues, including recording and reporting. (Active from Spring 2017)	99.07%	
4. Demonstrate safety and infection control practices that comply with standards of practice for nursing assistants. (Active from Spring 2017)	97.22%	
5. Define common medical terms and abbreviations used in health care. (Active from Spring 2017)		
6. Demonstrate competency with all skills required for certification. (Active from Spring 2017)		
7. Comply with privacy and confidentiality laws. (Active from Spring 2017)	100.00%	
8. Demonstrate behaviors consistent with professional work ethics in compliance with policies and procedures of clinical sites. (Active from Spring 2017)		
9. Clearly introduce and explain procedures to patient/client/resident. (Active from Spring 2019)	99.07%	

2C. Course-Level (CSLO) Performance : Version by **Borders, Donna** on **03/01/2022 00:31**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLOs Assessed		

3. What Will You Do Next?

3. What Will You Do Next? : Version by **Borders, Donna** on **03/01/2022 00:31**

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

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

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

I will continue to reiterate infection control and safety to students in soft skills during lab throughout spring/summer 2022 semester.

3. What Will You Do Next? (Action Plan) : Version by **Borders, Donna** on **03/07/2022 18:21**

Action	Goal	Timeline	Participants
I will continue to reiterate infection control and safety to students	to improve assessment scores of students	throughout the spring and summer 2022 classes	All faculty including part time instructors

2021 Annual Improvement Plan - Nursing Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Medendorp, Liz** on **03/17/2022 16:11**

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to <u>Continue</u>: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to <u>Modify</u>: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to <u>Add</u>: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

For the 2021 academic calendar year, the Nursing Department Faculty used several different rubrics developed to evaluate both course and end of program student learning outcomes. All rubrics for the Associate Degree program are mapped in eLumen CSLO's, PSLO's, and ISLO's.

Nursing faculty implemented the following program level rubrics during the 2021 calendar year: (Participants were lead instructors listed for each course, though not all instructors assessed all courses, as only one is required at this point).
   1. The Nursing Process Rubric (LPN and RN versions) is used to assess PSLO's # 1, 2, 3, 4, and 5. Courses where data was collected and entered into eLumen using this rubric included NUR 106 (LPN Version), NUR 109, NUR 150, NUR 169 (LPN version), NUR 206, NUR 212, NUR 216, and NUR 230.

2. The Math Competency Rubric was used to assess PSLO #1. Data was included for the following courses: NUR 109, NUR 106, and NUR 212; these are the 3 courses that include a math competency exam for progression, and data collection and reporting was based on student outcomes on those exams.
3. Shift Report Communication Rubric was used to assess PSLO #5. Data was included the following courses: NUR 109, NUR 150, NUR 206, and NUR 230. For this rubric, data is collected by part time clinical instructors and entered into eLumen by full time faculty.
4. The Nursing Ethics Rubric is used to assess PSLO #7 in NUR 230.

Activities to continue: The faculty will continue to use all rubrics named above in our assessment plan to generate new and useful data for each cohort. Overall, a plurality of students scored "Exemplary" or "Accomplished" on most measures.

Activities to Modify: There is some indication that faculty should review together how the nursing process rubric is currently scored (based on ATI proctored exam data), as we have not collectively done that since implementing use of this rubric back in 2017.
Adapting the communication rubric to facilitate use is NUR 211, or developing an entirely new rubric, more specific to behavioral health to assess PSLO #5 should be an area of focus. Nursing faculty should also review and revise the Nursing Ethics Rubric to be more "user friendly" for students other than those ready to graduate. Perhaps level the rubric for first and second year students.

Activities to Add: Faculty should develop more rubrics for eLumen specific to assessing PSLO's # 6, 7, and 8.
Additionally, the rubrics at the institutional level are in revision currently and should be integrated into nursing program assessment plans when available.

B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

The rate of participation was significantly lower than the department leads would like. Twenty-five assessments were completed for the calendar year. Nine faculty (out of 24 listed on report) submitted at least one assessment. However, it should be noted that some instructors listed on the report may be clinical teaching only, and they are not required to submit assessments.

We will continue to encourage more active participation in assessment by all faculty, both full and part time. One of the collective goals of the Department for this year was to update our systematic plan of evaluation, so this is a great opportunity to get all faculty involved at our monthly meetings; specifically in developing more focused assessments for PSLO's # 6, 7, and 8

2. What Did You Learn?

2. What Did You Learn? : Version by **Pope, Joan** on **02/28/2022 23:20**

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

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

2A. Institution-Level (ISLO) Performance : Version by **Pope, Joan** on **03/01/2022 20:52**

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)	96.00%	
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)	95.68%	
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)		
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	85.93%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	96.00%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	83.44%	

ISLO	Target Achievement Rate	Comments/Clarifications
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	95.68%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	85.27%	
ISLO4: Textual Literacy		
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	70.54%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by **Pope, Joan** on **03/01/2022 20:50**

PSLO	Target Achievement Rate	Comments/Clarifications
Nursing		
Counseling		
PSLO		
Nursing		
PSLO		
02. Integrate critical thinking and clinical reasoning skills to make patient-centered care decisions.(Critical thinking, clinical decision making and nursing judgment.) (Active from Fall 2017)	85.27%	Considering this vale represents 1st and 2nd year student data aggregated, this is a relatively good score and indicates even novice students have begun developing this skill.
03. Implement quality measures to improve patient care. (Active from Fall 2017)	70.54%	Low scoring area- may need to develop an assessment more specific to this PSLO

PSLO	Target Achievement Rate	Comments/Clarifications
04. Participate in collaborative relationships with members of the interdisciplinary team, the patient, and the patient's support persons. (Active from Fall 2017)	81.01%	
05. Apply information management principles, techniques, systems, and patient care technology to communicate, mange knowledge, mitigate errors, and support decision making. (Active from Fall 2017)	85.93%	
2a. Demonstrate critical thinking in assessing patient status. (Active from Spring 2017)		
2b. Demonstrate clinical judgment in making patient-centered care decisions. (Active from Spring 2017)		
Determine diagnosis through evidence-based medicine and clinical decision making. (Active from Fall 2017)		
RN-BSN 01: Quality Care Interpret research to employ best practice and use data to monitor the outcomes of care processes. Propose an evaluation process to continuously improve the quality and safety of health care systems and deliver quality care to individuals and diverse populations (QSEN, 2007/MA Nurse of the Future Competencies 2016). (E2,E3,E4,E7, E9) (Active from Spring 2021)	84.62%	
RN-BSN 02: Professionalism Formulate a plan that demonstrates an enhanced commitment to professionalism embracing excellence, caring, legal and ethical practice, civility, accountability, and professional development (E2, E5, E6, E8, E9) (Active from Spring 2021)	92.31%	
RN-BSN 03: Communication Evaluate communication and collaboration with colleagues, interprofessional groups and members of the community to promote health, safety and well-being across the lifespan and across the continuum of healthcare environment. (E2, E6, E7 , E8, E9) (Active from Spring 2021)	100.00%	
RN-BSN 04: Leadership Evaluate the contribution of leadership, quality improvement principles, and impact of organizational systems in transforming, managing, and coordinating safe, quality, cost effective, person-centered care. (E2, E3, E5, E6, E8) (Active from Spring 2021)	92.31%	
RN-BSN 05: Critical Thinking/Clinical Reasoning Integrate a systematic process of critical inquiry with nursing science, natural and behavioral sciences, arts and humanities to make evidence based practice decisions to improve the care of individuals, families, populations, and communities. (E1, E2, E3,E4, E5,E6.E7, E8, E9) (Active from Spring 2021)	53.85%	
01. Analyze provision of safe, quality, evidenced based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan. (nursing process, safety, and patient-centered care. (Active from Spring 2017)	95.68%	
Integrate critical thinking and clinical reasoning skills to make patient-centered care decisions. (Active from Spring 2017)		
3. Implement quality measures to improve patient care. (Active from Spring 2017)		
4. Participate in collaborative relationships with members of the interdisciplinary team, the patient, and the patient's support persons. (Active from Spring 2017)		
5. Use information management principles, techniques, systems, and patient care technology to communicate, mange knowledge, mitigate errors, and support decision making. (Active from Spring 2017)		
07. Assimilate professional, legal, and ethical guidelines, in practice as a professional nurse. (Active from Spring 2017)	96.00%	

PSLO	Target Achievement Rate	Comments/Clarifications
06. Provide leadership in a variety of healthcare settings for diverse patient populations. (Active from Spring 2017)		
08. Promote a culture of caring to provide holistic, compassionate, culturally, competent care. (Active from Spring 2017)		
Psychiatric Technician		
PSLO		

2C. Course-Level (CSLO) Performance : Version by **Pope, Joan** on **03/01/2022 20:52**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLOs Assessed		

3. What Will You Do Next?

3. What Will You Do Next?

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

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

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

No Value

3. What Will You Do Next? (Action Plan) : Version by **Pope, Joan** on **02/28/2022 23:36**

Action	Goal	Timeline	Participants
Review ATI proctored exam reports for low scoring areas (<60%)	Revise curriculum or individual teaching based on low scoring content areas. If scores low across campuses, revise curriculum	Begin review in spring retreat and continue throughout the year.	All full time faculty.
Create more rubrics specific to PSLO's 6, 7, and 8. Revise existing rubrics as suggested above.	Develop an organized and coherent Systematic Plan of Evaluation with several rubrics/assessments for Each PSLO/CSLO. Aggregate data in eLumen for curriculum evaluation and revision. The SPE is a requirement for compliance with both the SBON rules and ACEN standards.	Spring 2022	All full time faculty. Encourage participation of part time faculty.
Increase participation of both full and part time faculty in the assessment process. Offer training and assistance to those not well versed in the process of assessment and the use of the eLumen platform	All full time faculty and part time faculty teaching core curriculum courses will complete at least 1 assessment minimum as required and an additional 2 assessments beyond the requirement.	By end of Calendar year 2022.	All full time faculty and part time faculty teaching core curriculum courses.

2021 Annual Improvement Plan - Occupational Therapy Assistant Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Vigil, Tricia** on **03/15/2022 21:32**

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

The OTA Program reflected on CY 2021 and found the following:
Activities to continue:

In OTA 280/281, the goal was: 70% of students will be at entry level performance (3 meets standards or above) in section 6 "Clear and accurate documentation" on the AOTA Performance Evaluation for the midterm score (1st rotation).
Result: 50% of students scored a "3" on the midterm during their first rotation under section 6, clear and accurate documentation.

OTA 217: The OTA program added a documentation assessment component to this course. This was done in order to see how electronic documentation has improved over written documentation through course progression and more opportunities for practice with the EHR Go system. Results: Beginning (1): 8 students, Developing (2): 3 students Accomplished (3): 6 students, Exemplary (4): 0 students

Activities to Modify:
In OTA 221, the OTA Program decided to change goals from SOAP note documentation to intervention based assessment. The new goal for CY 2021 was: 80% of students will earn at least a 25 or higher out of 30 on the: Class Intervention, can be of the technique **OR** an intervention you would do after, to complement the technique. Actual activity-Intervention performed: 30pts. A rubric was created in order to assess this goal. 100% of the students scored a 25 or higher in the area of intervention. Student teachers were grading this and supervised by OTA Faculty. We plan to continue to assess in order to determine consistency with grading from student teacher to full-time faculty (inter-rater reliability with grading). Our plan is to continue with this activity, but modify the goal: 100% of the students will earn a 28 or higher in the intervention section.

2nd goal that was assessed: 80% of students will report they felt more comfortable with electronic health records after participating in EHR Go activities. This will be measured through "4-Strongly Agree." Result: OTA 106: 7/15 (47%) of 1st year students marked "4-Strongly Agree"; OTA 218: 12/15 (71%) of 2nd year students marked "4-Strongly Agree"
Modify: Look at changing to 3 or 4 (Agree or Strongly Agree) in Fall 2022 with 80% of students marking these.

Activities to Add:
We will assess ethics in OTA 100 and OTA 235 in order to determine progression and consistency for accreditation content standards. This was a planned goal for CY 2020. The activity was done for 235, but results not entered. Plan is to consult and engage part-time and core faculty more in these assessment areas.

B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Both full time faculty participated in the assessment this past calendar year. We were able to address 6 different classes. 1 part time faculty completed the assessment with the class, but did not enter into elumn and the other part time did not address but was reminded and discussion was had with Program Chair to complete for next year. Assessments covered both 1st and 2nd year students which equates to 34 students total this academic year. We have created CSLO and PSLO rubrics for OTA assessment.

2. What Did You Learn?

2. What Did You Learn?
The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in

your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

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

2A. Institution-Level (ISLO) Performance : Version by **Geitner, Jennifer** on **02/11/2022 22:02**

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)		
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	60.00%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	100.00%	Students on target and have demonstrated skill from 1st to 2nd year progression.
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)	100.00%	The target was surpassed in this area. Students were on fieldwork for this assessment. Fieldwork educators in the community score the students.
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	94.29%	
ISLO4: Textual Literacy		
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	100.00%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by **Geitner, Jennifer** on **02/11/2022 22:02**

PSLO	Target Achievement Rate	Comments/Clarifications
Occupational Therapy Assistant		
PSLO		
1. Model ethical, legal and professional values and beliefs congruent with the profession in all practice settings. (Active from Spring 2017)	100.00%	
5. Professionally interact within an interdisciplinary team. (Active from Summer 2017)	91.43%	The target was surpassed in this area. Students were on fieldwork for the assessment. Fieldwork educators in the community scored the community at the final evaluation.
2. Develop therapeutic programs to meet established goals based on acquired knowledge, published research, and practical experiences. (Active from Spring 2017)	100.00%	The target was surpassed in this area. Students were on fieldwork for this assessment. Fieldwork educators in the community assessed the students at the final evaluation.

PSLO	Target Achievement Rate	Comments/Clarifications
3. Demonstrate clinical reasoning skills during client centered interventions through innovative strategies. (Active from Spring 2017)	94.29%	
4. Provide culturally competent care to individuals in a variety of settings. (Active from Spring 2017)	100.00%	The target area was surpassed in this area. Students were fieldwork for this assessment. Fieldwork educators in the community scored the students at the final evaluation.
6. Demonstrate effective and appropriate written and/or oral communication with team members, patients, and families. (Active from Spring 2017)	60.00%	

2C. Course-Level (CSLO) Performance : Version by **Geitner, Jennifer** on **02/11/2022 22:02**

CSLO	Target Achievement Rate	Comments/Clarifications
OTA106 - Basic OT Frames of Refer/Docum		
03. Practice basic documentation skills. (Active from Fall 2017)	16.67%	Students scored lower here as they are 1st year students and just learning the material for electronic documentation.
OTA217 - OT Rehabilation Techniques		
03. Develop a clear understanding and knowledge for documentation. (Active from Summer 2016)	35.29%	Students showed increased target achievement after this course. They have had opportunities to practice more with EHR Go at this point.

3. What Will You Do Next?

3. What Will You Do Next?

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

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

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

No Value

3. What Will You Do Next? (Action Plan) : Version by **Geitner, Jennifer** on **02/11/2022 22:01**

Action	Goal	Timeline	Participants
Revise documentation goal	80% of students will report they felt more comfortable wit electronic health records after participating in EHR Go activities. This will be measured through "3-Agree or 4-Strongly Agree" on a 4 point scale survey	Fall 2022	Students enrolled in OTA 106 and OTA 218 (one first year class and one 2nd year class)
Revise pediatric intervention goal	100% of students will earn at least a 28 out of 30 on the: Class Intervention. This can be the technique or the intervention would you do to complement the technique. 30 points possible.	Fall 2022	Students enrolled in the OTA 221 course
Implement ethics rubric	1 adjunct and 1 PT core faculty will implement the ethics rubric and enter scores into eLumen.	Fall 2022	Students enrolled in the OTA 100 course and the 235 course (one first year class and one 2nd year class)

Action	Goal	Timeline	Participants
Revise fieldwork goal and create rubric	80% of students will score 100 or higher on the final (2nd rotation) of Level II Fieldwork. This will be measured through the AOTA FWPE.	Spring 2022	Students enrolled in OTA 280 and OTA 281 with whichever rotation is 2nd for them.

2021 Annual Improvement Plan - Pharmacy & Phlebotomy Technician

Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do?

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

No Value

B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

No Value

2. What Did You Learn?

2. What Did You Learn?

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

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

2A. Institution-Level (ISLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 15:08**

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

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

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

2B. Program-Level (PSLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 15:08**

PSLO	Target Achievement Rate	Comments/Clarifications
Pharmacy & Phlebotomy Technician		
Pharmacy Technician		
PSLO		
N/A - No PSLOs		
Phlebotomy Technician		
PSLO		
Explain the procedures for point of care tests. (Active from Spring 2018)		
Explain the procedures of processing vacutainers. (Active from Fall 2017)		
Perform venipuncture using vacutainer tubes. (Active from Spring 2018)		
Perform venipunctures for blood cultures. (Active from Fall 2017)		
State all areas of the laboratory and other hospital department areas. (Active from Fall 2017)		

2C. Course-Level (CSLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 15:08**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLOs Assessed		

3. What Will You Do Next?

3. What Will You Do Next?

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

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

Guidelines & Advice:
- Be as **specific, concrete, and concise** as possible in describing your action steps.

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

No Value

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

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2021 Annual Improvement Plan - Physical Therapist Assistant Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Oreskovich, Margaret** on **02/10/2022 23:02**

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to <u>Continue</u>: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to <u>Modify</u>: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to <u>Add</u>: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

Significant results from the assessment in PTA 278 showed that the majority of our students were able to pass each content area of the Practice Exam Assessment Tool (PEAT) Retired NPTE version. The lowest pass rate was in the area of integumentary and lymphatics. This area has consistently scored low on the PEAT and the NPTE. Corresponding to this finding, an assessment of students understanding and knowledge of integumentary and lymphatics was done in PTA 110. The assessment showed that only 50% of the students passed a quiz on integumentary and lymphatics, which would correspond to the results of this content area on the PEAT. In order to improve this content area, coverage of this content will be expanded on, and a subject matter expert will be presenting on the material. Learning objectives that pertain to integumentary and lymphatics will be reviewed to make sure they are adequately representing the depth of knowledge required.
Another important assessment tool that will be incorporated into the next assessment will be the Content Analysis of the NPTE. This will show the average scores of our program students in each content area of the NPTE, and will show how our program students' scores compare in each content area to all exam candidates in all PTA programs in the country.
B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

All of the PTA program instructors participated in assessment of student learning in the fall semester.

2. What Did You Learn?

2. What Did You Learn? : Version by **Oreskovich, Margaret** on **02/10/2022 23:04**

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. The results for PTA 278 and PTA 110 were recently added into eLumen and are not reflected on the following tables.

2A. Institution-Level (ISLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 17:02**

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

ISLO	Target Achievement Rate	Comments/Clarifications
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	87.50%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	93.75%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	90.32%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	93.75%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)		
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	100.00%	
ISLO4: Textual Literacy		

ISLO	Target Achievement Rate	Comments/Clarifications
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
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Flex 1. Content Mastery (1a) (Active from Fall 2020)		
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Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 17:02**

PSLO	Target Achievement Rate	Comments/Clarifications
Physical Therapist Assistant		
PSLO		
1b. Design a treatment plan that aligns with the physical therapy plan of care. (Active from Spring 2017)		
2a. Deliver clear and effective patient education related to the physical therapy plan of care. (Active from Spring 2017)		
2b. Appropriately apply terminology specific to the physical therapy profession in both written documentation and spoken communication. (Active from Spring 2017)		
3a. Modify components of treatment depending on patient status. (Active from Spring 2017)		
3b. Implement appropriate progression of the physical therapy plan of care as a physical therapist assistant. (Active from Fall 2017)		
3c. Report patient status to support decision to continue, modify, or discontinue interventions. (Active from Spring 2017)		
4. Perform basic manual therapy techniques and interventions in a safe and effective manner. (Active from Spring 2017)		
6a. Collect objective measurement patient data. (Active from Spring 2017)		
6b. Assess objective measurement data to determine appropriate patient interventions. (Active from Spring 2017)		
7. Graduates will pass the National Physical Therapy Exam (NPTE). (Active from Spring 2019)		
8. Safely operate technology common to physical therapy settings to ensure the safety of others and self. (Active from Spring 2018)		
9. Students will be able to develop components of treatment that align with the physical therapy plan of care under the supervision of the physical therapist. (Active from Summer 2017)	100.00%	

2C. Course-Level (CSLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 17:02**

CSLO	Target Achievement Rate	Comments/Clarifications
PTA280 - Internship I:		
07. Complete the CPI at a minimum of Advanced Beginner. (Active from Summer 2021)	100.00%	

3. What Will You Do Next?

3. What Will You Do Next?

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

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

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

No Value

3. What Will You Do Next? (Action Plan) : Version by **Oreskovich, Margaret** on **02/10/2022 23:25**

Action	Goal	Timeline	Participants
Review of learning objectives in PTA 110 pertaining to integumentary and lymphatics and an addition of a subject matter expert presenting on integumentary and lymphatics.	In PTA 110, 80% of the students will pass a quiz on integumentary and lymphatics.	Fall of 2022	Students in PTA 110
Review the results of the PEAT Retired NPTE and the NPTE Content Analysis to determine areas of weakness and opportunities for improvement.	In PTA 278, each content area of the PEAT Retired NPTE will have a minimum 80% pass rate.	Spring 2022	Students enrolled in PTA 278

2021 Annual Improvement Plan - Respiratory Therapy Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do?

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

No Value

B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

No Value

2. What Did You Learn?

2. What Did You Learn?

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

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

No Value

2A. Institution-Level (ISLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 15:18**

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

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

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

2B. Program-Level (PSLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 15:18**

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

2C. Course-Level (CSLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 15:18**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLOs Assessed		

3. What Will You Do Next?

3. What Will You Do Next? : Version by **Medendorp, Liz** on **03/29/2022 14:50**

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

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

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

To gather data from student evaluations using our new software Trajecsys to assess student performance in the clinical settings. This will align with the strategic imperative STRATEGY 5: Ensure graduate knowledge, skills, and experiences are relevant to career and workforce needs KPI: Increase "Soft Skills" score average on Graduate Exit Survey* by 2% annually

S. The previous student evaluation process was paper based, which made it hard to evaluate the overall data for student assessment. The new software will allow students to be evaluated in an electronic format with all data being stored for quick access to analyze student-learning outcomes.

M. This goal can be quantified by the successful completion of student evaluations, evaluation of clinical competencies, and evaluated competencies of lab skills.

A. The skills required to achieve this goal are technical skills on the use of the new software Trajecsys, coordination with all clinical sites and instructors, educating all parties involved on the how use the software, and provide access to user for FAQs. By setting this goal, it will help increase graduated knowledge, skills, and experience to increase our graduate surveys by 2%. The effort required to complete this goal will consist of working during my office hours and scheduled courses.

R. The goal of the RCA program is to increase the retention rates and increase the graduate preparedness for the workforce.

T. This goal can be accomplished by April 1st, 2022.

Results: The surveys submitted through our new evaluation software, Trajecsys resulted in a 95% employer satisfaction. This is more than a 2% increase from last year's results. This goal is also a required threshold standard in our annual report to CoARC.

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

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2021 Annual Improvement Plan - Radiologic Technology Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Cox, Roger** on **02/28/2022 20:35**

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

Rad Tech Clinical Internships: I will continue to assess C-Arm and Trauma Radiography as these two areas tend to be the weakest upon student graduation due to limited exposure. I need to continue 1:1 workshops for C-Arm to give students time to "play" and build that muscle memory. Also, with our new x-ray lab and purchase of our own C-Arm, students / instructors have access to the equipment all of the time. C-arm practice is part of weekly simulation as well to help reinforce learning and help students grow. With Trauma Radiography, students are videotaped in the simulation center and then are able to watch themselves. This review is an excellent opportunity for the student to self-evaluate and is also a great learning tool to point out what was done very well and alternatives to things that student struggled with.

B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

In general, I was pretty happy with the level of participation in assessment in my department. We have had a little trouble getting full participation during the summer term because our term is only 8 weeks and our workloads are pretty full. I would, however, like to see participation in summer formal assessments increase in the department. This coming summer, I will try to remind all instructors of the need for assessment at the beginning of the summer term and again at the mid-point of the term. Hopefully, these reminders will lead to improved summer participation in assessment.

2. What Did You Learn?

2. What Did You Learn? : Version by **Cox, Roger** on **02/28/2022 20:35**

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance.
Trauma Radiography: Most students did well with trauma radiography. They are using critical thinking to overcome obstacles in the room and challenges with patient positioning (or lack thereof). For instance, patient's leg is restrained to a backboard and is externally rotated. Student needed to figure out how to obtain imaging utilizing equipment to compensate for lack of patient mobility. I learned that our students have the knowledge and critical thinking skills to succeed.
With C-Arm proficiency, students did well for being in their third semester but still need more repetition to build that muscle memory.

RTE 122: Since this course has been reconstructed into a flipped, hybrid type course and this was the first real year that it was implemented, more time is needed for evaluation. However, the skills that students tend to excel in are communication and hands on skill sets. I feel that the changes made to the course are beneficial and am optimistic that another year will prove fruitful in the evaluation of student learning.

2A. Institution-Level (ISLO) Performance : Version by **Cox, Roger** on **02/28/2022 20:35**

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		

ISLO	Target Achievement Rate	Comments/Clarifications
ISLO		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	100.00%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	100.00%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	84.51%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	78.87%	
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	94.12%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	93.14%	
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)	86.11%	
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)	85.71%	
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	85.00%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)	63.33%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	73.33%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	40.00%	Students seemed to struggle with this concept this year. I will need to develop some additional work for students to help them learn how to develop creative solutions in response to differing views.
ISLO4: Textual Literacy		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	100.00%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	73.95%	

ISLO	Target Achievement Rate	Comments/Clarifications

2B. Program-Level (PSLO) Performance : Version by **Cox, Roger** on **02/28/2022 20:35**

PSLO	Target Achievement Rate	Comments/Clarifications
Radiologic Technology		
Diagnostic Medical Sonography		
PSLO		
01. Discuss performance of a pelvic sonogram (Active from Summer 2018)	100.00%	
02. Clarify the differences in wave motion with various tissue densities (Active from Summer 2018)	100.00%	
Radiologic Technology		
PSLO		
PSLO2: Image Production		
PSLO2a: Utilize x-ray production equipment appropriately and according to protocol. (Active from Spring 2018)	100.00%	
PSLO2b: Produce diagnostic radiographs using effective techniques to optimize image quality. (Active from Spring 2018)	100.00%	
PSLO3: Imaging Procedures		
PSLO 3a: Properly position patients for exams (Active from Summer 2017)		
PSLO 3b: Demonstrate proficiency in surgical C-arm operation (Active from Fall 2017)		per coordinator report, 18/26 were in the developing stage and 8/26 were in the beginning stage. These are positive results for the start of student's 3rd semester.
PSLO 3c: Demonstrate proficiency in portable trauma radiography. (Active from Fall 2018)	92.06%	this is excellent; i feel that with the addition of some new clinic sites, students are getting more exposure to traumas / portable radiography than ever before.
PSLO1: Safety		
PSLO1a: Perform radiographic procedures safely. (Active from Spring 2017)	100.00%	
PSLO1b: Identify problems with patient perceptions on exam success (Active from Fall 2017)		The rubric for this PSLO is missing and needs to be re-written. I will try to do this before the course is offered again in the Fall.
PSLO4: Patient Care		
PLSO 4a: Show proper use of communication skills using the AIDET model. (Active from Spring 2017)		
PSLO 4b: Model ethical behavior according to the American Registry of Radiologic Technologists (ARRT) Code of Ethics. (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by **Cox, Roger** on **02/28/2022 20:35**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLOs Assessed		

3. What Will You Do Next?

3. What Will You Do Next? : Version by **Cox, Roger** on **02/28/2022 20:34**

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

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

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

Rad Tech internships: Using C-Arm as part of weekly simulation is going to be most beneficial to our students and I suspect c-arm proficiency will improve immensely. For portable radiography, there's not much else to do with the limitations we face at this time. Once we get a "newer" portable we will be able to stage more realistic scenarios to challenge students.

3. What Will You Do Next? (Action Plan) : Version by **Cox, Roger** on **02/28/2022 20:34**

Action	Goal	Timeline	Participants
Acquire a working portable x-ray machine for use in simulation.	Seek donation of a working machine or purchase a refurbished machine.	By the end of fall, 2022	Roger & Patty.
Increase instructor participation in summer assessments	Have the two instructors who did not participate in summer assessments submit assessment activities.	By the end of summer, 2022	Beth & Lisa

2021 Annual Improvement Plan - Biological & Physical Sciences Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Mayes, Amanda** on **02/28/2022 00:07**

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to <u>Continue</u>: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to <u>Modify</u>: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to <u>Add</u>: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

ASTRONOMY - Pueblo Campus
AST101
- <u>Continue:</u> Students were assessed on their ability to identify the characteristics of plate boundaries and mantle plumes and their relationship to earthquakes, volcanoes, and mountain building. Assessment levels were determined on the examination scores achieved. 19% of students struggled, 25% of students were developing their understanding, 31% of students were able to correctly identify the concepts with slight errors, and finally 25% correctly understood the concepts without error. 56% of students were able to achieve an overall evaluation of accomplished/exemplary.

<u>Modify:</u> More time will be spent in lecture going over these concepts in hopes of raising the understanding to 70% or higher.
<u>Add:</u> N/A

BIOLOGY Campuses reporting (Pueblo and Fremont)
BIO 111 - Fremont Campus
<u>Continue:</u>
- Students were assessed on CSLO 1: Define and utilize terminology, specific facts, experimental methodologies, and general concepts related to basic chemistry, cell structure and function, cell reproduction, and bio-energetics and genetics. Students were rated on how many questions they answered correctly from a quiz. that consisted of 10 questions ranging from chemistry to cells to genetics.
- Students were assessed on CSLO 5: Employ scientific methodologies to develop predictions, interpret experimental data and form conclusions. Students were rated 1-4 based on their Practicum I scores: 1 = 71% or lower, 2 = 81% - 72%, 3 = 91% - 82%, and 4 = 92% and up.

<u>Modify:</u> N/A
<u>Add:</u> N/A

Pueblo Campus

<u>Continue:</u> Students were assessed on CSLO 5: Employ scientific methodologies to develop predictions, interpret experimental data and form conclusions. Students were rated 1-4 based on their Practicum I scores: 1 = 71% or lower, 2 = 81% - 72%, 3 = 91% - 82%, and 4 = 92% and up.
<u>Modify:</u> N/A
<u>Add:</u> N/A

BIO 201
Fremont Campus
<u>Continue:</u>
- Students were assessed on CSLO 3: Explain the principle of homeostasis and the use of feedback loops to control physiological systems in the human body. Students were rated 1-4 on how they explain the relationship between the normal function of an endocrine gland, the hormone and the overall effects and relate it to a disruption in homeostasis. Ratings were as follows: 1 = 69% or lower, 2 = 79% - 70%, 3 = 89% - 80%, 4 = 90% and up
- Students were assessed on CSLO 4: Use anatomical knowledge to describe physiological consequences, and use knowledge of function to describe the features of anatomical structures. Students were rated 1-4 based on their Practicum I scores (bone identification and markings). Ratings were as follows: 1 = 71% or lower, 2 = 81% - 72%, 3 = 91% - 82%, and 4 = 92% and up.

<u>Modify:</u> N/A
<u>Add:</u> N/A

Pueblo Campus

- <u>Continue:</u> Students were assessed on the CSLO: Explain the interrelationships within and between anatomical and physiological systems of the human body. Students were rated 1-4 on how many questions they correctly answered on examination. Ratings were determined as follows: 4 Exemplary= Determines the differences between the various types of neurotransmitters by achieving 15-18 correct out of 18 items, 3 Accomplished= Determines the differences between the various types of neurotransmitters by achieving 11-14 correct out of 18 items, 2 Developing= Determines the differences between the various types of neurotransmitters by achieving 7-10 correct out of 18 items, and 1 Beginning= Determines the differences between the various types of neurotransmitters by achieving 0-6 correct out of items.
- <u>Modify:</u> More focus will be on adding additional assignments on neurotransmitters. We have designed an activity in class that we do together that actively engages the student on the characteristics between sympathetic and parasympathetic nervous systems.
- <u>Add:</u> N/A

BIO 202
Fremont Campus
<u>Continue:</u>

- Students were assessed on CSLO 3: Explain the principle of homeostasis and the use of feedback loops to control physiological system in the human body. Students were rated 1-4 based on their explanation of the relationship between the normal functions of the kidneys and how they control urine output. Ratings were assigned as follows: 1 = 69% or lower, 2 = 79% - 70%, 3 = 89% - 80%, and 4 = 90% and up
- Students were assessed on CSLO 5: Explain the interrelationships within and between anatomical and physiological systems of the human body. Students were rated 1-4 based on their scores from Exam I (circulatory system anatomy and function). Ratings were assigned as follows: 1 = 71% or lower, 2 = 81% - 72%, 3 = 91% - 82%, and 4 = 92% and up.

Modify: N/A
Add: N/A

Pueblo Campus: Not reporting

BIO 216
Fremont Campus
Continue:
- Students were assessed on CSLO 2: Analyze how health deviations alter normal physiology. Students are rated 1-4 based on their explanation of the relationship between the normal functions of a system and the resulting disease. Results were determined as follows: 4 = 90% and up, 3 = 89% - 80%, 2 = 79% - 70%, and 1 = 69% or lower

Modify:N/A
Add: While the same assessment on CSLO 2 will be continued. A new assessment on CSLO 3: Describe the alterations in cells, tissue, and organs that occur with disease and the effects they have on total body function will be developed. Students will be rated on how many questions they answer correctly from an end of the semester quiz.

Pueblo Campus: Not reporting

CHEMISTRY - Pueblo Campus
CHE 101
- Continue: Students were assessed on their comprehension of chemical nomenclature, corresponding to CSLO 4: Write and/or give orally the corresponding formula and name of a compound when given only the formula or name. They were provided a pre-quiz before material was presented and a post-quiz afterwards. They were scored on the number of questions they answered correctly. Ratings were determined as follows on the pre-quiz and post-quiz respectively: 0 = no questions were answered correctly, 1=1 question was answered correctly, 2=2 questions answered correctly, 3=3 questions answered correctly, and 4 = 4 questions answered correctly.

Modify: N/A
Add: N/A

CHE 109
- Continue:Students were assessed on their comprehension of chemical nomenclature, corresponding to CSLO: 4 Apply dimensional analysis, mathematical equations, inductive and deductive reasoning, and the scientific method in correctly solving word problems related to the topics indicated in course outline. Ratings were determined based on the amount of work and whether or not the answer was correct on a provided dimensional analysis problem on first exam. Levels achieved were as follows: 4=correct work and answer to dimensional analysis problem, 3=correct set up for dimensional analysis problem with minor error, 2=two errors in problem solution, and 1=struggled.

Modify: N/A
Add: N/A

GEOLOGY - Pueblo Campus
GEY111
- Continue: Students were assessed on their ability to identify the characteristics of plate boundaries and mantle plumes and their relationship to earthquakes, volcanoes, and mountain building. Assessment levels were determined on the examination scores achieved. 13% of students that were n/a, 50% of students were developing their understanding, 25% of students were able to correctly identify the concepts with slight errors, and finally 32% correctly understood the concepts without error. 57% of students were able to achieve an overall evaluation of accomplished/exemplary.

Modify: More time will be spent in lecture going over these concepts in hopes of raising the understanding to 70% or higher.
Add: N/A
B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

In general the rate of participation of full time faculty greatly increased - a lot of faculty have implemented new assessments from the years past. There was full participation from faculty that taught Astronomy, Geology, and Chemistry. For those that taught Biology, there was full participation of those across the Fremont and Pueblo Campus for BIO 111. For those that taught BIO 201 there was a difference in the way CSLOs were assessed between the Fremont and Pueblo campuses for this course. For BIO 202 and BIO 216 that is taught at both Fremont and Pueblo Campuses, only Fremont reported data for this report.

In general, participation of full time instructors has increased, although assessment data generated for this report should be from all sections taught at all campus locations. Part time instructor assessment still needs to be increased as well. BIO 201 on the Pueblo campus just redesigned their assessment, with notes of developing 202 and 216 assessments in the future. They should coordinate more with Fremont campus since they are teaching the same courses to help aide in better data collection/understanding of CSLO students performances in the future.

2. What Did You Learn?

2. What Did You Learn? : Version by **Mayes, Amanda** on **02/28/2022 00:07**

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

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

ASTRONOMY - Pueblo Campus
AST101
Pueblo Campus
For the CSLO assessed, 19% of students struggled, 25% of students were developing their understanding, 31% of students were able to correctly identify the concepts with slight errors, and finally 25% correctly understood the concepts without error. The goal was for 70% of students to rank within the Accomplished/Exemplary range, only 56% were able to do this within the desired range.

BIOLOGY - Campuses reporting (Pueblo and Fremont)
BIO 111
Pueblo and Fremont Campus
Fremont Campus
CSLO 1: Overall students (90%) seem to retain the major concepts of biology.

Fremont & Pueblo Campus
CSLO 5: 33.68% achieved the exemplary or accomplished rating.
BIO 201
Fremont Campus
CSLO 3: At least 70% of the students understand the connection between feedback loops.
CSLO 4: Overall, students did better on the identification of bones compared to also knowing the physiology. This results shown that students can be very good at hands on practicals but that is not always the same for the lecture content.

Pueblo Campus
BIO 201/001 Exemplary-3 of 13, Accomplished-1 of 13, Developing-4 of 13, and Beginning 4 of13.
BIO 201/006-007 Exemplary-2 of 7, Accomplished-2 of 7, and Developing-3 of 7
Other sections reported Exemplary= 9/17, Accomplished 3/17, Developing 1/17, and Beginning 1/17

BIO202
Fremont Campus
CSLO 3: Students need the extra project on kidney function and they do better on the assignments by 80% than on the exams over the same material.
CSLO 5: About 75% of the students who receive a 3 or 4 will end up with an A or B in the class.

Pueblo Campus: Not reported

BIO216
Fremont Campus
CSLO 2: The results show that over 80% of the students understand what leads to a disease.

Pueblo Campus : Not reported

CHEMISTRY - Pueblo Campus
CHE101
CSLO 3: 36.36% of students scored a 4 or 3 to achieve the understanding rating of Exemplary or Accomplished, respectively.
CHE109
CSLO 3: 57.69% of students scored a 4 or 3 to achieve the understanding rating of Exemplary or Accomplished, respectively.
GEOLOGY - Pueblo Campus
GEY111
For the CSLO assessed: 57.14% of students scored a 4 or 3 to achieve the understanding rating of Exemplary or Accomplished, respectively.

Overall students across all course sections in all disciplinaries:
- Students excelled with the following ISLOs the most:
  - ISLO 1d: Is up from 41.07% in 2020 and up to 87.50% in 2021.
  - ISLO3: Quantitative Reasoning 3c which saw an increase from 50.00% (2020) to 83.33% (2021)
  - ISLO 4 b, c, and d: 2021 results for 4b, 4c, and 4d have shown an increase in these areas of 13.4%, 9.09%, and 17.45% respectively.
  - ISLO 5: Professionalism and Social Consciousness - compared to last year (2020) there was an increase in all areas to achieve 100% this year (2021)
- Students appeared to struggle with the following ISLOs the most:
  - ISLO 1a: 53.55% - there is no date from last year to compare.
  - ISLO Effective Communication 2c: 2020 results were at 58.65% and has decreased to 40.63% for the 2021 year - a change of -18.02%, respectively.
  - ISLO 4a: 2020 results were at 67.93% compared to 2021 at 54.18% - a decrease of 13.75%, respectively.

Overall the data reflects that our students are professional in their persona, they are able to research the literature to find relevant information, and that they are able to interpret data and explain information as numerical data. However, the data also shows that they are lacking at being effective communicators and critical thinking skills. In 2020 data they were better at

being effective communicators in comparison to 2021 results. The impact of remote learning options and the pandemic may of played a role on this as more work was shifted online. Data from 2022 should be compared to 2021 results as we start to move towards more in person learning again due to ease of COVID restrictions.

2A. Institution-Level (ISLO) Performance : Version by **Mayes, Amanda** on **02/28/2022 00:07**

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)	72.22%	
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)	83.33%	
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)	83.33%	
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)	100.00%	
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)	100.00%	
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)		
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	40.63%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	100.00%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	100.00%	
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	100.00%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	100.00%	
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	53.55%	

ISLO	Target Achievement Rate	Comments/Clarifications
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	87.50%	
ISLO4: Textual Literacy		
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)	54.18%	
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	81.82%	
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	72.73%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	72.00%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)	37.50%	
Flex 2. Problem Solving (1d) (Active from Fall 2020)	50.00%	
Flex 3. Effective Communication (2c) (Active from Fall 2020)	50.00%	
Flex 4. Finding Resources (4b) (Active from Fall 2020)	50.00%	
Flex 5. Time Management (5a-1) (Active from Fall 2020)	50.00%	
Flex 6. Participation (5a-2) (Active from Fall 2020)	50.00%	
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)	50.00%	

2B. Program-Level (PSLO) Performance : Version by **Mayes, Amanda** on **02/28/2022 00:07**

PSLO	Target Achievement Rate	Comments/Clarifications
Biological & Physical Sciences		
Astronomy		
PSLO		
Describe the fundamental concepts of the Laws of Motion. (Active from Spring 2017)	58.33%	
Biology		
PSLO		
Describe fundamental concepts of biology. (Active from Spring 2017)	53.42%	
Chemistry		
PSLO		
01. Apply dimensional analysis to problem solving. (Active from Spring 2017)		
02. Employ conventions of chemical nomenclature. (Active from Spring 2020)	20.83%	
Environmental Science		
PSLO		
Geology		
PSLO		
Describe the fundamental concepts of geology. (Active from Spring 2017)	57.14%	
Health & Wellness		

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO		
1. Describe fundamental concepts of nutrition. (Active from Spring 2018)		
2. Evaluate nutritional information for accuracy from trusted sources. (Active from Spring 2018)		
3. Present nutritional information knowledgeably and professionally. (Active from Spring 2018)		
Physics		
PSLO		
Apply dimensional analysis to problem solve. (Active from Spring 2017)		
Science		
PSLO		
Describe the fundamental concepts of science. (Active from Spring 2017)		

2C. Course-Level (CSLO) Performance : Version by **Mayes, Amanda** on **02/28/2022 00:07**

CSLO	Target Achievement Rate	Comments/Clarifications
BIO111 - Gen College Biology I/Lab: SC1		
05. Employ scientific methodologies to develop predictions, interpret experimental data, and form conclusions. (Active from Summer 2019)	33.68%	
BIO201 - Human Anatomy&Phys I w/Lab:SC1		
02. Identify the anatomical structures and explain the physiological functions of body systems. (Active from Summer 2019)	78.26%	
03. Explain the principle of homeostasis and the use of feedback loops to control physiological systems in the human body. (Active from Summer 2019)	100.00%	
04. Use anatomical knowledge to describe physiological consequences, and use knowledge of function to describe the features of anatomical structures. (Active from Summer 2019)	66.67%	
05. Explain the interrelationships within and between anatomical and physiological systems of the human body. (Active from Summer 2019)	44.79%	
BIO202 - Human Anatomy&Phys IIw/Lab:SC1		
03. Explain the principle of homeostasis and the use of feedback loops to control physiological systems in the human body. (Active from Summer 2019)	79.17%	
05. Explain the interrelationships within and between anatomical and physiological systems of the human body. (Active from Summer 2019)	58.33%	
BIO216 - Pathophysiology		
01. Explain the etiology of disease states and imbalances. (Active from Summer 2016)	100.00%	
02. Analyze how health deviations alter normal physiology. (Active from Summer 2016)	92.86%	
03. Describe the alterations in cells, tissues, and organs that occur with disease and the effects they have on total body function. (Active from Summer 2016)	90.48%	
04. Relate the manifestations of diseases to their underlying cellular mechanisms. (Active from Summer 2016)	90.48%	
CHE101 - Intro to Chemistry I/Lab: SC1		

CSLO	Target Achievement Rate	Comments/Clarifications
04. Write and/or give orally the corresponding formula and name of a compound when given only the formula or name. (Active from Fall 2019)	36.36%	
CHE109 - General, Organic, & Biochem		
04. Apply dimensional analysis, mathematical equations, inductive and deductive reasoning, and the scientific method in correctly solving word problems related to the topics indicated in course outline. (Active from Summer 2016)	57.69%	
GEY111 - Physical Geology w/Lab: SC1		
16. Identify the characteristics of plate boundaries and mantle plumes and their relationship to earthquakes, volcanoes, and mountain building. (Active from Fall 2019)	57.14%	

3. What Will You Do Next?

3. What Will You Do Next? : Version by **Mayes, Amanda** on **02/28/2022 00:07**

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

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

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

ASTRONOMY - Pueblo Campus
AST 101
More time in lecture will be spent going over the concepts in hopes of raising the understanding to 70% or higher. I'm going to assess the same concepts this year.

BIOLOGY - Fremont and Pueblo Campus
BIO 111 - Fremont and Pueblo Campus
No changes are planned/needed as we have moved back to more in person learning - remote learning may of affected results. Need more consistent data to determine further action steps.
BIO 201
Fremont Campus
No changes are planned. Need more consistent data to determine further action steps.

Pueblo Campus

No changes are planned. Need more consistent data to determine further action steps.

BIO 202
Fremont Campus
No changes are planned. Need more consistent data to determine further action steps.

BIO 216
Fremont Campus
No changes are planned. Need more consistent data to determine further action steps.

CHEMISTRY - Pueblo Campus
CHE 101
This is the first semester that I will be able to utilize a hands on game in class that I developed -it is a matching game for chemical nomenclature. After I am able to utilize this tool, I will reassess them and compare their pre assessment data of this semester to how the post assessment data compares to past semesters.

CHE 109
I have been using a new tool in CHE 109, called Chem101. It is a new online homework app that has a nice tool for dimensional analysis. During the spring semester, I will spend in class time demonstrating how to use the tool and them reassess.
GEOLOGY - Pueblo Campus
GEY 111
I will spend more time in lecture going over these concepts in hopes of raising the understanding to 70% or higher. I'm going to assess the same concepts this year.

3. What Will You Do Next? (Action Plan) : Version by **Mayes, Amanda** on **02/28/2022 00:07**

Action	Goal	Timeline	Participants
AST 101	To continue to assess ability to identify the characteristics of plate boundaries and mantle plumes and their relationship to earthquakes, volcanoes, and mountain building	indefinite	All AST 101 instructors
BIO 111	To continue to assess students ability to employ scientific methodologies to develop predictions, interpret experimental data and form conclusions	indefinite	All BIO 111 instructors
BIO 201	To continue to assess students ability to explain the interrelationships within and between anatomical and physiological systems of the human body	indefinite	All BIO 201 instructors
BIO 202	Fremont Campus: To continue to assess students ability to explain the principle of homeostasis and the use of feedback loops to control physiological system in the human body. Pueblo Campus will develop a new assessment for BIO 202	Fremont Campus - indefinite Pueblo Campus - Fall 2022	All BIO 202 instructors
BIO 216	Fremont Campus: To continue to assess how students are able to analyze how health deviations alter normal physiology. Pueblo Campus: will develop a new assessment for BIO 216	Fremont Campus - indefinite Pueblo Campus - Fall 2022	All BIO 216 instructors
CHE 101	To continue to assess student performance in chemical nomenclature	indefinite	All CHE 101 instructors
CHE 109	To continue to assess student performance in dimensional analysis	indefinite	All CHE 109 instructors
GEY 111	To continue to assess ability to identify the characteristics of plate boundaries and mantle plumes and their relationship to earthquakes, volcanoes, and mountain building	indefinite	All GEY 111 instructors

2021 Annual Improvement Plan - Social Sciences Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do?

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

No Value

B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

No Value

2. What Did You Learn?

2. What Did You Learn?

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

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

2A. Institution-Level (ISLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 17:08**

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)	8.00%	
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)	8.00%	
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)	8.00%	
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)	16.00%	

ISLO	Target Achievement Rate	Comments/Clarifications
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)	8.00%	
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)	8.00%	
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)	90.69%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)	88.28%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	85.24%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)	85.41%	
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	71.83%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)	76.06%	
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)	85.92%	
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	100.00%	
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)	80.25%	
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)	100.00%	
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)	60.61%	
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)	60.00%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)	69.22%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)	64.24%	
ISLO4: Textual Literacy		
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)	77.78%	
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)	90.16%	

ISLO	Target Achievement Rate	Comments/Clarifications
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	83.93%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	87.50%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)	66.00%	
Flex 2. Problem Solving (1d) (Active from Fall 2020)	77.55%	
Flex 3. Effective Communication (2c) (Active from Fall 2020)	74.00%	
Flex 4. Finding Resources (4b) (Active from Fall 2020)	80.00%	
Flex 5. Time Management (5a-1) (Active from Fall 2020)	62.00%	
Flex 6. Participation (5a-2) (Active from Fall 2020)	66.00%	
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)	68.00%	

2B. Program-Level (PSLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 15:27**

PSLO	Target Achievement Rate	Comments/Clarifications
Social Sciences		
PSLO		
N/A - No PSLOs		
Anthropology		
PSLO		
PSLO 1: Describe the history, purpose, branches, and features of anthropology as well as its relation and relative position within the general framework of academic disciplines. (Active from Spring 2020)		
PSLO 2: Compare and contrast distinct cultures with regard to any cultural facet. (Active from Spring 2020)		
PSLO 3: Define the important cross-cultural systems developed by human groups to reckon kinship and descent, and social affiliation. (Active from Spring 2020)		
PSLO 4: Discuss the important anthropological ideas regarding the origins, causes, and effects of war. (Active from Spring 2020)		
Ethnic Studies		
PSLO		
PSLO 1: Describe and explain 5 of the major historical contributions of Meso-American civilization. (Active from Spring 2020)		
PSLO 2: Define and explain the term indigenismo and the etymology of the term Chicano. (Active from Spring 2020)		
PSLO 3: Discuss and analyze the historical impact of the Sleepy Lagoon Case. (Active from Spring 2020)		
PSLO 4: Compare/contrast the colonial socio-historic model applied to many developing Third World Countries with the status of the contemporary Chicano. (Active from Spring 2020)		
Geography		
PSLO		
N/A - No PSLOs		
History		
PSLO		
PSLO 7: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2020)		

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO 7: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2020)		
PSLO 7: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2020)		
PSLO1: Acquire information from multiple, credible primary and secondary historical sources. (Active from Spring 2017)	91.49%	
PSLO2: Evaluate complex and multiple sources of information to synthesize clear and relevant evidence specific to the historical argument. (Active from Spring 2017)	94.44%	
PSLO3: Synthesize clear and relevant evidence specific to the historical argument from complex and multiple sources of information. (Active from Spring 2017)	94.55%	
PSLO4: Cite sources within the assignment according to styles used by the discipline of History. (Active from Spring 2017)	95.74%	
PSLO5: Contextualize how our interpretation of the past has changed over time. (Active from Spring 2017)		
PSLO6: Argue rationally and effectively about an historical subject or question using credible evidence in a narrative structure. (Active from Spring 2017)	96.30%	
PSLO7: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Fall 2019)	94.55%	
PSLO8: Organize and express ideas clearly in both written and oral communication (Active from Fall 2019)	98.18%	
Political Science		
PSLO		
N/A - No PSLOs		
Psychology		
PSLO		
PSLO 1 Describe fundamental principles of psychology (Active from Spring 2017)	75.00%	
PSLO 2 Analyze the real-world applications of fundamental principles of psychology (Active from Spring 2017)		
PSLO 3 Demonstrate psychological information literacy (Active from Spring 2017)		
Social Work		
PSLO		
PSLO 1: Apply assessment, planning and intervention skills to the various levels of social work practice (Active from Spring 2020)		
PSLO 2: Articulate the knowledge base, skills, professional values and ethics required for beginning generalist social work practice (Active from Spring 2020)		
PSLO 3: Identify issues related to diversity and populations-at-risk as they relate to generalist social work interventions (Active from Spring 2020)		
PSLO 4: Apply critical thinking skills in assessing agency services and the worker client relationship (Active from Spring 2020)		
Sociology		
PSLO		
PSLO 1 Describe fundamental principles of sociology (Active from Spring 2017)		
PSLO 2 Demonstrate sociological information literacy (Active from Spring 2017)		
Women's Studies		
PSLO		

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO 1: Analyze and evaluate issues of difference including (but not limited to) sex, race, class sexual identity, age, ability, religion and white ethnocentrism within a feminist framework. (Active from Spring 2020)		
PSLO 2: Interpret issues of violence in women`s lives and the impact it makes on how women live and how women are socialized. (Active from Spring 2020)		
PSLO 3: Examine women`s role in the work place and family: evaluate its impact on women`s liberation. (Active from Spring 2020)		
PSLO 4: Examine issues of self-esteem and assertiveness and how women are socialized to see themselves in a male-centered world while examining strategies for personal change. (Active from Spring 2020)		

2C. Course-Level (CSLO) Performance : Version by **Medendorp, Liz** on **02/01/2022 15:30**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLOs Assessed		

3. What Will You Do Next?

3. What Will You Do Next?

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

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

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

No Value

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

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2021 Annual Improvement Plan - Surgical Technology Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Medendorp, Liz** on **03/21/2022 16:57**

A. Assessment Activities

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to <u>Continue</u>: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to <u>Modify</u>: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to <u>Add</u>: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

We have two new instructors for the Surgical Technology Program. Nadine LaForme is our new faculty member and Jessica Alt-Berg is our new part-time instructor. Both have been assigned to new student assessment projects in fall 2021.

All STE courses have a student assessment project attached with 100% participation from faculty and part-time instructor. We continue to update and revise our student assessment project as we work on our strategic planning.

Diana Montoya - Sterilization Rubric and 50 point multiple choice pre-and post-assessment exam - STE103, STE151, STE282, STE283 - Assessment is completed by cohort and assessed throughout the students two year pathway. Student scores will be documented using the D2L Gradebook and eLumen.

Alison Basta - Clinical Rubric STE281, STE282, STE283 - Students are assessed on weekly clinical paperwork and time management and preparedness. Student scores will be documented using the D2L Gradebook and eLumen.
Alison Basta - CST Practice Exam A Rubric STE279 and CST Practice Exam B Rubric STE289. Student are assess in the following areas: 1) Preoperative Preparation, 2) Intraoperative Procedures, 3) Post operative procedures, 4) Administrative & Personnel Duties, 5) Equipment Sterilization & Maintenance, 6) Anatomy & Physiology, 7) Microbiology, 8) Surgical Pharmacology, and 9) Overall Scores. Student scores will be managed on an Excel Spreadsheet by cohort & course.

Nadine LaForme: STE Chapters 1-12 Retention Rubric: A multiple choice exam is administered for pre- and post assessment in the student's first course and assessment continues through their first year. STE102 & STE111. Student scores will be documented using the D2L Gradebook and eLumen.
Nadine LaForme - Pharmacology Rubric: a 50 point multiple choice exam is administered for pre- and post-assessment in STE105. Student scores will be documented using the D2L Gradebook and eLumen.

Jessica Alt-Berg - Professionalism Rubric: students are assessed in STE133 and STE134 using the PCC Professionalism Rubric. Student scores will be documented using the D2L Gradebook and eLumen.

B. Participation

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Diana Montoya has met the participation goal of 100%
Jessica Alt-Berg will go in and input student scores for fall 2021 and spring 2022 to meet the goal of 100%.
Nadine LaForme will go in and input student scores for fall 2021 and spring 2022 to meet the goal of 100%.
Alison Basta will go in and input student scores for fall 2021 and spring 2022 to meet the goal of 100%.

2. What Did You Learn?

2. What Did You Learn?

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

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

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

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

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

2A. Institution-Level (ISLO) Performance : Version by **Medendorp, Liz** on 03/21/2022 16:57

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)		
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)		
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)		
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)		
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)	100.00%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	87.50%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)		
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		

ISLO	Target Achievement Rate	Comments/Clarifications
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)	48.44%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)	48.44%	
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	60.42%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by **Medendorp, Liz** on **03/21/2022 16:57**

PSLO	Target Achievement Rate	Comments/Clarifications
Surgical Technology		
PSLO		
PSLO1: Explain the relationship between instrument type and usage (Active from Spring 2017)		
PSLO2: Match best practices for asceptic techniques to the appropriate sterile principle. (Active from Spring 2017)	30.23%	
PSLO3: Describe the characteristic of the professional surgical technologist (Active from Spring 2017)		
PSLO4: Discuss the relationship between the principles of asepsis and practice of sterile technique and surgical patient care, including developing a surgical conscience. (Active from Spring 2018)		
PSLO5: Completes weekly clinical paperwork (Active from Fall 2018)	100.00%	
PSLO6: Time management and preparedness (Active from Fall 2018)	90.48%	
PSLO7: Demonstrate proficiency in the content needed for certification (CST EXAM). (Active from Fall 2018)	100.00%	
PSLO8: Demonstrate proficiency in the skills needed for certification (FINAL SKILL ASSESSMENT). (Active from Fall 2018)	84.38%	

PSLO	Target Achievement Rate	Comments/Clarifications
PSLO9: Interpret and analyze pharmacology and anesthesia information. (Active from Fall 2018)		

2C. Course-Level (CSLO) Performance : Version by **Medendorp, Liz** on **03/21/2022 16:57**

CSLO	Target Achievement Rate	Comments/Clarifications
STE281 - ST Clinical Internship I		
01. Observe and report cases not to be included in the required minimum total case count in an observation role. (Active from Spring 2018)	100.00%	
STE282 - ST Clinical Internship II		
01. Observe and report cases not to be included in the required minimum total case count in an observation role. (Active from Spring 2018)	100.00%	

3. What Will You Do Next?

3. What Will You Do Next?

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

Definitions:
- Action: A specific, concrete step you will take to improve student learning.
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- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

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

No Value

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

Action	Goal	Timeline	Participants
undefined	undefined	undefined	undefined

2021 Annual Improvement Plan - Welding Latest Version

This Annual Improvement Plan reviews assessment results from the 2021 calendar year and establishes an action plan for improvements during the 2022 assessment cycle.

1. What Did You Do?

1. What Did You Do? : Version by **Davis, Catlin** on **02/10/2022 23:20**

<u>A. Assessment Activities</u>

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

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:
- Activities to <u>Continue</u>: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to <u>Modify</u>: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to <u>Add</u>: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

Continue-
We have continued running the same assessment activity "The Guided Bend" Our plan initially was to run this assessment for 5 years we still have one years to go. The Bend test is something the welding industry uses to test potential employees for job placement. We only ran the guided bend in the Fall 20 semester. We are also began assessing student's professionalism conduct. Student were assessed on safety, attendance and preparedness. Soft skills that frequently get discussed in our bi-annual advisory committee meetings.

We share the achievement rates of this assessment with our advisory committee. The companies that use this same procedure for job placement tend to be much more supportive of our students when the see positive achievement rates.

Modify-
There is nothing we would like to change on the guided bend assessments. The activity is very straight forward and replicates the qualification test given by industry, we would like to include a pre and post safety assessment test for students enter the program and when the graduate.

Add-
We are in the process of creating a class focused on non-destructive testing (NDT). This would give student who might want to become a non-destructive weld examiner a chance to learn more about this profession.

We would like to create an assessment which focus on visual weld discontinues. It is these discontinues which could cause an individual to fall a guided bend qualification test. It would also help to emphasis quality control which is huge in industry.

<u>B. Participation</u>

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

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:
- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

Participants-
Faculty
- James Jones
- John Sinks
- Brett Pavlik
- Daniel Vinci
- Robert Reed
- Cody Hager
- Catlin Davis

Part-time Instructors
- Ty Buderus
- Devin Brady
- Patrick Gallegos
- John Glover
- Emilio Gonzales
- Nathaniel Miller
- Brad Paglione
- Travis Seilheimer
- Larry Romero
- Gould Shriner
- John Warren
- Jonas Weiss

Overall I am satisfied with faculty participation SP 21' semester. iI appears we had 100% faculty participation. Only 50% of part-time Instructor participation out of those who were assigned an activity. Part-time instructor participation is down by about 27% from 2020 score inputs. During the spring of 21 we did bring on three new instructor and lost another.

Fall 21' results were a much worse for part-time instructors. All but two faculty members enter scores. One of the faculty who failed to input scores was out for medical reasons. Only 20% of part-time instructors entered scores. I'm not sure why scores fell so dramatically among part-time instructors. It could be due to a number of things not checking emails, not attending part-time instructor orientation, even burnout out caused be COVID protocols.

Our goal is 100% participation and we have come very close in the past. Score input with part-time instructors has greatly improved in welding over the last few years. We had a decrease this cycle but I believe it can be corrected.

2. What Did You Learn?

2. What Did You Learn? : Version by **Davis, Catlin** on **02/10/2022 23:20**

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

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

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:
- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student performance. Our students have continued to excel with this activity. Most of our students scored in the exemplary or accomplished category. Meaning if this activity was an actually AWS qualification test these students would be awarded an AWS qualification for the chosen weld process.

We struggled to get our achievement score over 70% for the first few semester running this activity. After some instructional changes we are now at 83%. We have added more AWS code quality weld topics into our course, added more instructional resource concerning the guided bend to course shells and change the way we run hands on demonstrations in the weld shop.

We are also looking to purchase specialized video recording equipment which can safely record the welding arc. We will be able to narrate and caption these videos and add them to our D2L shells. Students who might have missed the demo or want to see it again can simply pull it up and watch anywhere.

We again ran our Safety and Professionalism activity in the spring and fall 21' semesters. This is something we have been planning assessing students on.

Overall we are pleased with our scores we have some work to do with part time instructor input. Hopefully COVID will be behind us in the next couple months so we can re-emphasis the importance of assessment

2A. Institution-Level (ISLO) Performance : Version by **Davis, Catlin** on **02/10/2022 23:20**

ISLO	Target Achievement Rate	Comments/Clarifications
Pueblo Community College		
ISLO		
ISLO3: Quantitative Reasoning		
3a: Interpret and explain information presented as numerical data, functions, and formulae (Active from Spring 2017)		
3b: Represent information as numerical data, functions, and formulae (Active from Spring 2017)		
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations (Active from Spring 2017)	86.97%	
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information (Active from Spring 2017)	91.45%	
3e: Formulate reasonable solutions and draw logical conclusions from numerical data (Active from Spring 2017)	91.45%	
3f: Interpret numerical data and calculations in defense of an argument (Active from Spring 2017)		
ISLO2: Effective Communication		
2a: Organize and express ideas clearly in both written and oral communication (Active from Spring 2017)		
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus (Active from Spring 2017)		

ISLO	Target Achievement Rate	Comments/Clarifications
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations (Active from Spring 2017)		
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience (Active from Spring 2017)		
ISLO5: Professionalism & Social Consciousness		
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments (Active from Spring 2017)	84.62%	
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed (Active from Spring 2017)		
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work (Active from Spring 2017)		
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration (Active from Spring 2017)	91.45%	
5c-1: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge. (Active from Spring 2017)		
5c-2: Engage with local and extended communities to promote civic action and social improvement (Active from Spring 2017)		
ISLO1: Critical Thinking & Problem Solving		
1a: Interpret, analyze, and assess available evidence, information, and ideas (Active from Spring 2017)		
1b: Explore implications, inferences, assumptions, and alternate solutions (Active from Spring 2017)		
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence (Active from Spring 2017)		
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition (Active from Spring 2017)		
ISLO4: Textual Literacy		
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources (Active from Spring 2017)		
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context (Active from Spring 2017)		
4c: Evaluate the relevance and reliability of information and its appropriateness for the context (Active from Spring 2017)		
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks (Active from Spring 2017)	86.97%	
PCC Flex Self-Assessment		
Flex 1. Content Mastery (1a) (Active from Fall 2020)		
Flex 2. Problem Solving (1d) (Active from Fall 2020)		
Flex 3. Effective Communication (2c) (Active from Fall 2020)		
Flex 4. Finding Resources (4b) (Active from Fall 2020)		

ISLO	Target Achievement Rate	Comments/Clarifications
Flex 5. Time Management (5a-1) (Active from Fall 2020)		
Flex 6. Participation (5a-2) (Active from Fall 2020)		
Flex 7. Integrity of Work (5a-3) (Active from Fall 2020)		

2B. Program-Level (PSLO) Performance : Version by **Davis, Catlin** on **02/10/2022 23:20**

PSLO	Target Achievement Rate	Comments/Clarifications
Welding		
Welding Technology		
PSLO		
01. Perform safe and proper welding machine/equipment set-up, weld joint fit-up/configurations, and plate surface preparation. (Active from Spring 2017)	91.45%	
02. Adhere to proper rate of travel when performing the OFC-P, SMAW, GMAW, GTAW, and FCAW welding and cutting process. (Active from Spring 2017)		
03. Demonstrate proper welding and torch angles in regard/relationship to weld joint configuration and plate surfaces. (Active from Spring 2017)		
04. Demonstrate proper welding arc lengths/electrode extension in relationship to weld joint configuration and plate surfaces. (Active from Spring 2017)		
05. Accurately create proper size fillet weld in in a manner conforming to the project print. (Active from Fall 2017)		
06. Perform a guided bend test in accordance with AWS Structural Welding Code D1.1. (Active from Spring 2018)	83.83%	
07. Professionalism - Attendance: Attends class regularly, arrives on time, and takes responsibility for work. (Active from Spring 2020)	83.05%	
08. Professionalism - Preparedness: Prepared for all lab and class activities. (Active from Spring 2020)	87.29%	

2C. Course-Level (CSLO) Performance : Version by **Davis, Catlin** on **02/10/2022 23:20**

CSLO	Target Achievement Rate	Comments/Clarifications
N/A - No CSLOs Assessed		

3. What Will You Do Next?

3. What Will You Do Next? : Version by **Davis, Catlin** on **02/10/2022 23:20**

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

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

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

Improve instructional resources offered in the D2L course shells to include: Recorded hands welding demonstration performed by welding faculty/Instructors. Add a section with specific AWS D1.1 welding code qualifications and a visual weld discontinuity guide. Create a NDT overview course so students can learn more about visual discontinuities and weld defects and

also the processes of non-destructive testing

New Curriculum-
We are also looking at a possible curriculum changes. The American Welding Society has excellent curriculum which we are investigating. Lincoln Electric also has curriculum we can use if we can become NC3 accredited.-

We have changed our curriculum this semester and are now using AWS SENSE text books

3. What Will You Do Next? (Action Plan) : Version by **Davis, Catlin** on **02/10/2022 23:20**

Action	Goal	Timeline	Participants
Improve Part-time instructor score input and ASL participation rates within the welding department.	100% participation by FALL 22'	Start SP 22' – F 22'	PCC Welding Faculty and Department Chair