



Assessment of Student Learning
2023 Annual Report

Compiled by

Liz Medendorp

*Director of Assessment of Student Learning
English Instructor*

and

Amanda Mayes

*Assessment of Student Learning Committee Chair
Science Faculty*

May 2023

Table of Contents

I. Executive Summary	3
A. Year-to-Year Trends	3
B. Areas of Opportunity.....	6
II. Assessment of Student Learning Process.....	8
A. Annual Cycle.....	8
B. Five-Year Plan.....	14
C. Assessment Timeline.....	15
D. Roles & Responsibilities	18
III. Ongoing Projects	21
A. Part-Time Instructor Participation	21
B. Program- and Course-Level Assessment	24
C. Co-Curricular/Student Services Assessment.....	25
IV. New Initiatives	27
A. Division Lead Reinstatement	27
B. Assessment Expectations Review	28
C. Recognition Initiatives	31
V. 2023 Assessment Results.....	32
A. Completion/Participation Rates	32
B. Sample Sizes	34
C. Performance Trends	38
VI. Conclusions & Next Steps.....	47
VII. Appendices.....	50
Appendix A: Historical Overview of Assessment of Student Learning at PCC.....	50
Appendix B: Institution-Wide Assessment Data – Detailed Results.....	53
Appendix C: Division Overview Reports	62
Appendix D: List of Figures	66

Attachments:

- Attachment 1: 2023 Assessment Report Brief Overview
- Attachment 2: 2023 Improvement Plans

I. Executive Summary

2023 marked another year of continual improvement and success in assessment of student learning at Pueblo Community College. The priority for assessment continues to be supporting stability and sustaining progress. The many improvements we have accomplished include remarkable improvements to participation rates, stellar student performance, and the reintroduction of key support and recognition initiatives, including Division Leads and the Assessment Showcase. Throughout the 2023 annual cycle, we continued to develop program- and course-level assessment, promote excellence in teaching and learning resulting in impressive performance rates, and provide timely and relevant support, training, and resources on assessment of student learning. In addition, the main initiative for assessment in 2023 was a review of our expectations for participation in assessment, clarification of those expectations, and revision of several methods of communicating them to full-time faculty and part-time instructors. We seem to have found our footing in a consistent and cohesive approach to assessment that has become part of the culture at PCC.

A. Year-to-Year Trends

We have seen consistent growth in multiple areas related to the assessment of student learning at Pueblo Community College each year, as reflected by the year-to-year trends from 2016 until now. Just in the past year, overall participation rates have increased by a staggering 13.63% (Figure 1.1). While student performance has increased by 3.6% since 2022, with 75.4% of students achieving a 3 “Accomplished” or 4 “Exemplary” level of mastery across all Institutional Student Learning Outcomes (ISLOs), meaning we are still above our target performance rate of 70% (Figure 1.2). The number of scores collected also increased our sample sizes by 21.8%. The number of completed PSLO assessments also increased, and further

progress has been made on building the structure for program-level assessment, with the addition of 70 new Program-level Student Learning Outcomes, 27 new program-level rubrics, and 104 out of 106 prefixes now have PSLOs. Moreover, standardized rubrics were built for all courses offered in summer and fall 2023, dramatically increasing the amount of CSLO data collected.

1. Participation Rates

Figure 1.1 Year-to-Year Participation Trends

Participation	2017	2018	2019	2020	2021	2022	2023
PT Participation	16.93%	28.33%	31.40%	26.83%	26.13%	38.46%	55.79%
FT Participation	79.82%	90.48%	80.87%	75.00%	80.20%	78.30%	84.55%
Total Participation	33.18%	44.72%	43.79%	39.09%	39.42%	51.38%	65.01%
Sections Assessed	385	520	609	566	591	557	838
Courses Assessed	186	252	281	240	266	273	340
Completed Assessments	467	585	680	605	648	601	938

Over the 2023 calendar year, PCC employed an instructional staff of 343 total, consisting of 110 full-time faculty and 233 part-time instructors. Of that instructional staff, we had a total of 223 participants in assessment, including 93 full-time faculty and 130 part-time instructors. Full-time participation increased 6.25%, with 84.6% of full-time faculty entering scores into eLumen. Our efforts to promote part-time participation in assessment have proven effective, increasing 17.3% from 2022 to 2023. We have now reached our highest overall participation rate in 7 years (65.01%, an increase of 13.63% in one year).

2. Performance Target Achievement

Figure 1.2 Year-to-Year Performance Trends

ISLO	2017	2018	2019	2020	2021	2022	2023
1: Critical Thinking	63.85%	69.29%	67.68%	68.19%	71.08%	72.92%	76.53%
2: Communication	67.24%	64.14%	77.50%	79.44%	76.47%	71.14%	75.07%
3: Quantitative Reasoning	73.59%	77.68%	78.72%	76.71%	79.76%	72.44%	72.79%
4: Literacy	73.58%	69.44%	70.63%	75.53%	74.46%	69.86%	72.09%
5: Professionalism	77.82%	76.46%	77.92%	78.31%	79.15%	73.50%	75.62%
6: Social Consciousness	N/A	N/A	N/A	N/A	N/A	69.07%	78.10%
All ISLOs	70.26%	70.53%	73.50%	75.40%	76.20%	71.83%	75.42%

Student performance rates have increased for all but one of our six Institutional Student Learning Outcomes (cumulative increase of 3.59%), and we continue to reach our target of 70% overall

(75.42%). All six ISLOs met the performance target, with a significant increase in Critical Thinking (3.61%), Communication (3.93%), Literacy (2.23%), and especially Social Consciousness (9.03%). There was also a smaller increase in Quantitative Reasoning (0.35%).

3. Sample Sizes

Figure 1.3 Year-to-Year Sampling Trends

ISLO	2017	2018	2019	2020	2021	2022	2023
1: Critical Thinking	10,002	11,316	11,932	8,704	6,167	7,606	12,478
2: Communication	5,262	7,209	8,570	8,676	7,030	5,959	7,104
3: Quantitative Reasoning	4,514	2,648	3,487	5,724	4,724	4,565	4,432
4: Literacy	5,322	7,892	5,741	4,278	6,493	5,916	4,600
5: Professionalism	6,266	8,393	7,559	6,809	6,064	6,343	6,295
6: Social Consciousness	N/A	N/A	N/A	N/A	N/A	2,118	5,348
All ISLOs	31,366	37,458	37,289	35,836	31,890	33,039	40,257

Sample sizes increased overall (21.84% increase from 2022), with the largest increase in scores collected on Social Consciousness (+152.5%), followed by Critical Thinking (+64.05%), then Communication (19.21%). The other 3 ISLO categories experienced a decrease in sampling, most notably in Literacy (-22.2%), and smaller decreases in Professionalism (-0.75%) and Quantitative Reasoning (-2.91%).

4. Program- and Course-Level Assessment

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

Program Progress	2017	2018	2019	2020	2021	2022	2023
Prefixes with PSLOs	62/90	68/88	75/84	76/88	79/89	76/93	104/106
Total PSLOs	437	452	517	604	623	652	722
Mapped PSLOs	115	301	420	447	461	493	524
PSLOs with Rubrics	193	200	240	334	326	320	347
Completed PSLO Assessments	177	332	384	302	387	327	442
Courses	71	160	137	107	152	146	165
Sections	140	413	322	288	344	293	385

As pointed out in previous annual reports, tracking progress on and development of program-level assessment is somewhat challenging due to fluctuations in organizational structure and curriculum changes. However, with the reinstatement of Division Leads, we saw that more personalized attention has helped to guide program- and course-level assessment efforts more

successfully, and we will be able to gather qualitative analyses first-hand from the faculty who assume the Lead responsibilities to better inform our understanding of assessment efforts within our varied programs. The introduction of the simple new standardized CSLO Rubrics (see Section III.B.) also greatly expanded course-level data collection, with a 171% increase in the total number of course-level assessments completed. We will begin shifting our focus to tracking growth in course-level assessments moving forward.

Figure 1.5 Course-Level Assessment Trends

Course-Level Progress	2022	2023
Total CSLOs	Unknown	11,230
Mapped CSLOs	Unknown	1,412
CSLOs with Rubrics	Unknown	7,882
Completed CSLO Assessments	119	322
Students Assessed	1,462	3,382
Courses Assessed	58	136
Sections Assessed	108	277

B. Areas of Opportunity

For 2023, then, the Assessment committee will guide PCC faculty in several important areas of improvement:

1. **Participation:** We saw a significant increase in participation overall, especially among part-time instructors, but there is still room for growth when it comes to our Concurrent Enrollment offerings. Especially as we explore options for more consistency in classroom observations for CE classes, it is important to main the same degree of rigor and assessment in these classes as well. See section III.A. for further details.
2. **Course-Level Assessment:** With the development of standardized CSLO Rubrics for all course offerings, it will be important to continue building relevant rubrics for any new classes offered in 2024. Additionally, with the influx of course-level data being collected as a result of these CSLO Rubrics, the Assessment of Student Learning Committee should

undertake a comprehensive review of all course- to program-level mapping to ensure that relevant data will be captured at all levels. See section III.B. for further details.

3. **Co-Curricular Assessment:** Initial efforts to establish co-curricular assessment practices have been promising, but there is still much room to grow. Several services offices have been identified for possible assessment of student learning, and most have at least developed Student Services Learning Outcomes (SSLOs) along with corresponding assessment rubrics. Data collection has increased from 2022 to 2023, but efforts to develop further assessment activities and more consistently collect assessment data on student learning that occurs through our co-curricular and non-academic services should be a priority for 2024. See section III.C. for further details on current progress and initial performance data and results.

4. **Demographic/DEI Data**

Several demographic elements have been tracked in eLumen for several years now, including gender, race, Pell eligibility, and first-generation status. In 2023, two new demographic categories were coded into the eLumen data load: age (coded as birth year) and student type (Continuing Student, Transfer with Credit Re-Admit, New First Time Anywhere, High School Student, and Guest/Summer Student). We are also exploring options for including student Pathway or Declared Major. Starting with spring 2024 data, we will be able to disaggregate results to better understand student performance within each of these demographic groups to better support DEI initiatives across the college.

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

II. Assessment of Student Learning Process

A. Annual Cycle

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

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

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

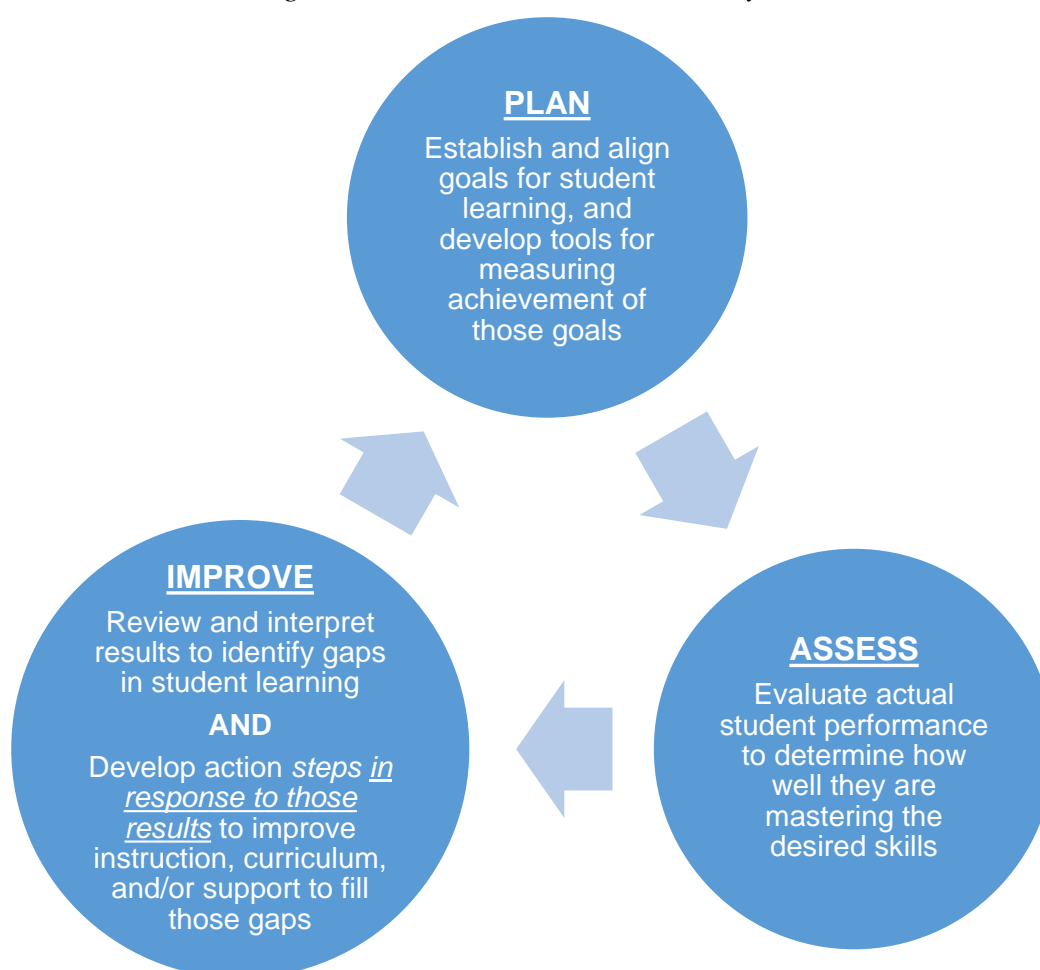
However, the final two steps in this cycle—reporting results and planning improvements—have historically been seen as separate processes, when in reality, assessment results and any improvements that might be made based on those results are intrinsically intertwined, and efforts to “close the assessment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

Figure 2.1 Traditional Assessment Cycle



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

Figure 2.2 Restructured Assessment Cycle



1. Planning: Setting Goals

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

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

2. Assess: Evaluating Performance

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

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

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

3/4. Improving: Reporting/Closing the Loop

Improvement Planning

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

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

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

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

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

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

Reporting Chain

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

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

Figure 2.3 Reporting Chain

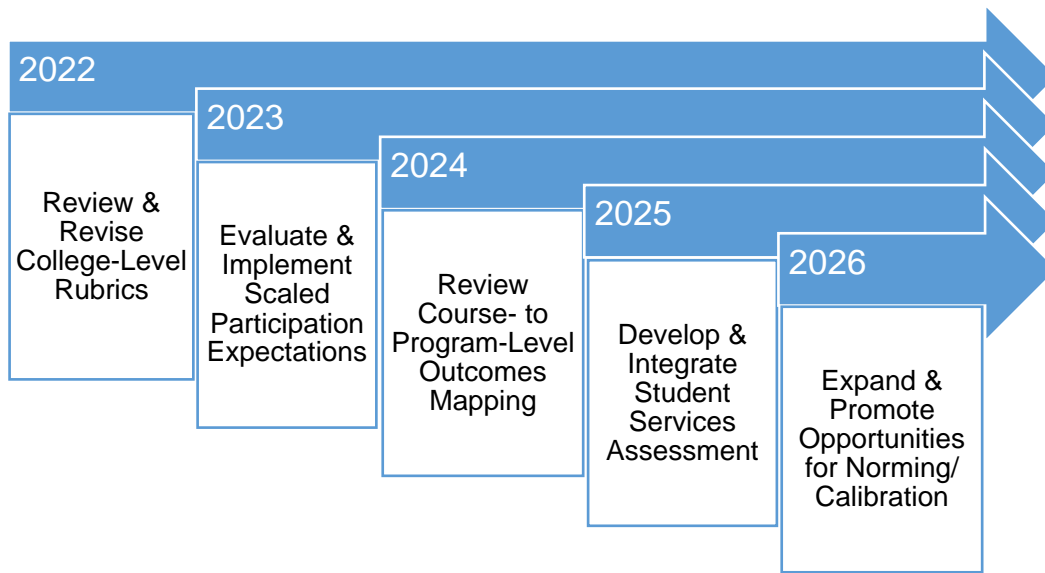


Departmental results, participation reports, and institution-wide trends are included in the final version of this report, posted on the U: drive, and distributed to the college Deans, Division Leads, and Department Chairs to be reviewed and discussed with faculty. Assessment plans and reports dating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

B. Five-Year Plan

We are now in the third year of our five-year plan for assessment, and the annual goals outlined in Figure 2.4 below were discussed and established by the Assessment of Student Learning Committee. In 2023, we focused on reevaluating our existing expectations for participation in assessment (see section IV part B). Our primary task for the upcoming 2024 calendar year will be to review program-level learning outcomes and mapping, but given the great amount of progress that has been made on course-level assessment, especially with the introduction of our new generic and simplified CSLO rubrics (see section III part B), we have shifted focus to reviewing mapping from course-level to program-level outcomes.

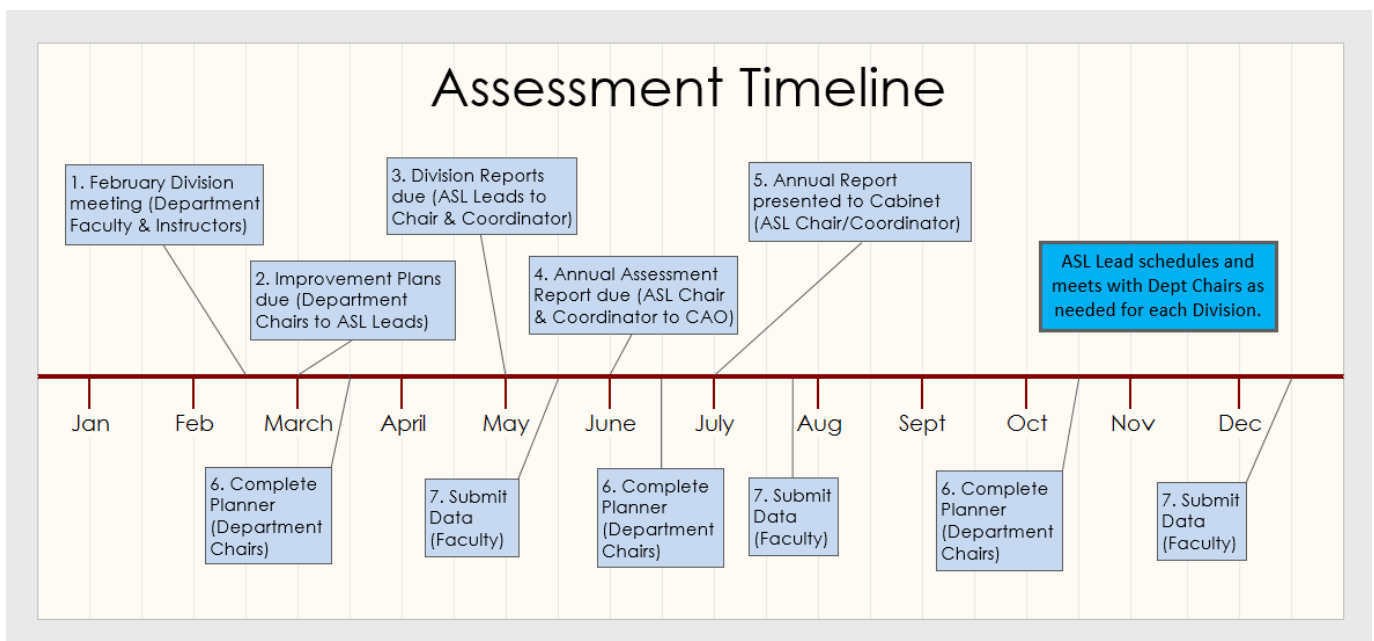
Figure 2.4 Five-Year Plan



C. Assessment Timeline

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

Figure 2.5 Assessment Timeline



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

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

Figure 2.6 Semesterly Task Checklist Overview

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

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

- Division Meeting: We received approval to move the Division Meeting time dedicated to assessment work from March to February moving forward; providing this time to review results and discuss next times earlier in the semester has proven to make it more feasible to implement planned improvements in the spring semester and also gives departments the opportunity to work on completing their Improvement Plans together before the deadline. This change was met with an overwhelmingly positive response as it gave the divisions more time to work on their Improvement Plans.
- Electronic Submission of Improvement Plans: In 2017, we developed and piloted a new “Improvement Plan” form designed to replace the cumbersome Assessment Plan & Report; instead of two submission deadlines for the same form, combining the review of the previous cycle’s results with the planning of next steps for improvement into one step both streamlines the reporting process and emphasizes the importance “closing the loop” by making data-driven decisions about curricular and instructional changes directly based on findings from the previous cycle’s results.
- Expectations and Deadlines: In conjunction with efforts to increase part-time instructor participation, we clarified the expectations associated with assessment on multiple occasions, including presentations at Part-Time Instructor Orientation sessions, D2L announcements, and email reminders sent to all faculty and all instructor distribution lists. In particular, we reiterated that all instructional staff—whether full-time or part-time—are expected to complete at least one assessment in at least one class each semester that they teach, and assessment scores must be submitted via eLumen by the corresponding grading deadline for the course. This had a positive impact on overall participation rates (see [Appendix B, Table B2](#) for more detailed participation rate

figures), but Department Chairs and Program Coordinators need to keep a focus on Part-Time participation moving forward.

D. Roles & Responsibilities

In 2023, we reviewed and revised Protocol 617 to clarify roles and responsibilities regarding assessment of student learning. The main updates to the operating protocol were as follows:

“All faculty/instructors and APT with teaching assignments are required to complete one assessment per teaching semester. It is anticipated that dual/concurrent enrollment instructors should participate in assessment and complete one assessment per teaching semester. All faculty/instructors, including APT with teaching assignments and dual/concurrent enrollment instructors, are expected to follow all best practices, processes, and methodologies as outlined by the Higher Learning Commission and PCC's Assessment of Student Learning Committee.”

The procedures for items 1, 2, and 4 were also further defined for protocol 617 and additions of items 6 and 7 were added to reflect the following:

1. “The institution is to have clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals across all campuses.
 - a. “All Student Learning Outcomes (SLOs) must be clear, specific, and measurable.
 - b. “SLOs must be mapped logically following best practices from course- to program- to institution-level outcomes.
 - c. “All methods/instruments selected must be reasonable and reliable and reflect good practice
2. “Each department is to clearly establish an annual improvement plan in February each year that includes:
 - a. “Assessment Activities: The type and nature of assessments performed, including skills/SLOs assessed.
 - b. “Faculty Participation: A review of participation rates and plans for increasing participation as needed. The department chair is responsible for departmental assessment and is to ensure substantial participation (minimum of 1 assessment per teaching semester) of all full- time faculty members and instructors, including dual enrollment instructors, across all campuses.

- c. “Performance Data: Auto generated by eLumen, an overview of target achievement rates for each SLO assessed, including comments and clarifications as needed.
 - d. “Action Plan: Concrete action steps designed to improve student learning in the coming year, including timeline, targets, and participants.
3. “The institution is to collect and analyze measurable data every year, and use the information gained from the ASL to improve student learning.
4. “Each division will select an Assessment Lead Faculty that reports directly to the Academic Division Dean: The Assessment Lead is responsible to carry out the duties as outlined in the Assessment Faculty Leads Justification and ASL Committee Operational Procedures.
5. “The Assessment of Student Learning Committee is responsible to design, implement, monitor and evaluate the processes and methodologies used to assess student learning, as outlined by the HLC, across all campuses and instructional divisions, and as outlined in the ASL Committee Operating Procedures.
6. “The Director of Assessment of Student learning is responsible for carrying out the duties as outlined in the ASL Committee Operational Procedures.
7. “The Assessment of Student Learning Committee Chair is responsible for carrying out the duties as outlined in the ASL Committee Operational Procedures.”

The links within the 617 Protocol were also updated for the Higher Learning Commission, Assessment of Student Learning Committee Operating Procedures, and for the Assessment Faculty Leads Justification.

The primary Assessment roles at Pueblo Community College are defined as follows:

- **Full-Time Faculty** complete eLumen Basic Training, assess evidence of student work in at least one section of one course each semester using at least one of our common ISLO rubric(s) OR aligned PSLO/CSLO rubric(s) by entering scores into eLumen by the grading deadline, and contribute to program-level planning, development, and improvements within their departments.
- **Part-Time Instructors** complete eLumen Basic Training, assess evidence of student work in at least one section of one course each semester using at least one of our common ISLO rubric(s) OR aligned PSLO/CSLO rubric(s) by entering scores into eLumen by the

grading deadline, and contribute to program-level planning, development, and improvements within their departments.

- **Department Chairs** distribute assessment rubrics to faculty using the eLumen planner, encourage part-time instructor involvement in assessment, and facilitate discussions to interpret results and develop improvement plans detailing changes to curriculum, instruction, and assessment procedures based on the results.
- **Assessment Leads** report directly to the ASL Director. Assessment Leads serve as the primary point of contact within their Division and with each Department Chair. They communicate with Department Chairs about the Department's status/progress and ensure that assessment procedures adopted by each Department comply with institutional requirements. They provide support to departments within their division across all campuses in developing and conducting their own assessment program. They also assist the ASL Director and Committee Chair in coordinating assessment practices and recommendations of improvements and resources needed to facilitate assessment processes.

III. Ongoing Projects

A. Part-Time Instructor Participation

Since 2017, per an HLC recommendation, PCC has been increasing our part-time instructor participation. Specific counts of part-time instructors vary, not just from semester to semester, but within semesters themselves, making it difficult to get a firm grasp on any official numbers from which to evaluate participation rates, or even set improvement goals. After exploring several counting methods that proved to be inconsistent in terms of accuracy, we arrived at what seems to be the most reasonable means tabulating the number of part-time instructors and full-time faculty employed at PCC by tracking all instructors of record listed in Banner at the time the data load into eLumen is performed each semester. Their full-time and part-time status is then cross-referenced with official titles as listed in our employee directory, which is documented in a complete Instructor List reference sheet for each semester.

Consequently, the participation rate figures documented in the Annual Assessment Report are calculated based on the number of part-time instructors established in these lists each term. There are still some inevitable discrepancies, especially regarding identifying “course-responsible” instructors, and we continue to work toward a solution in terms of identifying non-course-responsible instructors (e.g. clinical, lab, etc.) more consistently. Historically, Concurrent Enrollment instructors have also been excluded from the official expectation of participation in assessment, and as a result, the participation rates calculated for this annual report also exclude Concurrent Enrollment instructors and classes, but we are advocating for that to change moving forward. Especially as we redouble efforts to maintain quality in our concurrent enrollment offerings through more consistent classroom observations and instructor evaluations, we are hoping to establish participation in assessment as an essential function of all instructor positions, including concurrent enrollment.

1. Communications Plan

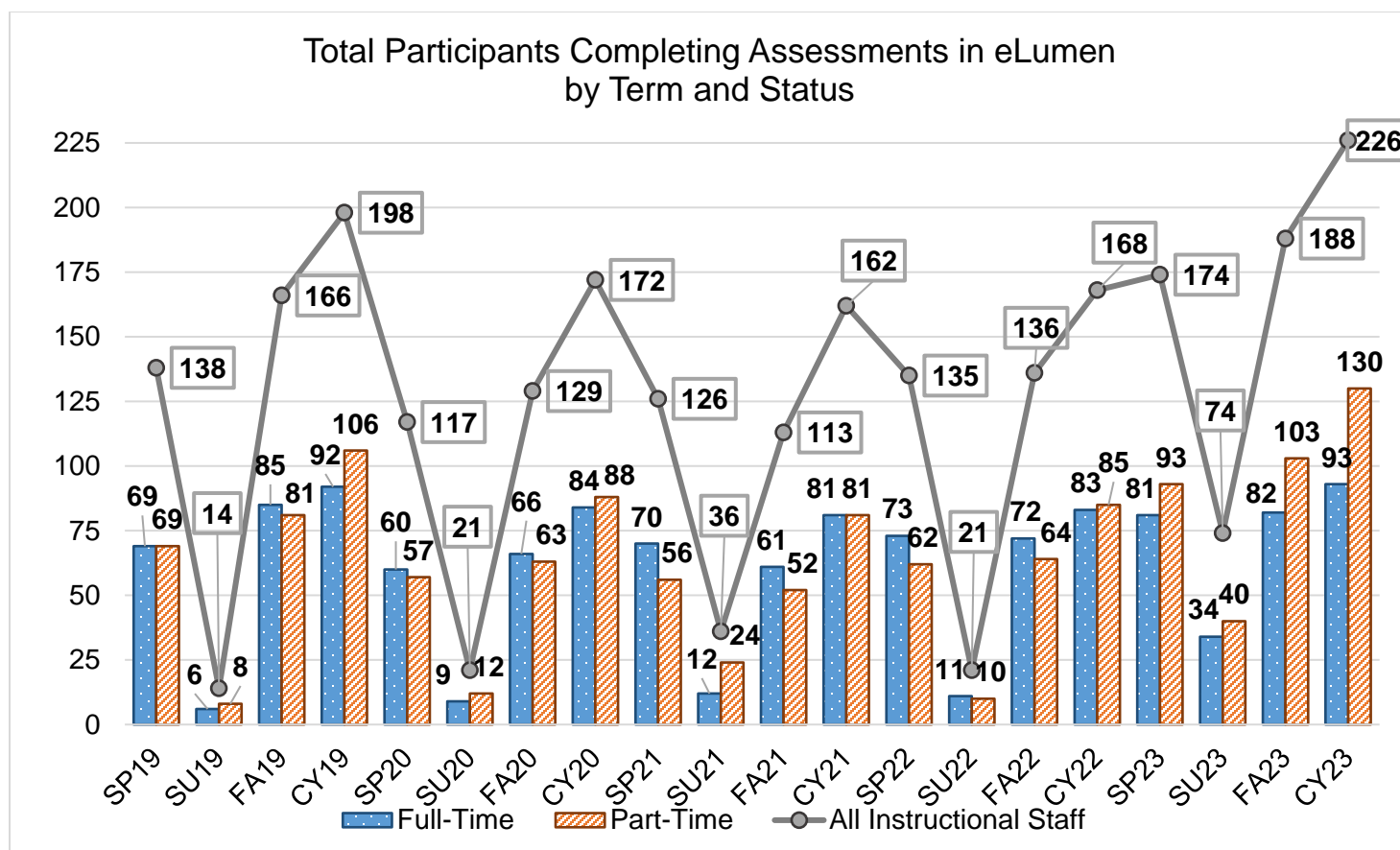
The ASL Committee's plan for clear, regular, and timely communication follows consistent and expected methods for distributing information in multiple formats, including establishing specific individuals and platforms as the primary sources of specific types of assessment-related materials, instructions,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

- Dedicated Contact: The newly reinstated Division Leads are the primary point of contact, and Department Chairs, the ASL Chair, and the ASL Director are also clearly established as sources of support and key informational communications pertaining to assessment.
- Newsletter: Distributed on a bimonthly basis with archives of past issues available on multiple platforms, the Assessment of Student Learning Newsletter contains recent news and accomplishments, reminders of upcoming tasks and deadlines, and clarifications regarding terminology, best practices, eLumen features, and FAQs.
- Remote Support: A concerted effort is made to offer all training, goal setting, and assessment discussions in an online virtual format to ensure that all faculty and instructors have an equal opportunity to receive key information and contribute to the assessment process without the impediments of distance and technology.
- Training & Resources: In addition to regular assessment events and workshops, comprehensive assessment resources are available to faculty and staff in several centralized locations, including the shared college network U: drive, an Assessment Resources D2L course, and on the [Assessment @PCC Blog](#).

2. Part-Time Participation Rates

During the 2023 cycle, a total of 223 *unique* individuals participated in assessment by entering scores in eLumen at least once during the calendar year (see Figure 3.1 for total participation figures by term and status). 130 of those were part-time instructors, representing approximately 55.79% of our part-time instructors across all three campuses and 58.3% of all individuals participating in assessment throughout the calendar year. Between the 2022 and 2023 cycles, we redoubled our efforts to communicate expectations clearly with part-time instructors, resulting in a 17.33% increase in part-time participation. (See [Appendix B, Table B2](#) for more detailed figures on participation rates by status for each department and division.)

Figure 3.1 Unique Participants



B. Program- and Course-Level Assessment

Figure 3.2 Program-Level Assessment Development Progress

DEPARTMENT	PREFIXES	w/PSLOS	PSLOS	w/MAPPING	w/RUBRIC
Arts & Sciences	46	46	374	249	200
ECE	1	1	22	13	8
ENG	7	7	114	86	84
FAH	12	12	91	46	55
MAT	1	1	12	6	7
MGD	4	4	42	41	3
SCI	9	9	10	9	5
SOC	12	12	83	48	38
Business & Technology	35	35	187	135	72
AGP	4	4	23	0	0
ASE	6	6	11	11	5
BUS	8	8	40	33	7
CIS	4	4	27	22	11
HIT	2	2	7	7	6
MAC	10	10	71	57	35
WEL	1	1	8	5	8
Health & Public Safety	15	15	102	90	52
COS	5	5	17	13	0
DEH	1	1	23	22	6
EMS	1	1	10	9	10
FST	2	2	6	6	6
LEA	1	1	5	3	0
OTA	1	1	6	6	6
PTA	1	1	12	12	6
RCA	1	1	7	3	4
RTE	2	2	16	16	14
Medical & Behavioral Health	10	8	59	50	23
BEH	2	0	0	0	0
HPR	3	3	8	6	3
MAP	2	2	12	6	0
NUA	1	1	9	9	5
NUR	1	1	21	20	11
STE	1	1	9	9	4
Institution Totals	106	104	722	524	347

Development of program-level assessment continues to progress steadily. Out of 106 prefixes, 104 have PSLOs associated with them, for a total of 722 PSLOs (increase from 652 in 2022),

524 of which are mapped (increase from 493 in 2022). Out of those, 347 have rubrics associated with them (increase from 320 in 2022). See Attachment 1: Program-Level Assessment for a complete listing of PSLOs. We have also now significantly expanded course-level assessment thanks to the introduction of simple CSLO Rubrics built for every single course offering. These rubrics list all Course-level Student Learning Outcomes for the class approved at the state level and posted in the Common Course Numbering System database, using the scale 4 - Exceeds outcome, 3 - Meets outcome, 2 - Partially meets outcome, and 1 - Does not meet outcome).

C. Co-Curricular/Student Services Assessment

In 2022, the Director of Assessment of Student Learning partnered with the Vice President of Student Services to begin identifying opportunities for assessing student learning through our various co-curricular programs and student service offices. After initial discussions, we identified a total of 18 potential areas that would be well-suited to assessing student learning with a particular focus on student learning outcomes rather than program or office outcomes. In 2023, our new Career Services office was added to that list. These 19 areas were built into eLumen within the Student Services “department” according to the codes listed below:

- Admissions and Records—ADM
- Advising & Success Coaches—ADV
- **Career Services—CRS**
- Children First—CHF*
- Concurrent Enrollment—COE
- Dean of Students—DOS
- Disability Resources—DRC
- Financial Aid—FIN
- Library—LIB
- OPTICA—OPT
- Recruitment—RCR*
- Return to Earn—RER
- Student Life—LIF
- Fremont & SW—FRSW
- Testing—TES*
- The Learning Center—TLC
- TRIO Support Services—TRO
- Tutoring—TUT (now combined with TLC)
- Upward Bound—UPB

**Assessment on hold for the time being as we develop the process for our other student services.*

Through collaborative, hands-on working sessions with the directors of each area, including training and guidelines for developing Student Services Learning Outcomes (SSLOs) and their corresponding assessment rubrics, in total, 38 SSLOs (increase from 28 in 2022) and 15 rubrics (increase from 8 in 2022) have now been developed in the following student services areas: Advising, Career Services, Dean of Students, Disability Resources, Financial Aid, Library, Return-to-Earn, Student Life, The Learning Center, TRIO Support Services, and TRIO Upward Bound. Of those, 6 areas have implemented assessments with data collected for the 2023 calendar year cycle. Below are the initial results of these co-curricular assessments:

Figure 3.3 Student Services Assessment Results

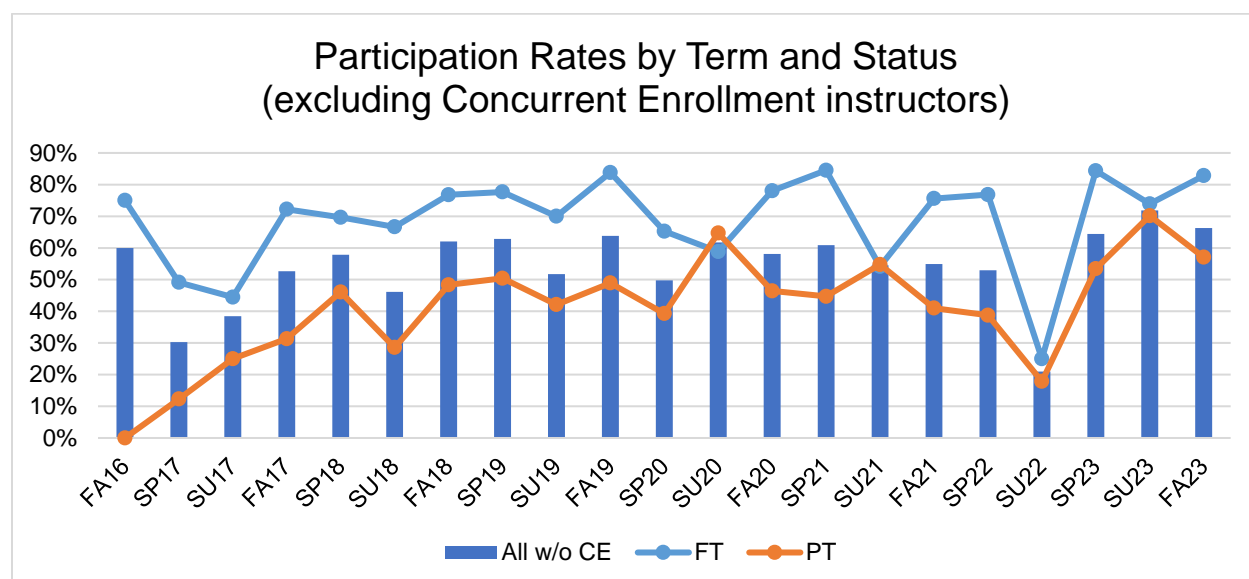
Office	ISLO	SP23		SU23		FA23	
		TA%	Sample	TA%	Sample	TA%	Sample
Dean of Students	2b: Communicate Purposefully	N/A	0	N/A	0	76.92%	26
Financial Aid	4b: Locate Information	42.86%	21	N/A	0	63.01%	146
Library	4d: Apply Information	87.56%	201	84.00%	75	90.99%	111
TLC Tutoring	5b: Self-Efficacy	N/A	0	N/A	0	31.91%	304
TRIO	5b: Self Efficacy	15.38%	13	N/A	0	0.00%	1
Upward Bound	4a: Explain Information	N/A	0	N/A	0	7.69%	208
Upward Bound	4b: Locate Information	N/A	0	N/A	0	24.52%	208
Upward Bound	5a: Personal Accountability	N/A	0	N/A	0	20.67%	208
Upward Bound	5b: Self-Efficacy	N/A	0	N/A	0	2.88%	208
Upward Bound	6b: Appreciate Diversity	N/A	0	N/A	0	14.42%	208
Upward Bound	6c: Civic Engagement	N/A	0	N/A	0	8.65%	208

IV. New Initiatives

A. Division Lead Reinstatement

The acquisition of the eLumen software in 2016 has proved an invaluable resource for tracking assessment activities and participation rates with longitudinal data, allowing us to identify important shifts and posit probable causes, therefore informing strategies for promoting greater participation in assessment. Namely, there appears to be a strong correlation between the reinstatement of Division Leads and a dramatic increase in participation.

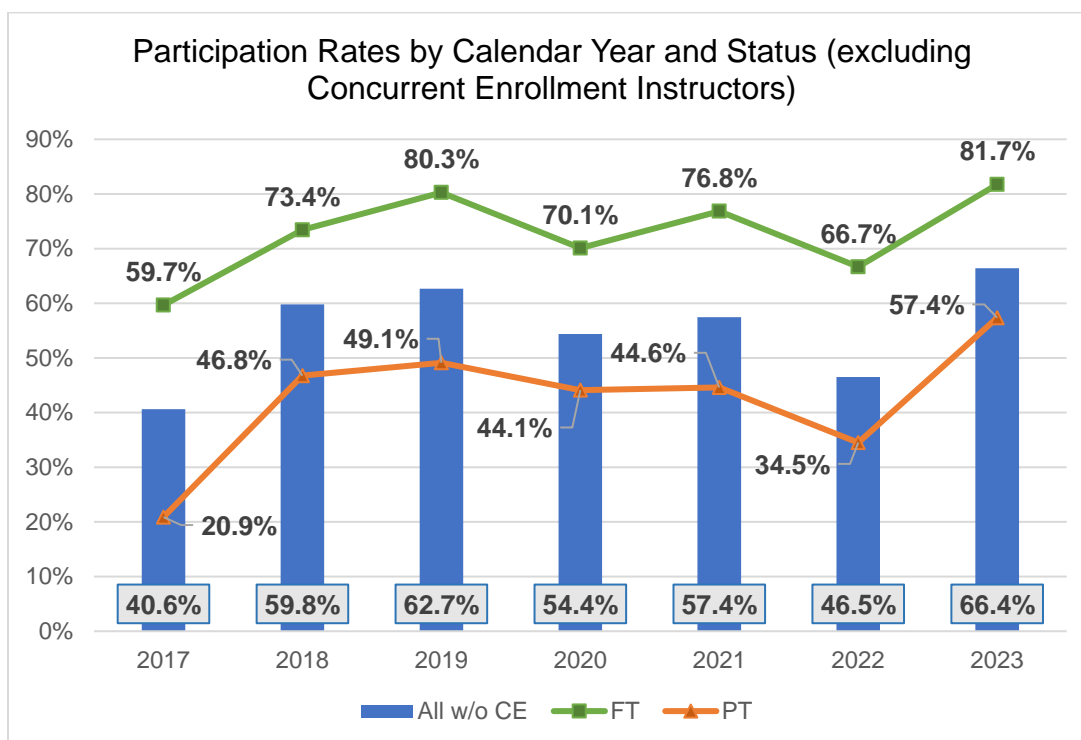
Figure 4.1 Faculty/Instructor Participation Rates by Term and Status



The key finding here reflects the change and uncertainty beginning in 2020 with the COVID-19 pandemic. We saw a steady increase in participation rates among both full-time faculty and part-time instructors from 2017 to 2019, and then various peaks and valleys thereafter. In particular, the overall decrease in participation seems to parallel the removal of Division Leads for assessment in 2020. With the reinstatement of Division Leads in the fall of 2023, we were able to achieve a 22.9% increase in participation of part-time instructors and a 15% increase in full-time faculty participation (see Figure 4.2). The dedicated support provided by Division Leads, along

with several efforts to increase communication and accountability for participating in assessment, resulted in a dramatic increase in participation rates this year, proving the value of maintaining these roles.

Figure 4.2 Participation Rates by Calendar Year and Status



B. Assessment Expectations Review

One of our primary goals as part of our 5-Year Plan for assessment is to reevaluate our established expectations for participation in assessment and determine whether any changes should be made, such as scaled requirements depending on teaching status (full-time, part-time, APT with teaching assignment, and concurrent enrollment). The first step was to discuss existing expectations with the Assessment of Student Learning Committee and our colleagues across the college. In March 2023, we invited all faculty and instructors to an Open Forum where we discussed current expectations and possible changes, but we found that despite consensus that existing expectations were very clearly outlined and communicated, many anecdotes of

misunderstandings and misinformation amongst our colleagues were shared. We decided to design a survey to determine what current perceptions of expectations for participation are across the college and concluded that rather than make any adjustments to those expectations at this time, it would be more important to reinforce the existing expectations of one assessment in one class per instructor per semester, with the goal of approaching 100% participation on this standard first.

While the survey response rate was quite low ($n = 30$), it did allow us to cross-reference answers with respondents' status (63.3% full-time faculty, 20.0% part-time instructors, 16.67% APT with teaching assignments), teaching load (average of 12 credits/4 classes per semester), and length of employment at PCC (ranging from 1 semester to 19 years). Overall, most respondents answered accurately regarding our expectations for participation in assessment, but a small portion (13.04%) did indicate incorrect or unsure answers, and it was determined that these respondents are newer to PCC (1 year or less). We therefore concluded that the best opportunities to clarify expectations is with new employees, especially through establishing assessment as an essential function for all instructional positions, revising the template for annual performance plans and goals, and standardizing onboarding procedures.

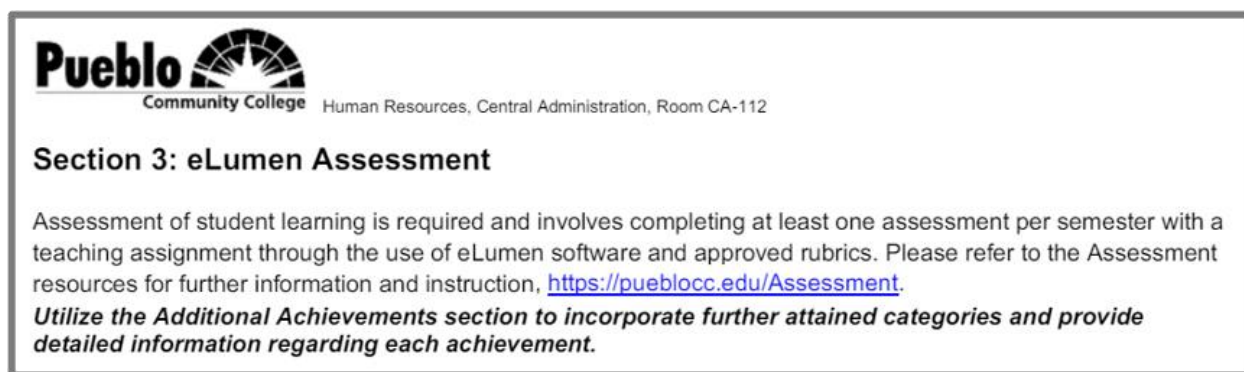
We learned that historically there has not been much consistency with regard to part-time instructor contracts, and several departments are now working on formalizing documentation for instructor job descriptions, which will now include the following among the Essential Functions of the position: "Participates in college-wide assessment of student learning activities and/or projects." Additionally, the ASL Committee reviewed Operating Protocol for Assessment of Student Learning and proposed careful and purposeful revisions, which were submitted to

Cabinet for approval in May 2024. In addition to updating roles and responsibilities related to assessment, we clarified definitions and applicability as follows:

“All faculty/instructors and APT with teaching assignments, are required to complete one assessment per teaching semester. It is anticipated that dual/concurrent enrollment instructors should participate in assessment and complete one assessment per teaching semester. All faculty/instructors, including APT with teaching assignments and dual/concurrent enrollment instructors, are expected to follow all best practices, processes, and methodologies as outlined by the Higher Learning Commission and PCC's Assessment of Student Learning Committee” (OP 617).

We also partnered with the Faculty Evaluation Committee to revise the Annual Faculty Performance Planning & Evaluation Form, which was submitted for approval to All Faculty in April 2024. While faculty have already been required to set a goal for Assessment of Student Learning for some time, in the new version of the form, Assessment will be its own separate section to emphasize its importance as equal to Teaching and Service. This also gave us an opportunity to clarify the minimum expectations for participation in assessment in the instructions for this section:

Figure 4.3 Updated Faculty Performance Planning & Evaluation Form



The image shows a screenshot of a document header and a section of a form. The header includes the Pueblo Community College logo and the text 'Human Resources, Central Administration, Room CA-112'. The section is titled 'Section 3: eLumen Assessment'. The text within the section states: 'Assessment of student learning is required and involves completing at least one assessment per semester with a teaching assignment through the use of eLumen software and approved rubrics. Please refer to the Assessment resources for further information and instruction, <https://pueblocc.edu/Assessment>. Utilize the Additional Achievements section to incorporate further attained categories and provide detailed information regarding each achievement.'

Pueblo Community College Human Resources, Central Administration, Room CA-112

Section 3: eLumen Assessment

Assessment of student learning is required and involves completing at least one assessment per semester with a teaching assignment through the use of eLumen software and approved rubrics. Please refer to the Assessment resources for further information and instruction, <https://pueblocc.edu/Assessment>.

Utilize the Additional Achievements section to incorporate further attained categories and provide detailed information regarding each achievement.

In the coming year, our next step is to explore options for standardizing onboarding procedures for all instructional staff to include Assessment of Student Learning as a required step, including

training on using the eLumen software, a review of best practices for assessment, and documenting plans for assessment activities for at least the first year of teaching.

C. Recognition Initiatives

In 2023, the assessment committee voted to bring back the Annual Assessment Showcase—the Showcase was last held in 2017. There were 15 total poster submissions from across all divisions. During the Spring 2024 Kickoff event, the posters were displayed and votes for the Best in Show, Most Innovative, and Most Inspiring were submitted. All posters displayed and the winners can be found under the [Showcase](#) section on the PCC Assessment Blog. In 2023, it was also decided that assessment efforts of all faculty and instructors should be recognized and to encourage participation and support current assessment momentum. In total, 43 faculty and instructors received an assessment champion award for participation in assessment every year since 2017, while 3 faculty and instructors were awarded the distinguished title of assessment superstar for the most completed assessments. These awardees were recognized during the all-academic division meeting on January 30th, 2024. The complete list of awardees can be found under [Celebrations](#) on the PCC Assessment Blog.

V. 2023 Assessment Results

Past assessment plans and reports can be accessed by all PCC administrators, instructors, and staff through an internal college network drive ([U:\Assessment of Student Learning](#)). Additionally, this report contains an overview of key institution-level results, while department-specific results, including course- and program-level data, are included as supplemental attachments along with departmental Improvement Plans are included in the Appendices. Upon completion and approval by the Assessment of Student Learning Committee, the final version of this report will be posted under the 2023 annual cycle folder. Upon administrative approval, the report will also be accessible through the PCC portal, via the PCC website, and on the Assessment @PCC Blog.

A. Completion/Participation Rates

Assessments were planned for 1,151 sections of 391 different courses, and scoring was completed in eLumen for 838 of those sections in 340 courses, amounting to a total of 938 unique assessments completed of the 1,352 planned, (see [Appendix B, Table B1](#)). As in previous years, the proportion of planned assessments completed is not the most accurate measure of overall participation, as many departments “planned” additional assessments in eLumen in order to offer faculty the option of which assessment they would like to complete.

Figure 5.1 Participation Rates by Status and Semester

	Full-Time Faculty			Part-Time Instructors			All Instructional Staff		
Term	Total	Out of	Rate	Total	Out of	Rate	Total	Out of	Rate
SP23	81	96	84.38%	93	174	53.45%	174	270	64.44%
SU23	34	46	73.91%	40	57	70.18%	74	103	71.84%
FA23	82	99	82.83%	101	177	57.06%	185	276	67.03%
CY23	93	110	84.55%	130	233	55.79%	223	343	65.01%

A total of 223 individuals participated in institution-level assessment (increase from 168 in 2022, 162 in 2021, 172 in 2020, and 198 in 2019), including 93 full-time faculty and 130 part-time instructors, representing an 84.6% full-time participation rate (increase from 78.3% in 2022) and a 55.8% part-time participation rate (increase from 38.5% in 2022), with 65.01% participation overall (increase from 51.4% in 2022). See [Appendix B, Table 2](#) for participation rates and sample sizes by department.

We have seen a steady increase in the number of programs participating in institution-level assessment over the past several years, from 32 disciplines in 2015 to 64 in 2023. In the past year, courses were offered in several new prefixes, and a total of 64.77% of all disciplines (64 out of 99) participated in assessment in 2023. Assessments were completed in the following disciplines (13 prefixes newly assessed in 2023 in bold):

Figure 5.2 Programs Participating in 2021 Institutional Assessment

- | | |
|--|---|
| <ul style="list-style-type: none"> • AAA - Advanced Academic Achievement • ACC - Accounting • AGB - Agriculture Business • ART - Art • ASE - Automotive Technology • AST - Astronomy • BAR - Barbering • BIO - Biology • BUS - Business • CAD - Computer Aided Drafting • CHE - Chemistry • CIS - Computer Information Systems • COM - Communication • COS - Cosmetology • CRJ - Criminal Justice • CSL - Counseling • DEH - Dental Hygiene • DMS - Diagnostic Medical Sonography • ECE - Early Childhood Education • ECO - Economics • EGG - Engineering • ELT - Electronics • EMS - Emergency Medical Services • ENG - English • ENP - Entrepreneurship | <ul style="list-style-type: none"> • HIT - Health Information Technology • HIM - Health Information Management • HPR - Health Professional • HUM - Humanities • HVA - Heating and Air Conditioning • LEA - Law Enforcement Academy • LIT - Literature • LTN - Library Technician • MAC - Machining Technology • MAP - Medical Assisting Profession • MAT - Mathematics • MGD - Multimedia and Graphic Design • MOT - Medical Office Terminology • MUS - Music • NAT - Manicurist • NUA - Nursing Aide • NUR - Nursing • OTA - Occupational Therapy Assistant • PHI - Philosophy • PHY - Physics • PSC - Political Science • PSV - Public Service • PSY - Psychology • PTA - Physical Therapist Assistant • PTE - Psychiatric Technician |
|--|---|

- ENV - Environmental Science
- **ENY - Energy Technology**
- EST - Esthetician
- FST - Fire Science Technology
- **GEO - Geography**
- GEY - Geology
- **HIS - History**
- RCA - Respiratory Care
- RTE - Radiologic Technology
- SOC - Sociology
- SPA - Spanish
- STE - Surgical Technology
- **UAS - Unmanned Aircraft Systems**
- WEL - Welding Technology

B. Sample Sizes

We ultimately collected assessment data from 838 sections of 340 different courses in 64 prefixes across 31 departments (see [Appendix B1](#) for complete figures on participation rates and sample sizes for each prefix). Counting duplicates from students who were assessed on multiple SLOs and/or in multiple courses, a total of 10,235 students were assessed across the institution during the 2023 calendar year:

Figure 5.3 Sample Sizes by Division

Division	Courses	Sections	Students	Assessments
PCC Overall	340	838	10,235	938
A&S	89	343	4,195	385
BAT	94	224	2,485	231
HPS	116	173	2,192	198
MBH	42	98	1,363	124

Figure 5.4 Total Students Assessed by Level & Division

Level	All	ISLO	PSLO	CSLO
PCC Overall	10,235	2,995	4,459	3,382
A&S	4,195	1,653	1,185	1531
BAT	2,485	655	1,310	543
HPS	2,192	415	970	991
MBH	1,363	272	994	317

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

	PCC		A&S		BAT		HPS		MBH	
ISLO	Scores	N/A's	Scores	N/A's	Scores	N/A's	Scores	N/A's	Scores	N/A's
Critical Thinking	12,478	1,897	5,072	1,030	4,785	442	1,565	117	1,056	308
Effective Communication	7,104	1,244	3,204	788	1,484	171	1,095	69	1,321	216
Quantitative Reasoning	4,432	1,435	2,599	1,075	1,314	165	225	27	294	168

	PCC		A&S		BAT		HPS		MBH	
ISLO	Scores	N/A's	Scores	N/A's	Scores	N/A's	Scores	N/A's	Scores	N/A's
Textual Literacy	4,600	869	1,356	307	2,164	488	520	52	560	22
Professionalism	6,295	976	2,235	365	1,708	231	1,169	111	1,183	269
Social Consciousness	5,348	1,375	4,103	1,321	32	1	408	8	805	45
All ISLOs	40,257	7,796	18,569	4,886	11,487	1,498	4,982	384	5,219	1,028

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

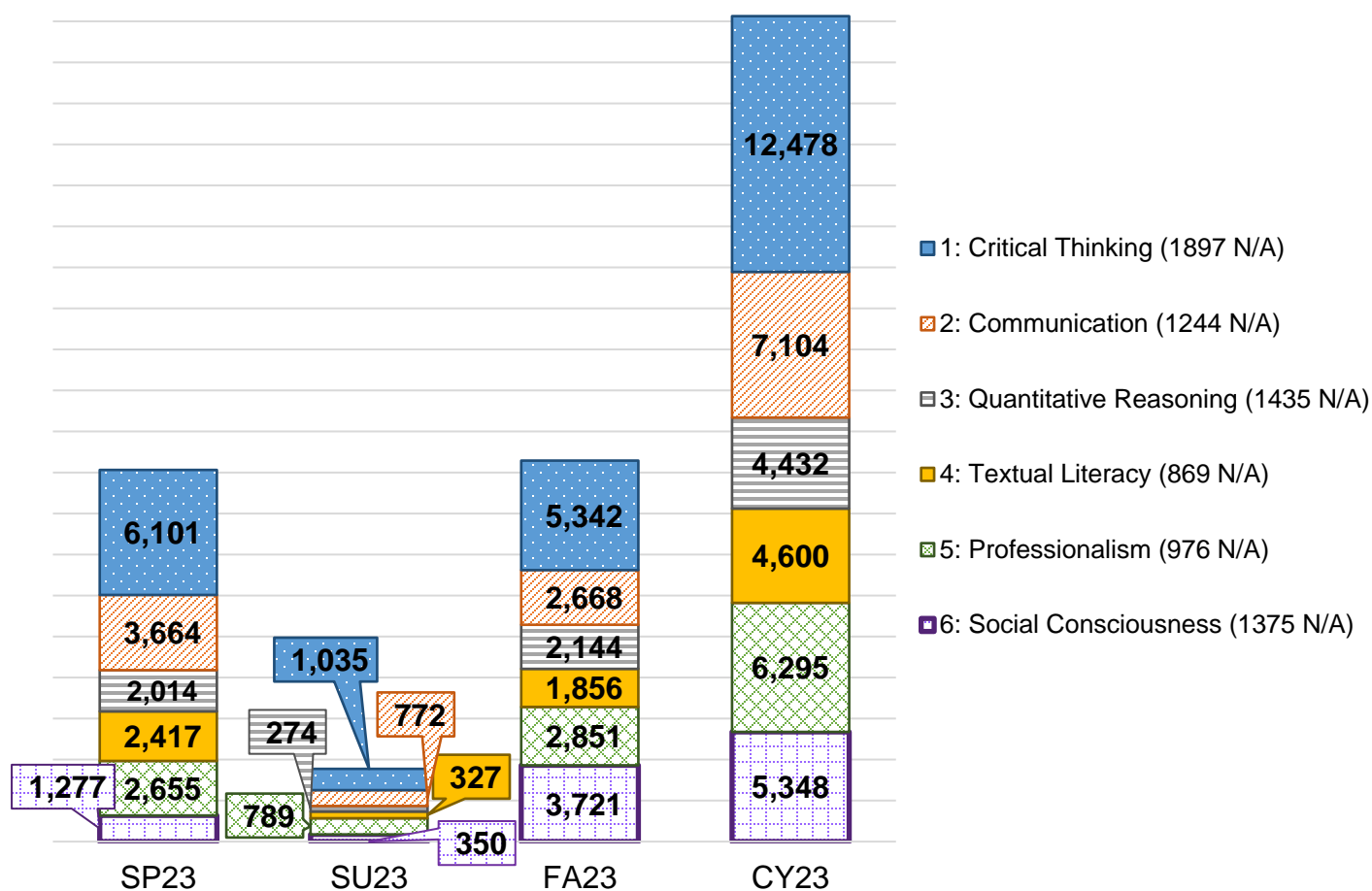


Figure 5.7 Proportion of Total Scores Collected for Each ISLO

ISLO	PCC	A&S	BAT	HPS	MBH
1: Critical Thinking & Problem Solving	31.00%	27.31%	41.66%	31.41%	20.23%
2: Effective Communication	17.65%	17.25%	12.92%	21.98%	25.31%
3: Quantitative Reasoning	11.01%	14.00%	11.44%	4.52%	5.63%
4: Textual Literacy	11.43%	7.30%	18.84%	10.44%	10.73%
5: Professionalism	15.64%	12.04%	14.87%	23.46%	22.67%
6: Social Consciousness	13.28%	22.10%	0.28%	8.19%	15.42%

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

ISLO	SP23	SU23	FA23	CY23
1: Critical Thinking	12.29%	15.72%	13.71%	13.20%
2: Communication	13.87%	13.74%	16.60%	14.90%
3: Quantitative Reasoning	28.81%	13.29%	21.23%	24.46%
4: Textual Literacy	17.08%	6.57%	15.79%	15.89%
5: Professionalism	12.14%	15.07%	14.13%	13.42%
6: Social Consciousness	9.82%	14.22%	24.05%	20.45%
All ISLOs	15.26%	14.03%	17.54%	16.22%

With regard to these data on 2023 sample sizes, several noteworthy observations can be made:

1. Score Distributions

The distribution of scores collected for each ISLO has not changed significantly over the past several years, and proportions continue to equalize, with some minor disparities:

- The sample size for Quantitative Reasoning has historically been quite small in comparison to the other ISLOs, due in part to the nature of PCC’s course offerings, many of which do not include an emphasis on quantitative reasoning in their core learning outcomes, and as such it makes less sense to assess this ISLO in many of our classes.
- Similarly, sample sizes for Literacy have also been on the smaller side, primarily because this newer ISLO was introduced later than the rest, but now that instructors have had time to familiarize themselves with the new learning outcome and its rubric, sample sizes have now increased to a proportionate level.
- We saw rapid stabilization of the proportion of scores collected on the new Social Consciousness ISLO—concerted efforts to promote the new ISLO rubric among faculty and instructors has dramatically increased the amount of data collected since its pilot semester in 2022 (from 6.41% to 13.28%).

- Most noteworthy is the significant proportion of scores collected on Critical Thinking (31.0%), which was about twice as much as any of the other ISLOs. This may be due to a general consensus that this skill is of primary importance for our student population, and it is also likely that, by contrast to Quantitative Reasoning as discussed above, Critical Thinking & Problem Solving are skills that are simply more relevant to all our course offerings.

2. Summer Assessment

While it is to be expected that there is less data to be collected during the summer semester given that fewer classes are offered, and it is true that the raw number of scores collected is much lower than the spring or fall semesters (3,547 by contrast to 18,128 and 18,582, respectively), the sample size for summer 2023 assessments has actually increased significantly in terms of the proportion of course offerings assessed. By comparison to the overall year's sample size (48.7% of courses and 37.6% of sections offered over the course of the entire year), 65.2% of courses offered during the summer semester and 58.3% of sections were assessed. See Figure 5.9 for a brief overview of changes in summer assessment rates over the past several years.

Figure 5.9 Proportion of Courses & Sections Assessed during Summer Terms

ISLO	SU18	SU19	SU20	SU21	SU22	SU23
Courses	4.96%	9.46%	16.13%	33.30%	19.85%	65.15%
Sections	3.52%	8.30%	15.50%	25.90%	14.65%	58.29%

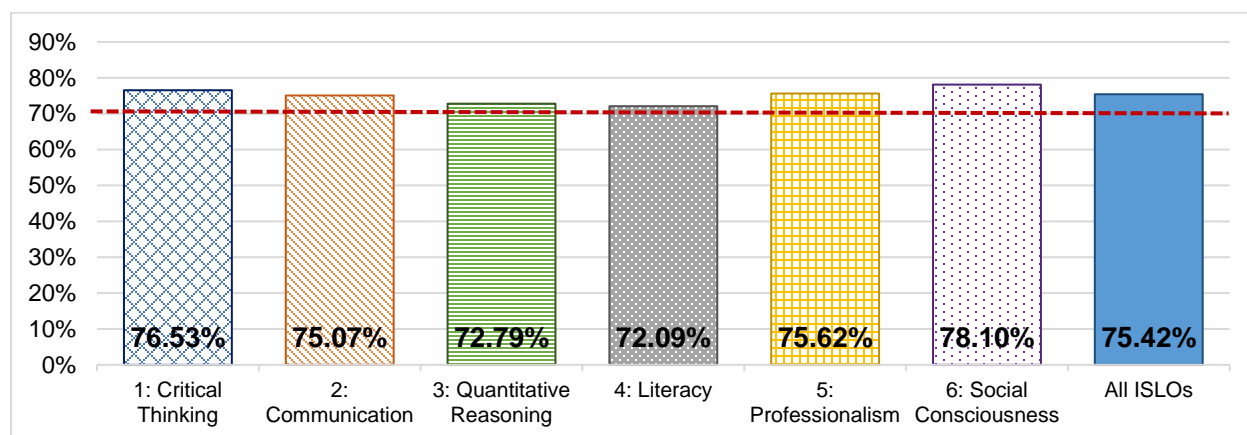
Efforts to increase summer semester assessment seem have had a positive impact, and it is important that we maintain this positive momentum by continuing to communicate and reiterate the expectation that all instructional staff will complete at least one assessment every semester they teach, *including*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

3. N/A Proportion

The average proportion of N/A (“Not Assessed”) scores for most ISLOs were well within a reasonable range of approximately 20% or lower, indicating that instructors felt they were able to accurately assign numerical scores to the majority of their students on all of the criteria described in these rubrics. Our newest ISLO, Social Consciousness, had a slightly higher than ideal proportion of N/A scores (20.5%), likely as instructors are still familiarizing themselves with the new rubric and working to integrate more DEI initiatives into their classes. Quantitative Reasoning is the primary outlier here, with an N/A proportion of 24.5%, which has improved over past years (2021 = 29.3%, 2022 = 32.6%), but still remains higher than the other ISLOs. This is most likely due to the fact that only a small portion of our course offerings have a primary focus on quantitative reasoning skills, and we have been encouraging instructors in other disciplines to participate in assessing this ISLO in the small ways that it is applicable to their courses. This often means that not all components of the Quantitative Reasoning ISLO Rubric will be able to be assessed reasonably in all courses, thus an increase in sample size overall will necessarily entail an increase in N/A scores as well.

C. Performance Trends

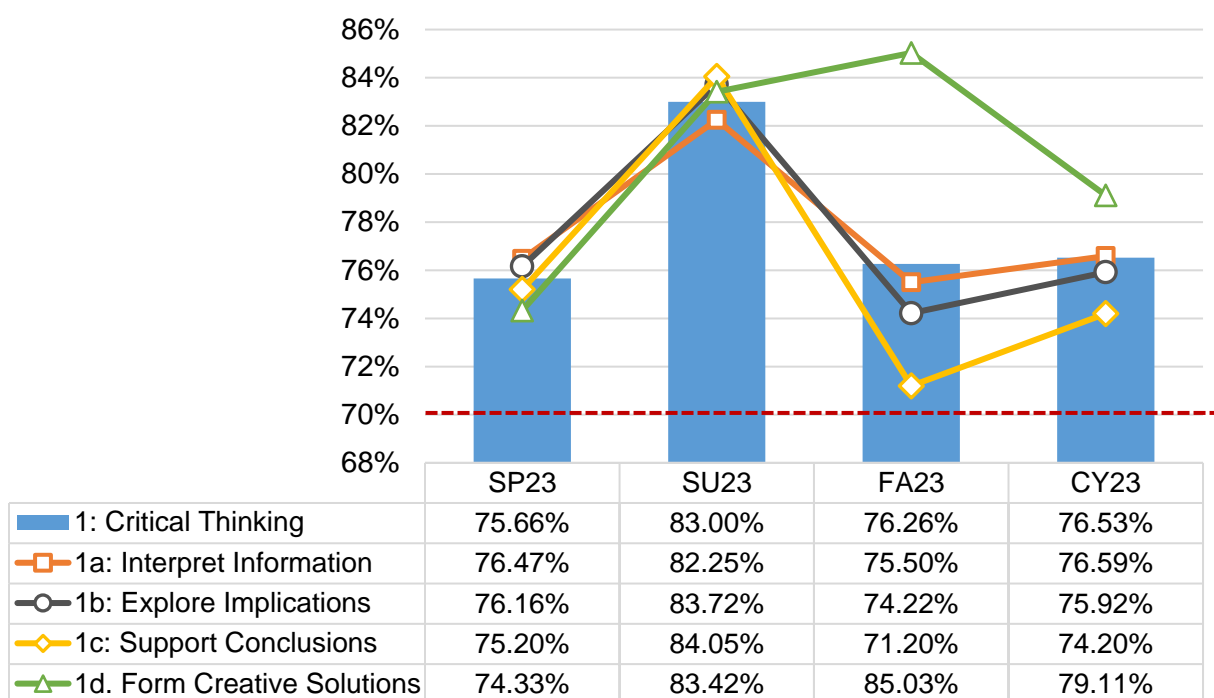
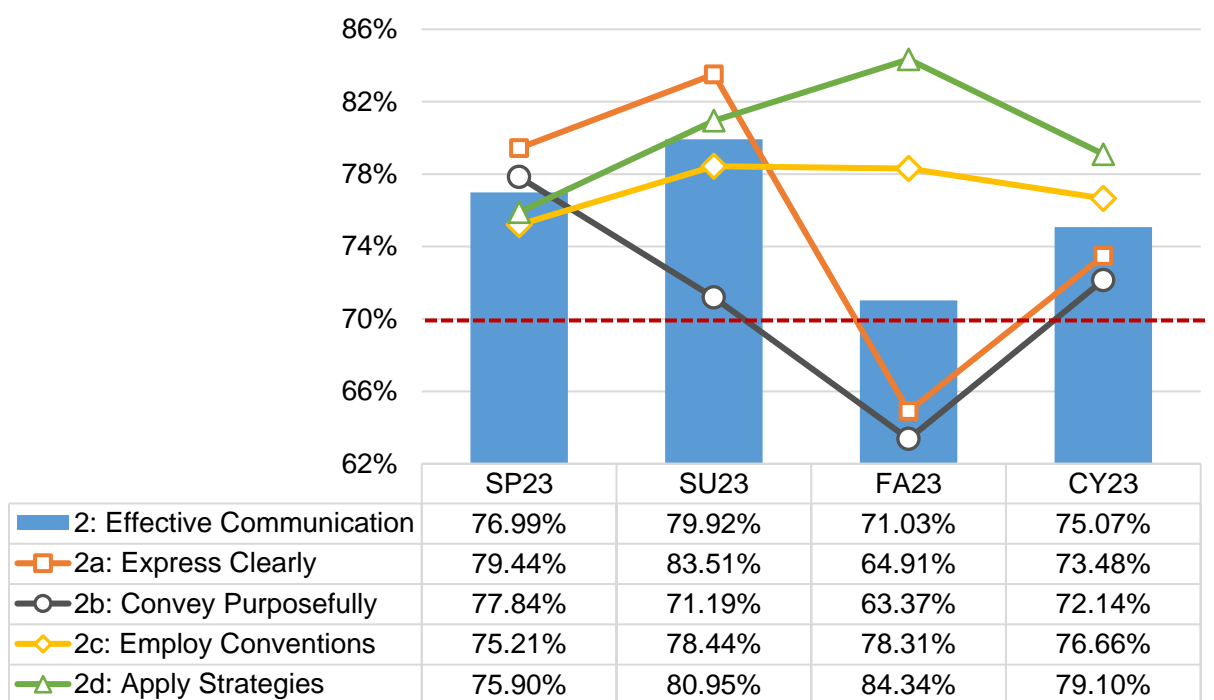
Institution-level results revealed that the performance target—70% of students achieving “Accomplished” (3) or “Exemplary” (4) level of mastery—was met for our ISLOs overall (75.4% average, an increase of 3.6% from 2022). PCC students are demonstrating impressive performance in all areas, but especially in the skills of Social Consciousness (78.1%), Critical Thinking (76.5%), and Professionalism (75.6%). (see Figure 5.10 below).

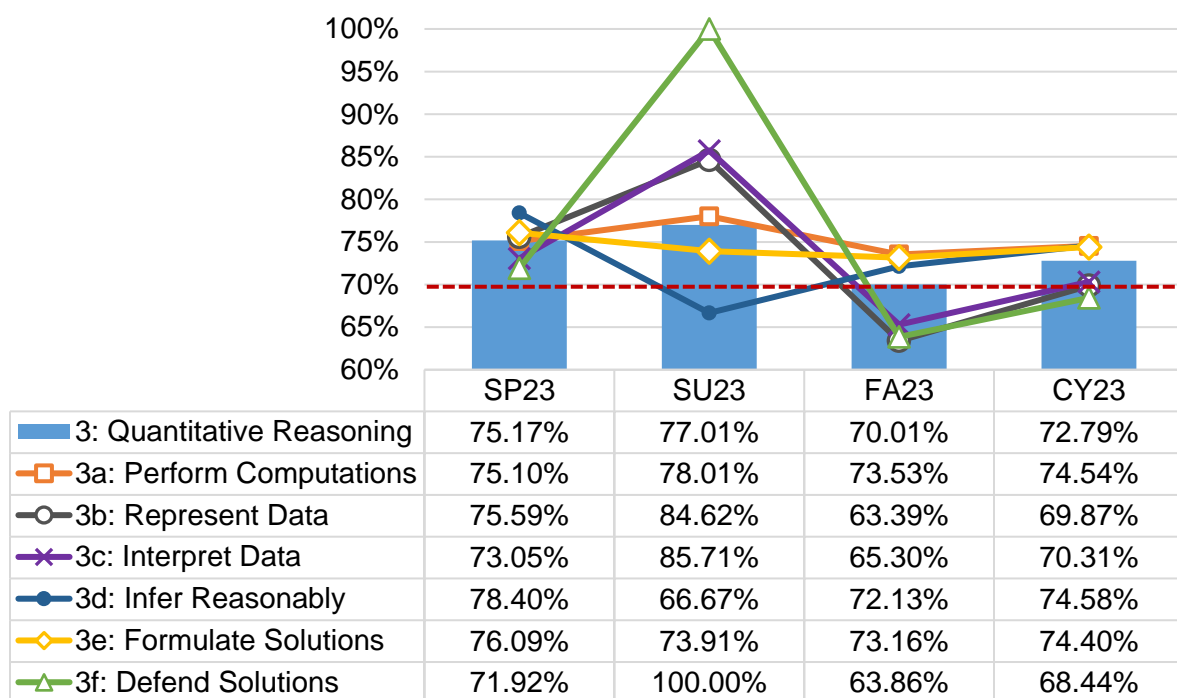
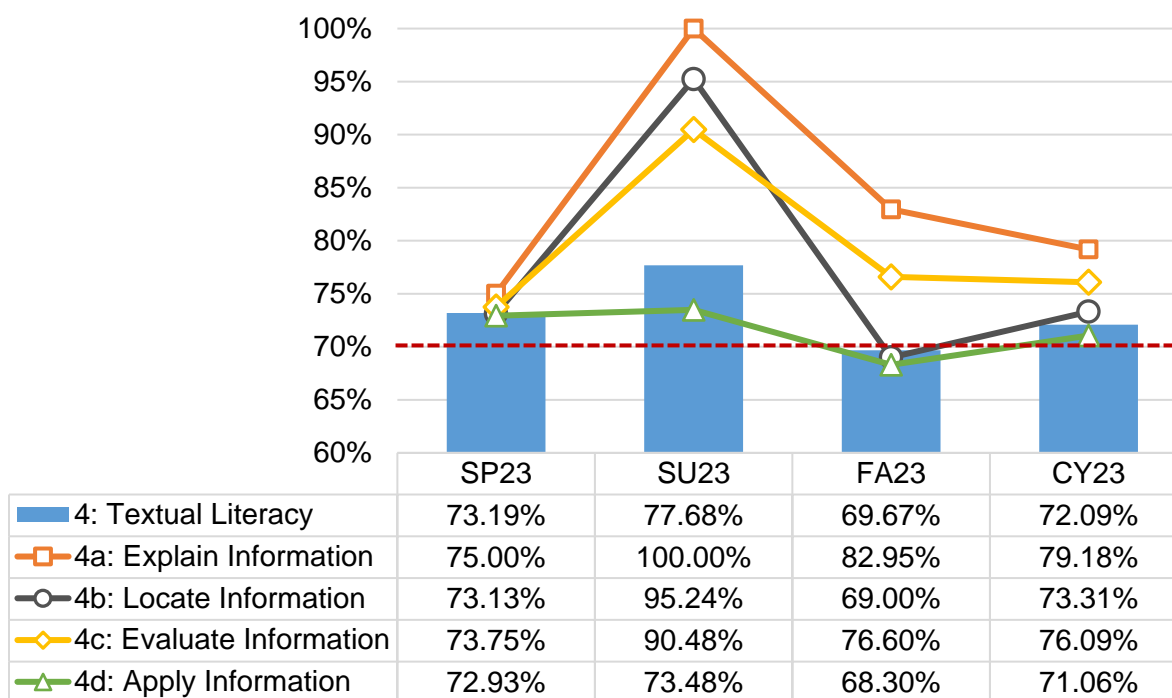
Figure 5.10 Overall ISLO Performance Target Achievement Rates

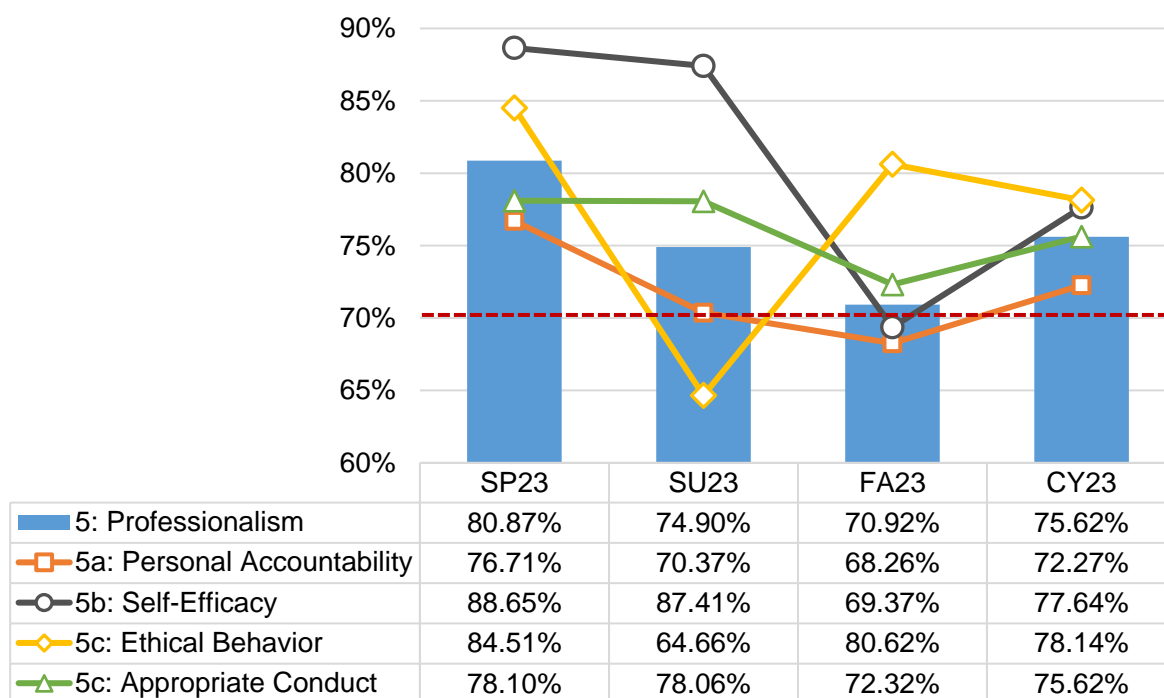
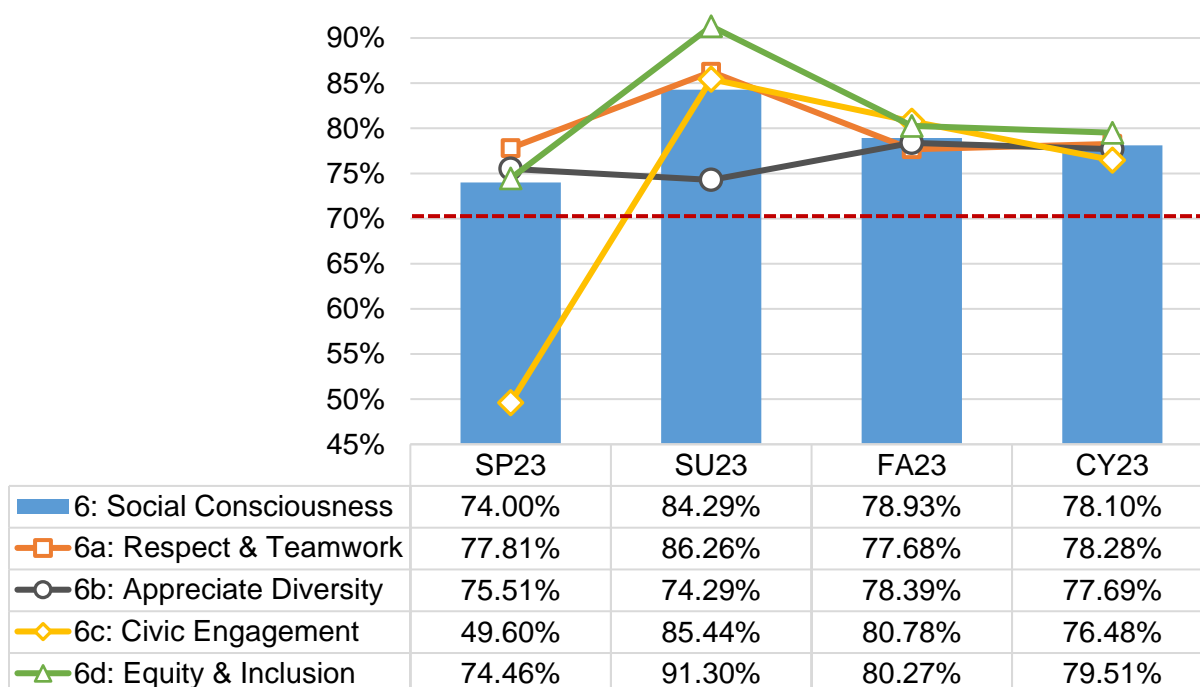
These results are largely consistent with previous assessment cycles, with increases in all ISLO categories by comparison to 2022. The greatest increase in student performance was in Social Consciousness (+9.0%), likely because this ISLO had a comparatively small sample size (2,128 scores collected) when it was newly introduced in 2022, and therefore this year's results are more accurate thanks to a more adequate sample size (5,348 scores collected). There were also marked increases in student performance on Critical Thinking (+3.6%) and Effective Communication (+3.9%), and to a lesser but still noteworthy extent on Literacy (+2.2%) and Professionalism (+2.1%). The smallest increase, but an increase nonetheless, was in the area of Quantitative Reasoning (+0.35%). Our students continued to meet our performance target overall (75.4%) with an average increase of 2.16% since 2022.

It is also noteworthy that there was also a high level of success in both Social Consciousness (78.1%) and Critical Thinking (76.5%), which are arguably two of the most important ISLOs for our student population in the current landscape, as Diversity, Equity, and Inclusion continue to grow in importance, as well as analytical reasoning and problem-solving skills.

Figure 5.11 ISLO Performance by Rubric Criterion

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

ISLO 3: Quantitative ReasoningISLO 4: Textual Literacy

ISLO 5: ProfessionalismISLO 6: Social Consciousness

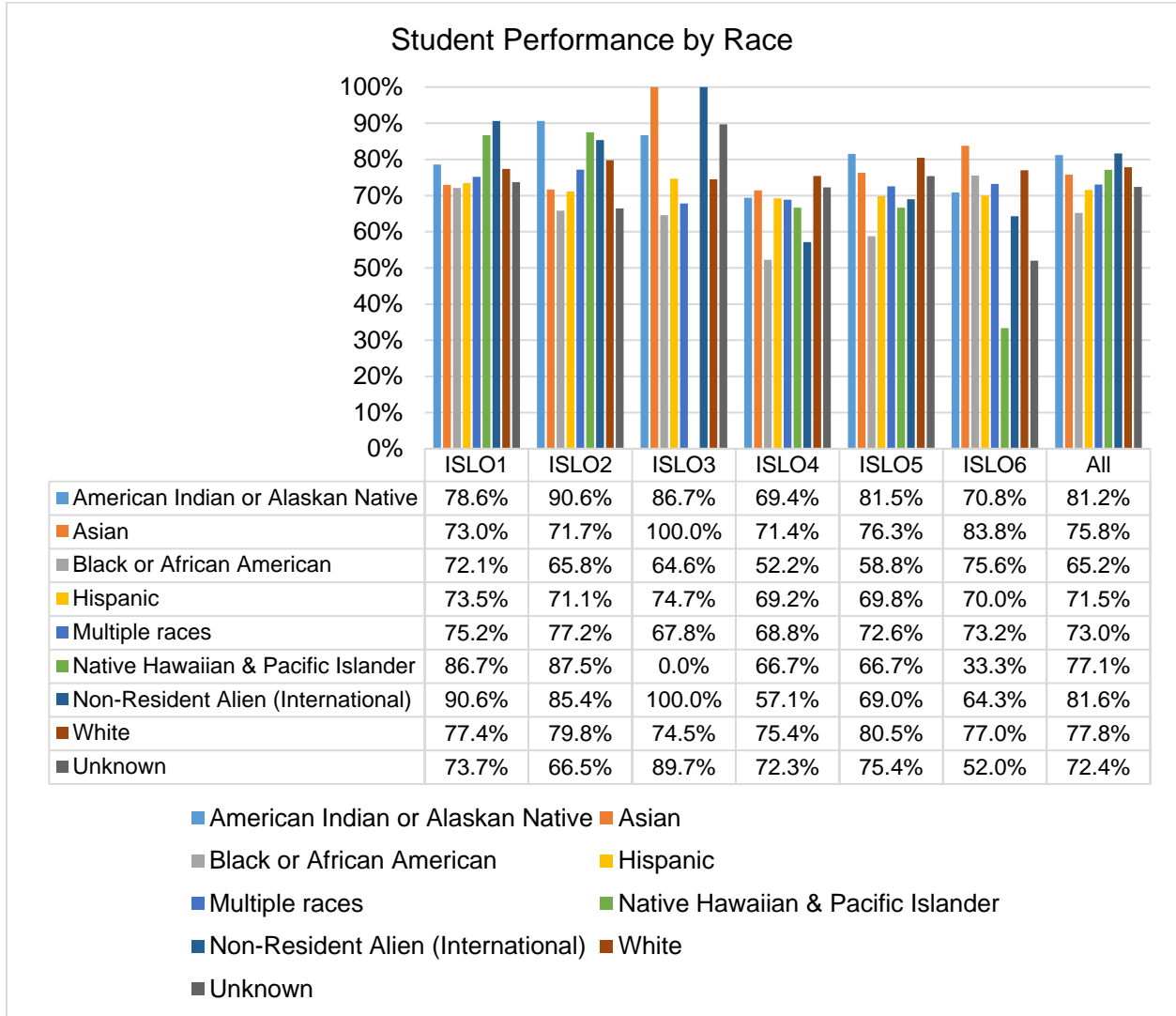
See [Appendix B, Table B4](#) for specific score counts for each ISLO and criterion.

Student performance for most of the ISLOs show a decreasing trend from Spring to Fall semesters, ranging from the largest decrease of -9.9% (Professionalism) to a noteworthy increase of 4.9% (Social Consciousness), with an average of -2.35% across all ISLOs (improvement from -10.0% in 2022). While summer results are expected to be somewhat anomalous given the smaller sample sizes which can overemphasize outliers, the difference between spring and summer semester results should continue to be examined more closely in the coming year, especially to determine if it is a result of students becoming more familiar with the college environment, varying course difficulties, or some other factors that we have not previously considered. For further details on performance rates for specific Divisions or Criteria, see Appendix B, [Table B3 \(Performance by Division\)](#) and [Table B5 \(Performance by Criterion\)](#).

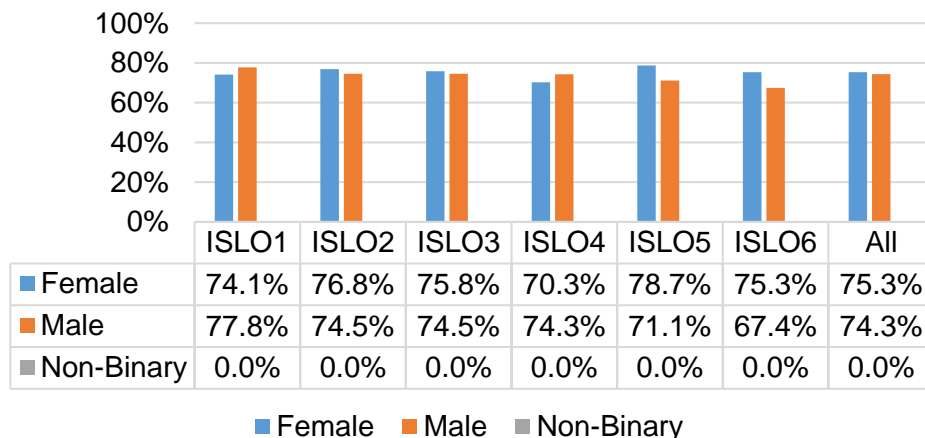
Figure 5.12 ISLO Performance by Course Level

ISLO	Developmental	100 Level	200 Level	300/400 Level
ISLO1: Critical Thinking & Problem Solving	70.00%	77.12%	74.95%	80.20%
ISLO2: Effective Communication	59.09%	74.65%	76.29%	96.97%
ISLO3: Quantitative Reasoning	61.97%	71.43%	87.45%	N/A
ISLO4: Textual Literacy	66.67%	69.66%	80.67%	100.0%
ISLO5: Professionalism	N/A	73.74%	82.17%	94.98%
ISLO6: Social Consciousness	100.0%	74.35%	88.68%	N/A
All ISLOs	64.85%	74.11%	79.16%	91.75%

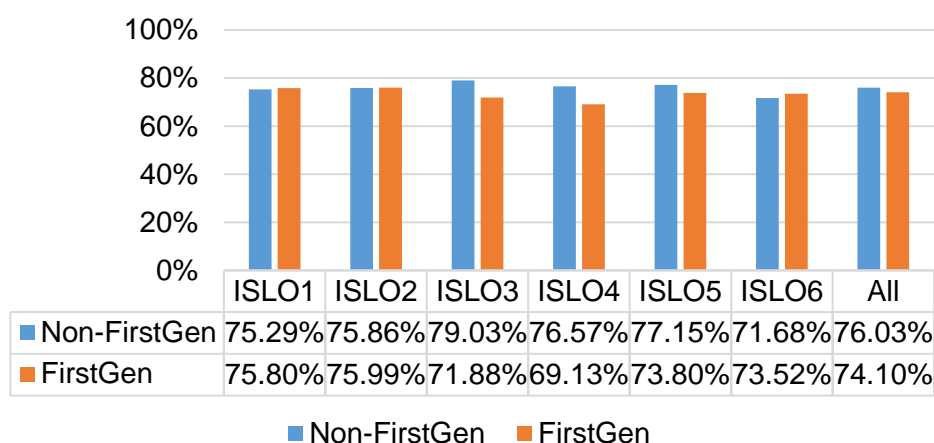
Figure 5.13 ISLO Performance by Student Demographic



Student Performance by Gender Identity



Student Performance by First-Generation Status



Student Performance by Pell Eligibility

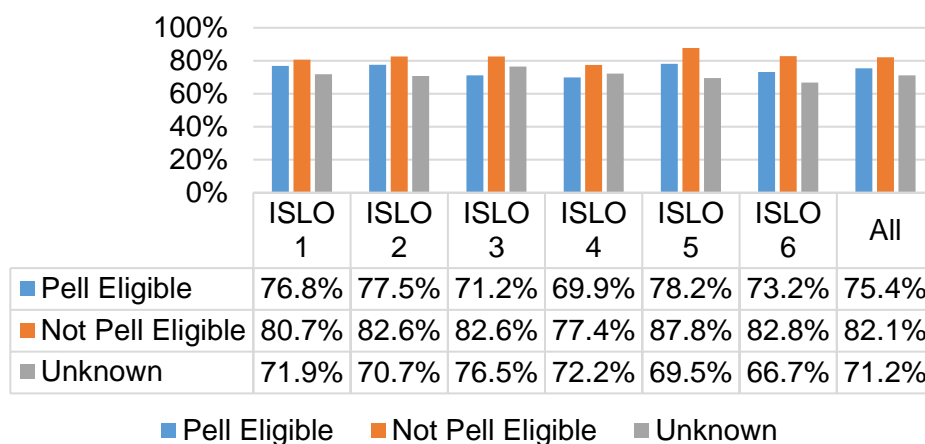


Figure 5.14 ISLO Performance by Campus

Campus	ISLO1	ISLO2	ISLO3	ISLO4	ISLO5	ISLO6	All
Pueblo Campus	74.68%	74.19%	74.12%	70.63%	80.45%	82.92%	75.82%
PCC Online Campus	80.76%	77.18%	69.96%	75.71%	74.87%	70.40%	75.71%
HS Campus - Pueblo	62.70%	59.06%	69.89%	53.38%	58.48%	65.67%	60.67%
SW-Mancos Campus	80.52%	87.29%	56.46%	78.20%	69.10%	74.44%	74.67%
Fremont Campus	70.96%	73.79%	82.93%	65.33%	72.07%	70.83%	71.50%
HS Campus - Fremont	62.20%	57.53%	84.91%	60.66%	84.91%	N/A	66.08%
SW-Bayfield Site	100.0%	100.0%	98.61%	100.0%	94.42%	100.0%	97.71%
Department of Corrections	66.67%	66.67%	44.44%	76.19%	63.89%	77.78%	66.09%
SW-Durango Site	91.18%	94.44%	78.95%	89.77%	84.31%	N/A	87.16%
CO Online @ PCC	N/A	100.0%	N/A	56.29%	100.0%	73.08%	63.42%
Rural College Consortium	87.50%	88.33%	N/A	46.81%	N/A	N/A	77.95%
CO Online @ Consortium	N/A	N/A	N/A	93.33%	N/A	N/A	93.33%
HS Campus - Mancos	41.67%	55.56%	N/A	N/A	N/A	N/A	52.08%
Grand Total	75.59%	75.06%	72.57%	71.33%	73.37%	77.72%	74.26%

VI. Conclusions & Next Steps

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

Figure 6.1 College-Wide Accomplishments, Recommendations & Next Steps

Conclusions	Accomplishments	Opportunities	Recommendations & Next Steps
Faculty Participation	<ul style="list-style-type: none"> • Faculty and instructor participation in assessment increased by 13.6% overall (51.4% to 65.0%). • Part-time instructor participation grew by an impressive 17.3% (38.5% to 55.8%). • Revisions were made to OP617 and the Faculty Performance Planning & Evaluation Form to prioritize and clarify expectations for assessment. • Several initiatives to increase participation were implemented, including recognition initiatives and the reinstatement of Division Leads and more consistent, personalized support and communication. 	<ul style="list-style-type: none"> • Onboarding procedures should be improved as newer employees experience the most confusion or uncertainty about expectations for participation in assessment. • Concurrent Enrollment instructors are not currently required to participate in assessment. • Part-Time Instructor Contracts are inconsistent and unclear about assessment duties. • The importance and value of assessment could be more prominently and consistently highlighted in campus events and activities. 	<ul style="list-style-type: none"> • Partner with Deans, Department Chairs, and Human Resources to establish standardized onboarding procedures to include assessment of student learning. • Explore options for requiring assessment of Concurrent Enrollment course offerings. • Revise instructor contracts for all departments to include essential function of participation in assessment. • Continue annual recognition initiatives such as the Assessment Awards Ceremony and the Assessment Showcase to sustain and further encourage faculty buy-in and participation.

CONCLUSIONS & NEXT STEPS

Conclusions	Accomplishments	Opportunities	Recommendations & Next Steps
Student Performance	<ul style="list-style-type: none"> Students reached the performance target on all ISLOs, with an overall achievement rate of 75.42%. Student performance on our newest ISLO, Social Consciousness (78.1%), increased by a remarkable 9.03%. 	<ul style="list-style-type: none"> Literacy was once again the lowest scoring of our 6 ISLOs (72.1%). The smallest increase in performance was on Quantitative Reasoning (0.35%). 	<ul style="list-style-type: none"> Increase the number of departments contributing posters to the annual Assessment Showcase to highlight stellar student performance & learning. Identify relevant departments and faculty to discuss expansion of opportunities for students to develop skills in lower-performing areas (Literacy and Quantitative Reasoning).
Sample Sizes	<ul style="list-style-type: none"> The distribution of scores collected across our 6 ISLOs remains consistent and relatively proportional. The total scores collected overall increased by 21.9% (33,039 to 40,257). 938 assessments were completed, a massive increase from last year's 648. Summer assessment data collection has grown significantly, with 65.2% of courses and 58.3% of sections assessed (by contrast to 19.9% and 14.7%, respectively, in 2022). 	<ul style="list-style-type: none"> The large proportion of scores collected on Critical Thinking (31.0%), may be disproportional or reflective of our course offerings and their most relevant learning outcomes. The proportion of scores collected across divisions is somewhat uneven and should be examined. There is a need to track additional metrics, especially more detailed student demographic data such as pathway, age, and student type (e.g. continuing, first-time, etc.). 	<ul style="list-style-type: none"> Review the distribution of ISLOs being assessed in different disciplines to determine whether the most relevant skills are being sufficiently assessed. Partner with Academic Deans more closely to determine needs and identify any deficiencies in appropriate sampling, especially in proportion to FTE and program requirements. Complete implementation of coding new demographic data elements in eLumen and begin reporting disaggregated data by student demographics, pathway, and campus.

Conclusions	Accomplishments	Opportunities	Recommendations & Next Steps
Development & Training	<ul style="list-style-type: none"> • We continued to offer regular workshops on a range of topics, especially eLumen Basic Training, Improvement Planning, Open Scoring Sessions, as well as numerous individual/small group workshops. • Thanks to the implementation of simple new CSLO Rubrics, course-level assessment increased significantly, with CSLO data collected from all but 2 departments. 	<ul style="list-style-type: none"> • Attendance at formally scheduled workshops was fairly limited; there continues to be a greater interest in one-on-one, impromptu, or small-group sessions. • Only one individual is familiar with many essential tasks related to managing the eLumen platform and reporting processes. • Especially with the influx of CSLO data, absent course-level mapping leads to issues of data not being captured at higher levels. 	<ul style="list-style-type: none"> • Continue holding annual (at a minimum) check-ins with each Department Chair, and prioritize on-demand, individualized training and support. • Make use of newly purchased eLumen Service Credits to schedule training for alternate Data Stewards. • Working with the members of the Assessment Committee, begin a comprehensive review of all course- to program-level mapping to ensure completeness and accuracy.
Co-Curricular Assessment	<ul style="list-style-type: none"> • 19 offices identified as candidates for assessment of student learning, 11 of which have begun the process of developing Student Services Learning Outcomes (SSLOs) and rubrics to assess them. • 38 SSLOs were created and mapped to PCC's ISLOs. • A total of 15 SSLO rubrics have been developed, and 6 have been implemented. 	<ul style="list-style-type: none"> • Data collection for co-curricular/student services/non-academic assessment of student learning has grown, but is still relatively minimal. • Initial results from student services assessments are somewhat scattered and inconsistent, with an average achievement rate of only 33.74% overall. 	<ul style="list-style-type: none"> • Continue working with student services to develop further SSLOs and rubrics to assess student learning that occurs through engagement with their offices and events. • Work with student services that have submitted data to review and analyze results, especially to identify low-performing areas and make revisions to assessment rubrics to ensure that we are capturing accurate, reasonable, and meaningful data.

VII. Appendices

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

Table A1: Assessment Events/Changes/Progress by Year

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

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

Year	Assessment Events/Changes/Progress
2020	Developed the PCC Flex Self-Assessment as a new institution-level tool for evaluating the learning experience in the new hybrid/flex instructional model. Following the decision by administration to withdraw support for the Division Lead role, the Assessment of Student Learning Committee reviewed the bylaws and discussed possibilities for redistribution of responsibilities, but concluded that the Division Leads are essential to the success of the college's assessment activities.
2021	Developed a new 5-Year Plan for assessment, and began working toward the goal of reviewing all of PCC's ISLOs and corresponding college-wide rubrics, including collecting feedback from instructors on opportunities for improvement. Produced a new comprehensive report of Historical Assessment Trends over the past 5 years, and designed a more streamlined and accurate approach to the data load process.
2022	Developed the new Social Consciousness Institutional Student Learning Outcome, and in collaboration with the Assessment of Student Learning Committee, designed a corresponding college-wide rubric for assessing the new Social Consciousness ISLO.
2023	Reinstated Division Leads, established annual recognition opportunities (Assessment Awards, Assessment Showcase), increased course-level assessment with standardized CSLO Rubrics, reinforced expectations for participation in assessment through revisions to Operating Protocols and Performance Plans, and expanded Co-Curricular Assessment activities.

Appendix B: Institution-Wide Assessment Data – Detailed Results

1. Completion, Participation, & Sampling

Table B1: Planned & Scored Assessments by Discipline

	Spring 2023		Summer 2023		Fall 2023		CY 2023	
Prefix	Planned	Completed	Planned	Completed	Planned	Completed	Planned	Completed
AAA	19	7	3	2	38	27	60	36
ACC	6	5	-	-	0	0	6	5
AGB	0	0	-	-	3	2	3	2
ANT	0	0	-	-	-	-	0	0
ART	9	8	3	3	9	7	21	18
ASE	33	32	6	6	28	27	67	65
ASL	0	0	-	-	0	0	0	0
AST	3	3	1	1	1	1	5	5
BAR	-	-	6	6	2	2	8	8
BIO	19	14	4	3	18	16	41	33
BUS	8	6	1	1	4	2	13	9
CAD	10	3	-	-	0	0	10	3
CAR	0	0	-	-	0	0	0	0
CHE	4	4	-	-	3	3	7	7
CIS	5	5	1	1	9	8	15	14
CNG	0	0	0	0	0	0	0	0
COM	8	6	2	1	30	14	40	21
CON	3	0	-	-	0	0	3	0
COS	23	4	4	4	2	2	29	10
CRJ	3	3	1	1	7	6	11	10
CSC	0	0	0	0	0	0	0	0
CSL	0	0	0	0	1	1	1	1
CUA	0	0	-	-	0	0	0	0
CWB	-	-	-	-	0	0	0	0
DEH	10	10	3	2	12	12	25	24
DMS	2	1	2	2	2	2	6	5
ECE	2	1	0	0	5	3	7	4
ECO	11	3	2	2	3	2	16	7
EDU	0	0	-	-	0	0	0	0
EGG	3	2	-	-	0	0	3	2
EGT	-	-	-	-	0	0	0	0
ELT	6	1	-	-	1	1	7	2
EMS	41	28	8	7	24	21	73	56
ENG	39	32	19	11	81	31	139	74
ENP	1	1	-	-	1	1	2	2
ENV	0	0	-	-	1	1	1	1
ENY	1	1	-	-	-	-	1	1
EST	2	2	-	-	2	2	4	4
ETH	0	0	-	-	0	0	0	0
FRE	0	0	-	-	-	-	0	0
FST	7	2	0	0	10	4	17	6
FSW	0	0	0	0	0	0	0	0
GEO	3	1	-	-	0	0	3	1

	Spring 2023		Summer 2023		Fall 2023		CY 2023	
Prefix	Planned	Completed	Planned	Completed	Planned	Completed	Planned	Completed
GEY	1	1	-	-	2	0	3	1
HIM	-	-	-	-	1	1	1	1
HIS	12	10	4	1	8	6	24	17
HIT	16	16	7	7	19	17	42	40
HOS	-	-	-	-	0	0	0	0
HPR	12	8	5	5	14	12	31	25
HUM	5	4	1	1	4	3	10	8
HVA	3	0	-	-	2	1	5	1
HWE	0	0	0	0	0	0	0	0
JOU	0	0	-	-	0	0	0	0
LEA	2	0	-	-	2	1	4	1
LIT	1	0	1	1	1	0	3	1
LTN	1	1	1	1	3	1	5	3
MAC	7	5	1	1	5	4	13	10
MAN	0	0	-	-	0	0	0	0
MAP	5	5	2	2	4	3	11	10
MAR	0	0	-	-	2	0	2	0
MAT	49	23	5	4	52	21	106	48
MGD	7	7	2	2	8	8	17	17
MOT	-	-	-	-	3	3	3	3
MTE	1	0	-	-	0	0	1	0
MUS	1	1	1	1	2	2	4	4
NAT	1	1	-	-	2	2	3	3
NUA	17	9	23	16	31	7	71	32
NUR	45	25	4	2	31	23	80	50
OSH	0	0	-	-	-	-	0	0
OTA	10	10	1	1	11	7	22	18
PHI	4	4	4	4	1	1	9	9
PHT	0	0	-	-	-	-	0	0
PHY	1	1	-	-	1	1	2	2
PSC	4	4	1	1	4	4	9	9
PSV	2	2	-	-	-	-	2	2
PSY	18	15	9	5	24	22	51	42
PTA	0	0	0	0	4	4	4	4
PTE	4	4	2	2	2	2	8	8
RCA	7	7	4	4	7	4	18	15
RTE	15	9	7	7	10	9	32	25
RTV	0	0	-	-	0	0	0	0
SCI	0	0	-	-	-	-	0	0
SOC	4	3	2	2	6	4	12	9
SPA	1	1	-	-	0	0	1	1
STE	11	10	2	2	7	6	20	18
SWK	0	0	-	-	0	0	0	0
THE	0	0	-	-	-	-	0	0
UAS	1	1	-	-	2	2	3	3
WEL	35	29	3	3	38	30	76	62
WST	0	0	-	-	-	-	0	0
All	584	401	158	128	610	409	1352	938

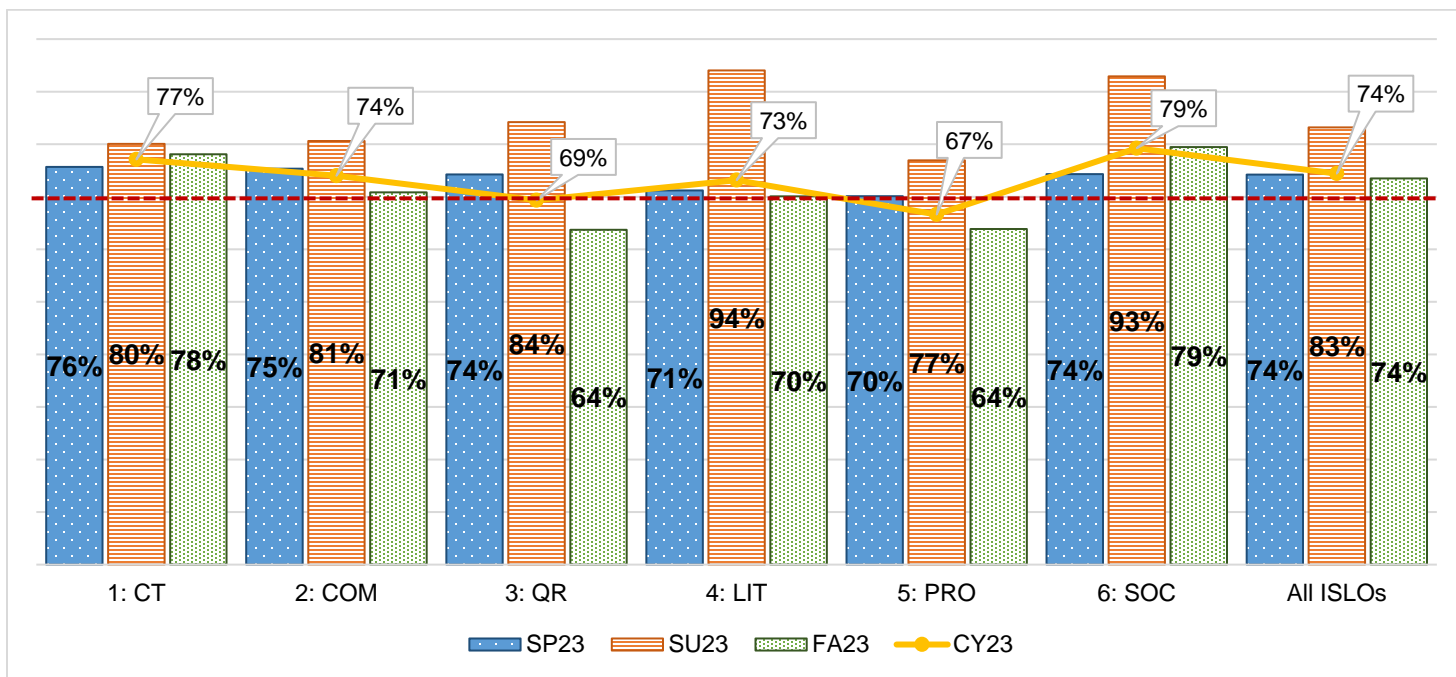
Table B2: Participation Rates & Sample Sizes by Department

Division/Department	Participation			Sample Size			Assessments	
	Total	FT	PT	Courses	Sections	Students	Planned	Completed
Arts & Sciences	98/170	31/38	67/132	89	343	4,195	591	381
Biological & Physical Sciences	11/26	8/10	3/16	12	45	614	59	49
Criminal Justice	3/5	2/2	1/3	2	8	133	11	10
Early Childhood Education	5/16	1/2	4/14	4	7	55	12	7
English & Communication	32/46	8/10	24/36	18	122	1,380	251	141
Fine Arts & Humanities	12/17	1/1	11/16	13	31	421	36	31
Mathematics	13/15	6/6	7/9	13	48	461	106	48
Media Communications	2/8	1/2	1/6	9	12	82	17	17
Social Sciences	20/37	4/5	16/32	18	70	1,049	99	78
Business & Technology	51/87	18/28	33/59	94	224	2,485	295	235
Agricultural Production	3/3	0/0	3/3	3	5	28	6	5
Automotive Technology	7/7	5/5	2/2	29	65	841	67	65
Business & Accounting	11/18	2/4	9/14	12	24	286	41	25
Computer Information Systems	3/15	0/5	3/10	2	14	221	15	14
Health Information Technology	7/7	2/2	5/5	20	37	365	47	45
Machining & Industrial Technology Maintenance	7/14	2/3	5/11	12	18	81	38	18
Welding	13/23	7/9	6/14	16	61	663	81	63
Health & Public Safety	48/73	29/37	19/36	115	173	2,192	270	198
Cosmetology	5/5	4/4	1/1	22	25	320	44	25
Dental Hygiene	7/7	7/7	0/0	19	24	360	25	24
Emergency Medical Services	11/14	5/5	6/9	18	39	377	73	56
Fire Science Technology	3/8	1/1	2/7	5	6	46	17	6
Health Professional	3/13	0/5	3/8	6	18	319	25	19
Law Enforcement Academy	1/3	1/3	0/0	1	1	13	4	1
Occupational Therapy Assistant	4/5	2/3	2/2	9	12	144	22	18
Physical Therapist Assistant	4/4	3/3	1/1	4	4	49	4	4
Respiratory Care	3/5	3/3	0/2	8	15	154	18	15
Radiologic Technology	7/9	3/3	4/6	23	29	410	38	30
Nursing	33/38	16/16	17/22	42	98	1,363	196	124
Behavioral Health	2/4	0/0	2/4	4	7	48	9	9
Medical Assisting	4/4	1/1	3/3	9	15	175	16	15
Nursing Aide	7/8	2/2	5/6	2	24	228	71	32
Nursing	16/18	11/11	5/7	17	36	713	80	50
Surgical Technology	4/4	2/2	2/2	10	16	199	20	18
Pueblo Community College	230/368	94/119	136/249	340	838	10,235	1,352	938

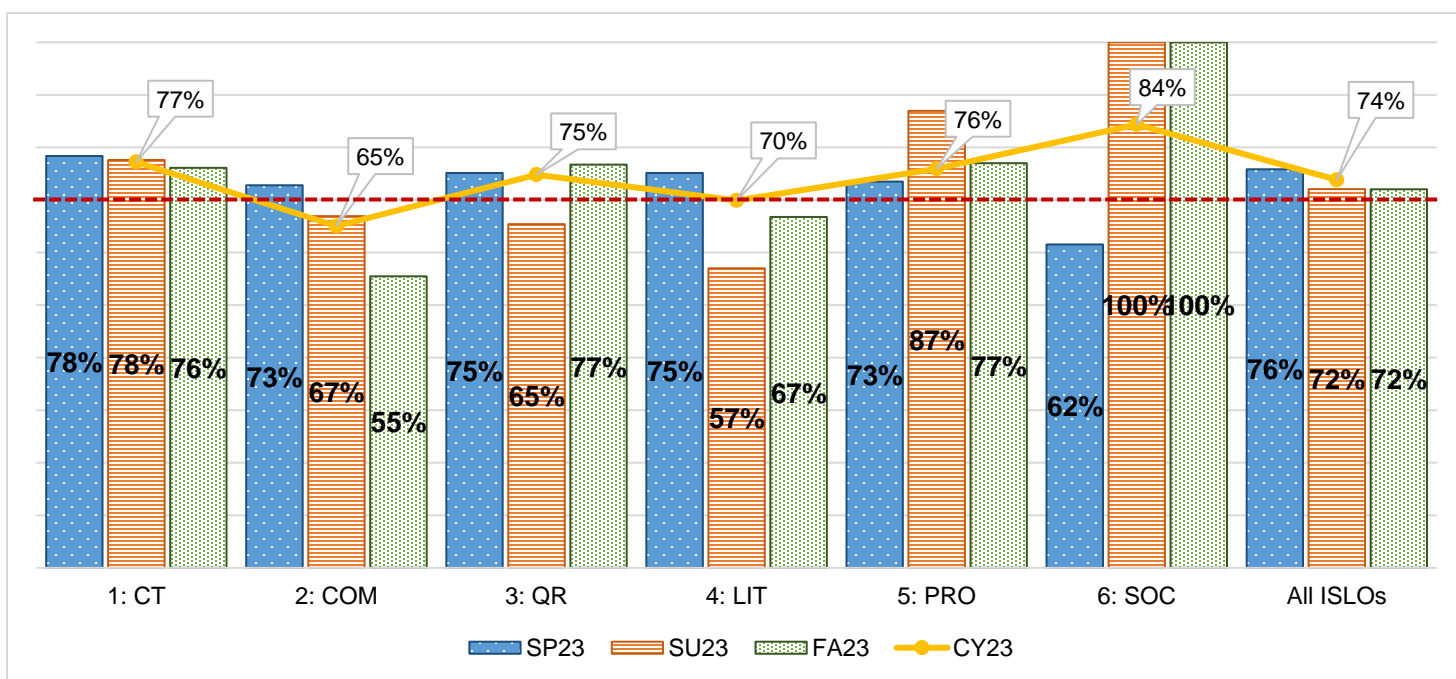
2. Performance Trends

Table B3: Performance Target Achievement Rates by Division

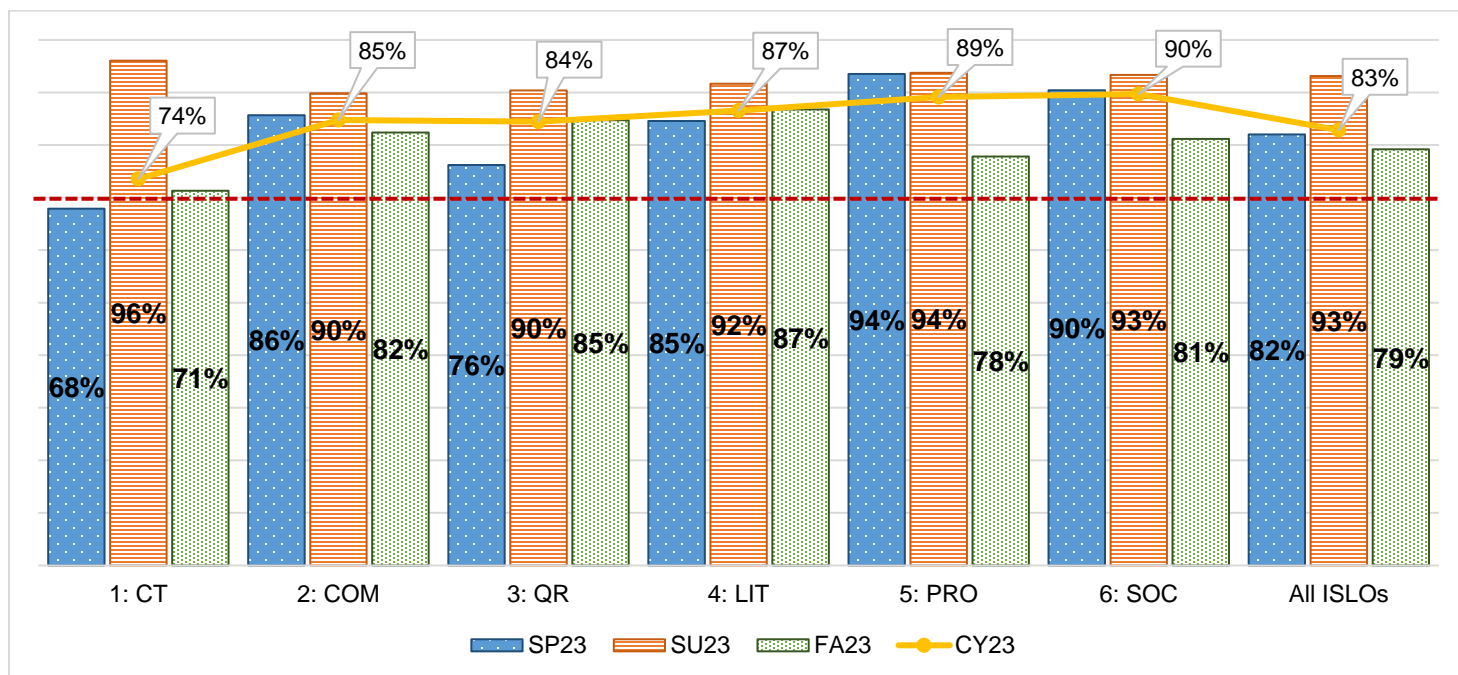
Arts & Sciences Division



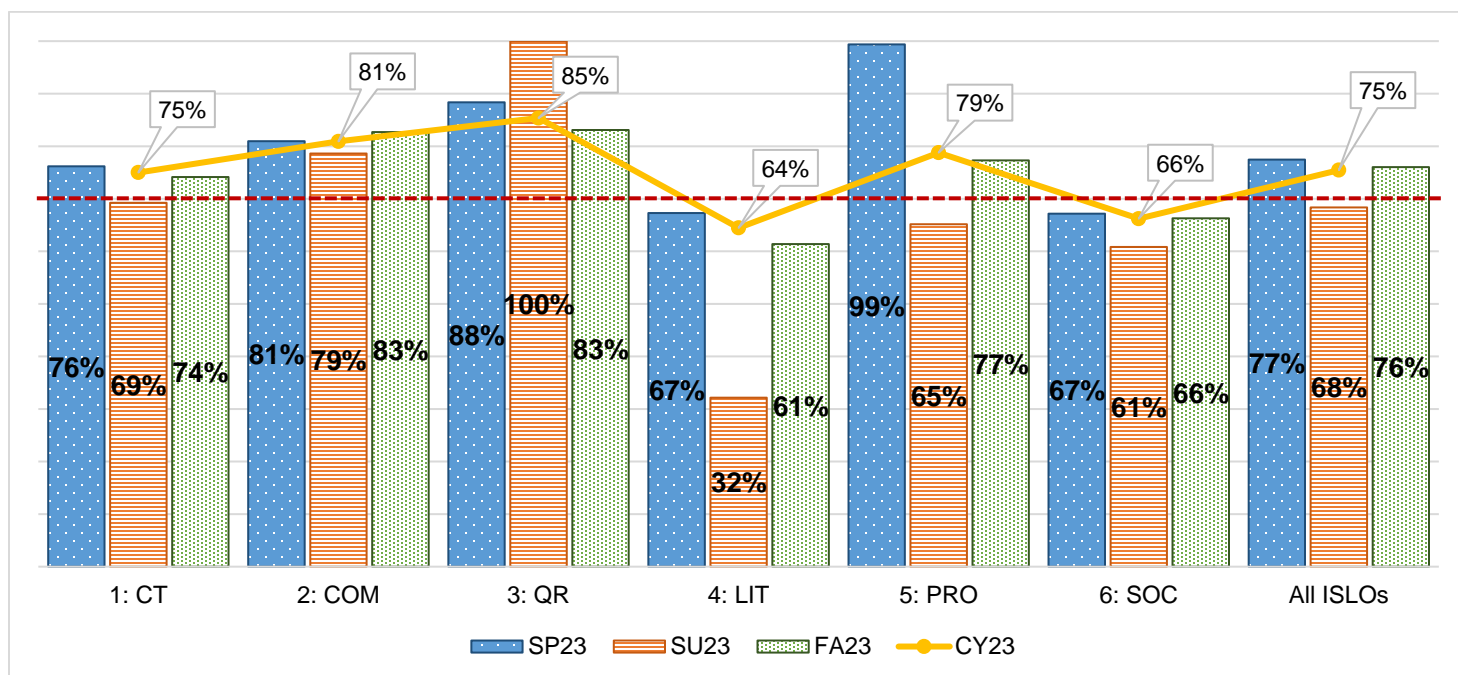
Business & Advanced Technology Division



Health & Public Safety Division

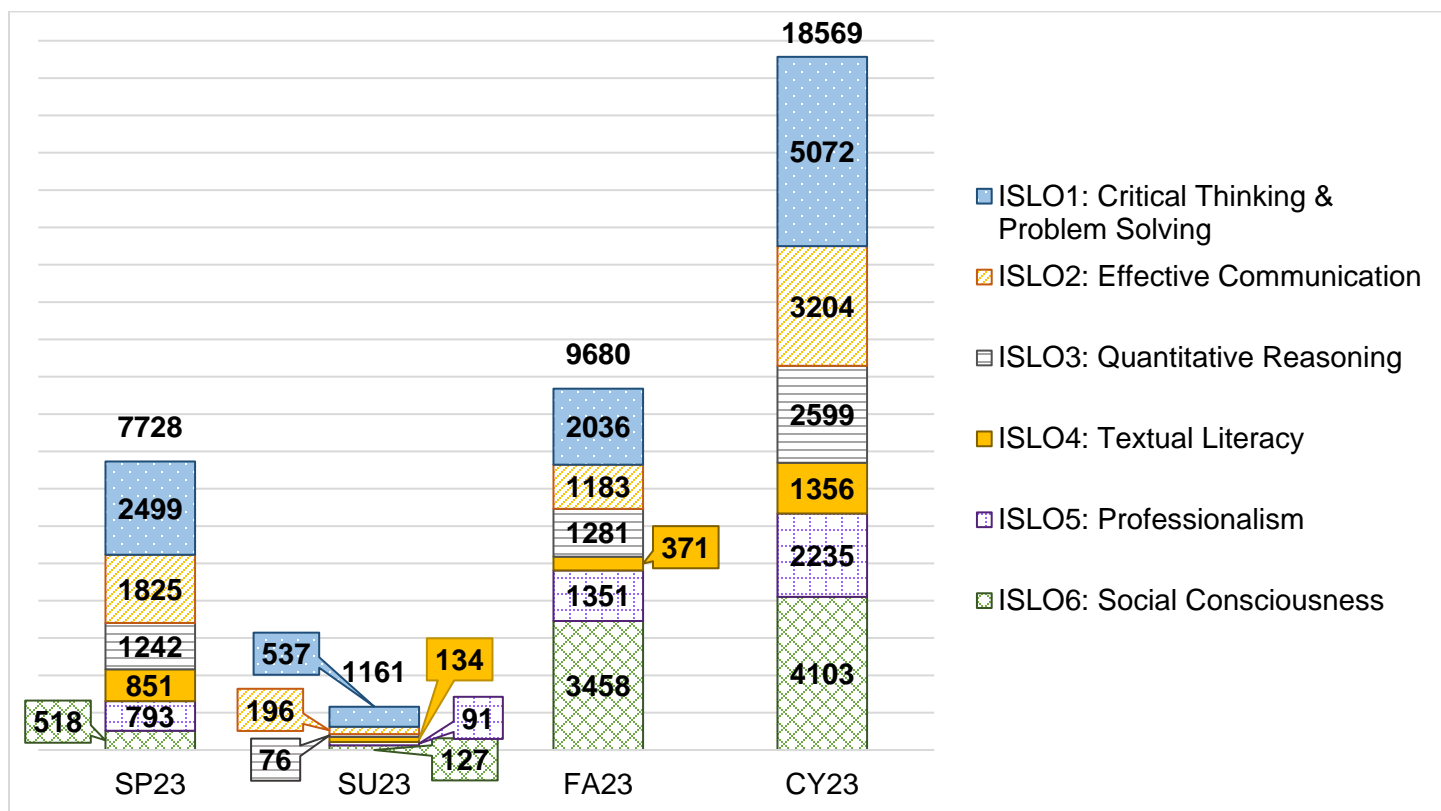
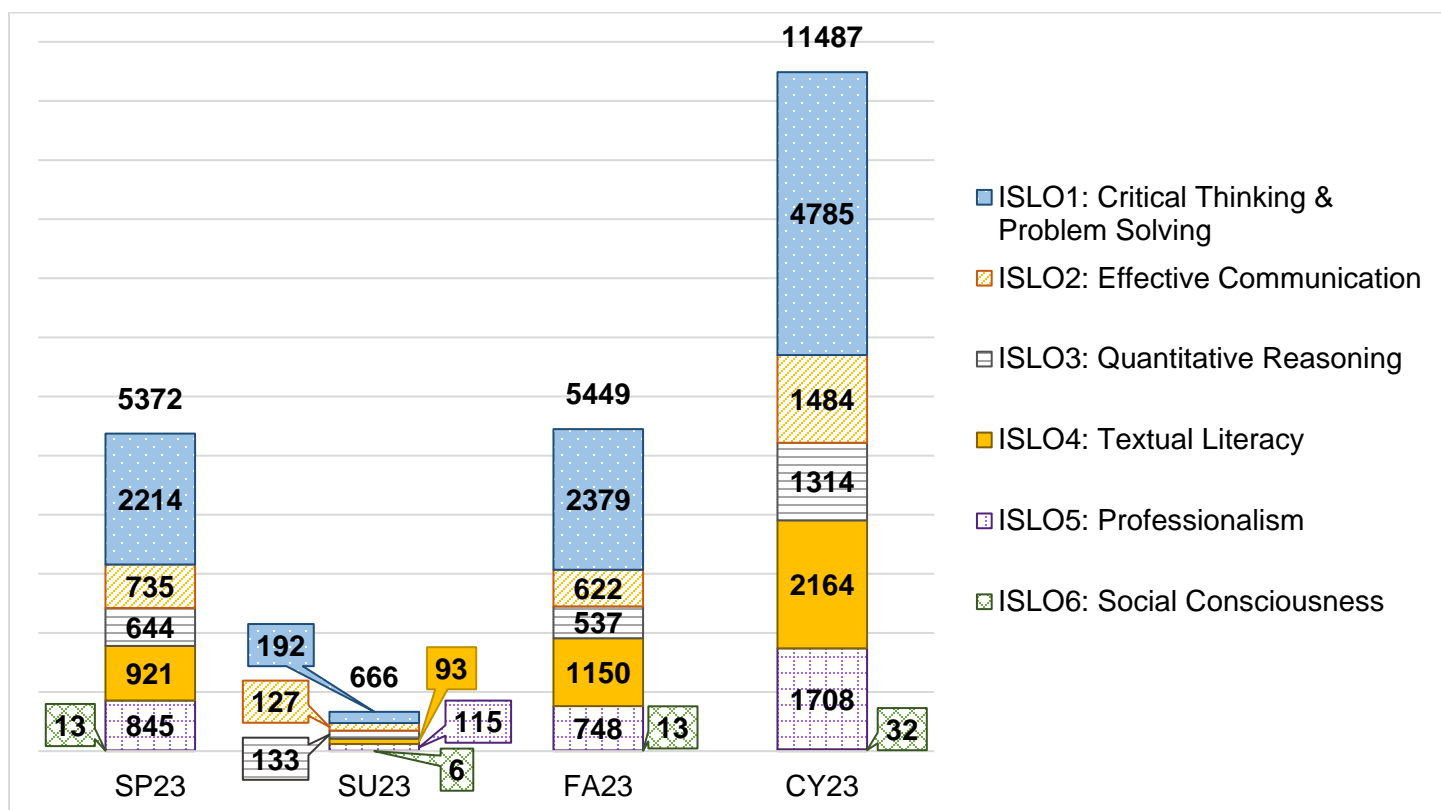


Medical & Behavioral Health Division



3. Sample Sizes

Table B4: Scores Collected by ISLO & Division

Arts & Sciences DivisionBusiness & Advanced Technology Division

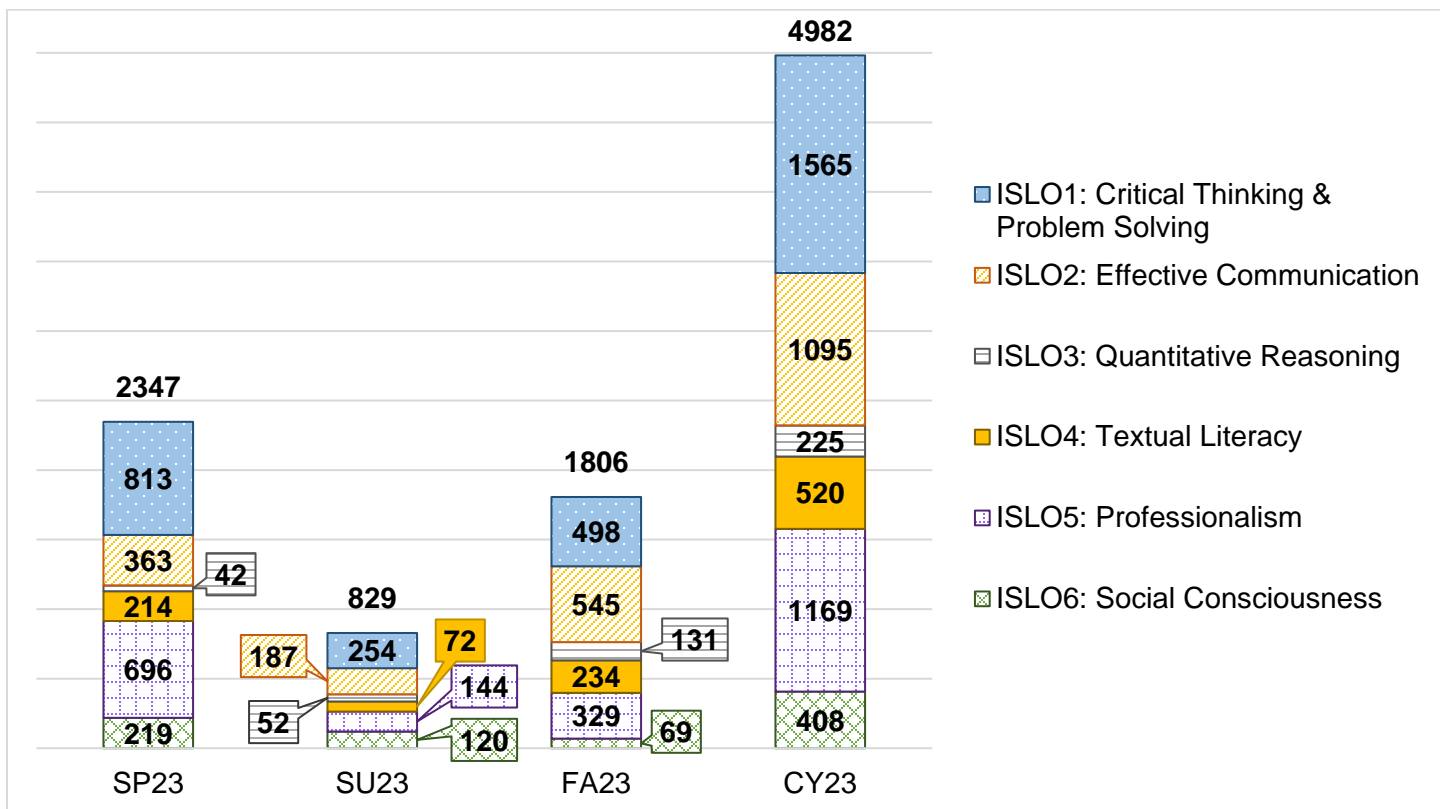
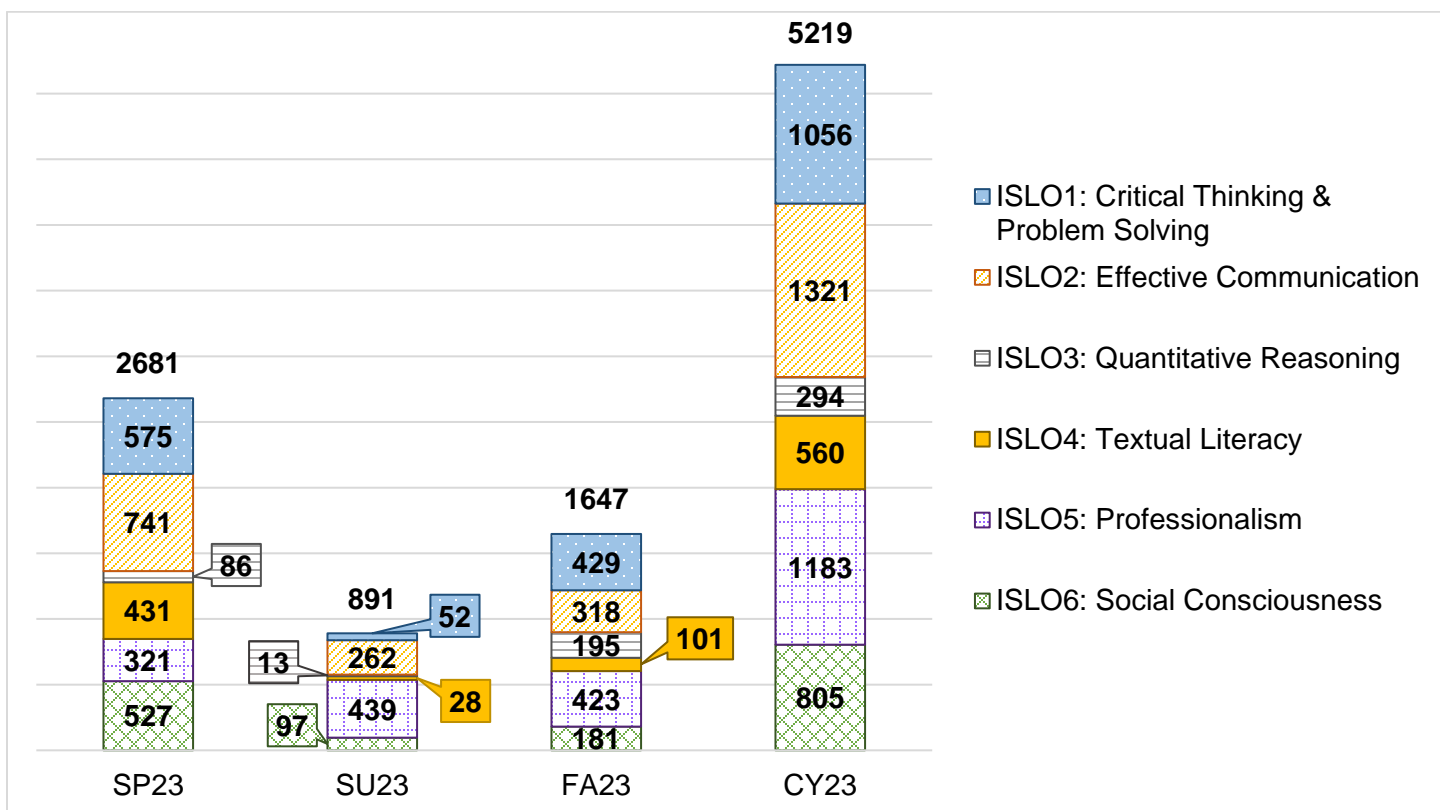
Health & Public Safety DivisionMedical & Behavioral Health Division

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

ISLO	4 (#)	4 (%)	3 (#)	3 (%)	2 (#)	2 (%)	1 (#)	1 (%)	N/A* (#)	N/A (%)	Total	TA%
ISLO1: Critical Thinking & Problem Solving	4,800	38.47%	4,749	38.06%	2,199	17.62%	730	5.85%	1,897	13.20%	12,478	76.53%
1a: Interpret, analyze, and assess available evidence, information, and ideas	1,900	37.79%	1,951	38.80%	882	17.54%	295	5.87%	656	11.54%	5,028	76.59%
1b: Explore implications, inferences, assumptions, and alternate solutions	940	40.21%	835	35.71%	438	18.73%	125	5.35%	391	14.33%	2,338	75.92%
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	922	36.94%	930	37.26%	510	20.43%	134	5.37%	414	14.23%	2,496	74.20%
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	1,038	39.79%	1,026	39.33%	369	14.14%	176	6.75%	403	13.38%	2,609	79.11%
ISLO2: Effective Communication	2,671	37.60%	2,662	37.47%	1,260	17.74%	511	7.19%	1,244	14.90%	7,104	75.07%
2a: Organize and express ideas clearly in both written and oral communication	839	35.66%	890	37.82%	460	19.55%	164	6.97%	471	16.68%	2,353	73.48%
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	331	27.61%	534	44.54%	282	23.52%	52	4.34%	140	10.46%	1,199	72.14%
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	1,253	42.82%	990	33.83%	415	14.18%	268	9.16%	496	14.49%	2,926	76.66%
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	248	39.87%	244	39.23%	103	16.56%	27	4.34%	121	16.29%	622	79.10%
ISLO3: Quantitative Reasoning	1,955	44.11%	1,271	28.68%	655	14.78%	551	12.43%	1,435	24.46%	4,432	72.79%
3a: Select appropriate numerical data, functions, and formulae to perform accurate computations	733	40.05%	631	34.48%	318	17.38%	148	8.09%	327	15.16%	1,830	74.54%
3b: Represent information as numerical data, functions, and formulae	345	45.39%	186	24.47%	102	13.42%	127	16.71%	364	32.38%	760	69.87%
3c: Interpret and explain information presented as numerical data, functions, and formulae	238	45.59%	129	24.71%	71	13.60%	84	16.09%	199	27.60%	522	70.31%
3d: Formulate reasonable solutions and draw logical conclusions from numerical data	275	51.02%	127	23.56%	66	12.24%	71	13.17%	240	30.81%	539	74.58%
3e: Identify, evaluate, and infer reasonable assumptions based on quantitative information	226	49.02%	117	25.38%	53	11.50%	65	14.10%	153	24.92%	461	74.40%
3f: Interpret numerical data and calculations in defense of an argument	138	43.13%	81	25.31%	45	14.06%	56	17.50%	152	32.20%	320	68.44%

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

ISLO	4 (#)	4 (%)	3 (#)	3 (%)	2 (#)	2 (%)	1 (#)	1 (%)	N/A* (#)	N/A (%)	Total	TA%
ISLO4: Textual Literacy	1,856	40.35%	1,460	31.74%	916	19.91%	368	8.00%	869	15.89%	4,600	72.09%
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas	158	53.92%	74	25.26%	49	16.72%	12	4.10%	118	28.71%	293	79.18%
4b: Locate applicable information or materials from relevant resources as appropriate to the task	138	49.11%	68	24.20%	53	18.86%	22	7.83%	93	24.87%	281	73.31%
4c: Evaluate the validity and reliability of information and its appropriateness for the context	164	50.93%	81	25.16%	52	16.15%	25	7.76%	82	20.30%	322	76.09%
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	1,396	37.72%	1,234	33.34%	762	20.59%	309	8.35%	559	13.12%	3,701	71.06%
ISLO5: Professionalism	2,461	39.09%	2,299	36.52%	1,103	17.52%	432	6.86%	976	13.42%	6,295	75.62%
5a: Demonstrate personal accountability through time management, preparedness, and honoring commitments	593	35.59%	611	36.67%	331	19.87%	131	7.86%	188	10.14%	1,666	72.27%
5b: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	640	43.10%	513	34.55%	218	14.68%	114	7.68%	237	13.76%	1,485	77.64%
5c: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	372	40.66%	343	37.49%	161	17.60%	39	4.26%	211	18.74%	915	78.14%
5d: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations	854	38.49%	824	37.13%	393	17.71%	148	6.67%	290	11.56%	2,219	75.62%
ISLO6: Social Consciousness	2,347	43.89%	1,830	34.22%	891	16.66%	280	5.24%	1,375	20.45%	5,348	78.10%
6a: Demonstrate respectful, fair, and equal treatment of all people, and contribute positively to collaboration and teamwork by offering ideas, assistance, and encouragement.	914	45.02%	675	33.25%	313	15.42%	128	6.31%	331	14.02%	2,030	78.28%
6b: Examine and acknowledge different views and express appreciation for diversity, explore the relationships between the ideas, values, and practices of different groups of people across cultures and throughout history.	552	38.60%	559	39.09%	248	17.34%	71	4.97%	331	18.80%	1,430	77.69%
6c: Engage with local and extended communities to promote civic action and social improvement.	379	47.67%	229	28.81%	154	19.37%	33	4.15%	453	36.30%	795	76.48%
6d: Recognize the interconnectivity of important issues and broaden disciplinary and personal knowledge to include overarching social, ecological, and political issues.	502	45.93%	367	33.58%	176	16.10%	48	4.39%	260	19.22%	1,093	79.51%
All ISLOs	16,090	39.97%	14,271	35.45%	7,024	17.45%	2,872	7.13%	7,796	16.22%	40,257	75.42%

Appendix C: Division Overview Reports

C1: Arts & Sciences Division Overview

1. Overview of A&S Division Assessment Activities

Department	Participation			Sample Size			Assessments	
	Total	FT	PT	Courses	Sections	Students	Planned	Completed
Arts & Sciences Division	98/170	31/38	67/132	89	343	4,195	591	381
Biological & Physical Sciences	11/26	8/10	3/16	12	45	614	59	49
Criminal Justice	3/5	2/2	1/3	2	8	133	11	10
Early Childhood Education	5/16	1/2	4/14	4	7	55	12	7
English & Communication	32/46	8/10	24/36	18	122	1,380	251	141
Fine Arts & Humanities	12/17	1/1	11/16	13	31	421	36	31
Mathematics	13/15	6/6	7/9	13	48	461	106	48
Media Communications	2/8	1/2	1/6	9	12	82	17	17
Social Sciences	20/37	4/5	16/32	18	70	1,049	99	78

2. Overview of A&S Division Assessment Results

ISLO Category	SP23			SU23			FA23			CY23		
	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's
All ISLOs	74.21%	7,728	1,795	83.20%	1,161	233	73.50%	9,680	2,858	74.40%	18,569	4,886
1: Critical Thinking	75.67%	2,499	469	80.07%	537	81	78.09%	2,036	480	77.11%	5,072	1,030
2: Communication	75.34%	1,825	414	80.61%	196	39	70.84%	1,183	335	74.00%	3,204	788
3: Quantitative Reasoning	74.24%	1,242	587	84.21%	76	34	63.70%	1,281	454	69.33%	2,599	1,075
4: Textual Literacy	71.21%	851	174	94.03%	134	16	70.08%	371	117	73.16%	1,356	307
5: Professionalism	70.11%	793	53	76.92%	91	18	63.88%	1,351	294	66.62%	2,235	365
6: Social Consciousness	74.32%	518	98	92.91%	127	45	79.47%	3,458	1,178	79.23%	4,103	1,321

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

C2: Business & Advanced Technology Division Overview

1. Overview of BAT Division Assessment Activities

Department	Participation			Sample Size			Assessments	
	Total	FT	PT	Courses	Sections	Students	Planned	Completed
Business & Technology Division	51/87	18/28	33/59	94	224	2,485	295	235
Agricultural Production	3/3	0/0	3/3	3	5	28	6	5
Automotive Technology	7/7	5/5	2/2	29	65	841	67	65
Business & Accounting	11/18	2/4	9/14	12	24	286	41	25
Computer Information Systems	3/15	0/5	3/10	2	14	221	15	14
Health Information Technology	7/7	2/2	5/5	20	37	365	47	45
Machining & Industrial Tech. Maint.	7/14	2/3	5/11	12	18	81	38	18
Welding Technology	13/23	7/9	6/14	16	61	663	81	63

2. Overview of BAT Division Assessment Results

ISLO Category	SP23			SU23			FA23			CY23		
	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's
All ISLOs	75.86%	5,372	923	72.07%	666	53	72.03%	5,449	522	73.82%	11,487	1,498
1: Critical Thinking	78.36%	2,214	205	77.60%	192	36	76.12%	2,379	201	77.22%	4,785	442
2: Communication	72.79%	735	103	66.93%	127	5	55.47%	622	63	65.03%	1,484	171
3: Quantitative Reasoning	75.16%	644	153	65.41%	133	2	76.72%	537	10	74.81%	1,314	165
4: Textual Literacy	75.14%	921	278	56.99%	93	-	66.78%	1,150	210	69.92%	2,164	488
5: Professionalism	73.49%	845	184	86.96%	115	9	77.01%	748	38	75.94%	1,708	231
6: Social Consciousness	61.54%	13	-	100.00%	6	1	100.00%	13	-	84.38%	32	1

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

C3: Health & Public Safety Division Overview

1. Overview of HPS Division Assessment Activities

Department	Participation			Sample Size			Assessments	
	Total	FT	PT	Courses	Sections	Students	Planned	Completed
Health & Public Safety Division	48/73	29/37	19/36	115	173	2,192	270	198
Cosmetology	5/5	4/4	1/1	22	25	320	44	25
Dental Hygiene	7/7	7/7	0/0	19	24	360	25	24
Emergency Medical Services	11/14	5/5	6/9	18	39	377	73	56
Fire Science Technology	3/8	1/1	2/7	5	6	46	17	6
Health Professional	3/13	0/5	3/8	6	18	319	25	19
Law Enforcement Academy	1/3	1/3	0/0	1	1	13	4	1
Occupational Therapy Assistant	4/5	2/3	2/2	9	12	144	22	18
Physical Therapist Assistant	4/4	3/3	1/1	4	4	49	4	4
Respiratory Care	3/5	3/3	0/2	8	15	154	18	15
Radiologic Technology	7/9	3/3	4/6	23	29	410	38	30

2. Overview of HPS Division Assessment Results

ISLO Category	SP23			SU23			FA23			CY23		
	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's
All ISLOs	82.02%	2,347	228	93.12%	829	62	79.18%	1,806	94	82.84%	4,982	384
1: Critical Thinking	67.90%	813	51	96.06%	254	41	71.29%	498	25	73.55%	1,565	117
2: Communication	85.67%	363	26	89.84%	187	5	82.39%	545	38	84.75%	1,095	69
3: Quantitative Reasoning	76.19%	42	9	90.38%	52	5	84.73%	131	13	84.44%	225	27
4: Textual Literacy	84.58%	214	28	91.67%	72	6	86.75%	234	18	86.54%	520	52
5: Professionalism	93.53%	696	108	93.75%	144	3	77.81%	329	-	89.14%	1,169	111
6: Social Consciousness	90.41%	219	6	93.33%	120	2	81.16%	69	-	89.71%	408	8

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

C4: Medical & Behavioral Health Division Overview

1. Overview of MBH Division Assessment Activities

Department	Participation			Sample Size			Assessments	
	Total	FT	PT	Courses	Sections	Students	Planned	Completed
Medical & Behavioral Health Division	33/38	16/16	17/22	42	98	1,363	196	124
Behavioral Health	2/4	0/0	2/4	4	7	48	9	9
Medical Assisting Professional	4/4	1/1	3/3	9	15	175	16	15
Nursing Aide	7/8	2/2	5/6	2	24	228	71	32
Nursing	16/18	11/11	5/7	17	36	713	80	50
Surgical Technology	4/4	2/2	2/2	10	16	199	20	18

2. Overview of MBH Division Assessment Results

ISLO Category	SP23			SU23			FA23			CY23		
	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's
All ISLOs	77.47%	2,681	318	68.35%	891	231	76.02%	1,647	479	75.46%	5,219	1,028
1: Critical Thinking	76.17%	575	130	69.23%	52	35	74.13%	429	143	75.00%	1,056	308
2: Communication	80.97%	741	47	78.63%	262	74	82.70%	318	95	80.92%	1,321	216
3: Quantitative Reasoning	88.37%	86	66	100.00%	13	1	83.08%	195	101	85.37%	294	168
4: Textual Literacy	67.29%	431	18	32.14%	28	1	61.39%	101	3	64.46%	560	22
5: Professionalism	99.38%	321	22	65.15%	439	110	77.30%	423	137	78.78%	1,183	269
6: Social Consciousness	67.17%	527	35	60.82%	97	10	66.30%	181	-	66.21%	805	45

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

Appendix D: List of Figures

I. Executive Summary	3
Figure 1.1 Year-to-Year Participation Trends.....	4
Figure 1.2 Year-to-Year Performance Trends.....	4
Figure 1.3 Year-to-Year Sampling Trends.....	5
Figure 1.4 Year-to-Year Program-Level Assessment Trends	5
Figure 1.5 Course-Level Assessment Trends.....	6
II. Assessment of Student Learning Process	8
Figure 2.1 Traditional Assessment Cycle	9
Figure 2.2 Restructured Assessment Cycle.....	10
Figure 2.3 Reporting Chain.....	14
Figure 2.4 Five-Year Plan	15
Figure 2.5 Assessment Timeline	15
Figure 2.6 Semesterly Task Checklist Overview	16
III. Ongoing Projects	21
Figure 3.1 Unique Participants.....	23
Figure 3.2 Program-Level Assessment Development Progress	24
Figure 3.3 Student Services Assessment Results	26
IV. New Initiatives.....	27
Figure 4.1 Faculty/Instructor Participation Rates by Term and Status	27
Figure 4.2 Participation Rates by Calendar Year and Status	28
Figure 4.3 Updated Faculty Performance Planning & Evaluation Form	30
V. 2023 Assessment Results	32
Figure 5.1 Participation Rates by Status and Semester	32
Figure 5.2 Programs Participating in 2021 Institutional Assessment	33
Figure 5.3 Sample Sizes by Division	34
Figure 5.4 Total Students Assessed by Level & Division.....	34
Figure 5.5 Total Scores Collected (Directly & Indirectly) by ISLO & Division	34
Figure 5.6 Total Scores Collected (Directly & Indirectly) by ISLO & Term	35
Figure 5.7 Proportion of Total Scores Collected for Each ISLO	35
Figure 5.8 Proportion of N/A (“Not Assessed”) Scores Recorded by ISLO.....	36
Figure 5.9 Proportion of Courses & Sections Assessed during Summer Terms.....	37
Figure 5.10 Overall ISLO Performance Target Achievement Rates.....	39
Figure 5.11 ISLO Performance by Rubric Criterion.....	40
Figure 5.12 ISLO Performance by Course Level.....	43
Figure 5.13 ISLO Performance by Student Demographic	44
Figure 5.14 ISLO Performance by Campus	46
VI. Conclusions & Next Steps	47
Figure 6.1 College-Wide Accomplishments, Recommendations & Next Steps	47
VII. Appendices	50
Appendix A: Historical Overview of Assessment of Student Learning at PCC	50
Table A1: Assessment Events/Changes/Progress by Year.....	50
Appendix B: Institution-Wide Assessment Data – Detailed Results.....	53
Table B1: Planned & Scored Assessments by Discipline	53
Table B2: Participation Rates & Sample Sizes by Department	55
Table B3: Performance Target Achievement Rates by Division	56
Table B4: Scores Collected by ISLO & Division	58
Table B5: Institution-Level Performance by Skills Dimension/Criterion.....	60
Appendix C: Division Overview Reports.....	62
Appendix D: List of Figures.....	66