



Assessment of Student Learning
2024 Annual Report

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Attachments:

- Attachment 1: 2024 Assessment Report Brief Overview
- Attachment 2: 2024 Improvement Plans

I. Executive Summary

2024 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 2024 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 2024 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 12.28% (Figure 1.1). Student performance has increased by 2.15% since 2023, with 77.57% 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 22.26%. 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 58 new Program-level Student Learning Outcomes, 24 new program-level rubrics, and a 4.52% increase in the number of program-level assessments conducted.

1. Participation Rates

Figure 1.1 Year-to-Year Participation Trends

Participation	2017	2018	2019	2020	2021	2022	2023	2024
PT Participation	16.93%	28.33%	31.40%	26.83%	26.13%	38.46%	55.79%	70.40%
FT Participation	79.82%	90.48%	80.87%	75.00%	80.20%	78.30%	84.55%	90.52%
Total Participation	33.18%	44.72%	43.79%	39.09%	39.42%	51.38%	65.01%	77.29%
Sections Assessed	385	520	609	566	591	557	838	1,019
Courses Assessed	186	252	281	240	266	273	340	417
Completed Assessments	467	585	680	605	648	601	938	1,090

Over the 2024 calendar year, PCC employed an instructional staff of 339 total, consisting of 116 full-time faculty and 223 part-time instructors. Of that instructional staff, we had a total of 262 participants in assessment, including 105 full-time faculty and 157 part-time instructors. Full-time participation increased 5.97%, with 90.52% of full-time faculty entering scores into eLumen. Our efforts to promote part-time participation in assessment have proven effective, increasing 14.61% from 2023 to 2024. We have now reached our highest overall participation rate in 8 years (77.29%, an increase of 12.28% in one year).

2. Performance Target Achievement

Figure 1.2 Year-to-Year Performance Trends

ISLO	2017	2018	2019	2020	2021	2022	2023	2024
1: Critical Thinking	63.85%	69.29%	67.68%	68.19%	71.08%	72.92%	76.53%	76.04%
2: Communication	67.24%	64.14%	77.50%	79.44%	76.47%	71.14%	75.07%	78.65%
3: Quantitative Reasoning	73.59%	77.68%	78.72%	76.71%	79.76%	72.44%	72.79%	70.50%
4: Literacy	73.58%	69.44%	70.63%	75.53%	74.46%	69.86%	72.09%	77.54%
5: Professionalism	77.82%	76.46%	77.92%	78.31%	79.15%	73.50%	75.62%	79.87%
6: Social Consciousness	N/A	N/A	N/A	N/A	N/A	69.07%	78.10%	82.41%
All ISLOs	70.26%	70.53%	73.50%	75.40%	76.20%	71.83%	75.42%	77.57%

Student performance rates have increased for all but one of our six Institutional Student Learning Outcomes (cumulative increase of 2.15%), and we continue to reach our target of 70% overall (77.57%). All six ISLOs met the performance target, with significant increases in Literacy

(+5.45%), Social Consciousness, (+4.31%), Professionalism (+4.25%), and Communication (+3.58%). We did see small but noteworthy decreases in Critical Thinking (-0.49%) and Quantitative Reasoning (2.29%).

3. Sample Sizes

Figure 1.3 Year-to-Year Sampling Trends

ISLO	2017	2018	2019	2020	2021	2022	2023	2024
1: Critical Thinking	10,002	11,316	11,932	8,704	6,167	7,606	12,478	13,499
2: Communication	5,262	7,209	8,570	8,676	7,030	5,959	7,104	9,630
3: Quantitative Reasoning	4,514	2,648	3,487	5,724	4,724	4,565	4,432	5,576
4: Literacy	5,322	7,892	5,741	4,278	6,493	5,916	4,600	5,718
5: Professionalism	6,266	8,393	7,559	6,809	6,064	6,343	6,295	8,528
6: Social Consciousness	N/A	N/A	N/A	N/A	N/A	2,118	5,348	6,269
All ISLOs	31,366	37,458	37,289	35,836	31,890	33,039	40,257	49,220

Sample sizes increased overall (22.26% increase from 2023), with an increase in the number of scores collected for all 6 ISLOs, with the largest increase in the area of Communication (+35.6%), followed shortly by Professionalism (+35.5%), then Quantitative Reasoning (+25.8%) and Literacy (+24.3%). Smaller but still significant increases in sample sizes were also seen in Social Consciousness (+17.2%) and Critical Thinking (+8.18%).

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	2024
Prefixes with PSLOs	62/90	68/88	75/84	76/88	79/89	76/93	104/106	89/111
Total PSLOs	437	452	517	604	623	652	722	780
Mapped PSLOs	115	301	420	447	461	493	524	560
PSLOs with Rubrics	193	200	240	334	326	320	347	371
Completed PSLO Assessments	177	332	384	302	387	327	442	462
Courses	71	160	137	107	152	146	165	174
Sections	140	413	322	288	344	293	385	424

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, we have continued to see that the more personalized attention provided by Assessment Leads has helped to guide program- and course-level assessment efforts

more successfully. We also saw another 10.56% increase in the total number of course-level assessments completed and will continue to focus on expanding this further moving forward.

Figure 1.5 Course-Level Assessment Trends

Course-Level Progress	2022	2023	2024
Total CSLOs	Unknown	11,230	11,053
Mapped CSLOs	Unknown	1,412	4,257
CSLOs with Rubrics	Unknown	7,882	10,523
Completed CSLO Assessments	119	322	356
Students Assessed	1,462	3,382	3,993
Courses Assessed	58	136	178
Sections Assessed	108	277	318

B. Areas of Opportunity

For 2024, then, the Assessment committee will focus on several important areas of improvement:

1. **Colorado Online Integration:** Colorado Online—a collaboration across the 13 institutions in the Colorado Community College System to offer online classes to students across the state, no matter their home institution—has proven a complex undertaking on many fronts. For our purposes, it has been a challenge to ensure the accurate and complete inclusion of PCC-taught Colorado Online classes in the eLumen data load each semester so that they can also be assessed. While a work-around using the Colorado Online “Sectionizer” tool has been developed, it is not a perfect solution, and inaccuracies and omissions still occur. Collaboration with Institutional Research experts for the college and at the system office will be needed moving forward to incorporate these classes into our eLumen assessment processes more successfully.
2. **Concurrent Enrollment Assessment:** Conversations surrounding our many Concurrent Enrollment partnerships have begun in earnest, and assessment of student learning in those course offerings is one among many priorities for improvement. Historically, CE instructors have not been included in PCC’s assessment activities as they are not directly employed by the college, but this does not eliminate the importance of assessing student learning in these

classes. In 2024, we received our first-ever assessment data from CE classes, although that amounted to only 7 assessments conducted by just 2 CE instructors out of the 103 on record. In 2025, efforts to improve communication, training, and participation in assessment for Concurrent Enrollment instructors will be a top priority.

3. **Co-Curricular Assessment:** Initial efforts to establish co-curricular assessment practices have been promising, but there is still much room to grow. Several of the services that have identified for possible assessment of student learning have at least developed Student Services Learning Outcomes (SSLOs) along with corresponding assessment rubrics. Data collection has increased from 2024 to 2025, 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. **Statewide Collaboration:** As the Colorado Community College system continues to evolve, especially now with the implementation of Colorado Online, there is an ever-growing need for the development of a coordinated approach to assessment statewide. After a preliminary discussion in the spring of 2025 with two other colleges, there is a proposal to form a statewide assessment committee that would consist of representatives from each college. This committee would serve the purpose of seeking best assessment practices, sharing successes and challenges, and developing creative recommendations to pose solutions for each individual college within the system. This discussion will continue throughout the next academic year to determine interest and practicality across all colleges within the system.

** 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

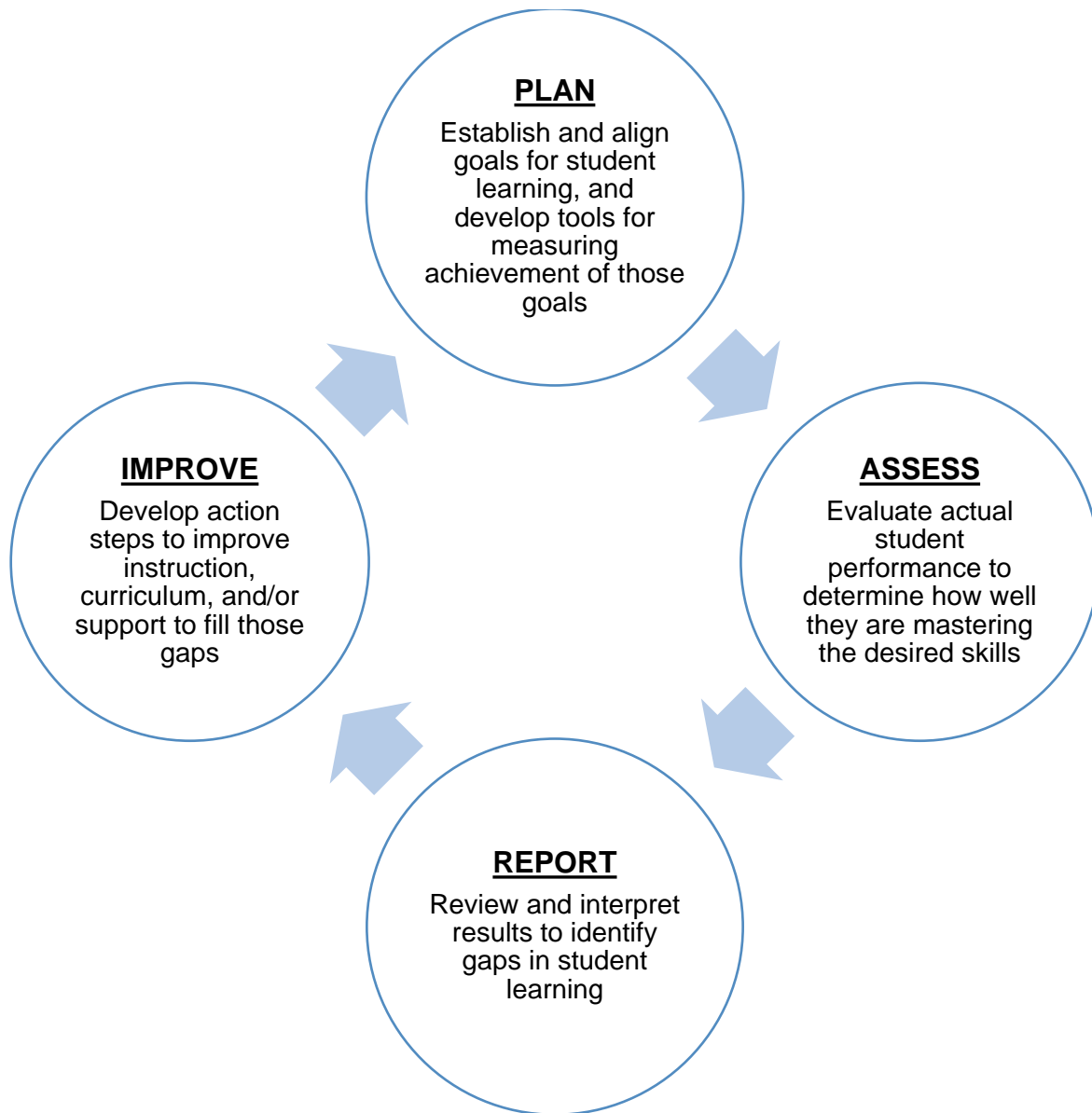
PCC's assessment cycle follows the calendar year and includes four key phases that guide our assessment activities over the course of each year (see Figure 2.1 below):

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.

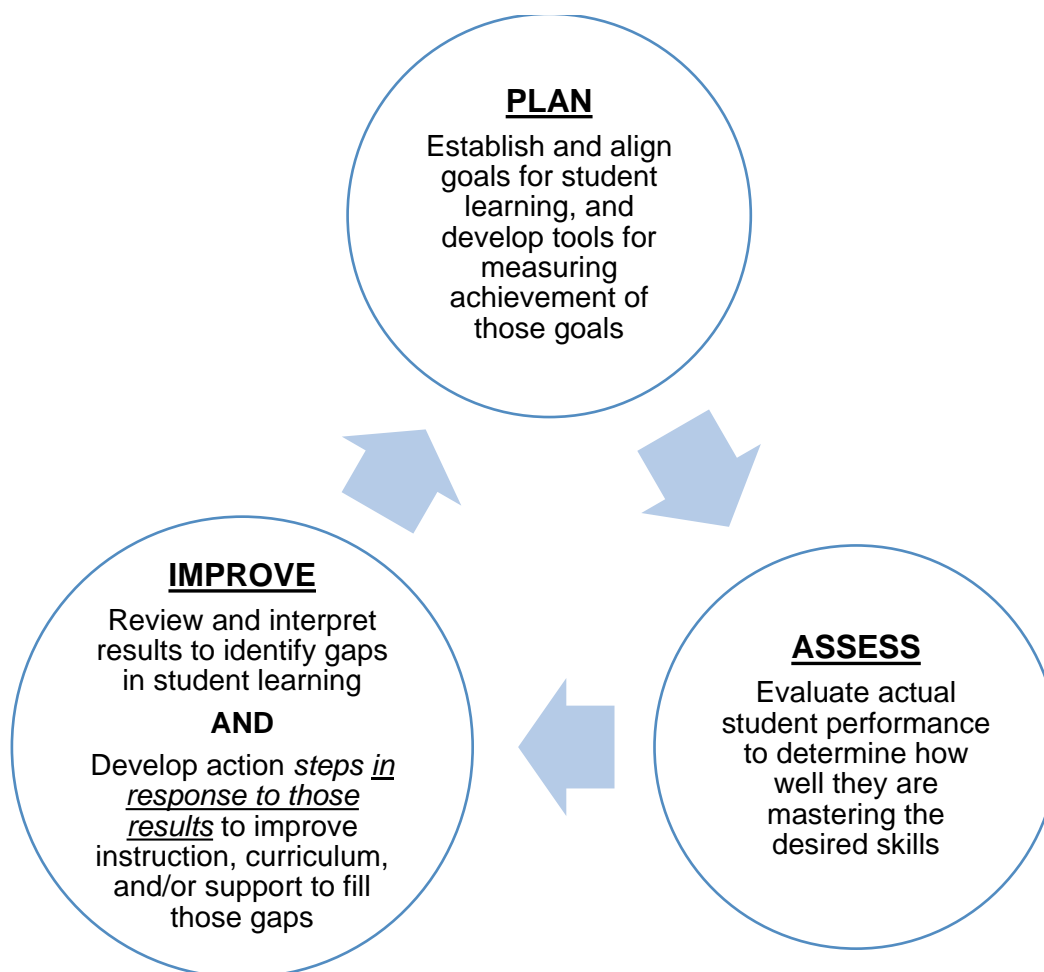
However, the final two steps in this cycle—reporting results and planning improvements—have historically been seen as separate processes, when in reality, assessment results and any improvements that might be made based on those results are intrinsically intertwined, and efforts to “close the assessment 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 breakdowns of these figures for each division and department.

Reporting Chain

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

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

Figure 2.3 Reporting Chain

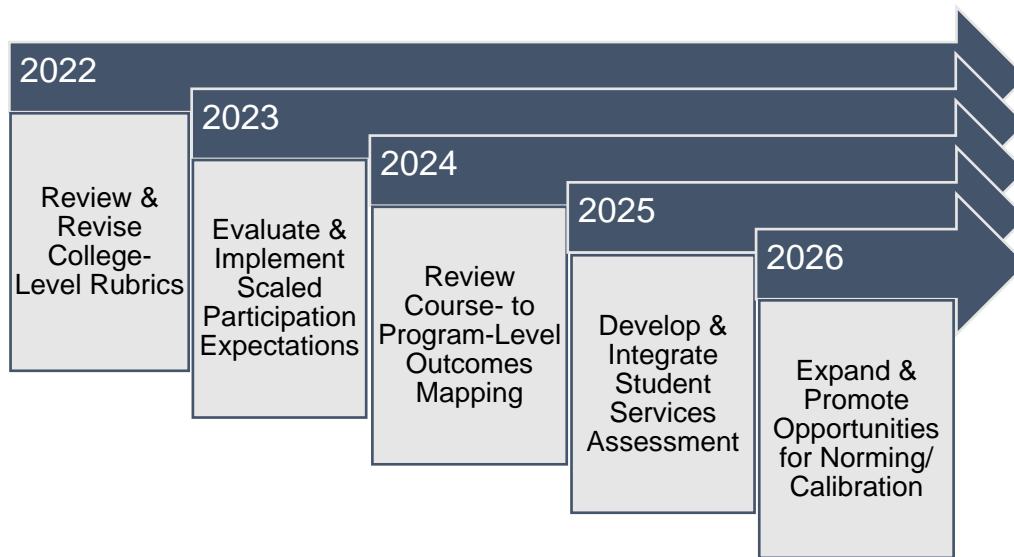


Departmental results, participation reports, and institution-wide trends are included in the final version of this report, posted on the U: drive, and distributed to the college Deans, Division Leads, and Department Chairs to be reviewed and discussed with faculty. Assessment plans and reports dating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

B. Five-Year Plan

We are now entering the fourth 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 2024, we focused on reviewing the mapping of course- to program-level student learning outcomes (see section IV part E). Our primary task for the upcoming 2025 calendar year will be to expand our efforts to develop assessment measures and practices for Student Services (see section III part C). In addition, the Assessment Committee will be organizing college-wide discussions about our goals for assessment in the coming years through an open forum and several opportunities to contribute ideas for a new five-year plan amongst faculty, instructors, student services, and administrators.

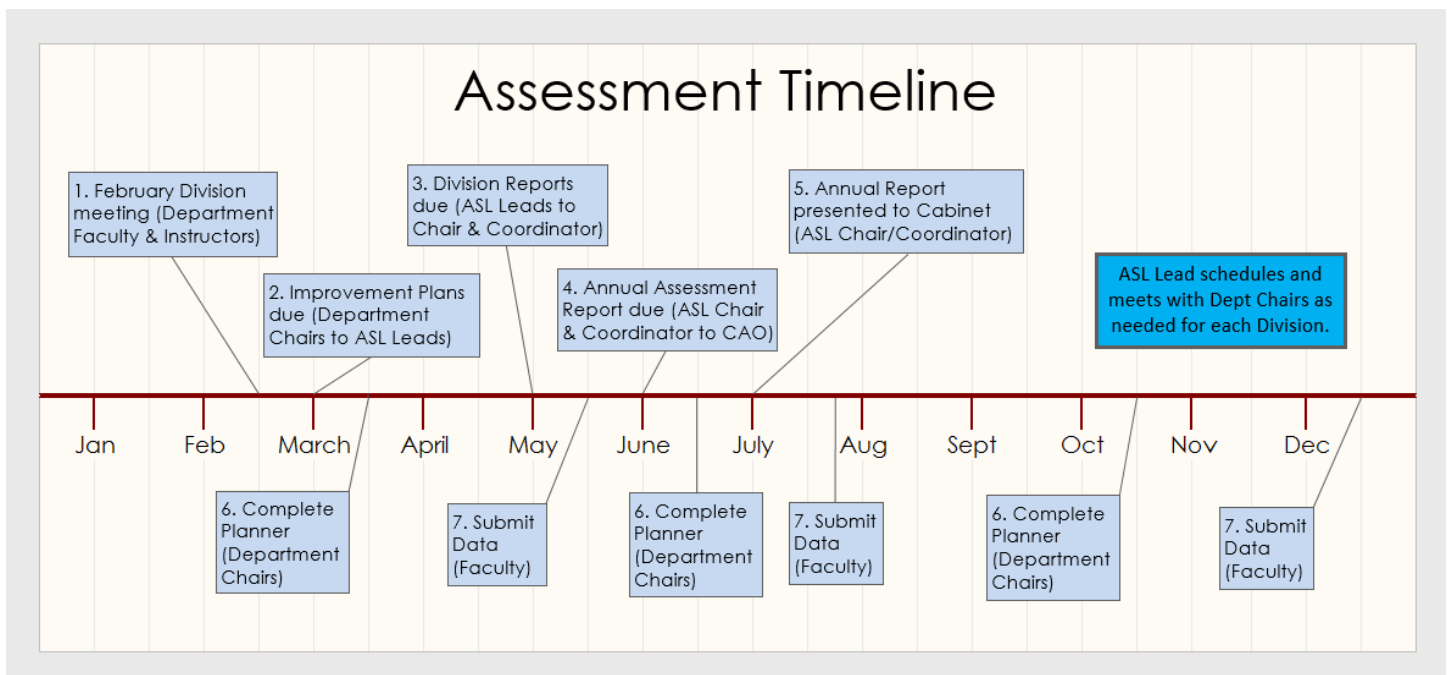
Figure 2.4 Five-Year Plan



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. In 2024, we revised the Improvement Plan template to separate the narrative response sections into shorter, more directed questions.
- 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. In addition, the full-time faculty

evaluation form now includes a separate section dedicated to goals for assessment of student learning, emphasizing the importance of assessment as an essential job function. These efforts have 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

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 annual 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/or Campus.

ASSESSMENT OF STUDENT LEARNING PROCESS

- **Division Leads** communicate with all Department Chairs in their division at least once each semester 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, including reviewing each of their Departments' annual Improvement Plans.
- **Campus Leads** communicate with all faculty and instructors on their campus at least once each semester about their assessment activities and ensure that they are participating in assessment according to the institution's requirements. They are the primary point of contact and support for all instructional staff on their campus in developing and conducting their own assessments, including providing training and resources as needed.

Assessment Leads also assist the ASL Director and Committee Chair in a more general sense to coordinate assessment practices and pursue recommendations for improvements and resources needed to facilitate assessment processes.

III. Ongoing Projects

A. Increasing 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

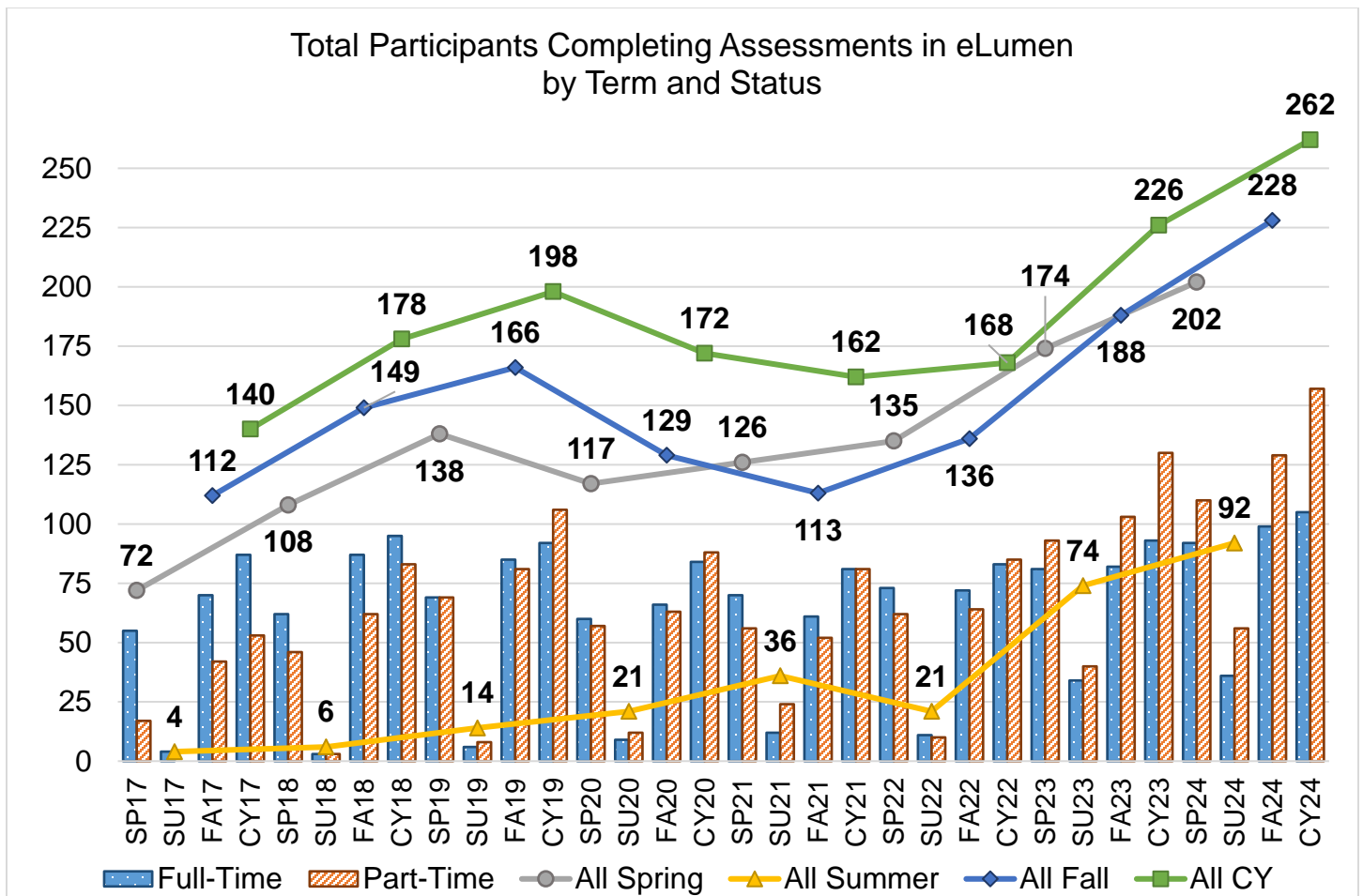
The ASL Committee's plan for clear, regular, and timely communication follows consistent and expected methods for distributing information in multiple formats, including establishing specific individuals and platforms as the primary sources of specific types of assessment-related materials, instructions,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

- Dedicated Contact: The faculty Assessment Leads are the primary point of contact for their respective Divisions and Campuses, 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. Participation Rates

During the 2024 cycle, a total of 262 *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). 157 of those were part-time instructors, representing approximately 70.4% of our part-time instructors across all three campuses and 59.9% of all individuals participating in assessment throughout the calendar year. Between the 2023 and 2024 cycles, we expanded our efforts to communicate expectations clearly with part-time instructors, resulting in a 14.61% 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	39	372	258	198
ECE	1	1	22	13	8
ENG	7	6	105	86	75
FAH	12	8	94	46	58
MAT	1	1	12	6	7
MGD	4	4	42	41	3
SCI	9	7	10	9	5
SOC	12	12	87	57	42
Business & Technology	38	27	201	158	81
AGP	4	4	23	23	0
ASE	6	1	13	11	8
BUS	8	7	40	21	7
CIS	4	3	27	22	11
CUA	2	2	12	9	6
HIT	2	1	7	7	6
MAC	11	8	71	57	35
WEL	1	1	8	8	8
Health & Public Safety	19	15	144	100	67
COS	5	4	18	13	0
DEH	1	1	23	22	6
EMS	1	1	14	9	11
FST	3	1	6	6	6
HPR	3	2	8	6	3
LEA	1	1	20	3	15
OTA	1	1	6	6	6
PTA	1	1	14	12	5
RCA	1	1	7	7	4
RTE	2	2	28	16	11
Medical & Behavioral Health	8	8	63	44	25
BEH	3	3	12	0	0
MAP	2	2	12	6	0
NUA	1	1	9	9	9
NUR	1	1	21	20	12
STE	1	1	9	9	4
Institution Totals	111	89	780	560	371

Development of program-level assessment continues to progress steadily. Out of 111 prefixes, 89 have PSLOs associated with them, for a total of 780 PSLOs (increase from 722 in 2023), 560 of which are mapped (increase from 518 in 2023). Out of those, 371 have rubrics associated with them (increase from 347 in 2023). 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 2024, our new Career Services office was added to that list. These 19 areas were built into eLumen as co-curricular “Contexts” within the Student Services “department” in order to parallel the academic assessment processes that have been so successful.

After a period of uncertainty due to a change in leadership, we continued our efforts to collaborate with the directors of each area, including training and guidelines for developing Student Services Learning Outcomes (SSLOs) and their corresponding assessment rubrics. As of 2024, in total, 65 SSLOs, including “context-” (i.e. associated with a specific service or event)

and program-level outcomes (increase from 38 in 2023) across 14 student services, and 17 rubrics (increase from 15 in 2023) have now been developed for 11 areas, as outlined below:

Figure 3.3 Student Services Assessment Development

Student Service	SSLOs	w/Mapping	w/Rubric	Rubrics
Admissions & Records (ADM)	5	1	0	1*
Advising & Success Coaches (ADV)	8	4	4	1
Career Services (CRS)	7	7	7	1
Children First (CHF) [†]	0	0	0	0
Concurrent Enrollment (COE)	2	0	0	0
Dean of Students (DOS)	10	10	3	3
Disability Resources Center (DRC)	2	2	1	1
Financial Aid (FIN)	1	1	1	1
Library (LIB)	7	6	1	2
OPTICA (OPT)	2	2	0	0
Recruitment (RCR) [†]	0	0	0	0
Return to Earn (RER)	4	4	4	1
Student Life (LIF)	5	5	5	2
Student Services (SSS)	0	0	0	0
Services Fremont/Southwest (FRSW)	1	1	0	0
Testing (TES) [†]	0	0	0	0
The Learning Center (TLC)	2	2	1	1
TRIO Student Support Services (TRO)	9	9	9	3
Tutoring (TUT)	0	0	0	0
All Student Services	65	54	36	17

* Indicates a rubric that is not yet finalized but is currently in draft stage

[†] Indicates that assessment for this area is on hold until the process is further developed

Of those, 8 areas have implemented assessments with data collected for the 2024 calendar year cycle. A total of 1,453 students were assessed, amounting to 3,214 scores collected, not including N/A scores. Student services focused on assessing students on skills that are mapped to 3 of our 6 ISLOs, and they performed above the 70% target overall in all 3: Effective Communication (76.27%), Literacy (83.35%), and Professionalism (77.62%), with an overall performance rate of 79.68% across all student services that were assessed.

Figure 3.4 Student Services Assessment Results

Office	ISLO	SP24		SU24		FA24	
		TA%	Sample	TA%	Sample	TA%	Sample
Advising, Success Coaches	4b: Locate Information	86.49%	74	88.89%	63	88.05%	159
Advising, Success Coaches	4d: Apply Information	86.49%	74	88.89%	63	88.05%	159
Advising, Success Coaches	5a: Personal Accountability	85.14%	74	84.13%	63	85.53%	159
Advising, Success Coaches	5b: Self-Efficacy	87.84%	74	87.30%	63	84.28%	159
Advising, Success Coaches	5c: Ethical Behavior	74.32%	74	74.60%	63	74.21%	159
Advising, Success Coaches	5d: Professional Conduct	74.32%	74	74.60%	63	74.21%	159
Career Services	2a: Clear Communication	77.78%	18	N/A	0	N/A	0
Career Services	2b: Communicate Purposefully	72.22%	18	N/A	0	N/A	0
Career Services	2c: Communication Conventions	83.33%	18	N/A	0	N/A	0
Career Services	5a: Personal Accountability	72.22%	18	N/A	0	N/A	0
Career Services	5b: Self-Efficacy	72.22%	18	N/A	0	N/A	0
Career Services	5d: Professional Conduct	77.78%	36	N/A	0	N/A	0
Dean of Students	2b: Communicate Purposefully	60.00%	5	N/A	0	N/A	0
Disability Resource Center	5b: Self-Efficacy	90.87%	208	N/A	0	N/A	0
Financial Aid	4b: Locate Information	35.00%	80	77.27%	44	83.51%	188
Library	4d: Apply Information	87.93%	58	94.44%	18	88.75%	160
Return to Earn	4d: Apply Information	87.10%	31	N/A	0	N/A	0
Return to Earn	5a: Personal Accountability	81.58%	38	N/A	0	N/A	0
Return to Earn	5b: Self-Efficacy	78.95%	38	N/A	0	N/A	0
TRIO Student Support Services	5b: Self-Efficacy	N/A	0	N/A	0	65.32%	444

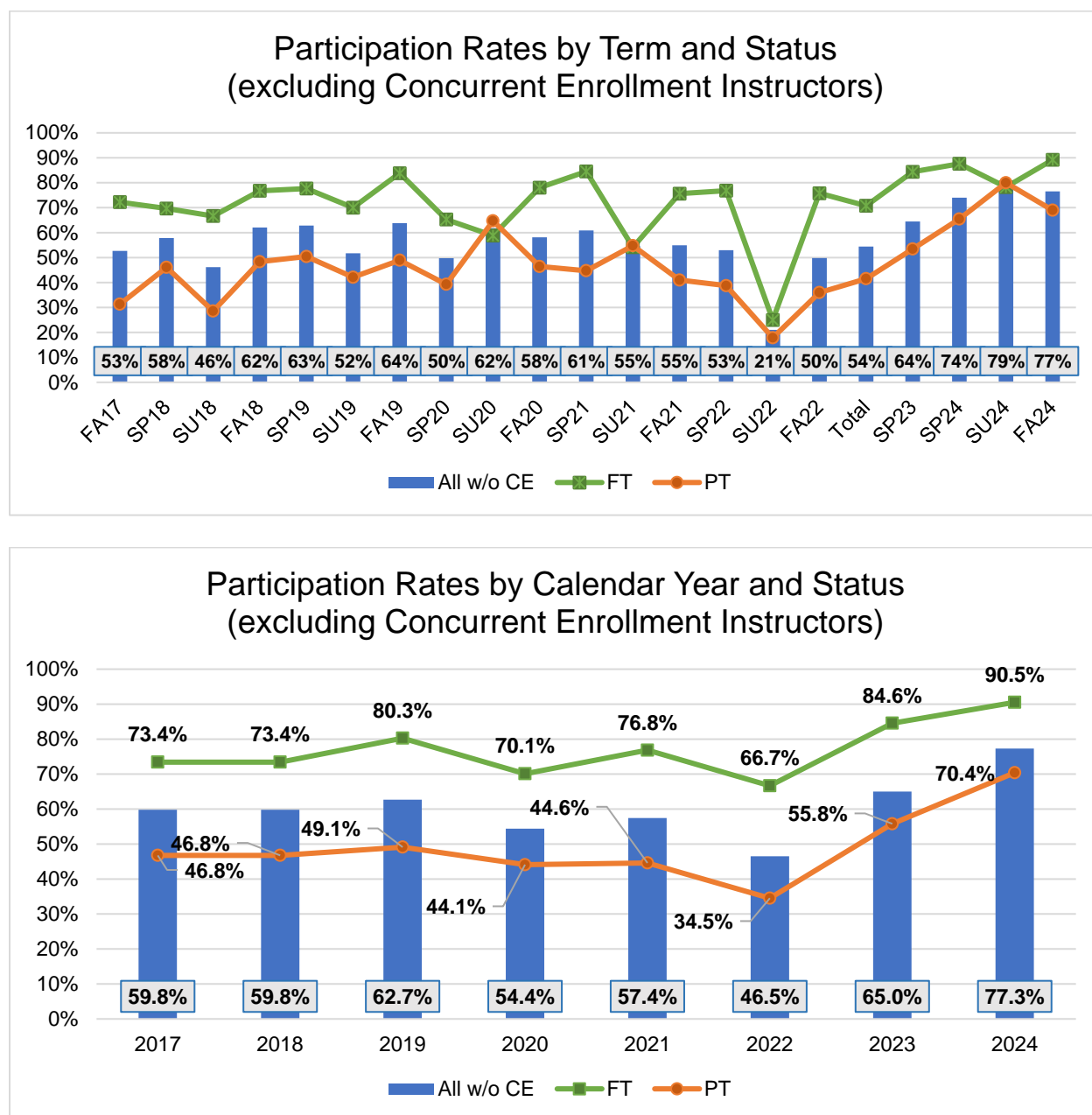
IV. New Initiatives

A. Introduction of Campus Leads

Through recognizing the complex, unique challenges that our branch campuses in Fremont and Durango face, in comparison to the main Pueblo campus locations, it was determined that action needed to be taken to improve assessment relations. Despite overall improvements in assessment participation from full- and part-time faculty shown from the implementation of Division leads in 2023, participation from Fremont and Durango campuses (24.5% and 22.2%, respectively) remained disproportionately low. Participation challenges were directly linked to lack of having the direct, convenient support that the Pueblo area locations receive on a daily basis. Recognizing the unique demographic and geological barriers our branch campuses face regarding assessment support, in comparison to the main Pueblo campus, the assessment committee submitted a proposal for branch campus leads in the Fall of 2024. This was approved and the pilot of this process began the following semester.

Each campus lead serves as the primary point of contact for assessment at their location, offering individualized, timely support to faculty and instructors. This structure not only promotes consistency in assessment practices across all campuses, but also builds local capacity through the recognition and direct involvement of campus leads in the day-to-day successes and challenges of assessment that are unique to each campus. This role was intentionally designed to include either full- or part-time faculty, with proportional compensation, ensuring flexibility in meeting staffing needs while promoting equitable support for student learning and accreditation-related processes.

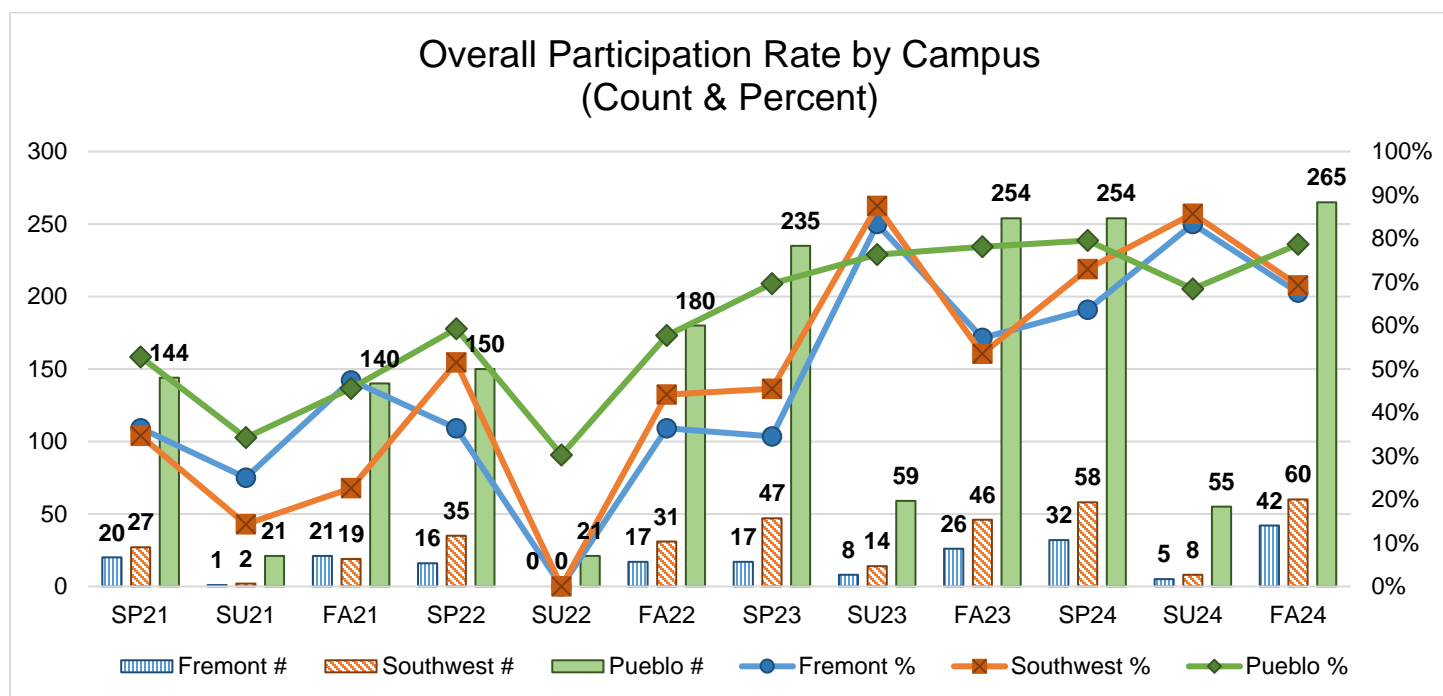
Figure 4.1 Faculty/Instructor Participation Rates by Term, Year, and Status



As evidenced by Figure 4.1, 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 over the past 2 years (+30.8% since 2022), proving the value of maintaining these roles. By contrast, the participation at the branch campuses has historically been notably lower than at the Pueblo campus, averaging a difference

of 12.9% over the past 4 years (see Figure 4.2). We hope to replicate the success seen as a result of the reintroduction of the Division Lead role through increased branch campus participation with the introduction of the Campus Leads.

Figure 4.2 Completed Assessments & Participation Rate by Term and Campus



B. Data Steward Team Training

The college identified a significant risk in having only one individual, the Assessment Director, serving in the data steward role for the college's assessment platform – eLumen. This structure left the college vulnerable in the event of unexpected circumstances. As the college has continued to grow, its assessment needs have also evolved. To support continuing improvement processes of the college, the former structure of one individual within the data steward role did not continue to serve the college in the most effective nor efficient way. For instance, this structure not only placed a significant and ongoing time burden on the Assessment Director but also created a gap in continuity and support for system-wide assessment functions. In response to

these evolving demands, the college purchased service credits as part of our 2024 eLumen contract to invest in cross-training additional team members and strengthen institutional capacity.

Three individuals were selected to receive training: two faculty leaders, one who serves as the Assessment Chair and another who serves as a Division Lead, and one administrator who serves as an Academic Excellence Coordinator. This selection provided a balance of roles across administrative and faculty perspectives. Throughout the Fall of 2024 and the following semester, these individuals met twice a month with the Assessment Director and a representative from eLumen to learn key aspects of the data steward role. These aspects included but were not limited to; how to manage data loads, the creation and implementation of new course files and instructor roles, processing reports, as well as how to manage past data. Throughout the next academic year, these individuals will work alongside the Assessment Director to implement their new data steward roles to better support the college's assessment practices.

C. Recognition Initiatives

After the success of last year's Assessment Showcase, we have committed to hosting this event on an annual basis. During the Assessment Showcase & Awards Ceremony held on January 30th, 2024, a total of 9 poster submissions 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 2024, 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, 46 faculty and instructors received an assessment champion award for participation in assessment every year since 2017, while 9 faculty and instructors were recognized with individual awards for special accomplishments during the 2023-2024 academic year:

- The Early Birds: First to Complete an Assessment Each Semester
- The Overachievers: Most Assessments Completed (total, per class, in one term)
- Legacies: Long-term Achievements, including longest streak of participation, most consistent, and biggest improvement from the previous year.

In addition, 6 Departments were awarded trophies for 100% participation, first-ever Concurrent Enrollment participation in assessment, most assessments by department size, and we also introduced the new Division Champion traveling trophy, which has proven to generate a lot of healthy competition and motivation to win the trophy in future years. All of the awardees were recognized during the Assessment Showcase & Awards Ceremony on January 30th, 2024. The complete list of awardees can be found under [Celebrations](#) on the PCC Assessment Blog.

D. Demographic Data

In an effort to improve our data collection such that we can disaggregate results according to relevant student demographics, several new elements were coded into eLumen this year, including Age, Student Type, Home College, and Program of Study. As a result, we are now able to track and report on more detailed student performance analytics. This year's report will therefore provide some baseline data on these various student demographics. Demographic categories currently tracked in eLumen, with key findings and notable trends, are outlined below. See tables 5.13 through 5.15 for detailed results by student demographic.

Overview of Student Performance by Demographic

- Racial or Ethnic Identity

Highest Performance:

- Asian students (n = 284) had the highest overall performance (85.2%), with particularly high scores on ISLO3 (87.0%) and ISLO4 (89.3%).

- White students (n = 13,856) also performed consistently at or near the 70% target across all ISLOs, averaging 76.2%.
- Native Hawaiian & Pacific Islander students (n = 29) had perfect scores for ISLOs 4-6, but 0.0% on ISLOs 1 and 3—this is due to the very small sample size.

Lowest Performance:

- American Indian or Alaskan Native (n = 485) students showed the lowest overall performance (59.2%), with ISLO5 (37.3%) as a clear outlier needing attention.
 - Non-Resident Alien (International) students (n = 141) also had lower scores (66.0%), with notable struggles in ISLO1 (53.3%) and ISLO4 (50.0%).
- Age

General Finding: Correlation between Age and Performance

- Performance improved progressively with age.
 - 35-44, 45-54, and 65+ groups performed the highest (81.3%, 83.57%, and 90.7%, respectively).
 - Under 18 and 18-24 groups scored the lowest (67.66% and 68.1%), suggesting that maturity and experience positively influence ISLO attainment.
- Gender Identity
 - Female students (n = 16,632) outperformed male students (n = 12,932) on every ISLO, with a 9% gap in overall average (76.2% vs. 67.6%).
 - Non-Binary students (n = 4) recorded 100% due to very low sample sizes.
 - First-Generation Status & Pell Eligibility

- First-Generation students (n = 20,738) and Non-First-Generation students (n = 8,837) had nearly identical overall performance (72.52% vs. 72.35%), suggesting equity in outcomes.
- Not Pell Eligible students (n = 4,281) outperformed Pell Eligible students (n = 12,916) only slightly (76.4% vs. 74.1%), indicating some potential minor opportunity gaps tied to socioeconomic factors.

- Student Type

Highest Performance:

- Transfer with Credit students (n = 2,007) had the highest overall performance (79.47%), well above the average.
- Re-Admit (n = 1,708) and Continuing Students (n = 13,575) also did well (73.36% and 75.89%, respectively).

Lowest Performance:

- High School Students (n = 8,419) and New First Time Anywhere students (n = 3,686) had the lowest scores (66.84% and 68.58%), particularly in ISLO3 (61.99% and 65.15%).
- Guest/Summer Students (n = 140) also scored slightly below the 70% target (69.29%), but the sample size is much smaller than any other student type, making this result not as statistically significant.

- Campus, Home College, Program of Study

Results can also be disaggregated by Campus (the physical location where the class was taught), Home College (to track non-PCC students enrolled in PCC-taught Colorado Online classes), and Program of Study (declared certificate or degree pathway) as needed.

Recommendations Based on Initial Demographic Data

1. **Support for American Indian or Alaskan Native and Non-Resident Alien students** in lower-performing ISLOs, especially ISLO5 and ISLOs 1 and 4 respectively.
2. **Close the gender gap** by investigating why male students' overall average is 9% lower than female students.
3. **Bridge age-related gaps** with enhanced supports for younger students (under 25), particularly around ISLO3 (Quantitative Reasoning) and ISLO1 (Critical Thinking).
4. **Examine High School and New First Time Anywhere student transitions** into college-level work—these groups may need more robust onboarding programs or additional transitional support to improve learning outcomes.
5. **Equity-focused interventions:** While Pell eligibility differences are small, they're consistent—consider expanding targeted support for Pell-eligible students in underperforming ISLOs.

E. Course-Program Mapping

Following the goals outlined in our Five-Year Plan (see Figure 2.4), the primary focus of the Assessment Committee's work in 2024 was a comprehensive review of all Course-level Student Learning Outcomes (CSLOs) and their mapping to Program-Level Student Learning Outcomes (PSLOs) in our assessment platform, eLumen. Committee members were assigned programs adjacent to their own areas of expertise to review, representing a total of over 11,000 CSLOs, and collaborated with other faculty as needed to ensure the accuracy and completeness of the mapping entered into the system. The eLumen software is then able to track student performance on multiple levels with just a single assessment at the course level, generating more robust data for evaluating student learning both within programs and across the institution as a

whole. This proved to be a much larger endeavor than anticipated, with progress often being limited by the responsiveness of the subject-matter experts from whom input is needed to ensure accurate mapping, so this will become an ongoing project in the years to come. To date, approximately 38.5% (4,257/11,053) of all CSLOs have been mapped, but this is a dramatic increase from the 12.6% (1,412/11,230) that were mapped in 2023.

V. 2024 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 2024 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 1,274 sections of 444 different courses, and scoring was completed in eLumen for 1,019 of those sections in 417 courses, amounting to a total of 1,090 unique assessments completed of the 1,499 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
SP24	92	105	87.62%	110	168	65.48%	202	273	73.99%
SU24	36	46	78.26%	56	70	80.00%	92	116	79.31%
FA24	99	111	89.19%	129	187	68.98%	228	298	76.51%
CY24	105	116	90.52%	157	223	70.40%	262	339	77.29%

A total of 262 individuals participated in institution-level assessment (increase from 223 in 2023, 168 in 2022, 162 in 2021, 172 in 2020, and 198 in 2019), including 105 full-time faculty and 157 part-time instructors, representing a 90.5% full-time participation rate (increase from 84.6% in 20243) and a 70.4% part-time participation rate (increase from 55.8% in 2023), with 77.3% participation overall (increase from 65.0% in 2023). 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 66 in 2024. In the past year, courses were offered in several new prefixes, and a total of 75% of all disciplines (66 out of 88) participated in assessment in 2024. Assessments were completed in the following disciplines (8 prefixes newly assessed in 2024 in bold):

Figure 5.2 Programs Participating in 2024 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 • BEH - Behavioral Health • BIO - Biology • BUS - Business • CHE - Chemistry • CIS - Computer Information Systems • COM - Communication • CON - Construction Technology • 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 | <ul style="list-style-type: none"> • HIT - Health Information Technology • HPR - Health Professional • HUM - Humanities • JOU - Journalism • LEA - Law Enforcement Academy • LIT - Literature • LTN - Library Technician • MAC - Machining Technology • MAN - Management • MAP - Medical Assisting Profession • MAR - Marketing • MAT - Mathematics • MGD - Multimedia and Graphic Design • MUS - Music • NAT - Manicurist • NUA - Nursing Aide • NUR - Nursing • OTA - Occupational Therapy Assistant • PHI - Philosophy • PHT - Pharmacy Technician • PHY - Physics • PSC - Political Science • PSY - Psychology • PTA - Physical Therapist Assistant • PTE - Psychiatric Technician |
|---|---|

- ENP - Entrepreneurship
- ENY - Energy Technology
- EST - Esthetician
- FST - Fire Science Technology
- **FSW - Wildland Firefighter**
- GEO - Geography
- GEY - Geology
- HIM - Health Information Management
- HIS - History
- RCA - Respiratory Care
- RTE - Radiologic Technology
- SOC - Sociology
- SPA - Spanish
- STE - Surgical Technology
- UAS - Unmanned Aircraft Systems
- WEL - Welding Technology
- **WST - Women's Studies**

B. Sample Sizes

We ultimately collected assessment data from 1,019 sections of 417 different courses in 66 prefixes across 29 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 12,704 students were assessed across the institution during the 2024 calendar year:

Figure 5.3 Sample Sizes by Division

Division	Courses	Sections	Students	Assessments
PCC Overall	417	1,019	12,704	1,090
A&S	105	397	5,135	426
BAT	113	273	3,195	285
HPS	143	216	2,467	232
MBH	56	113	1,907	147

Figure 5.4 Total Students Assessed by Level & Division

Level	All	ISLO	PSLO	CSLO
PCC Overall	12,704	4,447	5,071	3,993
A&S	5,135	2,341	1,549	1630
BAT	3,195	1,152	1,352	762
HPS	2,467	421	860	1288
MBH	1,907	533	1,310	313

Note: Totals include assessments that scored students on multiple levels.

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	13,499	2,202	5,710	927	5,181	606	1,530	418	1,078	251
Effective Communication	9,630	1,428	3,795	863	1,512	141	2,192	200	2,131	224
Quantitative Reasoning	5,576	1,153	4,401	1,023	363	47	510	27	302	56
Textual Literacy	5,718	734	1,338	248	2,739	274	988	138	653	74
Professionalism	8,528	765	3,390	420	1,220	56	2,445	144	1,473	145
Social Consciousness	6,269	1,160	4,371	956	107	23	1,074	162	717	19
All ISLOs	49,220	7,442	23,005	4,437	11,122	1,147	8,739	1,089	6,354	769

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

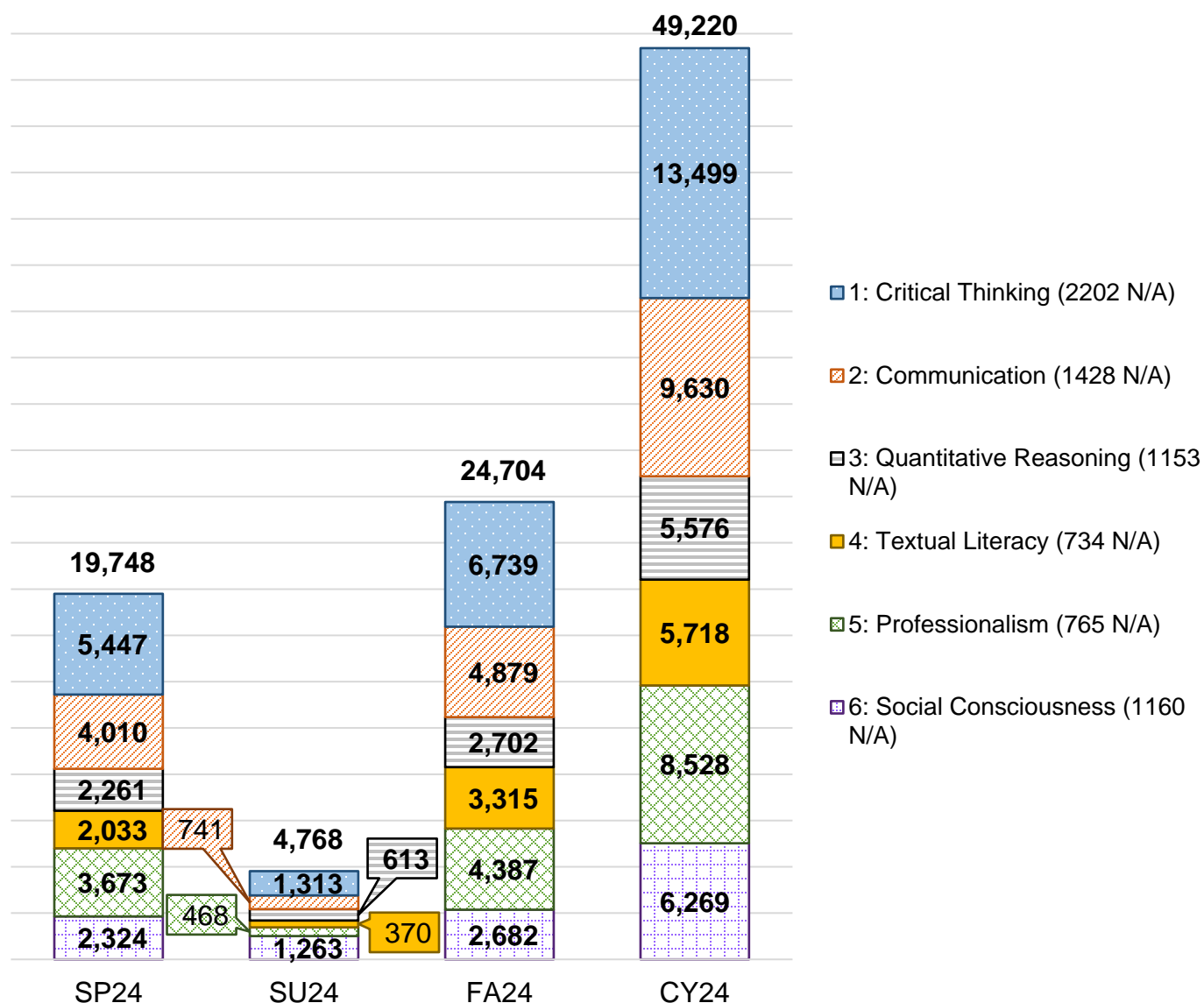


Figure 5.7 Proportion of Total Scores Collected for Each ISLO

ISLO	PCC	A&S	BAT	HPS	MBH
1: Critical Thinking & Problem Solving	27.43%	24.82%	46.58%	17.51%	16.97%
2: Effective Communication	19.57%	16.50%	13.59%	25.08%	33.54%
3: Quantitative Reasoning	11.33%	19.13%	3.26%	5.84%	4.75%
4: Textual Literacy	11.62%	5.82%	24.63%	11.31%	10.28%
5: Professionalism	17.33%	14.74%	10.97%	27.98%	23.18%
6: Social Consciousness	12.74%	19.00%	0.96%	12.29%	11.28%

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

ISLO	SP24	SU24	FA24	CY24
1: Critical Thinking	13.32%	22.63%	12.71%	14.02%
2: Communication	13.86%	17.94%	11.29%	12.91%
3: Quantitative Reasoning	22.22%	13.17%	13.29%	17.13%
4: Textual Literacy	13.01%	12.94%	10.16%	11.38%
5: Professionalism	7.34%	15.83%	8.09%	8.23%
6: Social Consciousness	20.14%	17.99%	9.97%	15.61%
All ISLOs	14.35%	18.17%	11.07%	13.13%

With regard to these data on 2024 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:

- High Coverage ISLOs:** Critical Thinking (27.43% of all scores) and Effective Communication (19.57%) received the highest volume of assessments, showing a consistent focus on these core skills. Professionalism (17.33%) also received strong coverage, especially in HPS (27.98%) and MBH (23.18%).
- Lower Coverage ISLOs:** Quantitative Reasoning (11.33%) and Textual Literacy (11.62%) had less coverage, particularly in MBH and HPS, suggesting these outcomes are less emphasized in those fields. Social Consciousness (12.74%) had notably low representation in BAT (0.96%), which could be a curricular gap worth addressing.

- **Divisional Trends:** BAT focused heavily on Critical Thinking (46.58%), while MBH leaned towards Effective Communication (33.54%). This alignment suggests divisional priorities match program needs, but it also reveals potential areas to diversify outcome assessments for more holistic learning.

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 (4,768 by contrast to 19,748 and 24,704, respectively), the sample size for summer 2024 assessments has actually increased significantly in terms of the total scores collected (a 34.42% increase from 3,547 in summer 2024). In addition, the proportion of courses and sections assessed out of those offered is proportional across all 3 terms in 2024.

Figure 5.9 Proportion of Courses & Sections Assessed by Term

Sample	SP24	SU24	FA24
Courses	243/625 (38.88%)	104/277 (37.55%)	247/619 (39.90%)
Sections	421/1631 (25.81%)	132/502 (26.29%)	466/1897 (24.57%)

Historic trends show a steady increase in summer assessment coverage since SU18, reflecting improved practices but still leaving summer with generally lower assessment rates. 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.

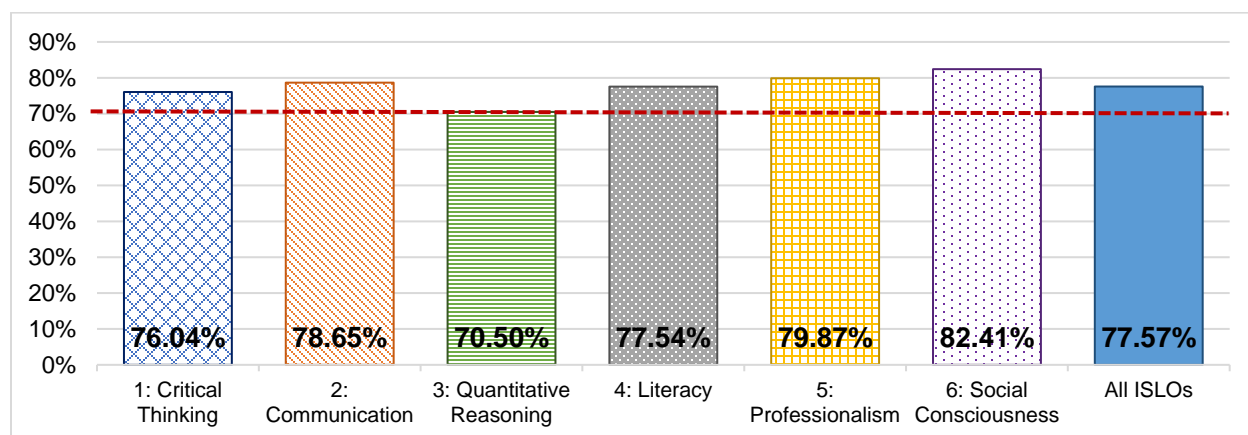
3. N/A Proportion

The average proportion of N/A (“Not Assessed”) scores averaged 13.13% across all ISLOs—generally reasonable but with variation by outcome and term, within a reasonable range of approximately 20% or lower, indicating that instructors felt they were able to accurately assign numerical scores to the majority of their students on all of the criteria described in these rubrics. Quantitative Reasoning (17.13%) and Social Consciousness (15.61%) had the most frequent N/A entries, indicating these may be less integrated into course assessments in some areas.

Quantitative Reasoning has historically been the primary outlier here, but this N/A proportion of 17.13% continues to show improvement over past years (2021 = 29.3%, 2022 = 32.6%, 2023 = 24.5%) but still remains higher than the other ISLOs. This is most likely because 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.

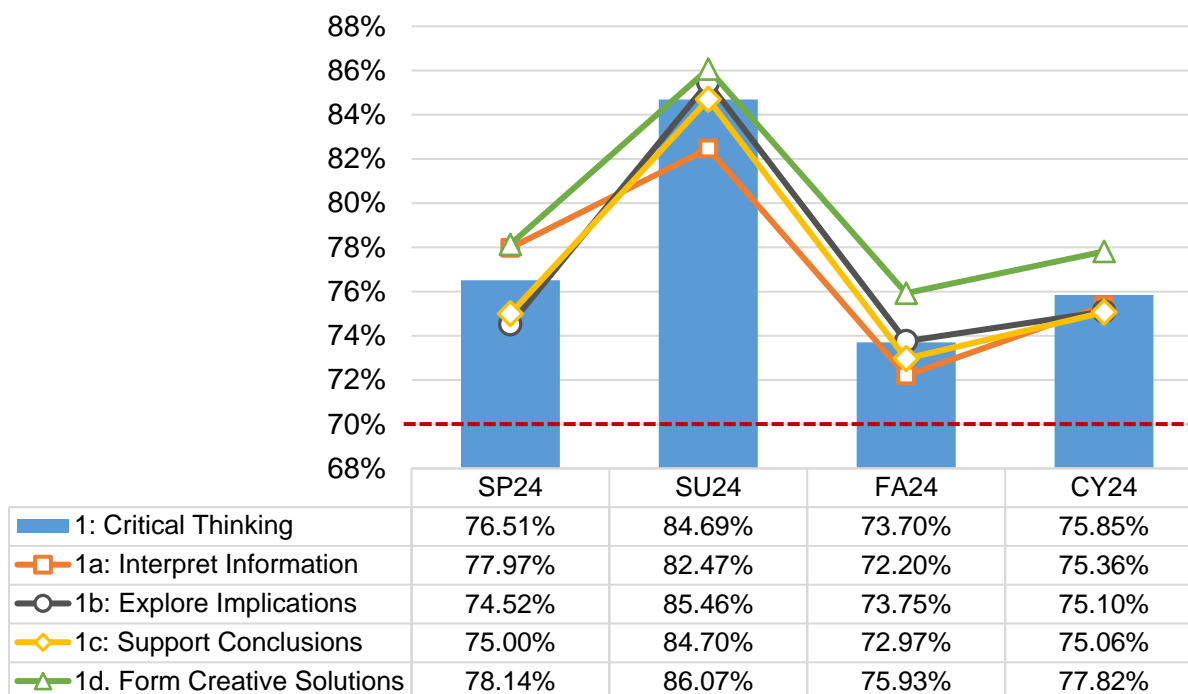
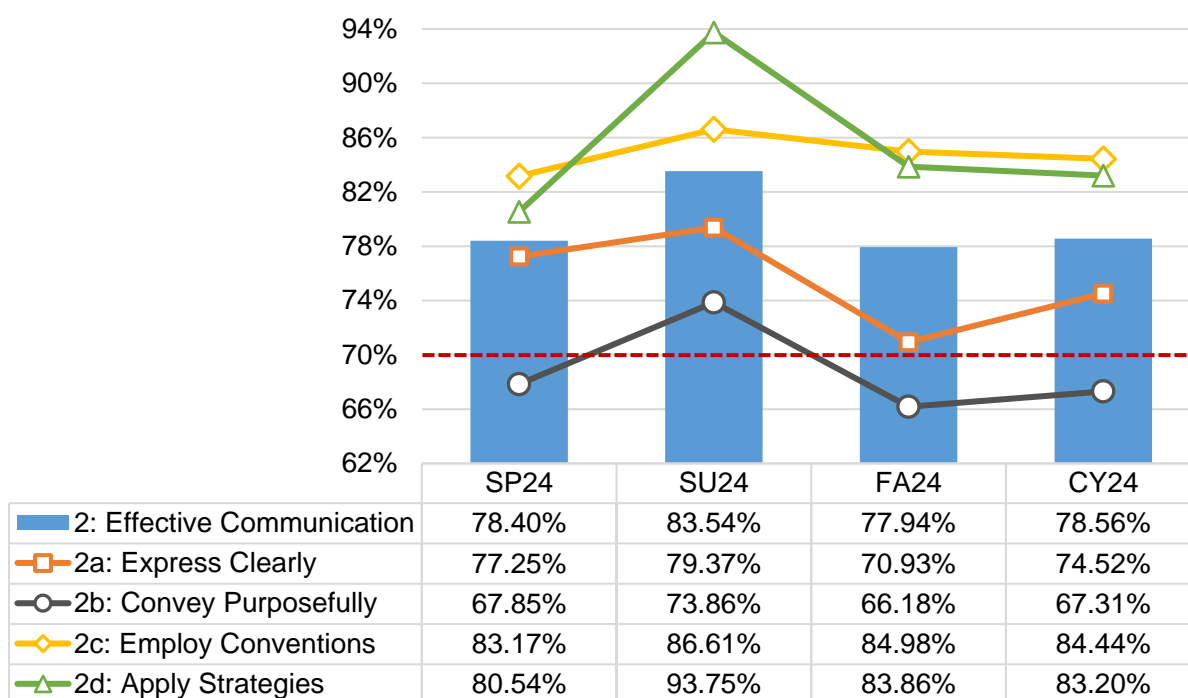
C. Performance Trends

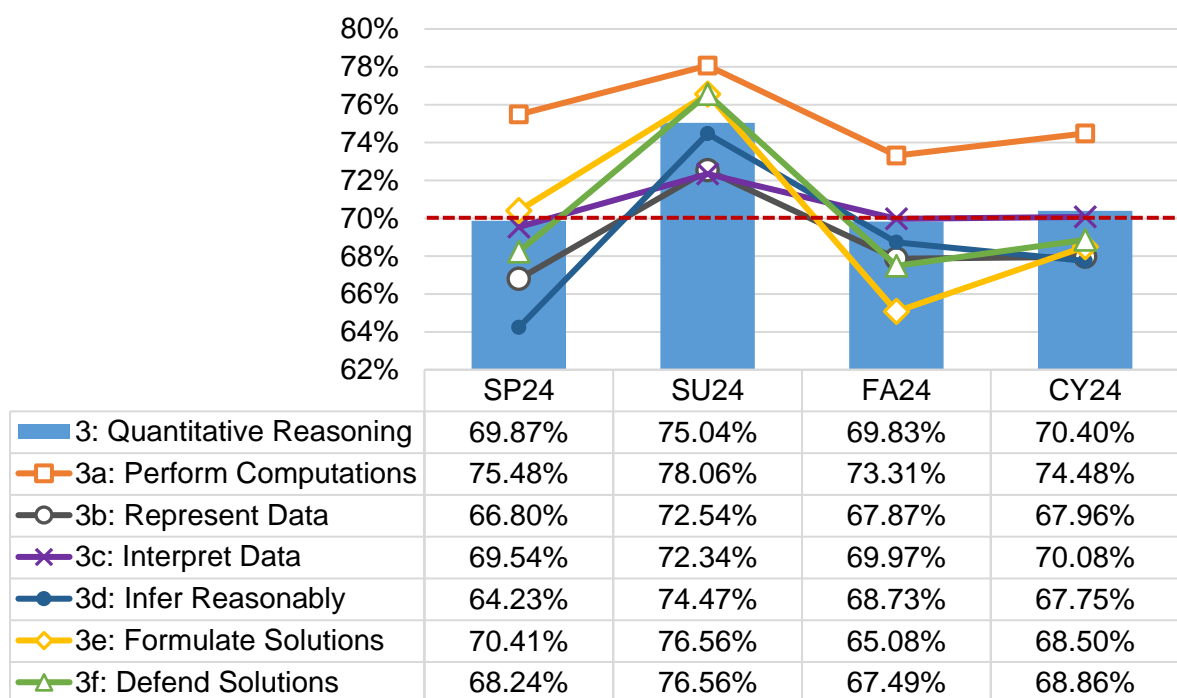
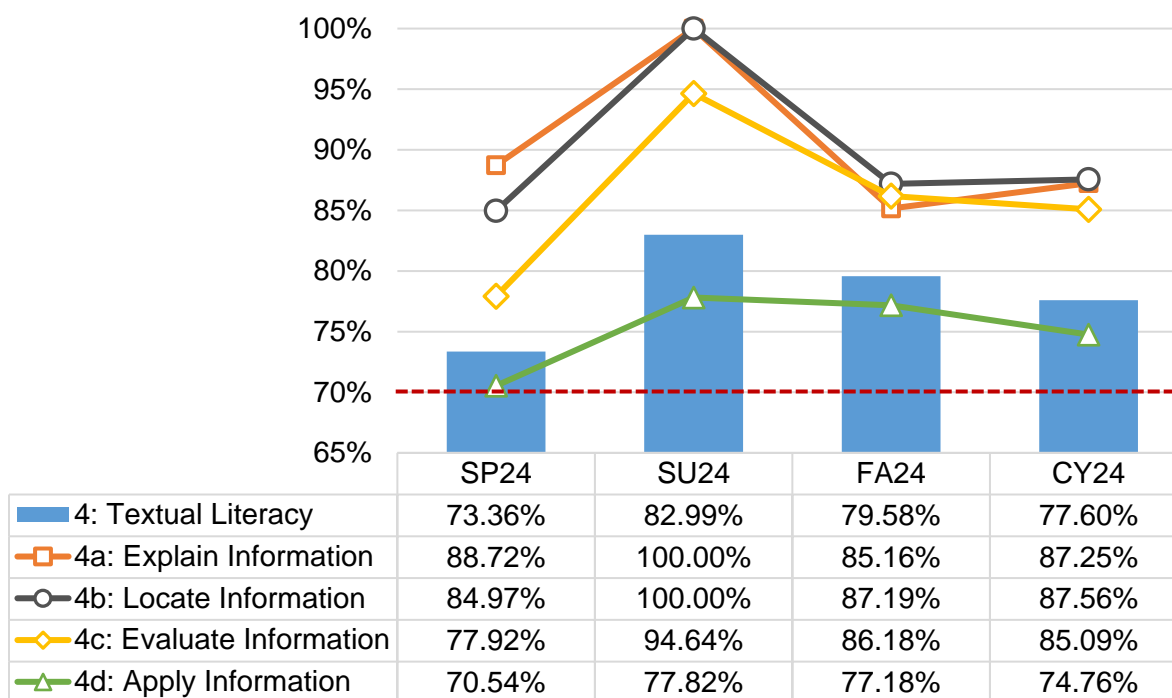
Institution-level results revealed that the performance target—70% of students achieving “Accomplished” (3) or “Exemplary” (4) level of mastery—was met for our ISLOs overall (77.6% average, an increase of 2.4% from 2023) (see figure 5.10 below).

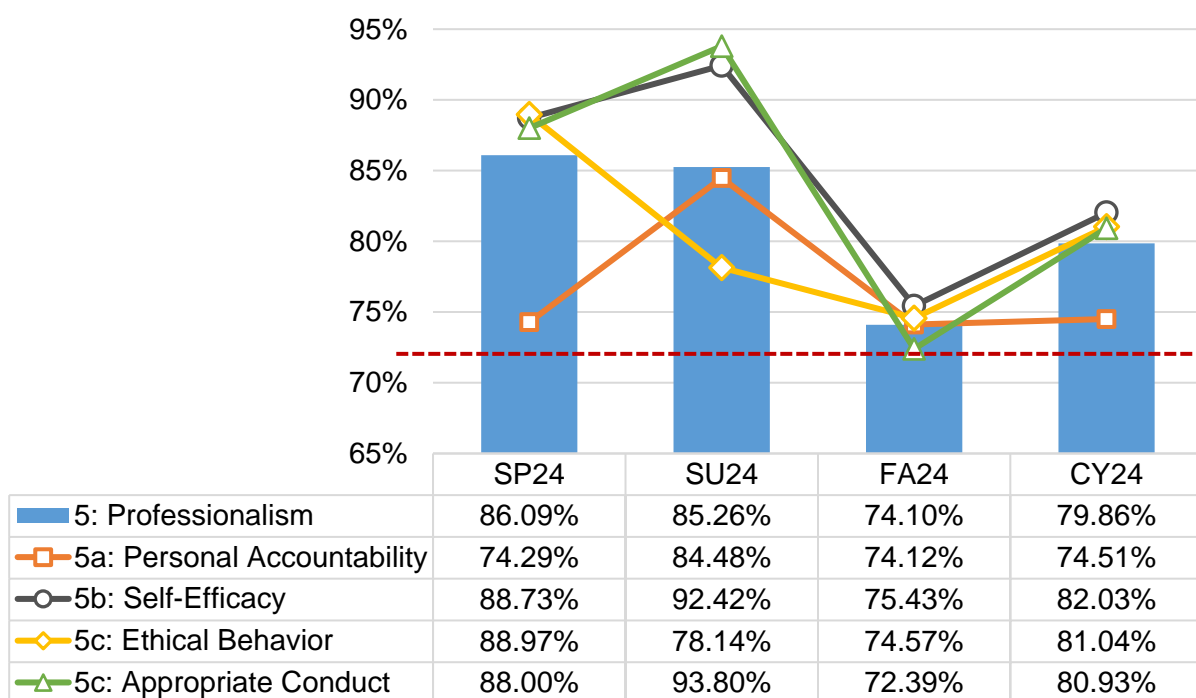
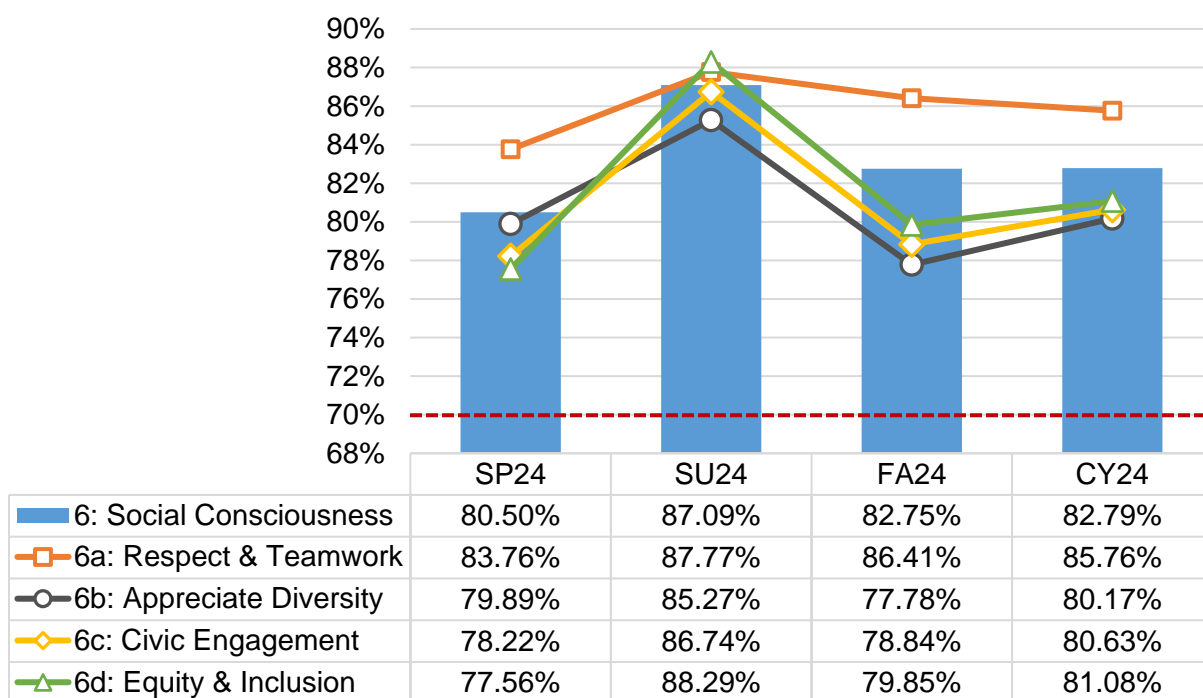
Figure 5.10 Overall ISLO Performance Target Achievement Rates

These results are largely consistent with previous assessment cycles. PCC students are demonstrating impressive performance in all areas, but especially in the skills of Literacy (+5.45%), Social Consciousness, (+4.31%), Professionalism (+4.25%), and Communication (+3.58%). We did see small but noteworthy decreases in Critical Thinking (-0.49%) and Quantitative Reasoning (-2.29%). Our students continued to meet our 70% performance target overall (77.57%) with an average increase of 2.15% since 2023.

Figure 5.11 ISLO Performance by Rubric Criterion

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

ISLO 3: Quantitative ReasoningISLO 4: Literacy

ISLO 5: ProfessionalismISLO 6: Social Consciousness

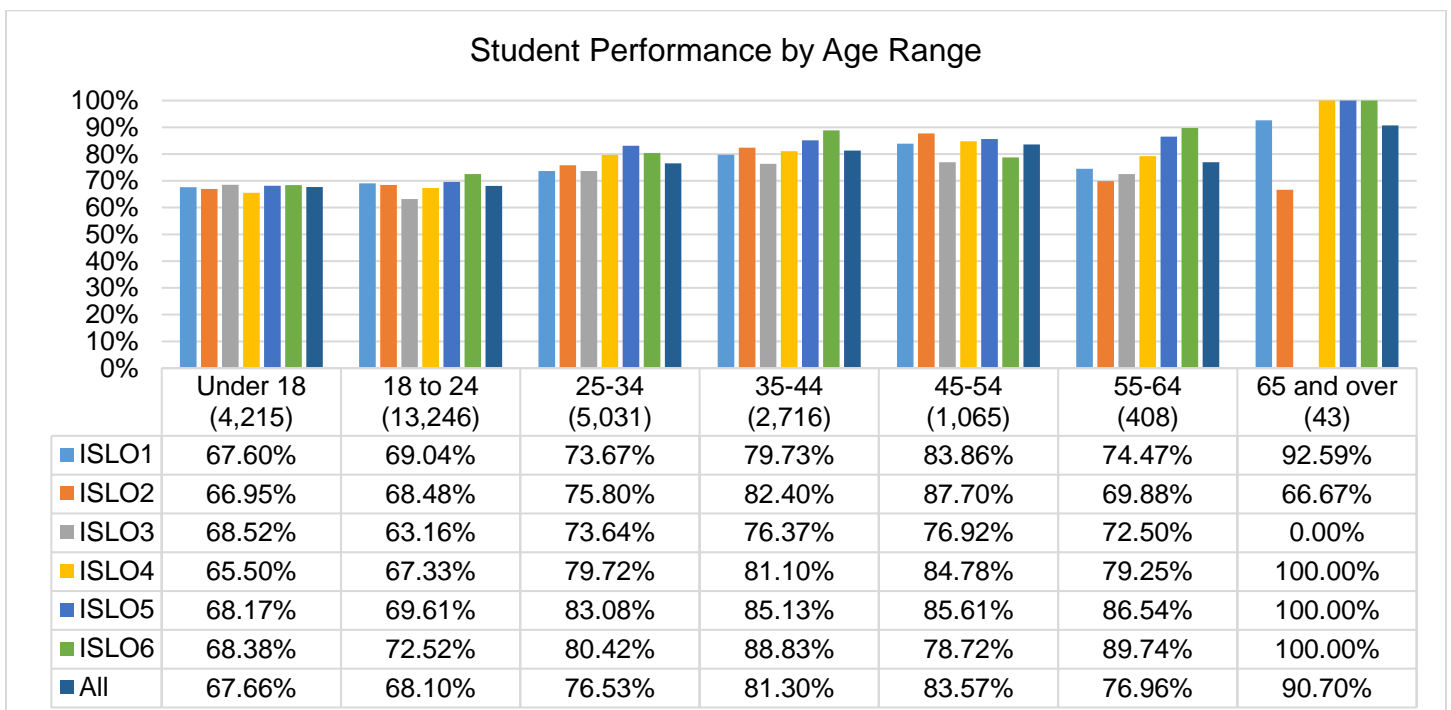
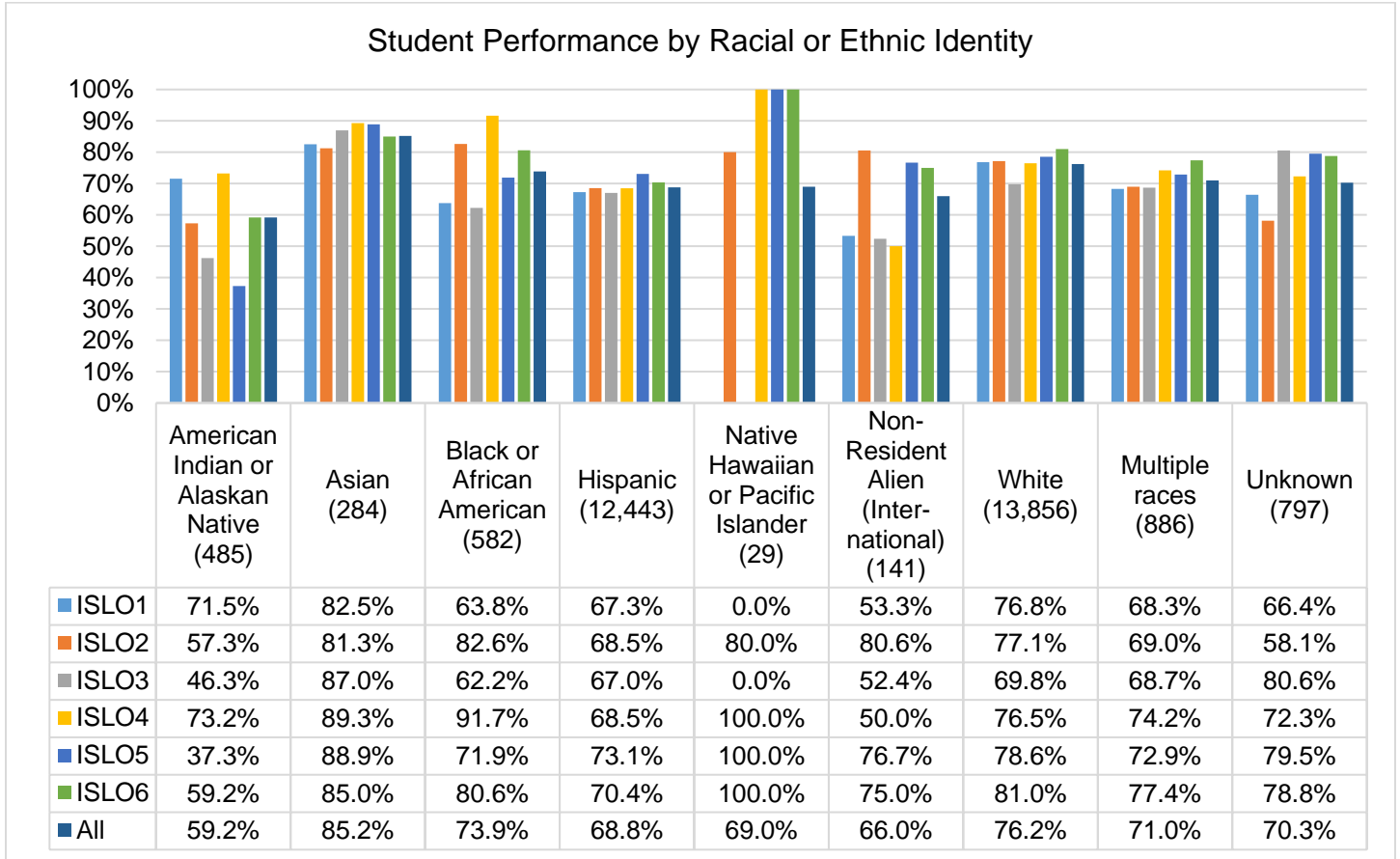
See [Appendix B, Table B4](#) for specific score counts for each ISLO and criterion.

Student performance for most of the ISLOs show a decreasing trend from Spring to Fall semesters, ranging from the largest decrease of -11.98% (Professionalism) to a noteworthy increase of 6.22% (Literacy), with an average of -2.12% across all ISLOs (a continued improvement from -2.35% in 2023 and -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 by Division and ISLO, see Appendix B, [Table B3 \(Performance by Division\)](#) and [Table B5 \(Performance by Criterion\)](#).

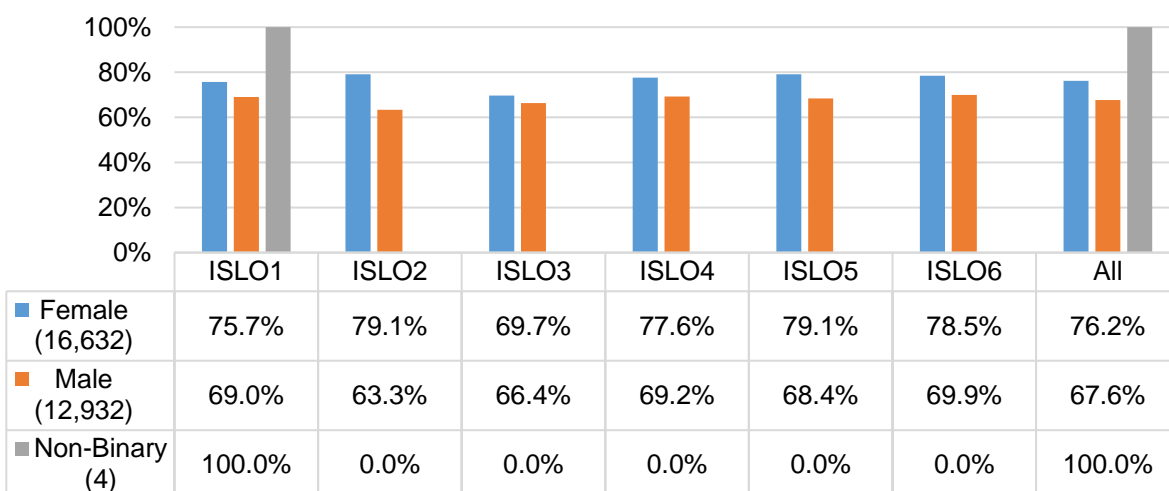
Figure 5.12 ISLO Performance by Course Level

ISLO	Developmental	100 Level	200 Level	300/400 Level
ISLO1: Critical Thinking & Problem Solving	36.36%	73.49%	79.65%	85.77%
ISLO2: Effective Communication	47.83%	77.20%	81.94%	86.32%
ISLO3: Quantitative Reasoning	47.83%	69.26%	90.32%	N/A
ISLO4: Textual Literacy	47.83%	76.03%	80.25%	100.00%
ISLO5: Professionalism	N/A	79.11%	81.99%	74.78%
ISLO6: Social Consciousness	N/A	80.57%	91.78%	97.06%
All ISLOs	44.65%	75.80%	82.07%	84.41%

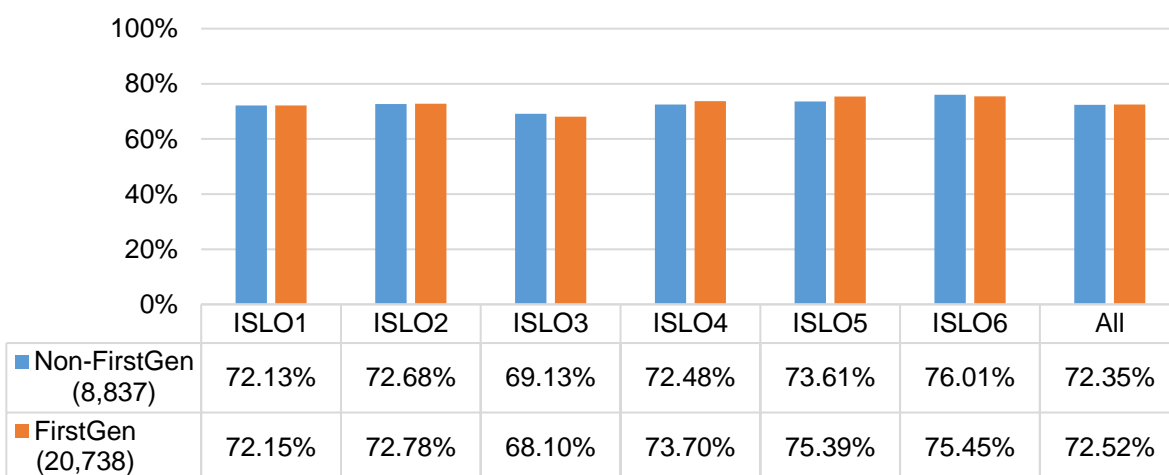
Figure 5.13 ISLO Performance by Student Demographic



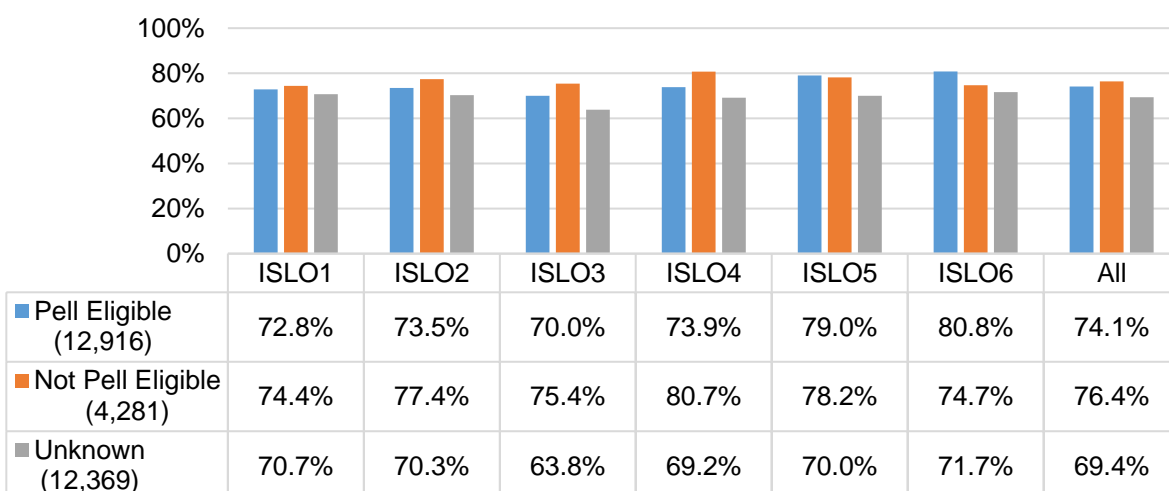
Student Performance by Gender Identity



Student Performance by First-Generation Status



Student Performance by Pell Eligibility



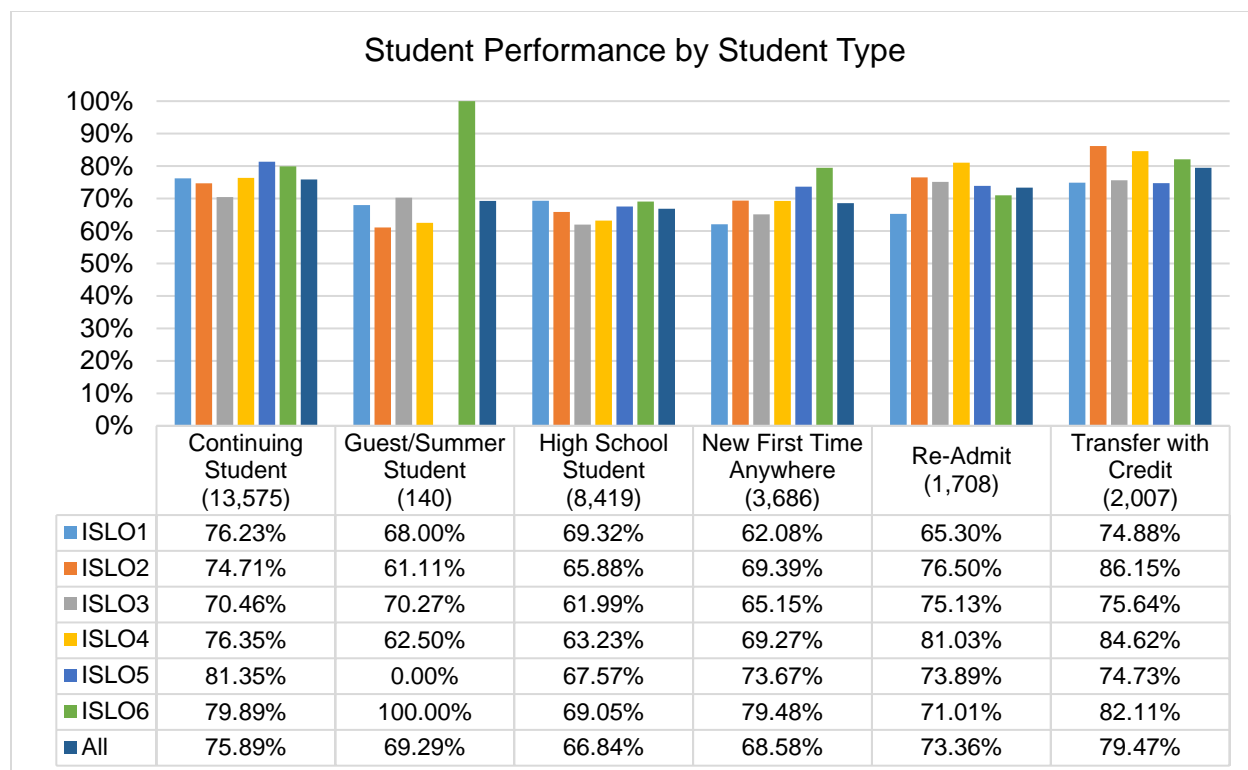


Figure 5.14 ISLO Performance by Campus

Campus	ISLO1	ISLO2	ISLO3	ISLO4	ISLO5	ISLO6	All
Pueblo Campus	72.36%	77.82%	72.89%	71.01%	78.74%	82.70%	75.48%
Fremont Campus	85.71%	81.77%	66.58%	79.90%	84.55%	72.73%	77.69%
SW-Mancos Campus	79.39%	80.58%	62.75%	69.82%	94.92%	80.26%	78.56%
SW-Durango Site	55.91%	74.64%	51.30%	73.45%	73.11%	87.07%	67.72%
SW-Bayfield Site	100.0%	98.44%	N/A	100.0%	100.0%	N/A	99.68%
PCC Online Campus	82.25%	79.34%	71.99%	87.01%	78.19%	83.88%	78.79%
CCC Online	85.09%	78.07%	N/A	88.00%	99.26%	N/A	88.16%
CO Online @ Consortium	N/A	N/A	N/A	54.55%	100.0%	100.0%	97.01%
CO Online @ PCC	78.11%	78.10%	69.82%	71.86%	76.06%	81.43%	75.83%
Colorado Online	88.28%	84.46%	86.03%	84.70%	76.36%	84.99%	83.91%
Rural College Consortium	91.94%	28.13%	75.00%	70.00%	92.86%	93.44%	80.62%
HS Campus - Pueblo	66.86%	56.25%	74.46%	72.76%	68.75%	73.30%	69.70%
HS Campus - Fremont	40.69%	42.86%	60.66%	55.72%	N/A	N/A	52.47%
Department of Corrections	100.0%	N/A	83.33%	83.33%	N/A	N/A	96.88%

Figure 5.15 ISLO Performance by Home College

Home College	Scores Collected	ISLO1	ISLO2	ISLO3	ISLO4	ISLO5	ISLO6	All
PCC	14,486	69.47%	70.04%	67.22%	75.42%	66.92%	74.70%	69.97%
ACC	126	88.64%	100.0%	82.14%	50.00%	100.0%	100.0%	88.89%
CCA	159	94.23%	81.82%	100.0%	100.0%	98.33%	66.67%	92.45%
CCD	203	80.85%	76.70%	100.0%	83.33%	65.00%	N/A	76.35%
CNCC	34	100.0%	100.0%	N/A	100.0%	100.0%	N/A	100.0%
FRCC	233	98.33%	82.22%	100.0%	62.50%	60.34%	82.22%	80.26%
LCC	18	80.00%	100.0%	N/A	83.33%	100.0%	N/A	88.89%
MCC	108	86.00%	100.0%	80.00%	87.50%	78.95%	100.0%	87.04%
NJC	50	95.83%	100.0%	100.0%	100.0%	100.0%	100.0%	98.00%
OJC	25	100.0%	100.0%	N/A	100.0%	100.0%	N/A	100.0%
PPCC	294	88.46%	71.01%	N/A	84.38%	60.00%	71.43%	74.49%
RRCC	63	100.0%	100.0%	100.0%	N/A	100.0%	100.0%	100.0%
TSJC	29	50.00%	100.0%	N/A	100.0%	13.33%	N/A	41.38%

VI. Conclusions & Next Steps

At Pueblo Community College, the assessment of student learning continues to demonstrate a commitment to continuous improvement, transparency, and data-informed decision-making. The 2024 cycle reflects our most successful year to date in terms of faculty participation, sample size, and student performance on institutional learning outcomes. As we look ahead, the momentum generated by recent initiatives must be leveraged to address emerging challenges and to ensure equitable, meaningful, and actionable assessment practices across all divisions and campuses.

Figure 6.1 College-Wide Accomplishments, Recommendations & Next Steps

Conclusions	Accomplishments	Opportunities	Recommendations & Next Steps
Faculty Participation	<ul style="list-style-type: none"> • Highest overall participation in 8 years (77.29%) • FT participation reached 90.52% • PT participation increased by 14.61% • Revisions were made to OP617 and the Faculty Performance Planning & Evaluation Form to prioritize and clarify expectations for assessment. • Several projects to increase participation were implemented, including recognition initiatives (Showcase and Awards), the introduction of Campus Leads, and more consistent, personalized support and communication. 	<ul style="list-style-type: none"> • Onboarding procedures should be improved, including more standardized Part-Time Instructor contracts to include assessment as part of the job duties, as newer employees experience the most confusion or uncertainty about expectations for participation in assessment. • Support consistency across terms and campuses, especially Fremont and Southwest • Engage Concurrent Enrollment (CE) instructors. • Involve faculty and instructors in the development of goals for a new 5-year plan for assessment of student learning. 	<ul style="list-style-type: none"> • Partner with Deans, Department Chairs, and Human Resources to establish standardized onboarding procedures and revised Part-Time Instructor contracts to include assessment of student learning. • Continue support via Division & Campus Leads • Expand training for CE instructors and include CE in baseline expectations and communications • Continue annual recognition initiatives such as the Assessment Awards Ceremony and the Assessment Showcase to sustain and further encourage faculty buy-in and participation. • Host an open forum to provide opportunity for faculty voice on the next 5-year plan in assessment.

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 77.57 %. 4 ISLOs showed strong gains, especially Literacy (+5.45%), which had been the lowest scoring area in 2023. 	<ul style="list-style-type: none"> Address small declines in Critical Thinking (-0.49%) and Quantitative Reasoning (-2.29%). Address demographic and equity gaps (e.g., male, younger, American Indian students). 	<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 cross-disciplinary collaboration, especially to develop equity-focused support strategies and methods for students to develop skills in lower-performing areas (Critical Thinking 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. Largest collection to date with 49,220 scores. Sample size increased by 22.26%. All ISLOs saw increases in sampling. 1,090 assessments were completed, a steady increase from last year's 938. 	<ul style="list-style-type: none"> The proportion of scores collected across divisions is somewhat uneven and should be examined. Reduce N/A rates, particularly for ISLO3 (Quantitative Reasoning). 	<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. Continue training on applying all rubric criteria to reduce proportion of N/A scores recorded.

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. • Data Steward Team successfully trained. • Improvement Plan template refined. • Increased faculty ownership of program-level planning. 	<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. • Continue training for new Data Steward team on essential tasks related to managing the eLumen platform and reporting processes. 	<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. • Develop a process for delegating eLumen support requests to new Data Steward Team, with continued training. • Gather feedback from departments to improve eLumen usability.
Co-Curricular Assessment	<ul style="list-style-type: none"> • 19 offices identified as candidates for assessment of student learning, 14 of which have begun the process of developing Student Services Learning Outcomes (SSLOs) and rubrics to assess them. • 65 SSLOs and 17 rubrics developed. • Initial results collected from 8 student services. • Students performed well overall (79.7%) on the skills assessed, which included Communication, Literacy, and Professionalism. 	<ul style="list-style-type: none"> • Data collection for co-curricular/student services/non-academic assessment of student learning is slowly growing, but could be more consistent and robust. • Data collected is somewhat scattered in terms of sampling, ranging from data sets of only 5 students up to over 200 in one semester. • There is a need to build further buy-in and ownership in co-curricular units. 	<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 revise assessment rubrics to ensure that we are capturing accurate and meaningful data. • Provide targeted coaching for remaining service areas. • Identify new co-curricular champions.
Ongoing Projects & Strategic Planning	<ul style="list-style-type: none"> • 38.5% of CSLOs now mapped to PSLOs. • Campus Leads role piloted successfully. • Demographic data integrated into eLumen. • Five-Year Plan review in progress. 	<ul style="list-style-type: none"> • Progress has been made on mapping CSLOs to PSLOs, but it is still far from complete. • Host inclusive planning forums for 2025–2030 Five-Year Plan. • Enhance demographic analytics. 	<ul style="list-style-type: none"> • Continue the mapping project (CSLOs to PSLOs). • Facilitate input forums and surveys for Five-Year Plan. • Use disaggregated data to identify equity gaps and support needs.

CONCLUSIONS & NEXT STEPS

At Pueblo Community College, the assessment of student learning continues to reflect a robust culture of inquiry, reflection, and improvement. The 2024 assessment cycle marked the most successful year on record, with significant gains in faculty participation, assessment sample sizes, and student performance across all Institutional Student Learning Outcomes (ISLOs). The structures and initiatives implemented in recent years—such as the reintroduction of Division Leads, the launch of Campus Leads, data steward cross-training, and expanded co-curricular assessment—have matured into essential components of our assessment system.

We are now in a pivotal moment, where the focus shifts from building infrastructure to fine-tuning practices, deepening equity work, and sustaining engagement across all levels of the institution. As illustrated in Figure 6.1, this year's assessment accomplishments present multiple opportunities for targeted refinement. Chief among these are enhancing our inclusion of Concurrent Enrollment instructors, closing equity gaps illuminated through demographic analysis, and continuing to expand assessment within student services.

The improvement in full-time and part-time faculty participation demonstrates that our communication strategies and support structures are working, and we must now replicate this success for concurrent enrollment and branch campuses. Student performance data suggest that while we are meeting our performance targets overall, there are opportunities to better support skills such as quantitative reasoning and critical thinking, particularly for younger and underrepresented student groups.

Ongoing projects such as the CSLO-to-PSLO mapping effort and the development of the next Five-Year Assessment Plan provide clear pathways forward. These efforts, alongside continued recognition and training initiatives, will ensure that assessment remains integrated into our daily teaching and learning culture. By closing the loop and aligning assessment data

CONCLUSIONS & NEXT STEPS

with institutional strategy, PCC reaffirms its commitment to improving student outcomes and educational quality across all programs and campuses.

These conclusions and recommended next steps will help guide the 2025 assessment cycle and provide a foundation for the development of PCC's next Five-Year Assessment Plan. By building on recent momentum and addressing remaining areas of opportunity, the college is well-positioned to ensure all students achieve meaningful, equitable learning outcomes aligned with institutional goals.

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.
2024	eLumen Data Steward team training (Assessment Chair, A&S Division Lead, and Academic Excellence Coordinator), mapping review of CLSO and PSLO outcomes (increase from 12.6% to 38.5% complete), 1 st Annual Assessment Awards implemented acknowledging faculty and instructor successes within assessment, developed Campus lead roles and responsibilities for branch campus locations, helped highlight and revise assessment roles with faculty evaluation and performance committee for yearly faculty evaluation forms, revised 617 protocol for college assessment, coded new demographic elements for advanced data tracking.

Appendix B: Institution-Wide Assessment Data – Detailed Results

1. Completion, Participation, & Sampling

Table B1: Planned & Scored Assessments by Discipline

Prefix	Spring 2024		Summer 2024		Fall 2024		CY 2024	
	Planned	Completed	Planned	Completed	Planned	Completed	Planned	Completed
AAA	6	6	8	3	30	14	44	23
ACC	3	3	3	3	8	5	14	11
AEC	0	0	-	-	-	-	0	0
AGB	3	2	-	-	0	0	3	2
AGY	0	0	-	-	-	-	0	0
ANT	0	0	0	0	0	0	0	0
ART	6	6	2	2	12	10	20	18
ASC	-	-	-	-	0	0	0	0
ASE	30	27	9	9	31	31	70	67
ASL	0	0	-	-	0	0	0	0
AST	1	1	1	1	1	1	3	3
BAR	8	8	6	6	6	6	20	20
BEH	-	-	-	-	1	1	1	1
BIO	18	17	3	3	22	22	43	42
BTE	-	-	-	-	0	0	0	0
BUS	6	6	5	4	6	6	17	16
CAD	1	0	-	-	0	0	1	0
CAR	0	0	-	-	0	0	0	0
CHE	2	2	0	0	2	2	4	4
CIS	7	7	2	2	10	8	19	17
CNG	0	0	0	0	0	0	0	0
COM	14	12	17	6	18	11	49	29
CON	1	1	-	-	2	2	3	3
COS	1	1	4	4	2	2	7	7
CRJ	5	4	0	0	8	8	13	12
CSC	0	0	0	0	0	0	0	0
CSL	2	2	1	1	1	1	4	4
CUA	0	0	-	-	0	0	0	0
CWB	0	0	0	0	0	0	0	0
DAN	0	0	-	-	0	0	0	0
DEH	9	9	1	1	10	10	20	20
DMS	1	1	3	3	8	6	12	10
ECE	7	4	0	0	12	10	19	14
ECO	3	3	0	0	3	3	6	6
EDU	0	0	0	0	0	0	0	0
EGG	1	1	-	-	1	1	2	2
EGT	-	-	-	-	1	0	1	0
ELT	2	2	0	0	1	1	3	3
EMS	59	32	7	6	25	16	91	54
ENG	20	19	23	7	39	24	82	50
ENP	6	3	-	-	3	2	9	5
ENV	0	0	0	0	0	0	0	0
ENY	0	0	-	-	2	1	2	1
EST	1	1	-	-	2	2	3	3
ETH	0	0	-	-	0	0	0	0

	Spring 2024		Summer 2024		Fall 2024		CY 2024	
Prefix	Planned	Completed	Planned	Completed	Planned	Completed	Planned	Completed
FRE	0	0	-	-	0	0	0	0
FST	2	2	1	1	2	2	5	5
FSW	2	1	2	2	0	0	4	3
GEO	1	1	0	0	0	0	1	1
GEY	1	1	0	0	1	1	2	2
HIM	2	2	-	-	4	4	6	6
HIS	7	7	3	2	11	11	21	20
HIT	15	15	6	6	13	12	34	33
HOS	0	0	-	-	0	0	0	0
HPR	16	14	10	3	12	9	38	26
HUM	3	2	3	2	3	2	9	6
HWE	0	0	0	0	0	0	0	0
JOU	1	1	-	-	0	0	1	1
LEA	2	2	-	-	2	2	4	4
LIT	1	1	7	1	2	2	10	4
LTN	2	2	2	2	2	2	6	6
MAC	6	0	4	4	8	7	18	11
MAN	1	1	0	0	1	1	2	2
MAP	11	11	-	-	4	4	15	15
MAR	0	0	1	1	2	2	3	3
MAT	153	24	8	8	30	27	191	59
MGD	9	6	4	3	14	9	27	18
MOT	-	-	-	-	0	0	0	0
MTE	-	-	-	-	0	0	0	0
MUS	1	1	1	1	2	1	4	3
NAT	1	1	-	-	1	1	2	2
NUA	30	13	5	5	25	12	60	30
NUR	34	27	2	2	60	42	96	71
OSH	0	0	-	-	0	0	0	0
OTA	18	10	2	2	10	5	30	17
PHI	3	3	18	6	9	9	30	18
PHT	-	-	-	-	7	7	7	7
PHY	1	1	0	0	2	2	3	3
PSC	4	4	0	0	4	4	8	8
PSV	0	0	-	-	0	0	0	0
PSY	33	31	7	6	37	30	77	67
PTA	7	6	3	3	7	4	17	13
PTE	3	3	1	1	2	2	6	6
RCA	4	4	4	3	4	4	12	11
RTE	10	10	3	3	25	24	38	37
RTV	0	0	-	-	0	0	0	0
SCI	0	0	0	0	0	0	0	0
SOC	4	4	4	4	6	5	14	13
SPA	0	0	0	0	0	0	0	0
STE	5	5	4	4	5	5	14	14
SWK	0	0	-	-	0	0	0	0
THE	0	0	0	0	0	0	0	0
UAS	7	6	0	0	0	0	7	6
WEL	41	41	3	3	46	46	90	90
WST	1	1	0	0	1	1	2	2
All	665	444	203	139	631	507	1499	1090

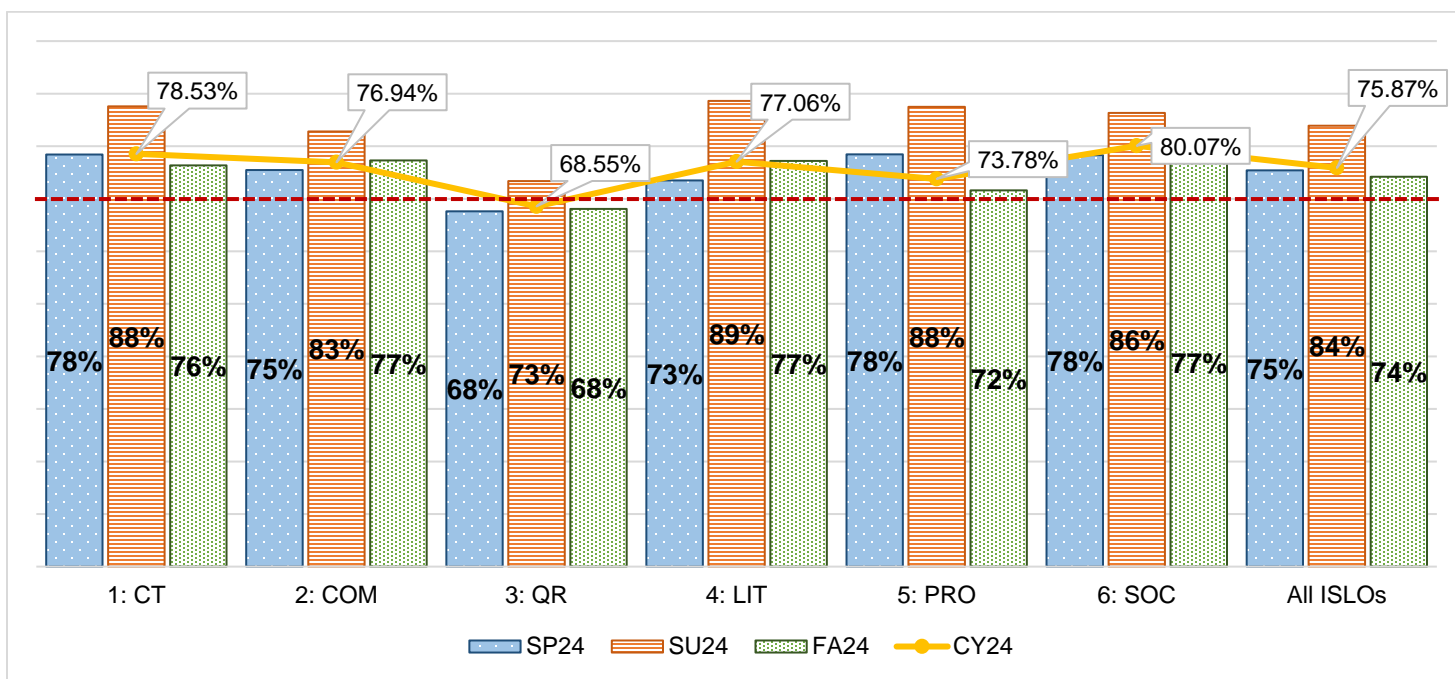
Table B2: Participation Rates & Sample Sizes by Department

Division/Department	Participation			Sample Size			Assessments	
	Total	FT	PT	Courses	Sections	Students	Planned	Completed
Arts & Sciences	110/151	32/37	78/114	105	397	5,135	683	426
Biological & Physical Sciences	13/24	9/10	4/14	13	51	791	55	54
Early Childhood Education	4/8	1/1	3/7	4	14	85	19	14
English & Communication	33/44	8/11	25/33	23	121	1,478	215	124
Fine Arts & Humanities	9/15	2/2	7/13	9	26	362	33	27
Mathematics	15/15	5/5	10/10	12	57	705	191	59
Media Communications	2/4	1/2	1/2	12	15	109	28	19
Social Sciences	34/41	6/6	28/35	32	113	1,605	142	129
Business & Technology	62/87	22/31	40/56	113	273	3,195	311	285
Agricultural Production	3/3	0/0	3/3	4	8	14	10	8
Automotive Technology	5/7	4/4	1/3	29	67	890	70	67
Business & Accounting	17/22	3/5	14/17	19	43	594	51	43
Computer Information Systems	6/14	1/5	5/9	5	17	224	19	17
Culinary Arts & Hospitality Studies	0/0	0/0	0/0	0	0	0	0	0
Health Information Technology	7/8	2/2	5/6	21	34	424	41	40
Machining & Industrial Technology Maintenance	6/12	4/7	2/5	14	14	87	30	20
Welding	18/21	8/8	10/13	21	90	962	90	90
Health & Public Safety	59/76	35/36	24/40	143	216	2,466	299	232
Cosmetology	4/6	4/4	0/2	30	32	286	32	32
Dental Hygiene	10/11	7/7	3/4	20	26	361	29	27
Emergency Medical Services	11/12	6/6	5/6	17	51	493	91	54
Fire Science Technology	4/9	2/2	2/7	7	8	102	9	8
Health Professional	4/6	1/2	3/4	7	12	186	24	19
Law Enforcement Academy	2/2	2/2	0/0	2	4	73	4	4
Occupational Therapy Assistant	4/5	2/2	2/3	11	13	150	30	17
Physical Therapist Assistant	7/7	4/4	3/3	11	13	185	18	13
Respiratory Care	4/6	3/3	1/3	10	11	120	12	11
Radiologic Technology	9/12	4/4	5/8	28	46	510	50	47
Nursing	40/48	18/19	22/29	56	133	1,907	206	147
Behavioral Health	4/4	1/1	3/3	8	11	134	11	11
Medical Assisting	5/6	1/1	4/5	8	21	239	25	21
Nursing Aide	6/8	1/2	5/6	2	30	259	60	30
Nursing	21/26	13/13	8/13	29	59	1,115	96	71
Surgical Technology	4/4	2/2	2/2	9	12	160	14	14
Pueblo Community College	271/362	107/123	164/239	417	1,019	12,703	1,499	1,090

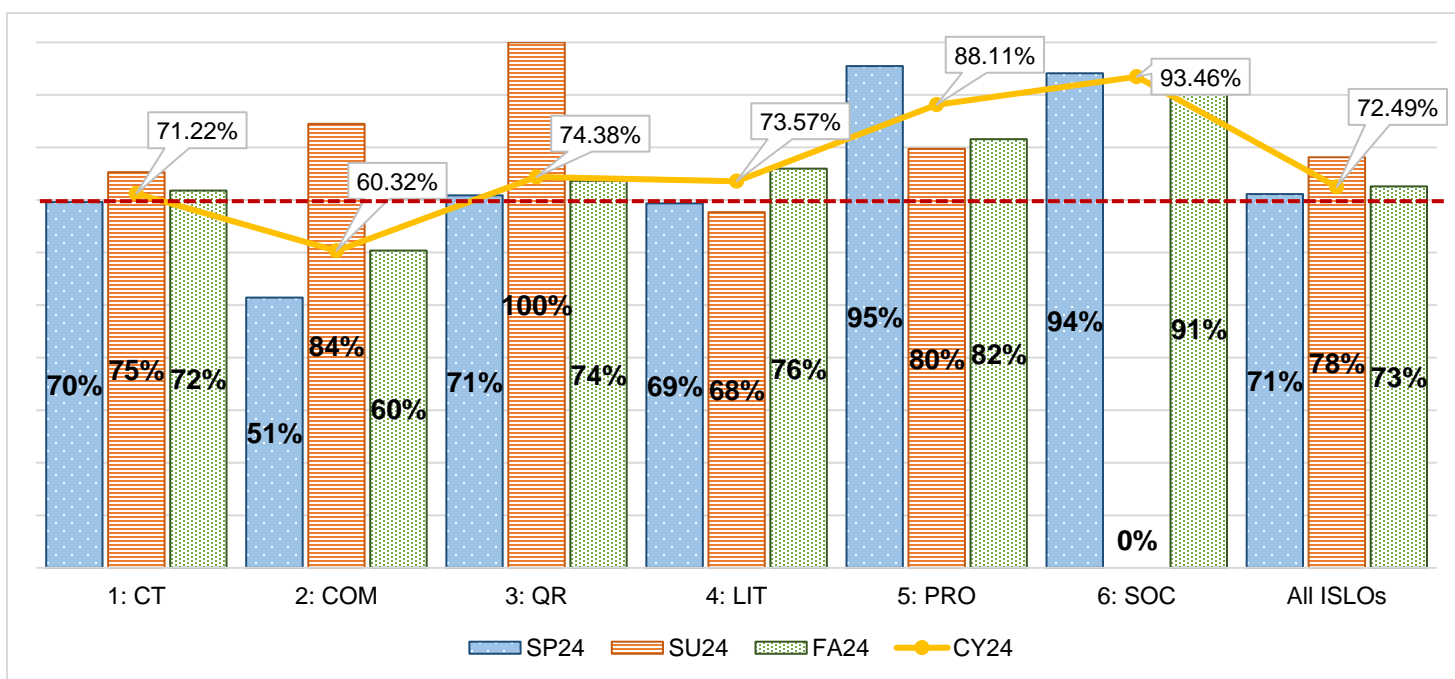
2. Performance Trends

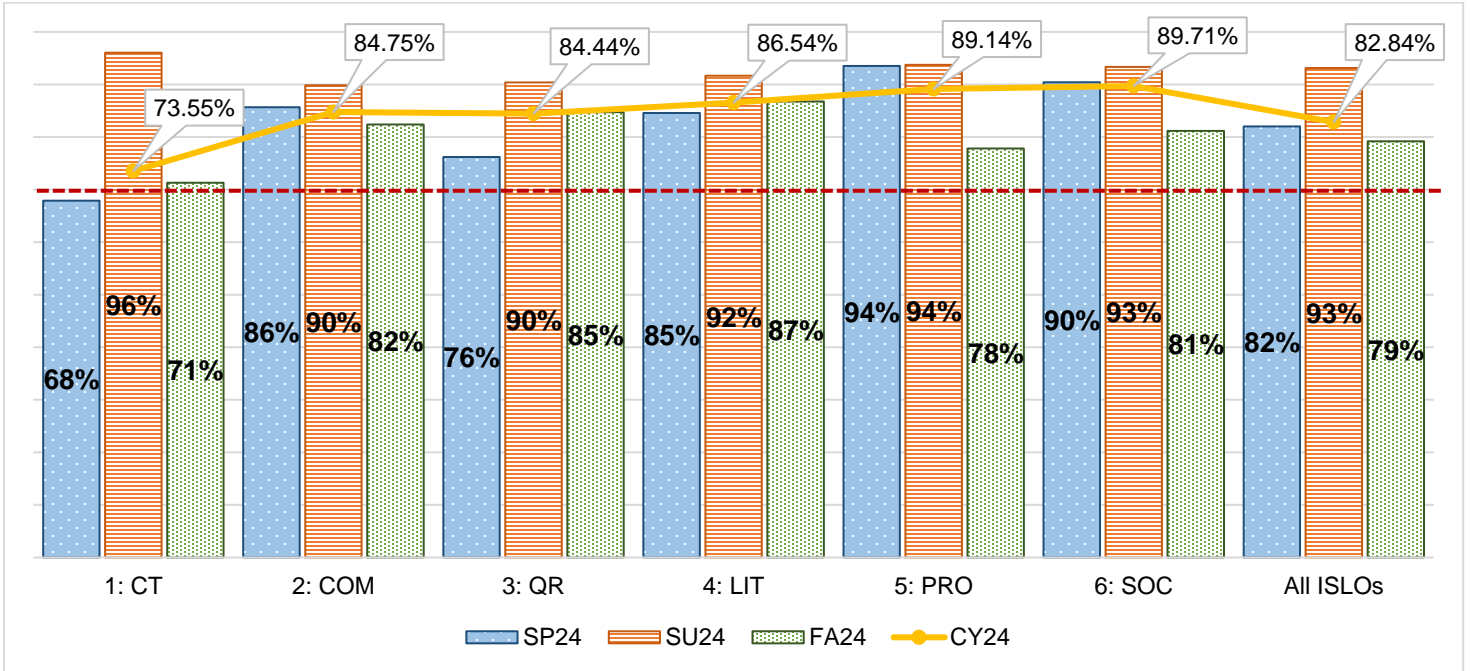
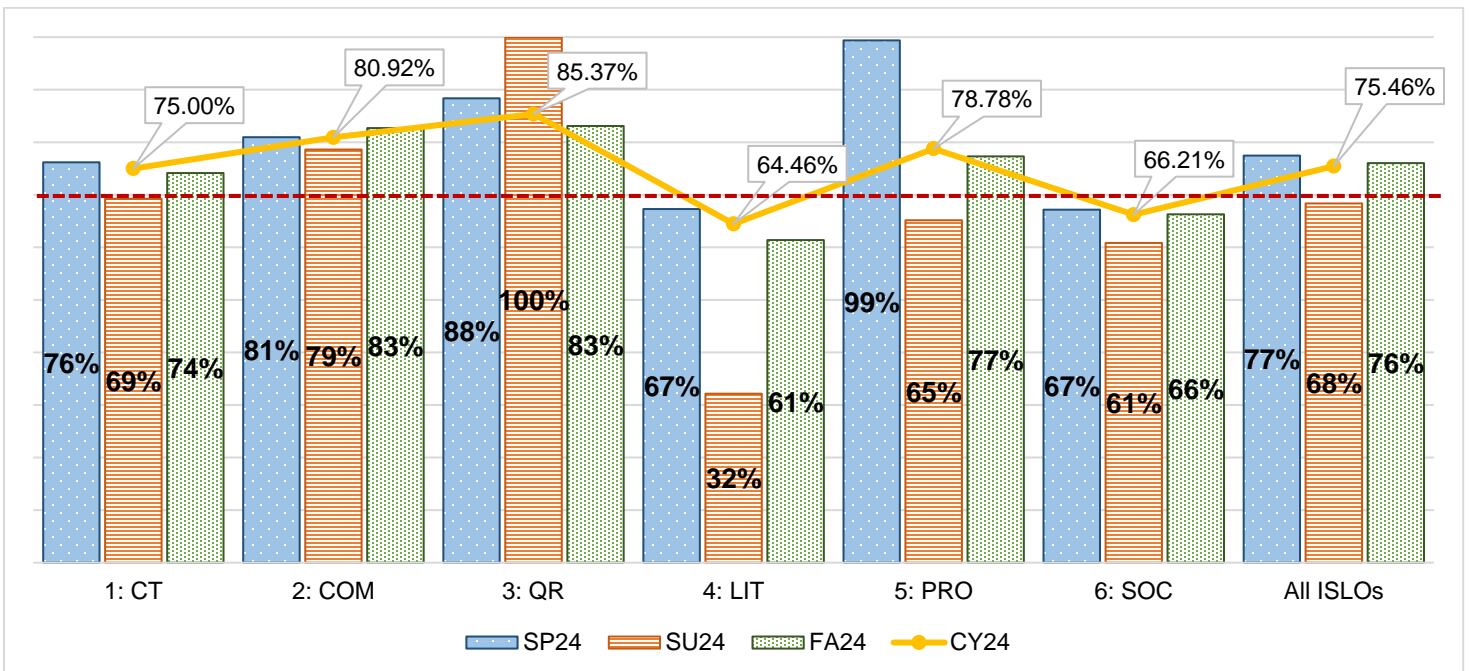
Table B3: Performance Target Achievement Rates by Division

Arts & Sciences Division



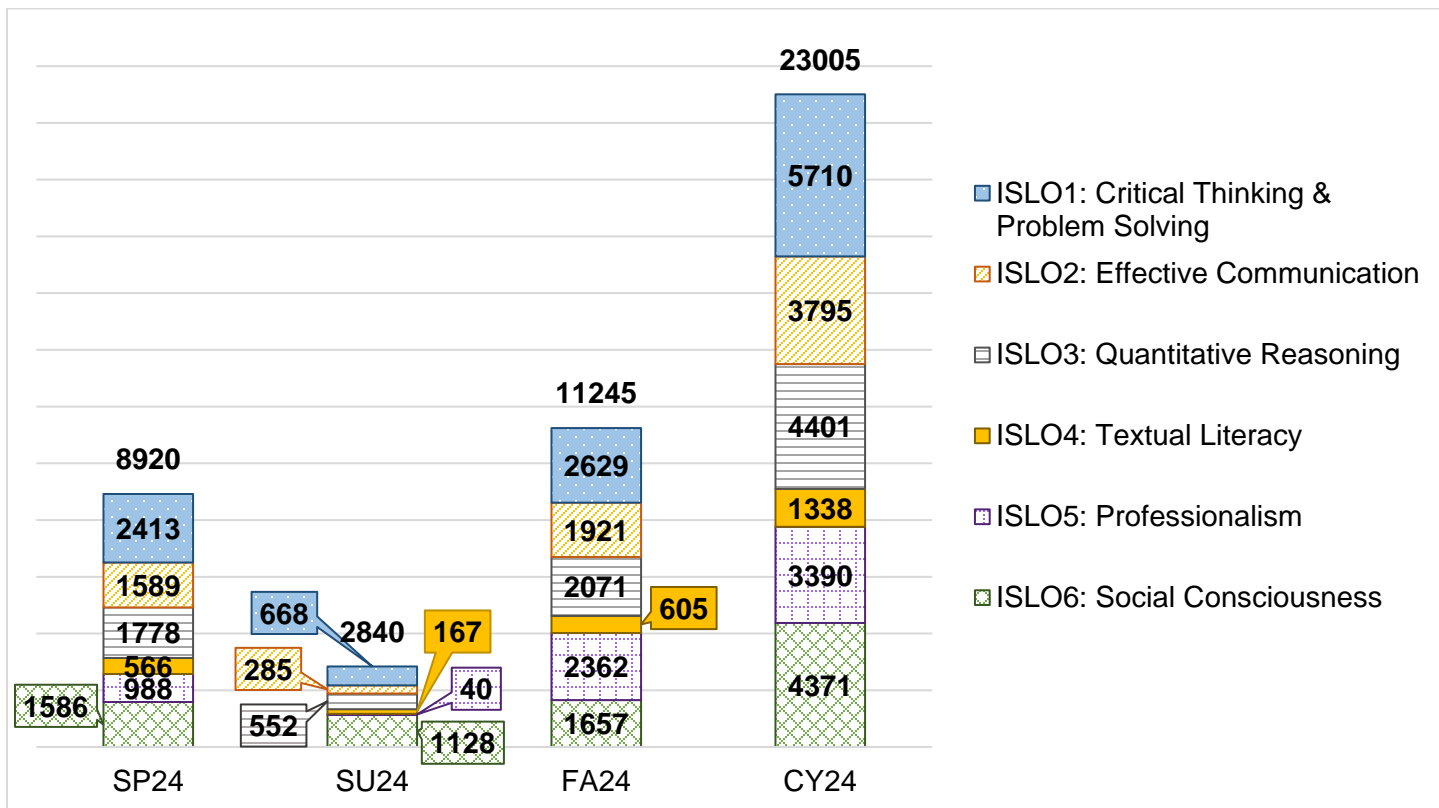
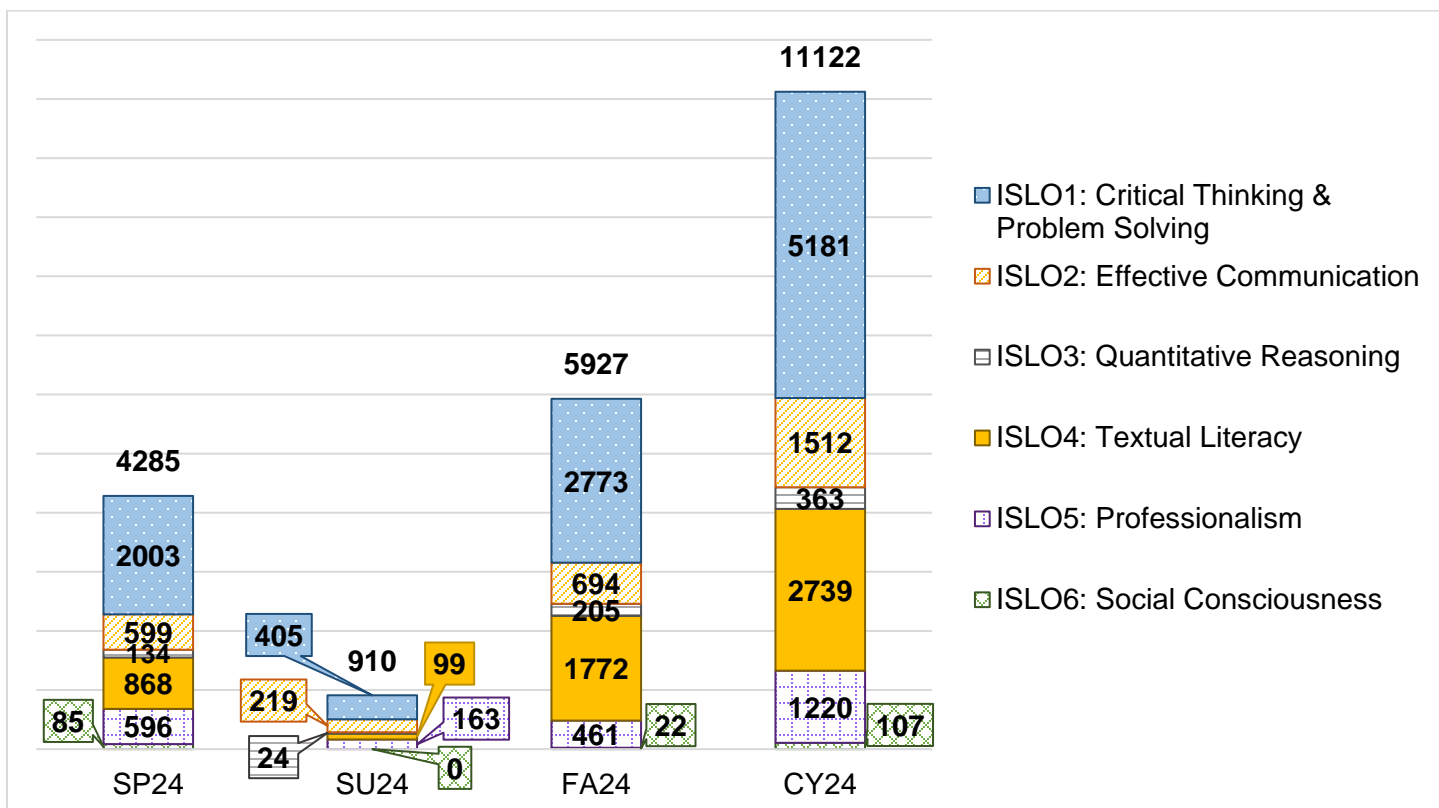
Business & Advanced Technology Division



Health & Public Safety DivisionMedical & Behavioral Health Division

3. Sample Sizes

Table B4: Scores Collected by ISLO & Division

Arts & Sciences DivisionBusiness & Advanced Technology Division

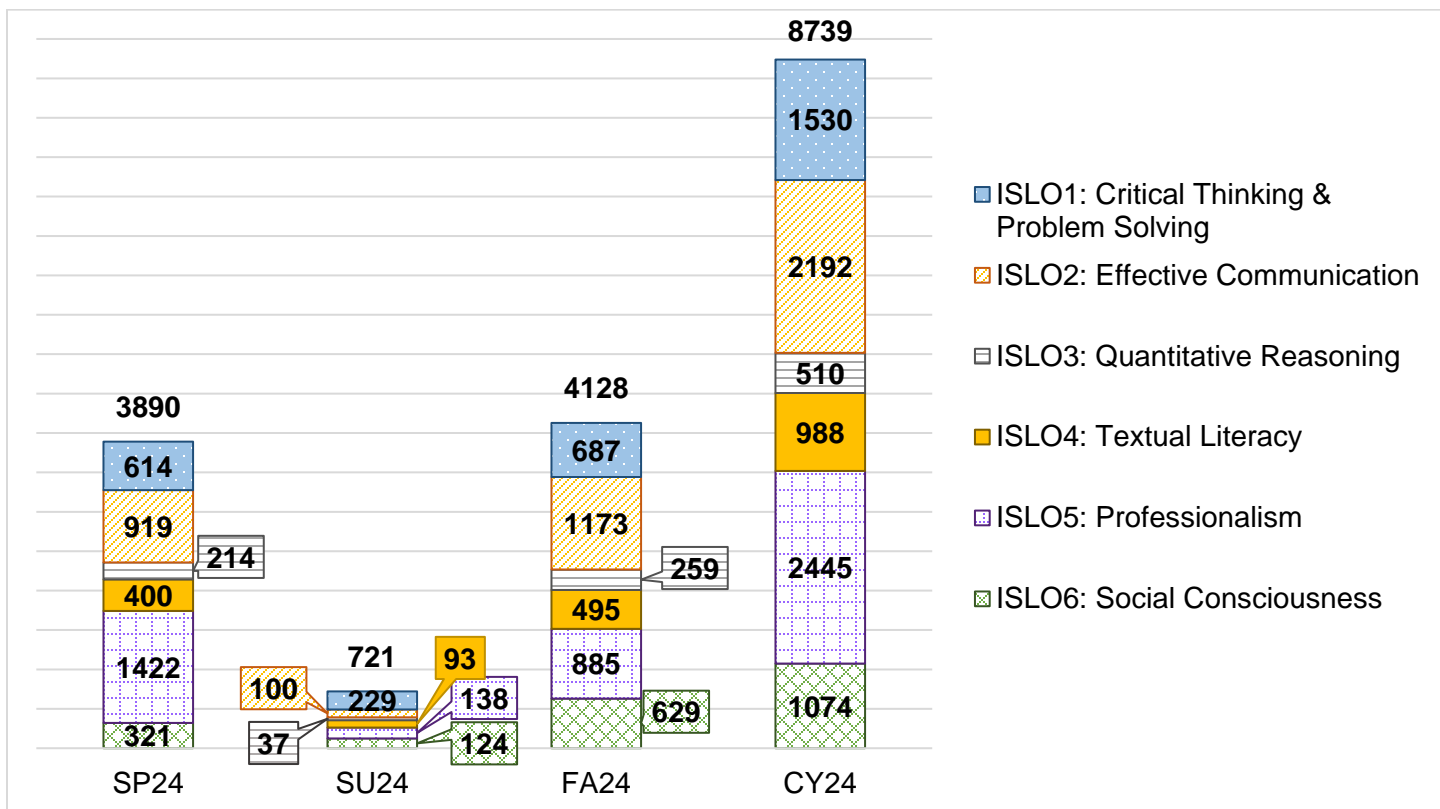
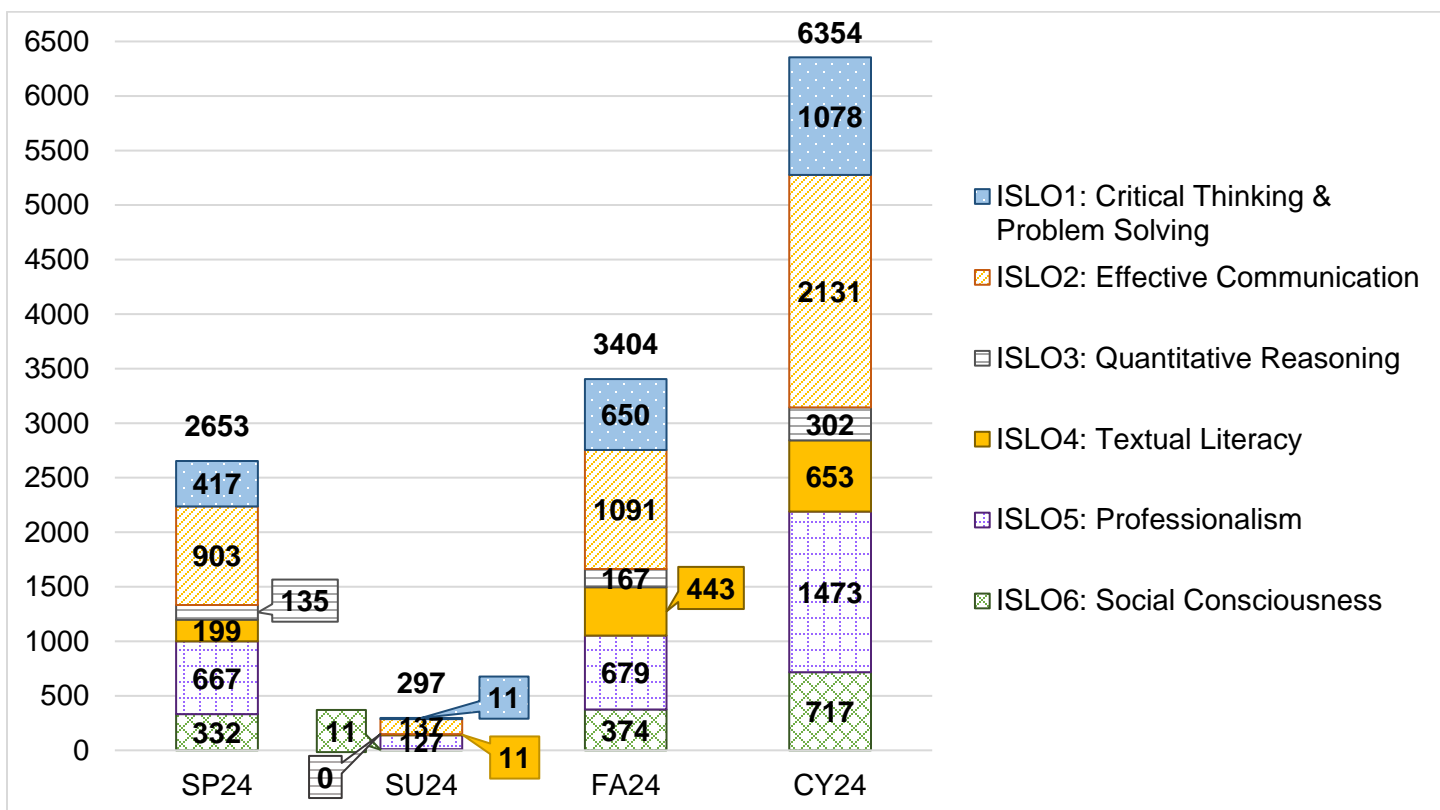
Health & Public Safety DivisionMedical & Behavioral Health Division

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	5,770	41.45%	4,788	34.40%	2,541	18.25%	821	5.90%	2,212	13.71%	13,920	75.85%
1a: Interpret, analyze, and assess available evidence, information, and ideas	1,733	38.19%	1,687	37.17%	866	19.08%	252	5.55%	574	11.23%	4,538	75.36%
1b: Explore implications, inferences, assumptions, and alternate solutions	1,332	41.35%	1,087	33.75%	634	19.68%	168	5.22%	684	17.52%	3,221	75.10%
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	1,148	41.97%	905	33.09%	525	19.20%	157	5.74%	497	15.38%	2,735	75.06%
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	1,557	45.45%	1,109	32.37%	516	15.06%	244	7.12%	457	11.77%	3,426	77.82%
ISLO2: Effective Communication	4,297	44.21%	3,338	34.35%	1,550	15.95%	534	5.49%	1,428	12.81%	9,719	78.56%
2a: Organize and express ideas clearly in both written and oral communication	1,172	39.66%	1,030	34.86%	574	19.42%	179	6.06%	484	14.07%	2,955	74.52%
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	494	31.67%	556	35.64%	400	25.64%	110	7.05%	184	10.55%	1,560	67.31%
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	2,183	50.78%	1,447	33.66%	459	10.68%	210	4.88%	608	12.39%	4,299	84.44%
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	448	49.50%	305	33.70%	117	12.93%	35	3.87%	152	14.38%	905	83.20%
ISLO3: Quantitative Reasoning	2,228	38.73%	1,822	31.67%	962	16.72%	741	12.88%	1,157	16.74%	5,753	70.40%
3a: Select appropriate numerical data, functions, and formulae to perform accurate computations	667	37.41%	661	37.07%	315	17.67%	140	7.85%	209	10.49%	1,783	74.48%
3b: Represent information as numerical data, functions, and formulae	481	38.92%	359	29.05%	201	16.26%	195	15.78%	323	20.72%	1,236	67.96%
3c: Interpret and explain information presented as numerical data, functions, and formulae	319	40.28%	236	29.80%	129	16.29%	108	13.64%	179	18.43%	792	70.08%
3d: Formulate reasonable solutions and draw logical conclusions from numerical data	277	39.18%	202	28.57%	121	17.11%	107	15.13%	179	20.20%	707	67.75%
3e: Identify, evaluate, and infer reasonable assumptions based on quantitative information	262	38.93%	199	29.57%	107	15.90%	105	15.60%	137	16.91%	673	68.50%
3f: Interpret numerical data and calculations in defense of an argument	222	39.50%	165	29.36%	89	15.84%	86	15.30%	130	18.79%	562	68.86%

* 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	2,218	38.61%	2,240	38.99%	920	16.01%	367	6.39%	736	11.36%	5,745	77.60%
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas	132	44.30%	128	42.95%	24	8.05%	14	4.70%	69	18.80%	298	87.25%
4b: Locate applicable information or materials from relevant resources as appropriate to the task	197	50.00%	148	37.56%	36	9.14%	13	3.30%	77	16.35%	394	87.56%
4c: Evaluate the validity and reliability of information and its appropriateness for the context	296	40.49%	326	44.60%	75	10.26%	34	4.65%	112	13.29%	731	85.09%
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	1,593	36.86%	1,638	37.90%	785	18.16%	306	7.08%	478	9.96%	4,322	74.76%
ISLO5: Professionalism	3,979	46.53%	2,850	33.33%	1,133	13.25%	589	6.89%	766	8.22%	8,551	79.86%
5a: Demonstrate personal accountability through time management, preparedness, and honoring commitments	907	49.73%	452	24.78%	284	15.57%	181	9.92%	130	6.65%	1,824	74.51%
5b: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	1,028	48.10%	725	33.93%	252	11.79%	132	6.18%	223	9.45%	2,137	82.03%
5c: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	978	44.90%	787	36.13%	263	12.08%	150	6.89%	180	7.63%	2,178	81.04%
5d: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations	1,066	44.20%	886	36.73%	334	13.85%	126	5.22%	233	8.81%	2,412	80.93%
ISLO6: Social Consciousness	3,287	51.30%	2,018	31.49%	866	13.51%	237	3.70%	1,177	15.52%	6,408	82.79%
6a: Demonstrate respectful, fair, and equal treatment of all people, and contribute positively to collaboration and teamwork by offering ideas, assistance, and encouragement.	1,516	55.92%	809	29.84%	259	9.55%	127	4.68%	415	13.28%	2,711	85.76%
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.	631	45.33%	485	34.84%	237	17.03%	39	2.80%	283	16.90%	1,392	80.17%
6c: Engage with local and extended communities to promote civic action and social improvement.	525	48.43%	349	32.20%	169	15.59%	41	3.78%	258	19.23%	1,084	80.63%
6d: Recognize the interconnectivity of important issues and broaden disciplinary and personal knowledge to include overarching social, ecological, and political issues.	615	50.37%	375	30.71%	201	16.46%	30	2.46%	221	15.33%	1,221	81.08%
All ISLOs	21,779	43.47%	17,056	34.05%	7,972	15.91%	3,289	6.57%	7,476	12.99%	50,096	77.52%

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	110/151	32/37	78/114	105	397	5,135	683	426
Biological & Physical Sciences	13/24	9/10	4/14	13	51	791	55	54
Early Childhood Education	4/8	1/1	3/7	4	14	85	19	14
English & Communication	33/44	8/11	25/33	23	121	1,478	215	124
Fine Arts & Humanities	9/15	2/2	7/13	9	26	362	33	27
Mathematics	15/15	5/5	10/10	12	57	705	191	59
Media Communications	2/4	1/2	1/2	12	15	109	28	19
Social Sciences	34/41	6/6	28/35	32	113	1,605	142	129

2. Overview of A&S Division Assessment Results

ISLO Category	SP24			SU24			FA24			CY24		
	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's
All ISLOs	75.40%	8,920	11,094	83.91%	2,840	3,389	74.20%	11,245	12,959	75.87%	23,005	27,442
1: Critical Thinking	78.41%	2,413	2,771	87.57%	668	750	76.34%	2,629	3,116	78.53%	5,710	6,637
2: Communication	75.46%	1,589	2,051	82.81%	285	376	77.30%	1,921	2,231	76.94%	3,795	4,658
3: Quantitative Reasoning	67.60%	1,778	2,360	73.37%	552	642	68.08%	2,071	2,422	68.55%	4,401	5,424
4: Textual Literacy	73.50%	566	681	88.62%	167	189	77.19%	605	716	77.06%	1,338	1,586
5: Professionalism	78.44%	988	1,136	87.50%	40	40	71.59%	2,362	2,634	73.78%	3,390	3,810
6: Social Consciousness	78.31%	1,586	2,095	86.35%	1,128	1,392	77.49%	1,657	1,840	80.07%	4,371	5,327

*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	62/87	22/31	40/56	113	273	3,195	311	285
Agricultural Production	3/3	0/0	3/3	4	8	14	10	8
Automotive Technology	5/7	4/4	1/3	29	67	890	70	67
Business & Accounting	17/22	3/5	14/17	19	43	594	51	43
Computer Information Systems	6/14	1/5	5/9	5	17	224	19	17
Culinary Arts & Hospitality Studies	0/0	0/0	0/0	0	0	0	0	0
Health Information Technology	7/8	2/2	5/6	21	34	424	41	40
Machining & Industrial Tech. Maint.	6/12	4/7	2/5	14	14	87	30	20
Welding Technology	18/21	8/8	10/13	21	90	962	90	90

2. Overview of BAT Division Assessment Results

ISLO Category	SP24			SU24			FA24			CY24		
	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's
All ISLOs	71.13%	4,285	4,645	78.13%	910	1,096	72.60%	5,927	6,528	72.49%	11,122	12,269
1: Critical Thinking	69.60%	2,003	2,150	75.31%	405	524	71.80%	2,773	3,113	71.22%	5,181	5,787
2: Communication	51.42%	599	628	84.47%	219	255	60.37%	694	770	60.32%	1,512	1,653
3: Quantitative Reasoning	70.90%	134	158	100.00%	24	24	73.66%	205	228	74.38%	363	410
4: Textual Literacy	69.35%	868	967	67.68%	99	129	75.96%	1,772	1,917	73.57%	2,739	3,013
5: Professionalism	95.47%	596	637	79.75%	163	164	81.56%	461	475	88.11%	1,220	1,276
6: Social Consciousness	94.12%	85	105	-	-	-	90.91%	22	25	93.46%	107	130

*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	59/76	35/36	24/40	143	216	2,466	299	232
Cosmetology	4/6	4/4	0/2	30	32	286	32	32
Dental Hygiene	10/11	7/7	3/4	20	26	361	29	27
Emergency Medical Services	11/12	6/6	5/6	17	51	493	91	54
Fire Science Technology	4/9	2/2	2/7	7	8	102	9	8
Health Professional	4/6	1/2	3/4	7	12	186	24	19
Law Enforcement Academy	2/2	2/2	0/0	2	4	73	4	4
Occupational Therapy Assistant	4/5	2/2	2/3	11	13	150	30	17
Physical Therapist Assistant	7/7	4/4	3/3	11	13	185	18	13
Respiratory Care	4/6	3/3	1/3	10	11	120	12	11
Radiologic Technology	9/12	4/4	5/8	28	46	510	50	47

2. Overview of HPS Division Assessment Results

ISLO Category	SP24			SU24			FA24			CY24		
	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's
All ISLOs	87.43%	3,890	4,290	92.37%	721	971	81.64%	4,128	4,567	85.10%	8,739	9,828
1: Critical Thinking	86.48%	614	731	93.89%	229	412	70.74%	687	805	80.52%	1,530	1,948
2: Communication	96.08%	919	985	82.00%	100	107	81.24%	1,173	1,300	87.50%	2,192	2,392
3: Quantitative Reasoning	72.90%	214	235	83.78%	37	40	79.15%	259	262	76.86%	510	537
4: Textual Literacy	82.00%	400	489	93.55%	93	96	85.66%	495	541	84.92%	988	1,126
5: Professionalism	85.16%	1,422	1,476	95.65%	138	179	83.95%	885	934	85.32%	2,445	2,589
6: Social Consciousness	90.97%	321	374	95.97%	124	137	88.87%	629	725	90.32%	1,074	1,236

*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	40/48	18/19	22/29	56	133	1,907	206	147
Behavioral Health	4/4	1/1	3/3	8	11	134	11	11
Medical Assisting Professional	5/6	1/1	4/5	8	21	239	25	21
Nursing Aide	6/8	1/2	5/6	2	30	259	60	30
Nursing	21/26	13/13	8/13	29	59	1,115	96	71
Surgical Technology	4/4	2/2	2/2	9	12	160	14	14

2. Overview of MBH Division Assessment Results

ISLO Category	SP24			SU24			FA24			CY24		
	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's
All ISLOs	83.57%	2,653	3,028	79.80%	297	371	81.52%	3,404	3,724	82.29%	6,354	7,123
1: Critical Thinking	80.82%	417	632	63.64%	11	11	79.23%	650	686	79.68%	1,078	1,329
2: Communication	83.50%	903	991	84.67%	137	165	87.44%	1,091	1,199	85.59%	2,131	2,355
3: Quantitative Reasoning	89.63%	135	154	-	-	-	78.44%	167	204	83.44%	302	358
4: Textual Literacy	71.86%	199	200	45.45%	11	11	90.52%	443	516	84.07%	653	727
5: Professionalism	91.00%	667	715	80.31%	127	173	64.80%	679	730	78.00%	1,473	1,618
6: Social Consciousness	76.81%	332	336	63.64%	11	11	89.30%	374	389	83.12%	717	736

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

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