



Assessment of Student Learning
2025 Annual Report

Compiled by

Liz Medendorp

*Director of Assessment of Student Learning
English Instructor*

and

Dr. Amanda Mayes

*Assessment of Student Learning Committee Chair
Science Faculty*

May 2026

Table of Contents

I. Executive Summary	3
A. Year-to-Year Trends	3
B. Areas of Opportunity.....	6
II. Assessment of Student Learning Process	9
A. Annual Cycle.....	9
B. Five-Year Plan.....	15
C. Assessment Timeline.....	16
D. Roles & Responsibilities.....	19
III. Ongoing Projects	21
A. Increasing Participation.....	21
B. Program- and Course-Level Assessment Development.....	24
C. Continuing Recognition Initiatives	25
D. Co-Curricular/Student Services Assessment	26
IV. New Initiatives	29
A. Assessment Leads	29
B. Assessment Software Transition	31
C. Demographic Data.....	32
D. PSLO Refresh	35
V. 2025 Assessment Results.....	36
A. Completion/Participation Rates	36
B. Sample Sizes	38
C. Performance Trends	42
VI. Conclusions & Next Steps	52
VII. Appendices.....	56
Appendix A: Historical Overview of Assessment of Student Learning at PCC.....	56
Appendix B: Institution-Wide Assessment Data – Detailed Results.....	59
Appendix C: Division Overview Reports.....	68
Appendix D: List of Figures	72

Attachments:

- Attachment 1: 2025 Assessment Report Brief Overview
- Attachment 2: 2025 Improvement Plans
- Attachment 3: Student Performance by Demographic

I. Executive Summary

2025 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, and we advanced our culture of assessment in 2025 through strong participation, targeted infrastructure planning, and faculty-led improvement. Key efforts included remarkable improvements to participation rates, including progress toward further engagement with our Concurrent Enrollment and Department of Corrections partners, stellar student performance, and preparations for a 2026 transition to a new assessment software platform. Throughout the 2025 annual cycle, we continued to promote excellence in teaching and learning resulting in impressive performance rates, and provided timely and relevant support, training, and resources on assessment of student learning. Together, these actions position the college to enhance data quality, streamline reporting, and better align learning evidence with instructional and program improvement priorities in the next assessment cycle.

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 3.85% (Figure 1.1). Student performance has increased by 0.46% since 2024, and 2.61% since 2023, with 78.03% of students achieving a 3 “Accomplished” or 4 “Exemplary” level of mastery across all Institutional Student Learning Outcomes (ISLOs), meaning we continue to achieve above our target performance rate of 70% (Figure 1.2). The number of scores collected also increased our sample sizes by 34.8%. The number of completed PSLO assessments also increased, and further progress has been made on building the structure for program-level assessment, with the addition

of 45 new Program-level Student Learning Outcomes, an ever-expanding library of program- and course-level rubrics, and an 18.61% increase in the number of program-level assessments conducted.

1. Participation Rates

Figure 1.1 Year-to-Year Participation Trends

Participation	2018	2019	2020	2021	2022	2023	2024	2025
PT Participation	28.33%	31.40%	26.83%	26.13%	38.46%	55.79%	70.40%	73.57%
FT Participation	90.48%	80.87%	75.00%	80.20%	78.30%	84.55%	90.52%	95.12%
Total Participation	44.72%	43.79%	39.09%	39.42%	51.38%	65.01%	77.29%	81.14%
Sections Assessed	520	609	566	591	557	838	1,019	1,160
Courses Assessed	252	281	240	266	273	340	417	485
Completed Assessments	585	680	605	648	601	938	1,090	1283

Over the 2025 calendar year, PCC employed an instructional staff of 350 total, consisting of 123 full-time faculty and 227 part-time instructors. Of that instructional staff, we had a total of 284 participants in assessment, including 117 full-time faculty and 167 part-time instructors. Full-time participation increased 4.60%, with 95.12% of full-time faculty entering scores into eLumen. Our efforts to promote part-time participation in assessment continue to produce results, increasing 3.17% from 2024 to 2025, with an overall increase of 17.8% since 2023, and 35.1% since 2022. We have now reached our highest overall participation rate of 81.14%.

2. Performance Target Achievement

Figure 1.2 Year-to-Year Performance Trends

ISLO	2018	2019	2020	2021	2022	2023	2024	2025
1: Critical Thinking	69.29%	67.68%	68.19%	71.08%	72.92%	76.53%	76.04%	79.94%
2: Communication	64.14%	77.50%	79.44%	76.47%	71.14%	75.07%	78.65%	77.02%
3: Quantitative Reasoning	77.68%	78.72%	76.71%	79.76%	72.44%	72.79%	70.50%	72.49%
4: Literacy	69.44%	70.63%	75.53%	74.46%	69.86%	72.09%	77.54%	78.22%
5: Professionalism	76.46%	77.92%	78.31%	79.15%	73.50%	75.62%	79.87%	77.65%
6: Social Consciousness	N/A	N/A	N/A	N/A	69.07%	78.10%	82.41%	80.84%
All ISLOs	70.53%	73.50%	75.40%	76.20%	71.83%	75.42%	77.57%	78.03%

Student performance rates across our six Institutional Student Learning Outcomes have increased overall (+0.46%), and we continue to exceed our target of 70% overall (78.03%). All six ISLOs met the performance target, with significant increases in Critical Thinking (+3.90%) and

Quantitative Reasoning (+1.99%), and a smaller but still noteworthy increase in Literacy (+0.68%). We did see noticeable decreases in student performance on Professionalism (-2.22%), Communication (-1.63%), and Social Consciousness (-1.57%), but all of these still easily surpassed the target by a significant margin (over 7-10%).

3. Sample Sizes

Figure 1.3 Year-to-Year Sampling Trends

ISLO	2018	2019	2020	2021	2022	2023	2024	2025
1: Critical Thinking	11,316	11,932	8,704	6,167	7,606	12,478	13,499	19,702
2: Communication	7,209	8,570	8,676	7,030	5,959	7,104	9,630	15,601
3: Quantitative Reasoning	2,648	3,487	5,724	4,724	4,565	4,432	5,576	6,583
4: Literacy	7,892	5,741	4,278	6,493	5,916	4,600	5,718	6,634
5: Professionalism	8,393	7,559	6,809	6,064	6,343	6,295	8,528	11,536
6: Social Consciousness	N/A	N/A	N/A	N/A	2,118	5,348	6,269	6,305
All ISLOs	37,458	37,289	35,836	31,890	33,039	40,257	49,220	66,361

Sample sizes increased overall, with an increase of 34.8% in the number of scores collected for all 6 ISLOs, the largest increase being in Communication (+62.0%), followed by Critical Thinking (+46.0%), and Professionalism (+35.3%). Smaller but still significant increases in sample sizes were also seen in Quantitative Reasoning (+18.1%) and Literacy (+16.0%). The only ISLO that remained relatively stable in sample size was Social Consciousness (+0.6%).

4. Program- and Course-Level Assessment

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

Program Progress	2018	2019	2020	2021	2022	2023	2024	2025
Prefixes with PSLOs	68/88	75/84	76/88	79/89	76/93	104/106	89/111	90/114
Total PSLOs	452	517	604	623	652	722	780	825
Mapped PSLOs	301	420	447	461	493	524	560	567
PSLOs with Rubrics	200	240	334	326	320	347	371	392
Completed PSLO Assessments	332	384	302	387	327	442	462	548
Courses	160	137	107	152	146	165	174	207
Sections	413	322	288	344	293	385	424	515

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 29.49% 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	2025
Total CSLOs	Unknown	11,230	11,053	11,817
Mapped CSLOs	Unknown	1,412	4,257	6,019
CSLOs with Rubrics	Unknown	7,882	10,523	11,559
Completed CSLO Assessments	119	322	356	461
Students Assessed	1,462	3,382	3,993	5,035
Courses Assessed	58	136	178	222
Sections Assessed	108	277	318	440

B. Areas of Opportunity

For 2026, 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, 20 CE instructors out of 134 on record participated, completing 41 assessments. Moving forward, 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 2025. 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 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 with two other colleges, in July 2025, the system office approved the formation of a statewide assessment working group consisting of representatives from each college. This committee has since met 5 times with the goal of seeking best assessment practices, sharing successes and challenges, and developing creative recommendations to pose solutions for each individual college within the

system. These collaborative sessions have been well received and highly productive, providing networking opportunities, promoting shared values and practices, and fostering a supportive community of assessment professionals.

5. Department of Corrections

Fall 2025 marked the first term of widespread DOC participation in institution-level assessment, establishing a baseline for longitudinal tracking within this specialized instructional context. To capture results across facilities and course sections, we implemented a shared spreadsheet submission process and have been iterating on data standards (e.g., consistent rubric scales, section/course coding, and unique learner identifiers) to improve data integrity and reduce post-processing time. As we finalize system selection in the Assessment Software Transition initiative, our next phase will be to migrate DOC assessment workflows from spreadsheets to the new platform and provide targeted training for DOC instructors. Training will emphasize streamlined entry, consistent rubrics and mappings, and secure, facility-appropriate submission workflows. This transition is expected to strengthen data quality, reduce manual handling, and support more timely feedback cycles for instructional improvement.

** 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

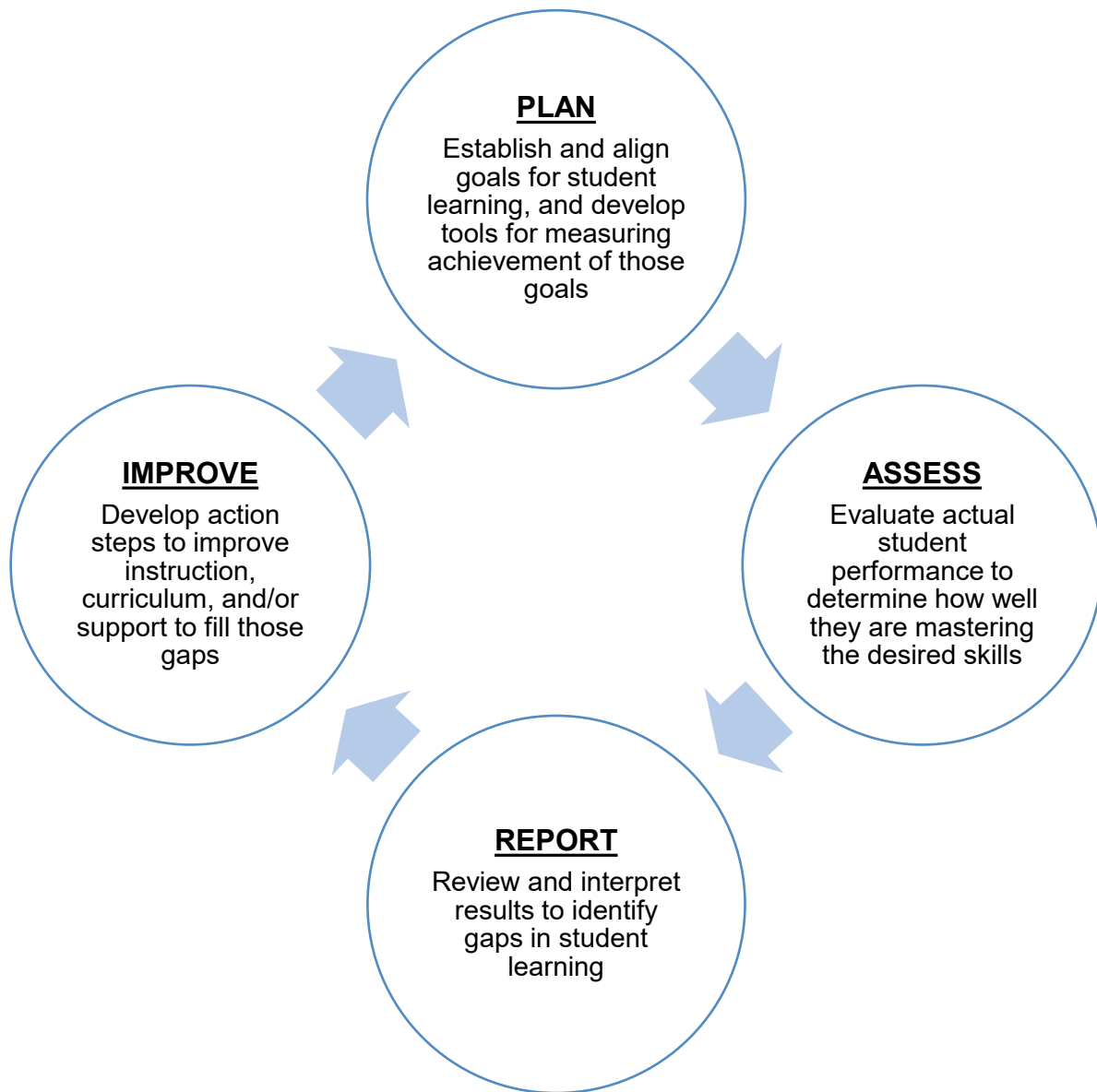
PCC's assessment cycle follows the calendar year and includes four key phases that guide our assessment activities over the course of each year (see Figure 2.1 below):

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.

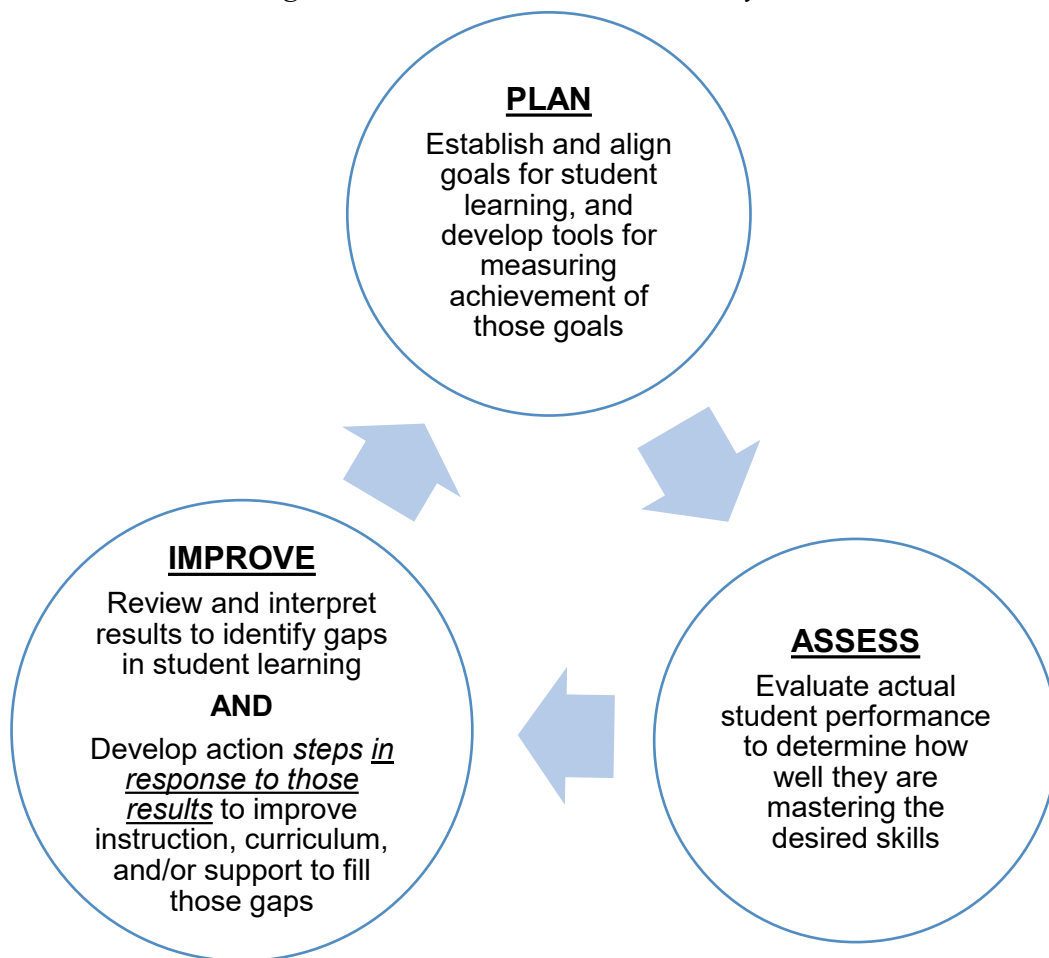
However, the final two steps in this cycle—reporting results and planning improvements—have historically been seen as separate processes, when in reality, assessment results and any improvements that might be made based on those results are intrinsically intertwined, and efforts to “close the assessment 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 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. In 2024, we revised the Improvement Plan template to separate the narrative response sections into shorter, more directed questions. In 2025, we added a retrospective “Closing the Loop” section to the electronic Improvement Plan template to document progress on prior-cycle action steps.

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



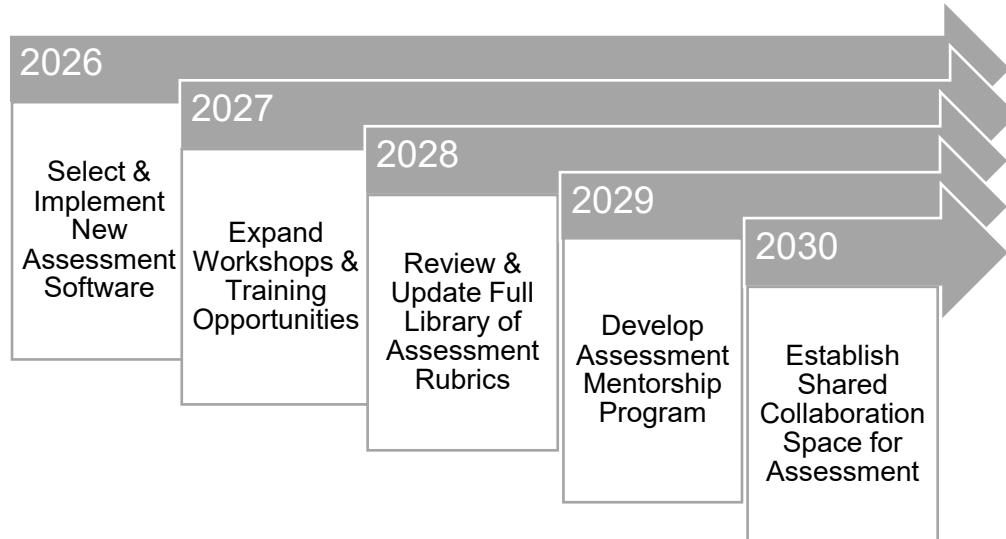
Departmental results, participation reports, and institution-wide trends are included in the final version of this report, posted on the U: drive, and distributed to the college Deans, Division Leads, and Department Chairs to be reviewed and discussed with faculty. Assessment plans and reports dating 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

2025 marked the final year of our existing Five-Year Plan, so on September 30th, we held an open forum for all individuals that are required to participate in assessment. The purpose of this open forum was to discuss perspectives, priorities, and recommendations to the assessment committee as we set the college's new Five-Year Plan for 2026-2030. Annual goals were identified, sequenced, and approved by the Assessment Committee in November 2025 (see Figure 2.4). Additionally, not only did this forum lay the foundation for the new plan, but it also provided a valuable opportunity to gather insights into what is important for those utilizing assessment platforms as we select a new software during the next calendar year. As established by the newly approved Five-Year Plan, our primary task for the upcoming 2026 calendar year

will be the transition to a new assessment software, including the selection, development, implementation, and training of all faculty and staff on the new system.

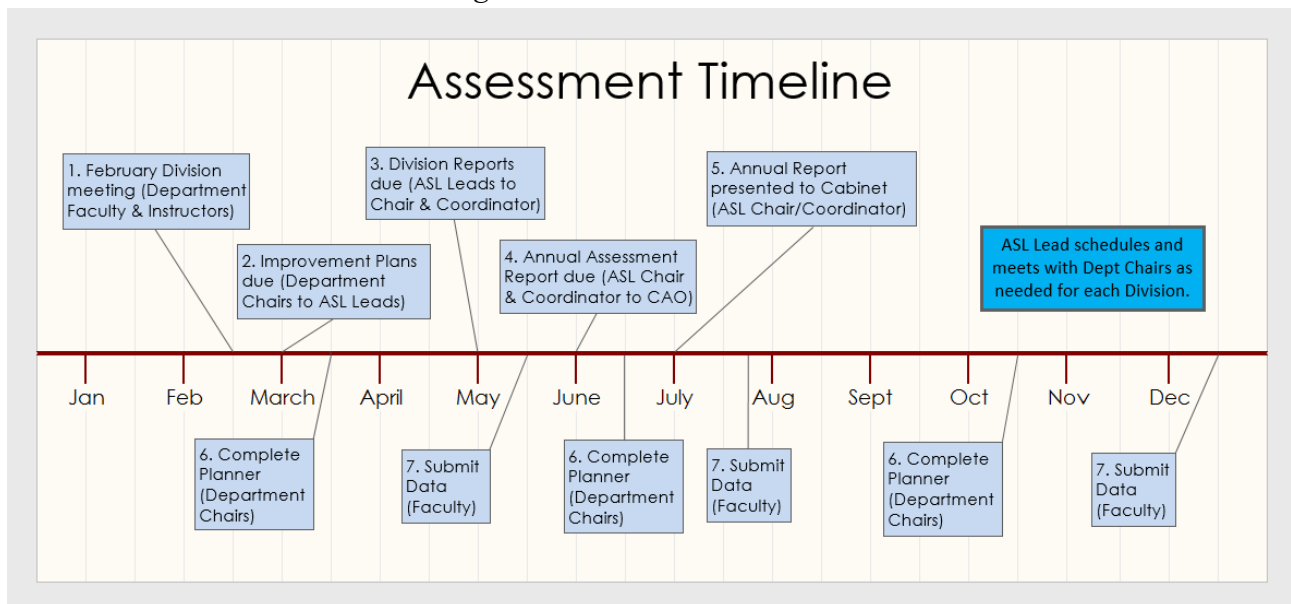
Figure 2.4 Five-Year Plan



C. Assessment Timeline

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

Figure 2.5 Assessment Timeline



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

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

Figure 2.6 Semesterly Task Checklist Overview

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

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

- Division Meeting: We received approval to move the Division Meeting time dedicated to assessment work from March to February moving forward; providing this time to review

results and discuss next times earlier in the semester has proven to make it more feasible to implement planned improvements in the spring semester and also gives departments the opportunity to work on completing their Improvement Plans together before the deadline. This change was met with an overwhelmingly positive response as it gave the divisions more time to work on their Improvement Plans.

- Electronic Submission of Improvement Plans: In 2017, we developed and piloted a new “Improvement Plan” form designed to replace the cumbersome Assessment Plan & Report; instead of two submission deadlines for the same form, combining the review of the previous cycle’s results with the planning of next steps for improvement into one step both streamlines the reporting process and emphasizes the importance “closing the loop” by making data-driven decisions about curricular and instructional changes directly based on findings from the previous cycle’s results.
- Expectations and Deadlines: In conjunction with efforts to increase part-time instructor participation, we clarified the expectations associated with assessment on multiple occasions, including presentations at Part-Time Instructor Orientation sessions, D2L announcements, and email reminders sent to all faculty and all instructor distribution lists. In particular, we reiterated that all instructional staff—whether full-time or part-time—are expected to complete at least one assessment in at least one class each semester that they teach, and assessment scores must be submitted via eLumen by the corresponding grading deadline for the course. 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 faculty and 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.
 - **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

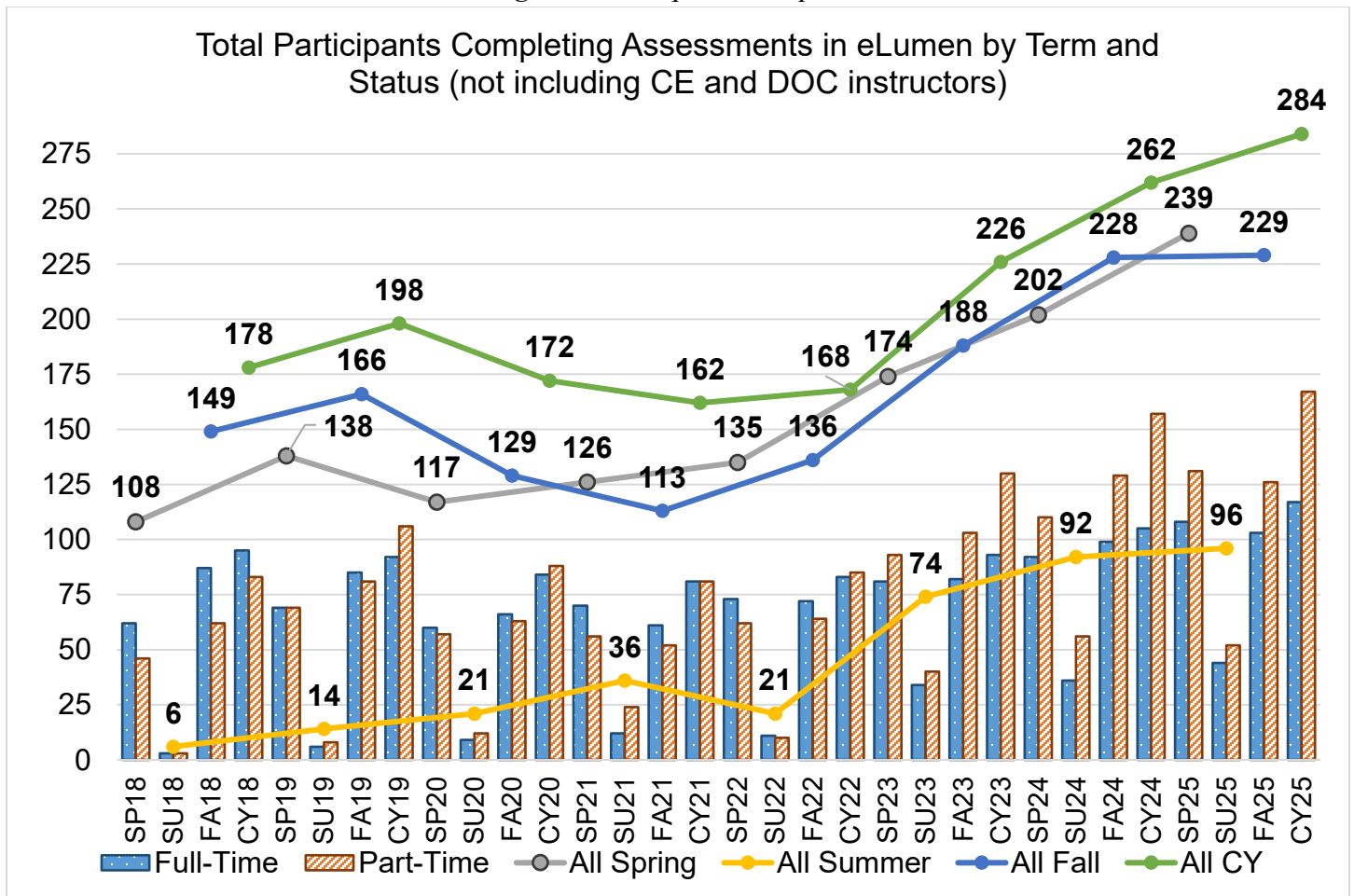
The ASL Committee's plan for clear, regular, and timely communication follows consistent and expected methods for distributing information in multiple formats, including establishing specific individuals and platforms as the primary sources of specific types of assessment-related materials, instructions, 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 2025 cycle, a total of 336 *unique* individuals participated in assessment at least once during the calendar year, including 117 full-time faculty and 167 part-time instructors, as well as 20 Concurrent Enrollment (CE) and 32 Department of Corrections (DOC) instructors. Figure 3.1 details total participant counts for faculty and instructors directly employed by PCC, but it is noteworthy that we are starting to see slow but steady progress toward expanding assessment to our high school and prison education partners. (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 Development

Figure 3.2 Program-Level Assessment Development Progress

DEPARTMENT	PREFIXES	w/PSLOS	PSLOS	w/MAPPING	w/RUBRIC
Arts & Sciences	46	39	383	259	209
ECE	1	1	22	13	8
ENG	7	6	114	86	84
FAH	12	8	94	46	58
HIS	4	4	37	26	30
MAT	1	1	12	6	7
MGD	4	4	42	41	3
SCI	9	7	11	9	6
SOC	8	8	51	32	13
Business & Technology	41	27	202	165	82
AGP	5	4	23	23	0
ASE	6	1	13	11	8
BUS	9	7	40	27	7
CIS	5	3	28	23	12
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	16	158	100	69
COS	5	4	18	13	0
DEH	1	1	23	22	6
EMS	1	1	22	9	12
FST	3	2	12	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	12
Medical & Behavioral Health	8	8	82	43	32
BEH	3	3	12	0	0
MAP	2	2	16	14	7
NUA	1	1	9	9	9
NUR	1	1	21	20	12
STE	1	1	24	0	4
Institution Totals	114	90	825	567	392

Development of program-level assessment continues to progress steadily. Out of 114 prefixes, 90 have PSLOs associated with them, for a total of 825 PSLOs (increase from 780 in 2024), 567 of which are mapped (increase from 560 in 2024). Out of those, 392 have rubrics associated with them (increase from 371 in 2024). 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. Continuing 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 29th, 2026, a total of 13 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 2025, the assessment efforts of faculty and instructors were also recognized in an Assessment Awards Ceremony to encourage participation and support current assessment momentum. In total, 115 awards were given in the following categories:

- Years of Participation—pins for years of 100% participation in all semesters with teaching assignments: 3 Years (54), 5 Years (24), and 7 Years (3).
- Milestone—medals for total number of completed assessments: 50 assessments (14), 75 assessments (3), 100 assessments (2), and 125 assessments (1).
- The Early Birds: First to Complete an Assessment Each Semester, First Showcase Poster Submission.

- The Overachievers: Most Assessments Completed, Most Improved (greatest increase in assessments completed from previous year).
- Department Awards: 100% Participation (4), Most Total Assessments, Highest Percentage of Sections Assessed, Most Concurrent Enrollment Assessments.
- Champion Division: Traveling trophy awarded to the Division with the highest participation rate for the year.

All of the awardees were recognized during the Assessment Showcase & Awards Ceremony on January 29th, 2026. The complete list of awardees can be found under [Celebrations](#) on the PCC Assessment Blog.

D. 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. A total of 18 potential areas have been identified as being well-suited to assessing student learning with a particular focus on student learning outcomes rather than program or office outcomes. These 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 2025, in total, 65 SSLOs, including “context-” (i.e. associated with a specific service or event) and program-level outcomes across 14 student services, and 17 rubrics 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	5	1	1
Advising & Success Coaches (ADV)	8	8	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	7	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
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
All Student Services	65	63	37	17

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

Of those, 8 areas implemented assessments with data collected for the 2025 calendar year cycle. A total of 1,462 students were assessed, amounting to 2,822 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 (84.38%), Literacy (80.77%), and Professionalism (83.94%), with an overall performance rate of 83.20% across all student services and ISLOs that were assessed.

Figure 3.4 Student Services Assessment Results

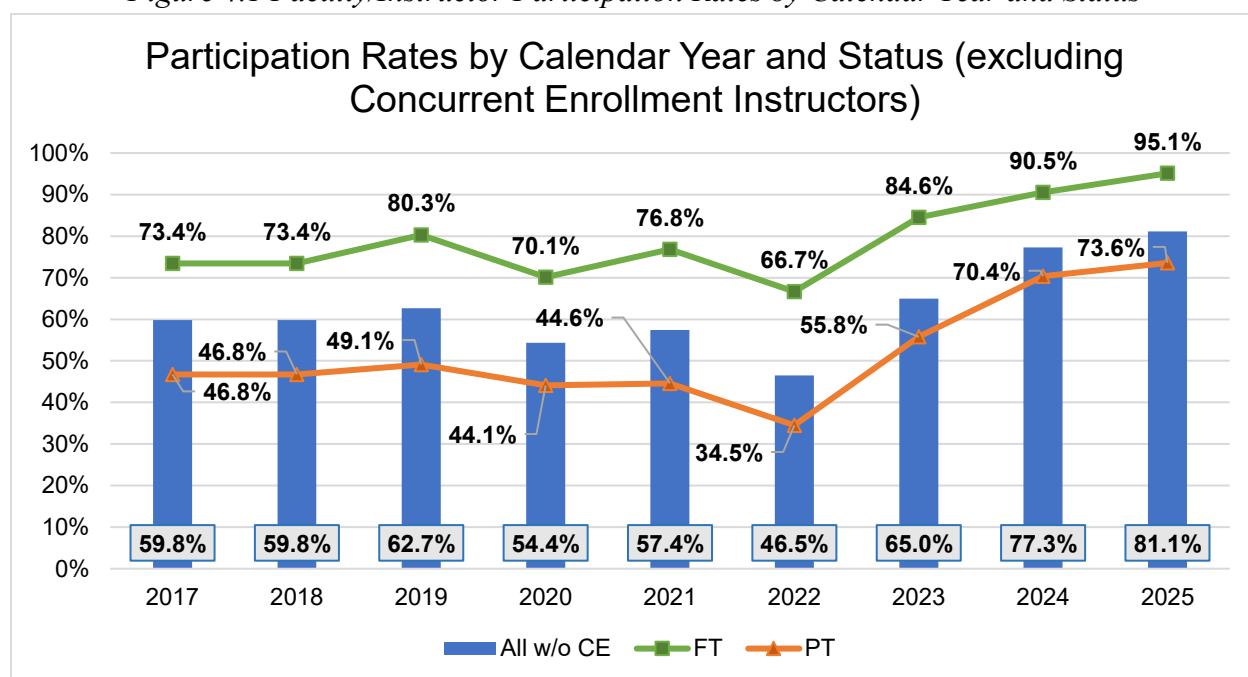
Office	ISLO	SP25		SU25		FA25		CY25	
		TA%	Sample	TA%	Sample	TA%	Sample	TA%	Sample
Advising, Success Coaches	5a: Personal Accountability	88.18%	110	91.53%	59	90.00%	150	89.66%	319
Advising, Success Coaches	5b: Self-Efficacy	89.09%	220	88.98%	118	91.00%	300	89.97%	638
Advising, Success Coaches	5c: Ethical Behavior	81.82%	110	74.58%	59	79.33%	150	79.31%	319
Career Services	2a: Clear Communication	78.13%	32	N/A	0	N/A	0	87.89%	256
Career Services	2b: Communicate Purposefully	84.38%	32	N/A	0	N/A	0	78.13%	32
Career Services	2c: Communication Conventions	90.63%	32	N/A	0	N/A	0	84.38%	32
Career Services	5a: Personal Accountability	78.13%	32	N/A	0	N/A	0	90.63%	32
Career Services	5b: Self-Efficacy	96.88%	32	N/A	0	N/A	0	78.13%	32
Career Services	5d: Professional Conduct	91.67%	96	N/A	0	N/A	0	96.88%	32
Financial Aid	4b: Locate Information	75.41%	61	86.11%	36	72.34%	141	75.21%	238
Library	4d: Apply Information	88.50%	226	74.24%	132	86.67%	75	83.83%	433
The Learning Center	5b: Self-Efficacy	75.36%	276	75.51%	49	75.85%	294	75.61%	619
All Student Services	All ISLOs	84.35%	1,259	81.46%	453	82.61%	1,110	83.20%	2,822

IV. New Initiatives

A. Assessment Leads

Division leads were re-introduced in 2023, with Campus leads introduced in 2024 to strengthen assessment participation, communication, and support for all faculty and instructors across all campuses. Division leads serve as direct points of contact and support for Department Chairs, while Campus Leads serve as direct points of contact for branch campus faculty and instructors to provide support and to promote consistent assessment practices (see II.D. Roles & Responsibilities for further descriptions). 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 3 years (+34.6% since 2022), proving the value of maintaining these roles.

Figure 4.1 Faculty/Instructor Participation Rates by Calendar Year and Status

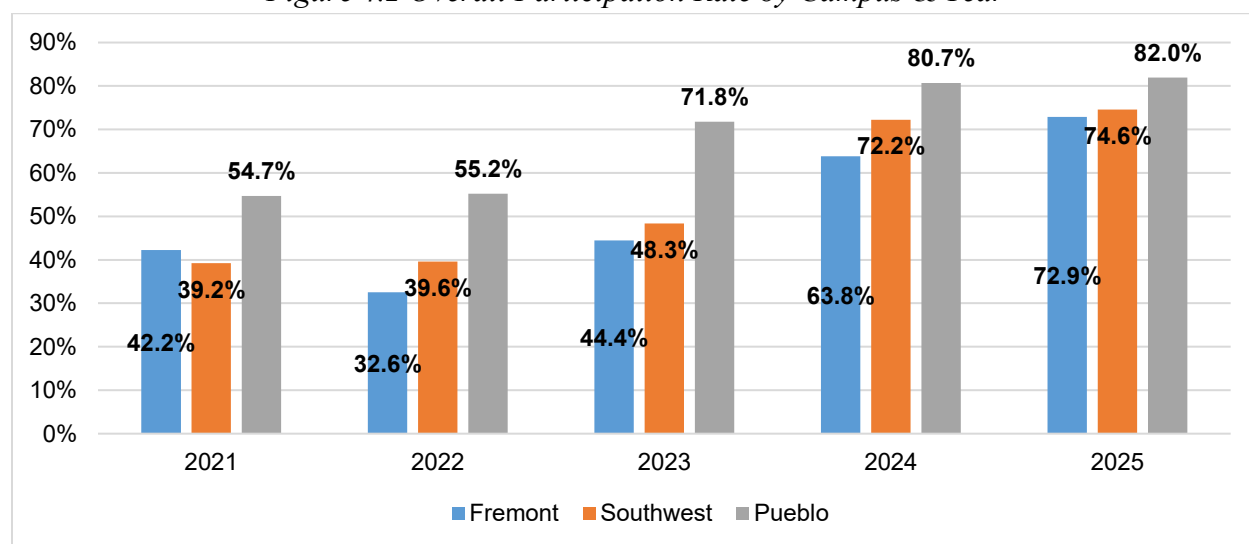


By contrast, the participation at the branch campuses has historically been notably lower than at the Pueblo campus, averaging a difference of 17.8% over 2021-2024, with typical overall

participation rates trending in the 30-40% range. After the successes seen in overall participation from full- and part-time faculty following the reintroduction of Division Leads in 2023, the disproportionately low participation from Fremont and Mancos campuses revealed a need for more focused intervention and support. Our branch campuses face unique demographic and geological barriers regarding assessment support in comparison to the main Pueblo campus, and the Campus Lead role was designed to address and mitigate those challenges by providing the same kind of direct, convenient support that the Pueblo area locations receive on a daily basis.

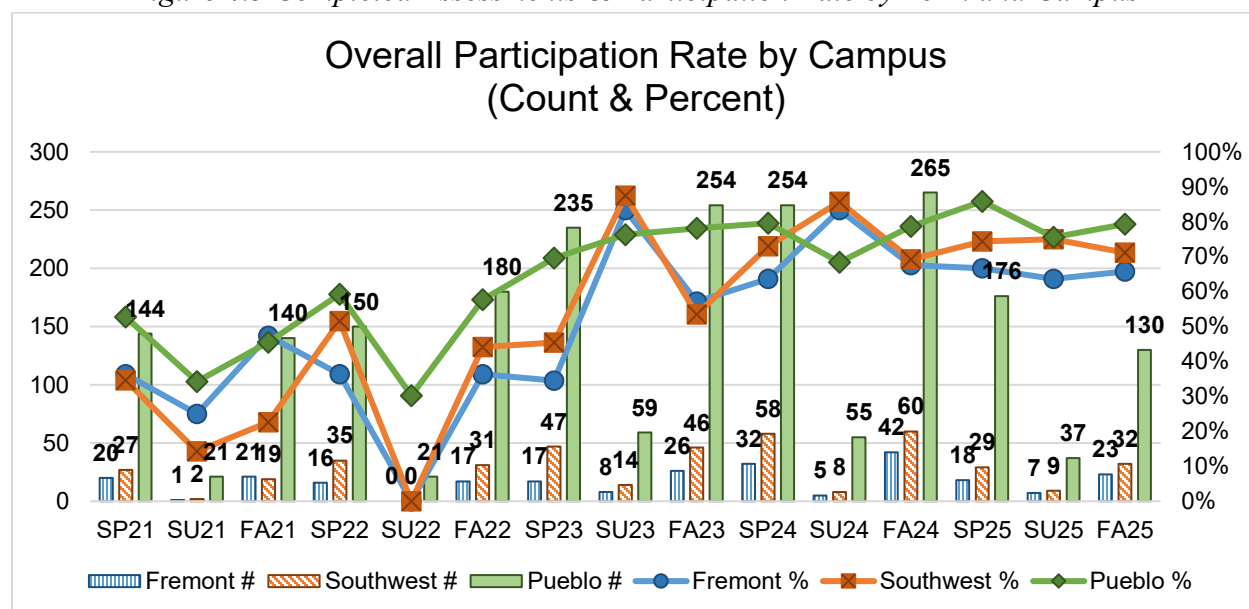
Each Campus Lead serves as the primary point of contact for assessment at their location, offering individualized, timely support to faculty and instructors. This structure not only promotes consistency in assessment practices across all campuses, but also builds local capacity through the recognition 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 4.2 Overall Participation Rate by Campus & Year



Since this initiative was implemented in Fall 2024, a marked increase in branch campus participation has been documented, with an increase of 19.4% at the Fremont campus and 23.9% in the Southwest in the annual participation rate just one semester after Campus Leads began their work. In 2025, branch campus participation rates reached an all-time high of 72.9% at the Fremont campus and 74.6% in the Southwest, only falling 7-9% short of the rate achieved at the Pueblo campus. The Assessment Lead model continues to prove itself valuable and highly effective, and we look forward to continuing with this support structure and seeing what other benefits it may provide, especially as we approach a crucial transition period with the higher demand for training and resources related to implementing a new assessment software.

Figure 4.3 Completed Assessments & Participation Rate by Term and Campus



B. Assessment Software Transition

Following the announcement that our current assessment platform, eLumen, will reach its end-of-life in December 2026, we launched a strategic initiative to identify and implement a successor system. This process began in late 2025 with a Request for Information (RFI) that yielded eight vendor responses, providing a broad overview of the current market landscape and

available solutions. The Assessment Committee conducted initial evaluations according to the 6 key criteria identified as top priorities for technical requirements of a new system:

1. User-Friendly Interface
2. Multi-Level Data Collection
3. Flexible Integration Options
4. Robust Reporting Functions
5. Strategic Planning Dashboards
6. Data Security

In early 2026, the initiative transitioned into a formal Request for Proposal (RFP) phase. Throughout the spring, a selection committee—comprising key stakeholders from academic leadership, faculty representatives, and assessment coordinators—identified 3 finalists based on critical criteria including user-friendliness, robust data migration capabilities, and alignment with our established assessment practices. Following comprehensive vendor demonstrations conducted in May 2026, a final selection is scheduled for June 2026.

This timeline ensures a full year for implementation, data migration, and comprehensive training before the December 2026 deadline. The transition represents a significant undertaking given eLumen's central role in our assessment infrastructure since fall 2016, supporting course- and program-level assessment, Annual Improvement Plans, Student Services assessment, and institutional reporting. Our goal remains to secure a powerful, sustainable platform that preserves the unity, consistency, and quality control that have characterized our assessment practices while supporting our culture of continuous improvement and evidence-based decision-making.

C. Demographic Data

In 2025, the institution demonstrated significant progress in equitable student outcomes, with nearly all demographic groups meeting or exceeding the 70% achievement benchmark. Sample sizes increased dramatically across all categories, substantially enhancing statistical reliability

and enabling more confident identification of equity gaps. Most notably, we secured our first widespread participation from Department of Corrections courses offerings in fall 2025. Key findings for each demographic category are summarized below; see tables 5.13 through 5.16 for detailed results by student demographic and accompanying analysis of data trends, high- and low-performing areas, and general findings. See Attachment 3 for more detailed analysis and recommendations.

1. Overview of Student Performance Results by Demographic

- Racial or Ethnic Identity: Eight of nine groups exceeded the 70% benchmark, with Asian students leading at 81.1%; however, Quantitative Reasoning remains the most persistent equity gap across underrepresented minorities, particularly for Black/African American (42.7%), Native Hawaiian/Pacific Islander (50.0%), and American Indian/Alaskan Native (54.6%) students.
- Age Range: Adult learners (25-54) consistently outperform traditional-age students by 3-7 percentage points (78-82% vs. 75.1-75.5%), with Quantitative Reasoning and Effective Communication representing the primary intervention targets for students under 25.
- Gender Identity: Female students (79.3%) outperform Male students (74.8%) by 4.5% overall, with a concerning 10.0% gender gap in Effective Communication (79.8% vs. 69.8%) warranting investigation.
- First-Generation Status: The performance gap between First-Generation (77.5%) and Non-First-Generation (77.9%) students remains negligible at 0.4%; however, an 8.0% disparity in Quantitative Reasoning (71.0% vs. 79.0%) warrants targeted support.
- Pell Eligibility: Pell-Eligible students (73.5%, n = 151,996) lag Not Pell-Eligible students (78.9%) by 5.4%—the largest socioeconomic equity gap identified—with critical vulnerabilities in Critical Thinking (70.7%) and Textual Literacy (71.9%).
- Student Type: Transfer with Credit (80.7%) and Continuing Students (80.1%) lead performance, while New First Time Anywhere (68.1%) and Guest Students (61.5%) fall below benchmark; notably, Incarcerated students achieved 77.0% with exceptional Quantitative Reasoning (93.6%) and perfect Social Consciousness scores (100%).

- Campus/Location: Southwest (82.36%) and Fremont (81.63%) campuses lead institutional performance, with HS Campus–Fremont showing dramatic improvement from 2024 (+25.84% to 78.31%); the expanded Prison Education Program (77.72%, n = 3,011) demonstrated strong outcomes. Online modalities collectively achieved 75.72% across 26,525 students, validating PCC's digital learning model and demonstrating effective online instruction at scale.
- Home College: PCC students (77.56%, n = 57,597) improved substantially (+7.59%) while nearly quadrupling sample size; non-PCC students enrolled in PCC-taught Colorado Online courses collectively achieved 83.46%, demonstrating the effectiveness of PCC's instructional model across diverse CCCS populations.
- Degree/Certification Type and Division: All academic divisions exceeded 70% (ranging from 78.83% to 85.38%), demonstrating institutional strength in curriculum design; however, Undeclared students (17.39%, n = 23) represent the institution's most severe equity gap, with 0.0% achievement in Communication and Professionalism.

2. Recommendations Based on Initial Demographic Data

- Targeted ISLO3 (Quantitative Reasoning) Interventions: Develop specific faculty toolkits and student support resources for Quantitative Reasoning, particularly for Black/African American students (42.7%), Native Hawaiian/Pacific Islander students (50.0%), American Indian/Alaskan Native students (54.6%), traditional-age students (18-24 at 71.0%), First-Generation students (71.0%) , and Pell-Eligible students (72.7%).
- Close the Gender Communication Gap: Investigate why male students lag female students by 10.0% in Effective Communication (ISLO2) and implement targeted pedagogical strategies to address this disparity.
- Holistic Support for Pell-Eligible Students: Address the 5.4% socioeconomic gap (the largest equity gap identified) through comprehensive support models targeting both academic barriers (Critical Thinking, Textual Literacy) and non-academic barriers (food insecurity, technology access, transportation, childcare).
- Support for New First Time Anywhere, Guest, and Undeclared Students: Enhance transitional support and early intervention for New First Time Anywhere students (68.1%), investigate the sharp decline in Guest student performance (61.5%), particularly

in Literacy and Professionalism, and implement mandatory early program declaration, intensive advising, and structured onboarding.

- Asset-Based Pedagogical Research: Study instructional strategies used with adult learners (25-54) and Incarcerated students—both high-performing populations—to identify transferable practices (e.g., metacognition, real-world application, self-regulation) that could support more traditional students.

D. PSLO Refresh

Launched in Spring 2026, the PSLO Refresh is a systematic, institution-wide review to verify the currency, completeness, and accuracy of all program-level outcomes. The project began with the generation of a comprehensive report listing all existing PSLOs by program. Departments are using this report to audit outcomes, identify gaps or redundancies, and propose revisions to ensure alignment with current curricula and disciplinary standards. This work strengthens data integrity for program and institutional reporting and directly supports evidence needs for HLC Criterion 3.B and 3.E by documenting a faculty-led, cyclical review of student learning outcomes. By modernizing PSLOs and aligning them with the ongoing CSLO-to-PSLO mapping effort, the college is positioning itself for more actionable assessment data and clearer pathways for continuous program improvement in upcoming cycles.

V. 2025 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 2025 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 1,285 sections of 499 different courses, and scoring was completed in eLumen for 1,160 of those sections in 485 courses, amounting to a total of 1,283 unique assessments completed of the 1,454 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
SP25	108	116	93.10%	131	179	73.18%	239	295	81.02%
SU25	44	53	83.02%	52	65	80.00%	96	118	81.36%
FA25	103	112	91.96%	129	172	75.00%	229	284	80.63%
CY25	117	123	95.12%	167	227	73.57%	284	350	81.14%

A total of 336 individuals participated in institution-level assessment (increase from 262 in 2024), including 117 full-time faculty and 167 part-time instructors, representing a 95.1% full-time participation rate (increase from 90.5% in 2024) and a 73.6% part-time participation rate (increase from 70.4% in 2024), with 81.1% participation overall (increase from 77.3% in 2024).

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 77 in 2025. In the past year, courses were offered in several new prefixes, and a total of 82.8% of all disciplines (77 out of 93) participated in assessment in 2025. Assessments were completed in the following disciplines (16 prefixes newly assessed in 2025 in bold):

Figure 5.2 Programs Participating in 2025 Institutional Assessment

- AAA - Advanced Academic Achievement
- ACC - Accounting
- **ANT - Anthropology**
- **ARA - Arabic**
- ART - Art
- **ASC - Animal Science**
- ASE - Automotive Technology
- **ASL - American Sign Language**
- AST - Astronomy
- BAR - Barbering
- BEH - Behavioral Health
- BIO - Biology
- BUS - Business
- **CAD - Computer Aided Drafting**
- **CAR - Carpentry**
- CHE - Chemistry
- CIS - Computer Information Systems
- **CNG - Computer & Networking Technology**
- COM - Communication
- CON - Construction Technology
- COS - Cosmetology
- CRJ - Criminal Justice
- **CSC - Computer Science**
- CSL - Counseling
- **CUA - Culinary Arts**
- MAP - Medical Assisting Profession
- MAR - Marketing
- MAT - Mathematics
- MGD - Multimedia and Graphic Design
- DEH - Dental Hygiene
- DMS - Diagnostic Medical Sonography
- ECE - Early Childhood Education
- ECO - Economics
- EGG - Engineering
- ELT - Electronics
- EMS - Emergency Medical Services
- ENG - English
- ENP - Entrepreneurship
- **ENV - Environmental Science**
- ENY - Energy Technology
- EST - Esthetician
- **FMT - Facilities Maintenance Tech**
- FST - Fire Science Technology
- GEY - Geology
- HIM - Health Information Management
- HIS - History
- HIT - Health Information Technology
- HPR - Health Professional
- HUM - Humanities
- LEA - Law Enforcement Academy
- LIT - Literature
- LTN - Library Technician
- MAC - Machining Technology
- MAN - Management
- PSC - Political Science
- **PSV - Public Service**
- PSY - Psychology
- PTA - Physical Therapist Assistant

- **MOT - Medical Office Terminology**
- MUS - Music
- NAT - Manicurist
- **NRE - Natural Resources**
- NUA - Nursing Aide
- NUR - Nursing
- OTA - Occupational Therapy Assistant
- PHI - Philosophy
- PHT - Pharmacy Technician
- PHY - Physics
- PTE - Psychiatric Technician
- RCA - Respiratory Care
- RTE - Radiologic Technology
- SOC - Sociology
- **SPA - Spanish**
- STE - Surgical Technology
- **SWK - Social Work**
- UAS - Unmanned Aircraft Systems
- WEL - Welding Technology

B. Sample Sizes

We ultimately collected assessment data from 1,160 sections of 485 different courses in 77 prefixes across 31 departments (see [Appendix B1](#) for complete figures on participation rates and sample sizes for each prefix). Counting duplicates from students who were assessed on multiple SLOs and/or in multiple courses, a total of 14,183 students were assessed across the institution during the 2025 calendar year:

Figure 5.3 Sample Sizes by Division

Division	Courses	Sections	Students	Assessments
PCC Overall	485	1,160	14,183	1,283
A&S	116	450	6,070	502
BAT	141	325	3,703	354
HPS	162	251	2,635	278
MBH	66	134	1,775	149

Figure 5.4 Total Students Assessed by Level & Division

Level	All	ISLO	PSLO	CSLO
PCC Overall	14,183	4508	5282	4976
A&S	6,070	2122	1919	2347
BAT	3,703	1787	1115	839
HPS	2,635	360	1023	1360
MBH	1,775	239	1225	430

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	19,702	3,809	6,668	1,353	9,653	1,962	1,779	427	1,602	67
Effective Communication	15,601	3,207	7,967	1,848	3,231	684	2,283	479	2,120	196
Quantitative Reasoning	6,583	1,805	5,489	873	553	392	418	537	123	3
Textual Literacy	6,634	1,826	2,762	543	2,283	489	613	750	976	44
Professionalism	11,536	2,008	5,503	1,160	1,633	303	3,161	397	1,239	148
Social Consciousness	6,305	975	3,561	697	135	10	1,612	247	997	21
All ISLOs	66,361	13,630	31,950	6,474	17,488	3,840	9,866	2,837	7,057	479

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

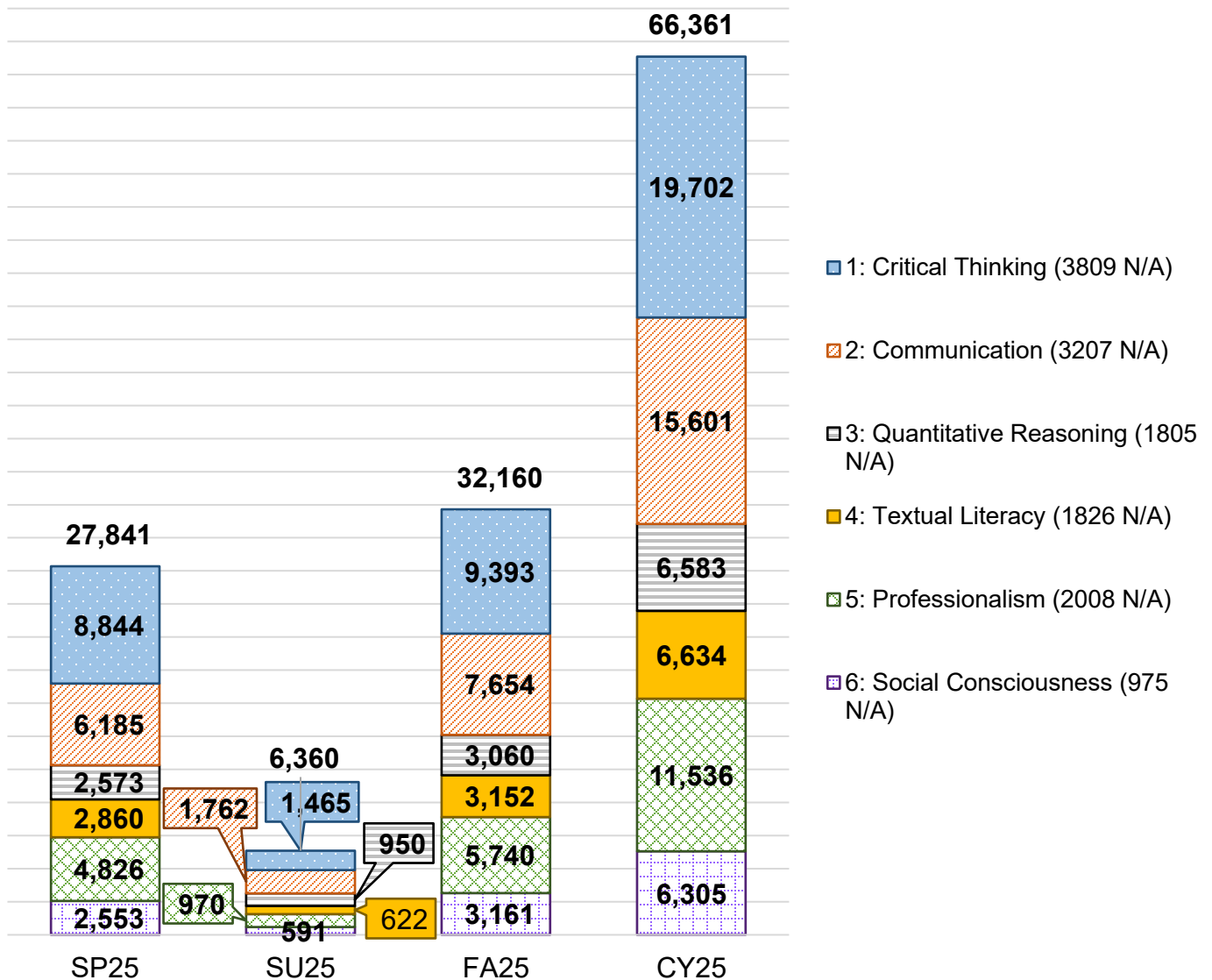


Figure 5.7 Proportion of Total Scores Collected for Each ISLO

ISLO	PCC	A&S	BAT	HPS	MBH
1: Critical Thinking & Problem Solving	29.69%	20.87%	55.20%	18.03%	22.70%
2: Effective Communication	23.51%	24.94%	18.48%	23.14%	30.04%
3: Quantitative Reasoning	9.92%	17.18%	3.16%	4.24%	1.74%
4: Textual Literacy	10.00%	8.64%	13.05%	6.21%	13.83%
5: Professionalism	17.38%	17.22%	9.34%	32.04%	17.56%
6: Social Consciousness	9.50%	11.15%	0.77%	16.34%	14.13%

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

ISLO	SP25	SU25	FA25	CY25
1: Critical Thinking	14.39%	21.91%	16.91%	16.20%
2: Communication	20.09%	27.10%	11.52%	17.05%
3: Quantitative Reasoning	21.72%	27.87%	19.13%	21.52%
4: Textual Literacy	22.99%	42.03%	14.18%	21.58%
5: Professionalism	13.51%	23.62%	14.25%	14.83%
6: Social Consciousness	10.61%	23.94%	13.33%	13.39%
All ISLOs	16.91%	27.15%	14.82%	17.04%

With regard to these data on 2025 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 (29.69% of all scores) and Effective Communication (23.51%) received the highest volume of assessments, showing a consistent focus on these core skills. Professionalism (17.38%) also received strong coverage.
- Lower Coverage ISLOs: Social Consciousness (9.50%) and Quantitative Reasoning (9.92%) had less coverage, particularly in MBH (1.74%), suggesting these outcomes are less emphasized in those fields. Social Consciousness had notably low representation in BAT (0.77%), which could be a curricular gap worth addressing.
- Divisional Trends: BAT focused heavily on Critical Thinking (55.20%), while MBH leaned towards Effective Communication (30.04%) 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 (6,360 by contrast to 27,841 and 32,160, respectively), the sample size for summer 2025 assessments has actually increased significantly in terms of the total scores collected (a 79.3% 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 2025.

Figure 5.9 Proportion of Courses & Sections Assessed by Term

Sample	SP25	SU25	FA25	CY25
Courses	285/530 (53.8%)	103/154 (66.9%)	294/475 (61.9%)	485/764 (63.5%)
Sections	478/1,193 (40.1%)	127/210 (60.5%)	555/1,206 (46.0%)	1,160/2,609 (44.5%)

Historic trends show a steady increase in summer assessment coverage since SU18, reflecting improved practices but still leaving summer with generally lower assessment rates. In 2025, there was a significant increase in summer assessments, with a +29.3% in the number of courses assessed from 37.6% in 2024, and a +34.2% in the number of sections assessed from 26.3% in 2024. Efforts to increase summer semester assessment seem to 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

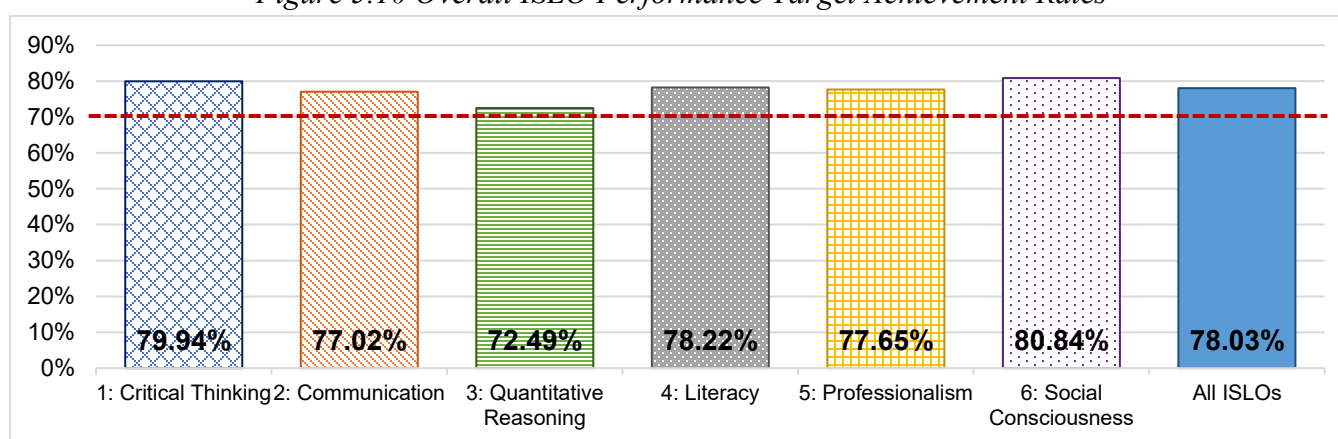
The average proportion of N/A (“Not Assessed”) scores averaged 17.04% across all ISLOs—this an increase of 13.13% from 2024, but still falls within a generally reasonable range of approximately 20% or lower, indicating that instructors felt they were able to accurately assign numerical scores to the majority of their students on all of the criteria described in these rubrics.

Quantitative Reasoning (21.52%) and Literacy (21.58%) had the most frequent N/A entries, indicating these may be less integrated into course assessments in some areas.

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 (see figure 5.10 below).

Figure 5.10 Overall ISLO Performance Target Achievement Rates



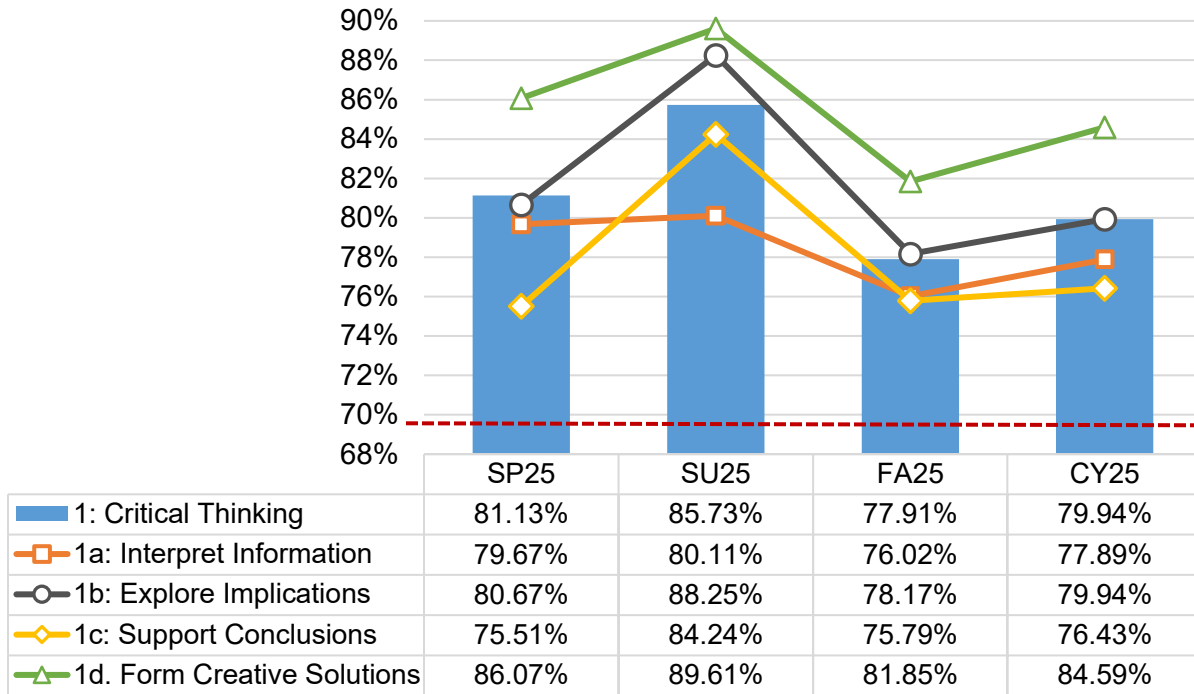
These results are largely consistent with previous assessment cycles. PCC students are demonstrating impressive performance in all areas, but especially in the skills of Social Consciousness, (80.84%), Critical Thinking (79.94%), and Professionalism (77.65%).

Quantitative Reasoning continues to be our lowest-performing area (72.49%), but with a 1.99% increase since 2024, it still comfortably surpasses the target. Across the board, our students continued to meet our 70% performance target overall, increasing 0.46% since 2024 to an average achievement rate of 78.03% across all ISLOs.

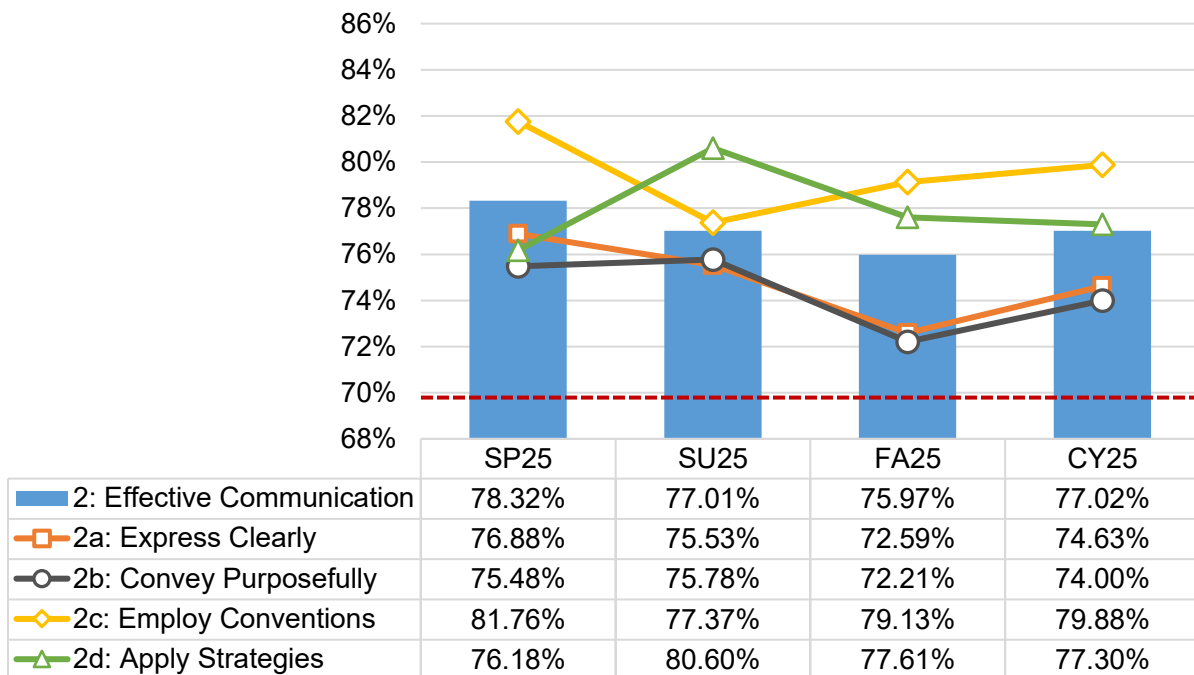
1. Student Performance by ISLO

Figure 5.11 ISLO Performance by Rubric Criterion

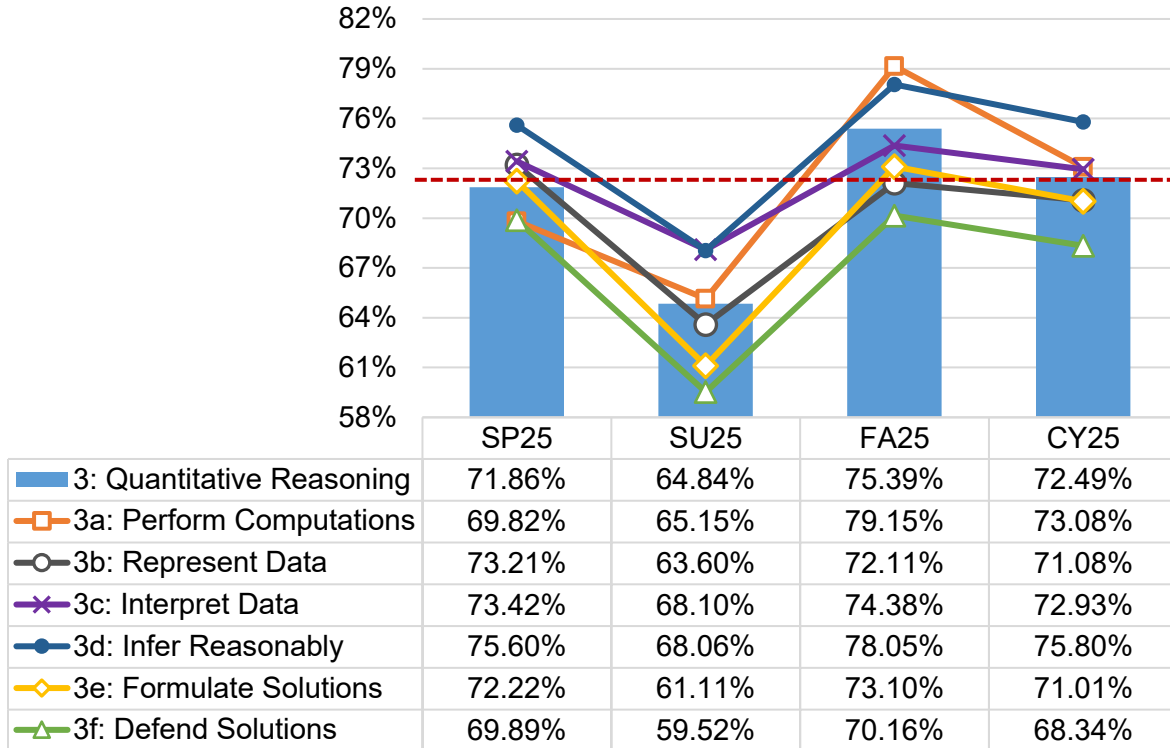
ISLO 1: Critical Thinking & Problem Solving



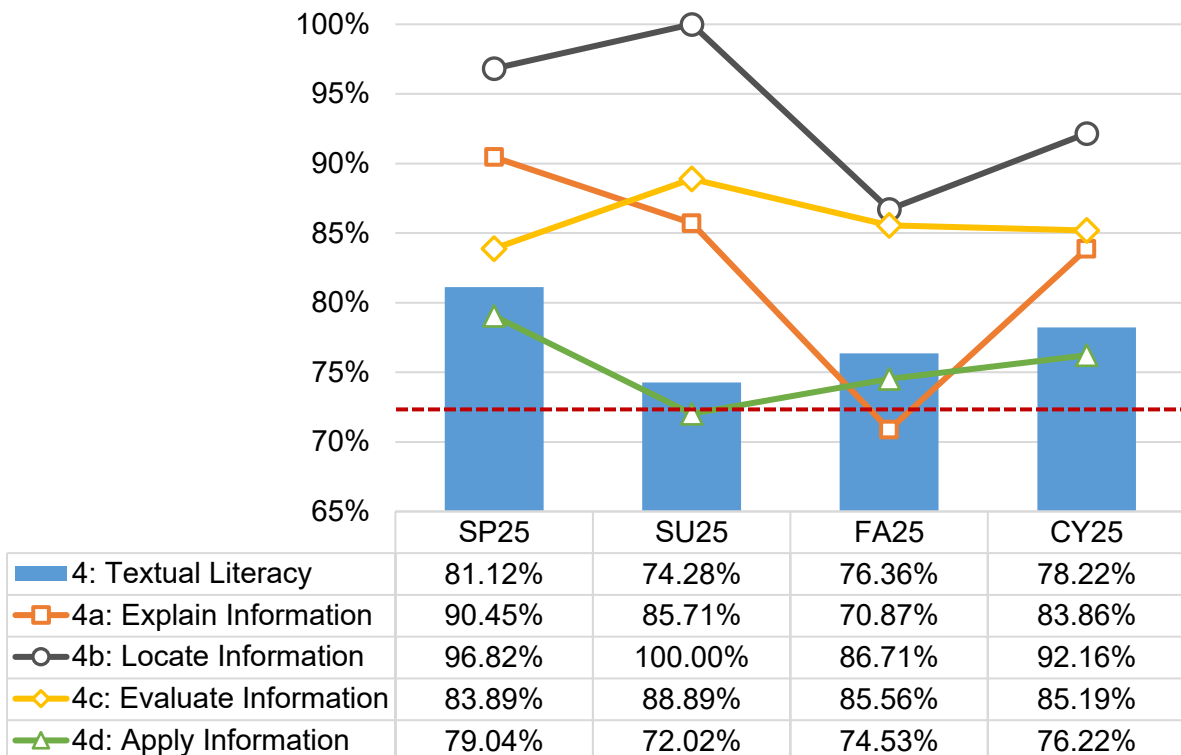
ISLO 2: Effective Communication



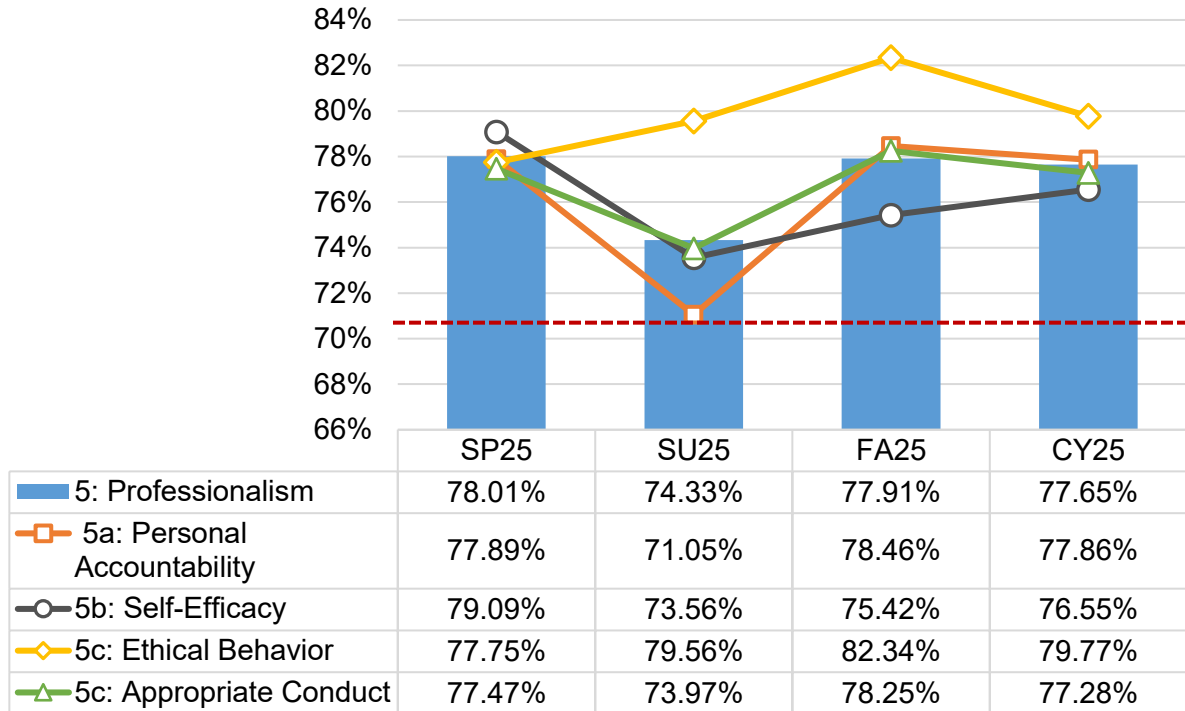
ISLO 3: Quantitative Reasoning



ISLO 4: Literacy



ISLO 5: Professionalism



ISLO 6: Social Consciousness

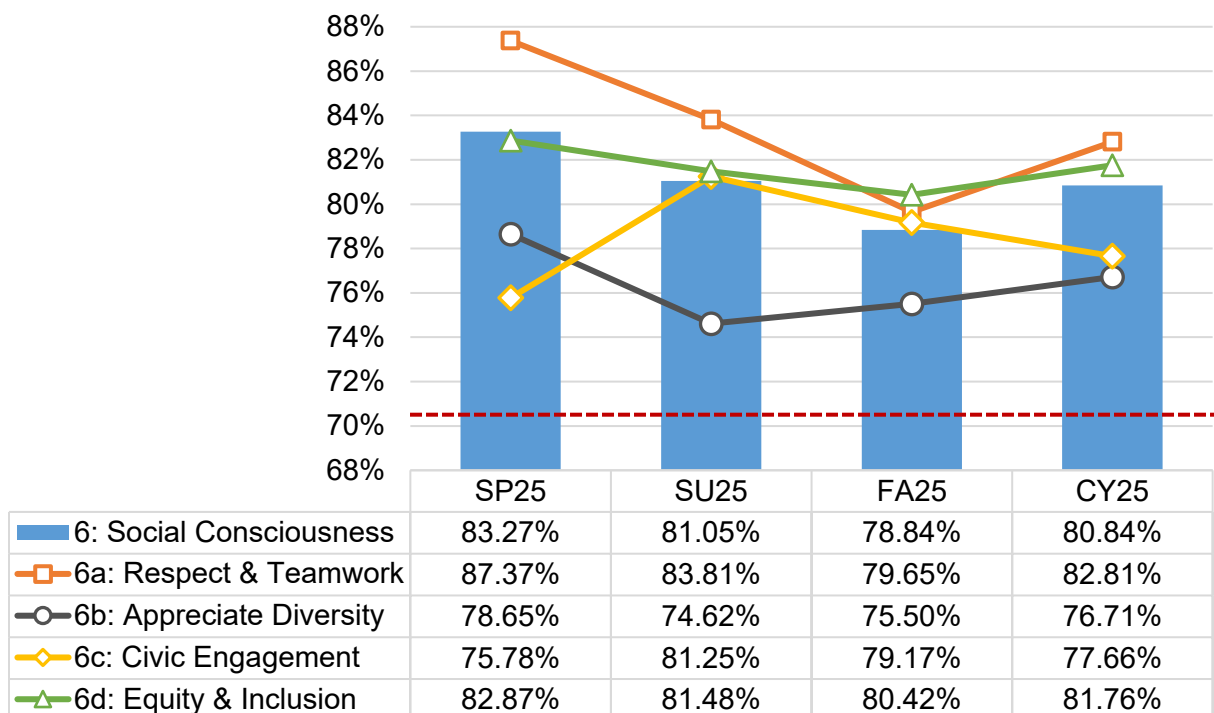


Figure 5.12 ISLO Performance by Course Level

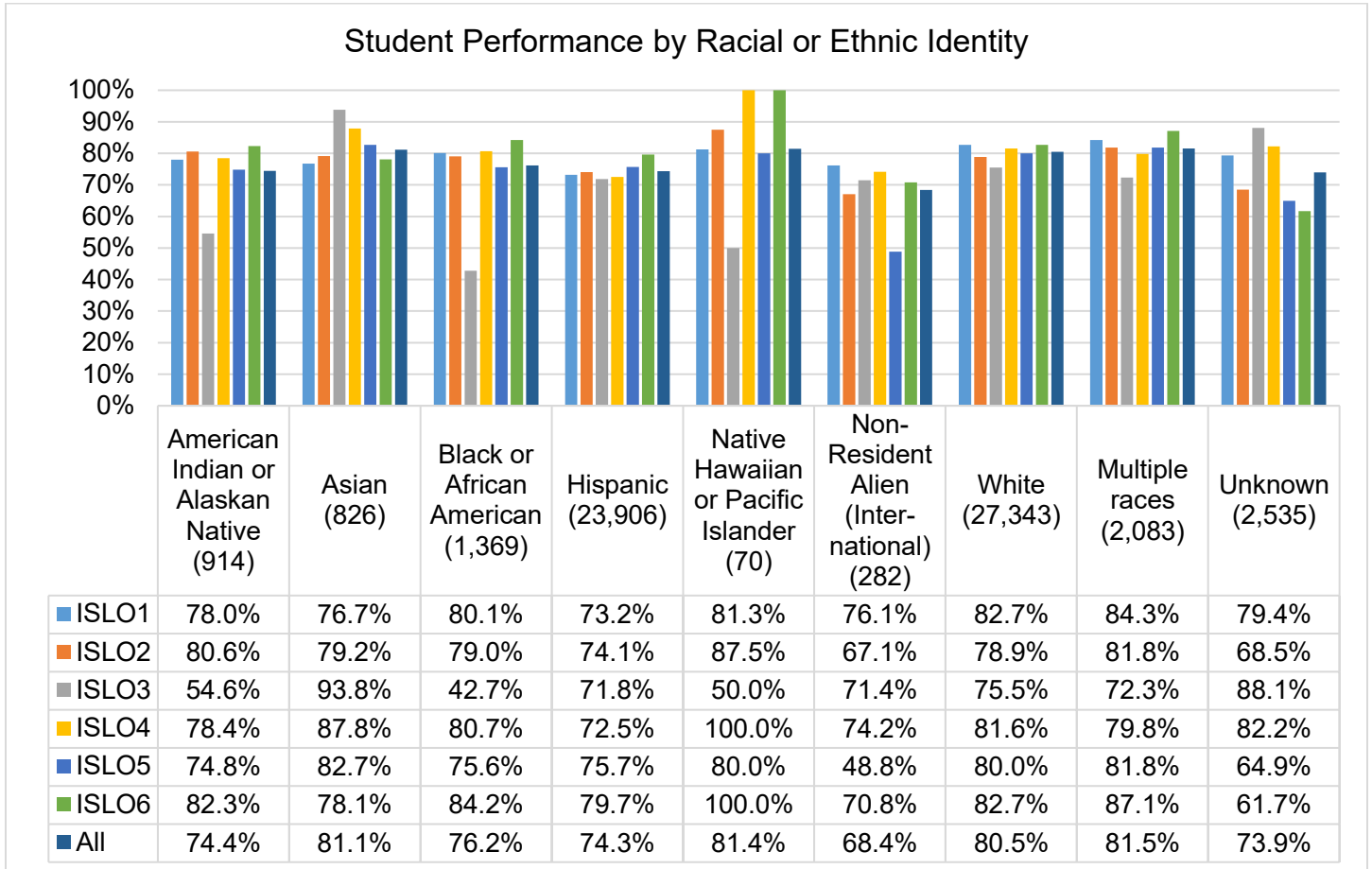
ISLO	Developmental	100 Level	200 Level	300/400 Level
ISLO1: Critical Thinking & Problem Solving	18.18%	78.69%	83.44%	69.50%
ISLO2: Effective Communication	64.84%	74.93%	85.82%	75.00%
ISLO3: Quantitative Reasoning	61.54%	71.30%	87.57%	N/A
ISLO4: Textual Literacy	61.54%	76.94%	79.65%	86.47%
ISLO5: Professionalism	76.67%	75.21%	84.61%	70.92%
ISLO6: Social Consciousness	N/A	77.69%	88.52%	100.00%
All ISLOs	62.22%	76.06%	84.38%	73.93%

2. Student Performance by Demographic

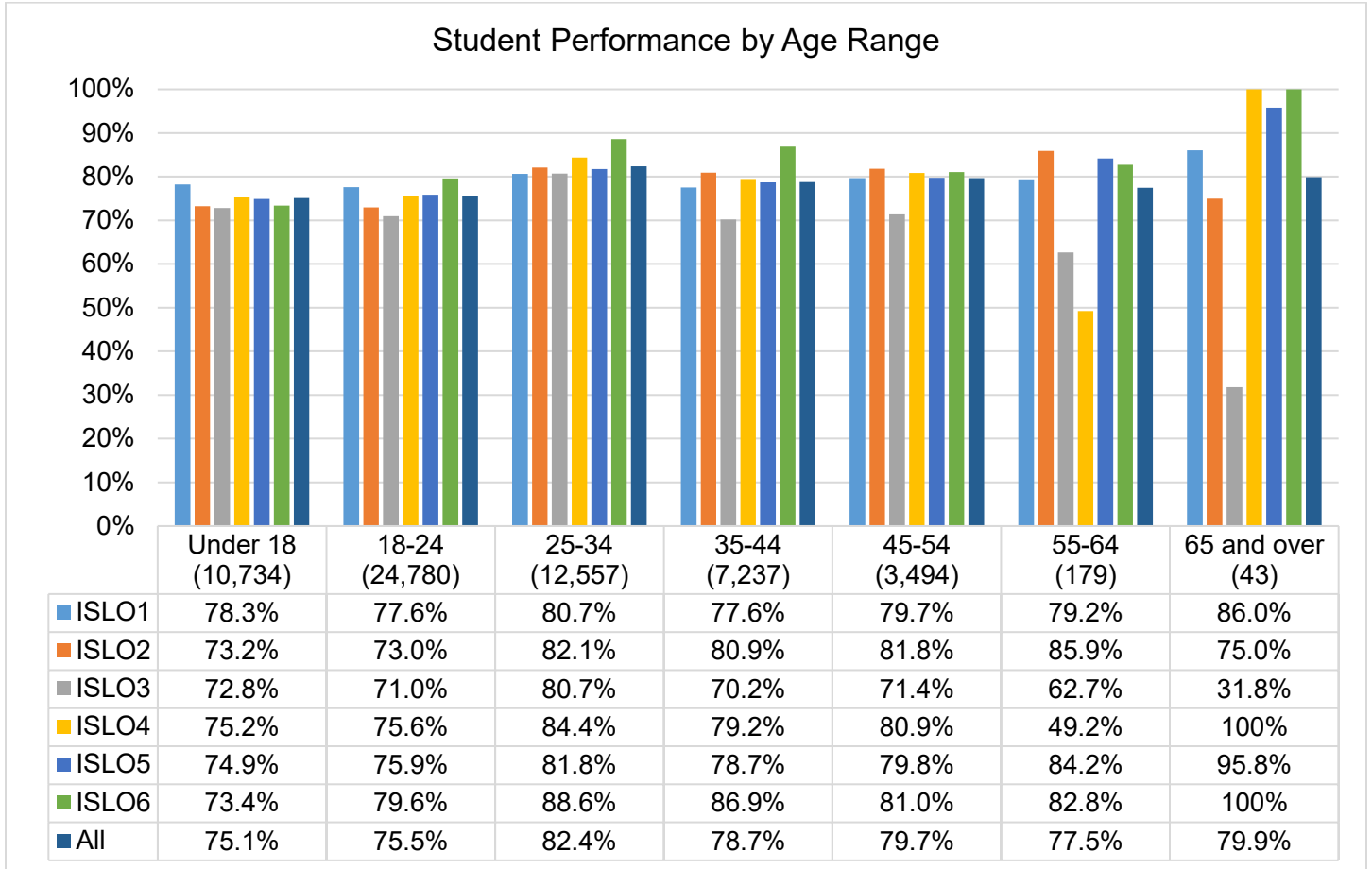
Figure 5.13 ISLO Performance by Student Demographic

Note: Sample sizes represent total number of scores collected, not unique students scored.

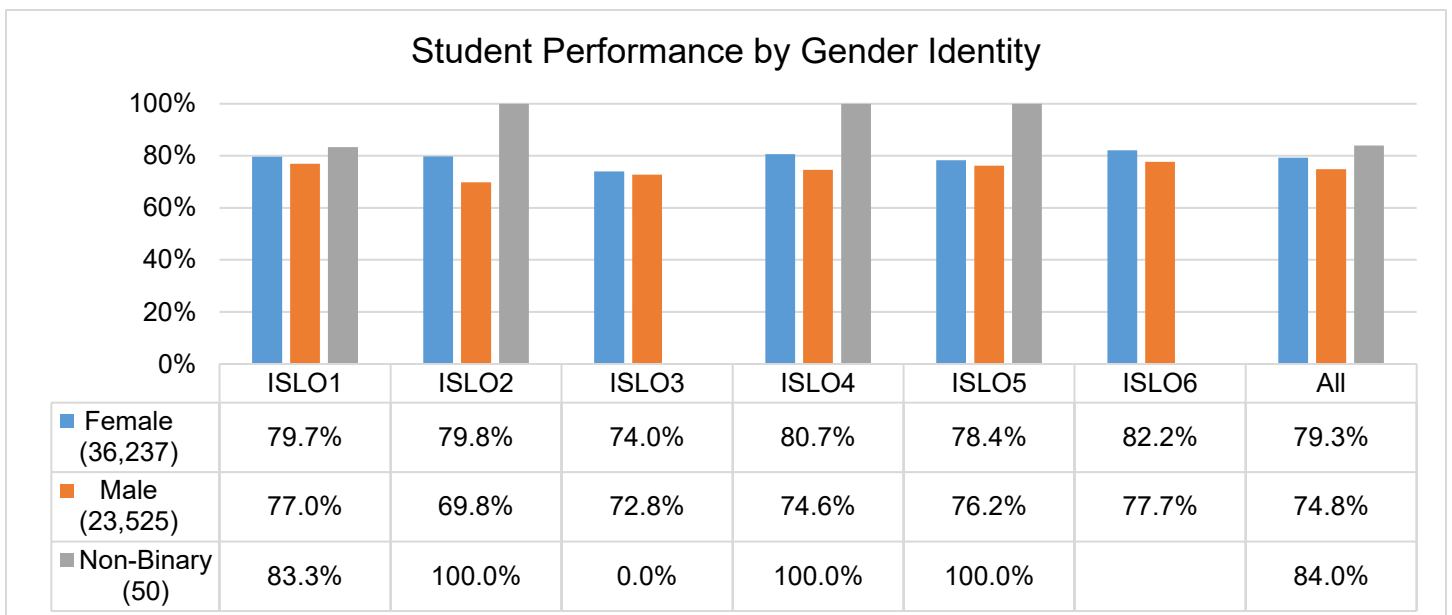
A. Racial or Ethnic Identity

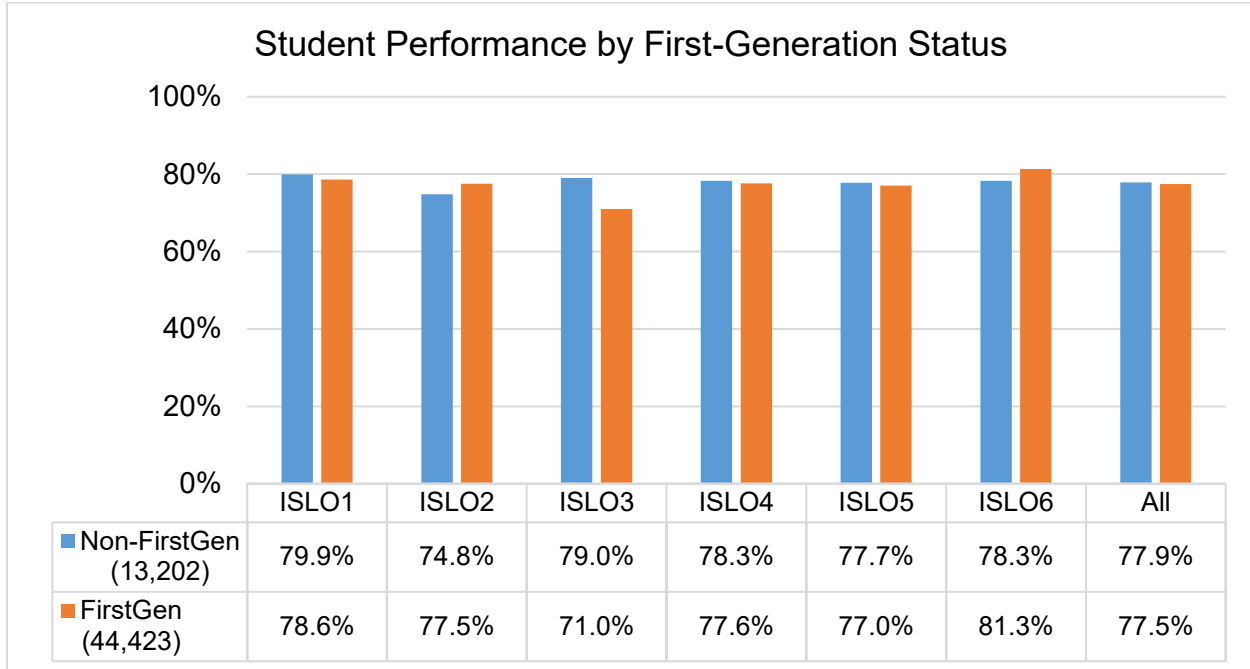
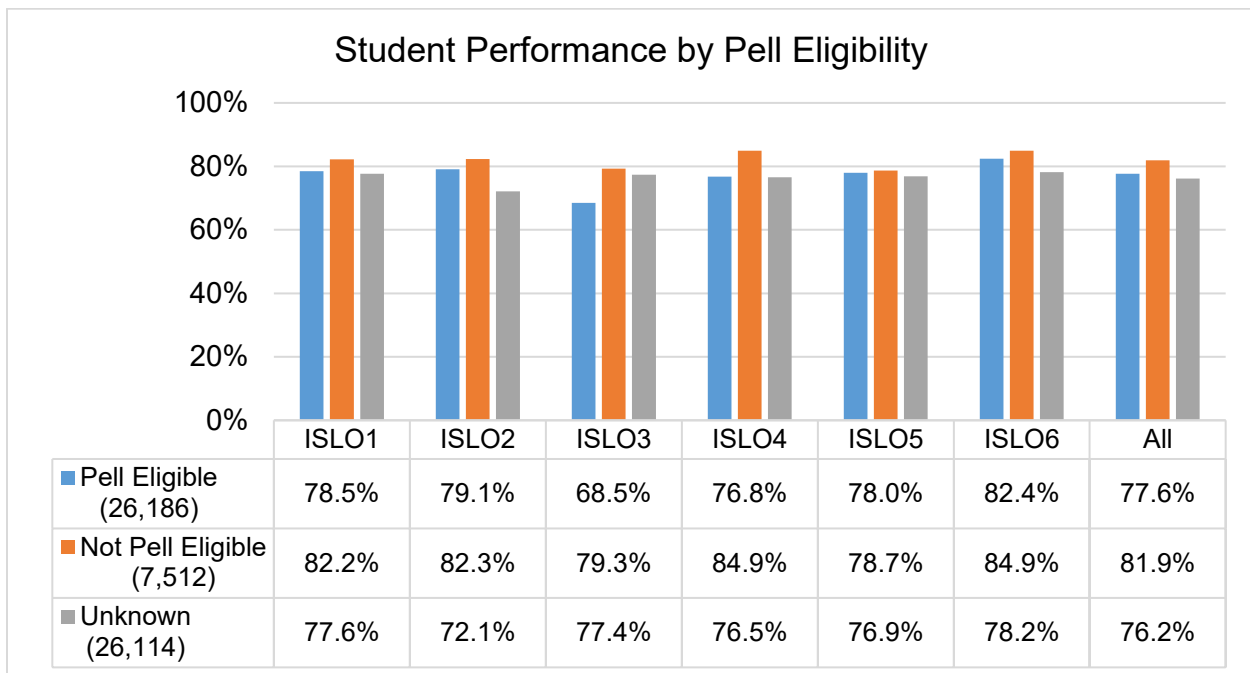


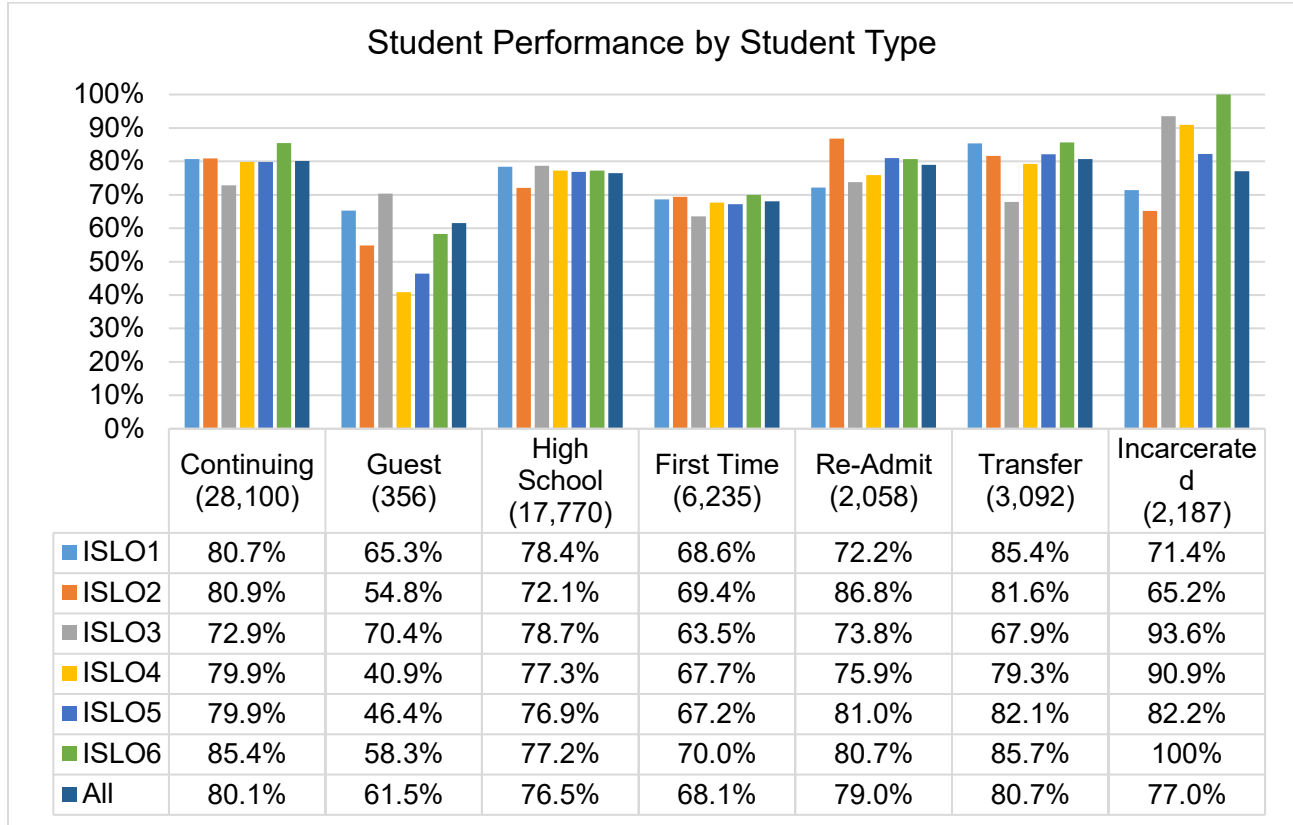
B. Age Range



C. Gender Identity



D. First-Generation StatusE. Pell Eligibility

F. Student TypeG. Campus/Location

Campus	ISLO1	ISLO2	ISLO3	ISLO4	ISLO5	ISLO6	All
Pueblo Campus	79.29%	77.16%	70.10%	74.11%	77.91%	83.36%	76.91%
Fremont Campus	81.50%	81.62%	86.73%	82.70%	72.03%	87.08%	81.63%
Southwest	83.04%	85.50%	80.00%	85.94%	74.32%	85.78%	82.36%
SW-Mancos Campus	84.50%	88.25%	84.00%	85.93%	75.81%	84.27%	83.70%
SW-Durango Site	78.65%	82.18%	76.61%	85.96%	71.04%	90.00%	79.86%
Online	79.94%	77.21%	72.62%	76.33%	71.53%	77.09%	75.72%
CO Online @ PCC	74.38%	72.72%	78.47%	74.10%	67.75%	74.38%	72.53%
Colorado Online	88.83%	82.14%	69.30%	80.19%	88.29%	82.68%	80.28%
Rural College Consortium	95.12%	N/A	N/A	90.48%	100.00%	N/A	97.01%
High School	76.83%	73.63%	77.60%	83.48%	75.43%	70.01%	76.56%
HS Campus - Pueblo	68.64%	63.72%	80.63%	70.63%	77.01%	75.16%	73.94%
HS Campus - Fremont	83.22%	74.31%	73.54%	86.07%	71.56%	66.45%	78.31%
HS Campus - Durango	N/A	89.58%	N/A	N/A	N/A	N/A	89.58%
Prison Education	74.98%	80.73%	66.67%	76.06%	83.53%	100.00%	77.72%
Department of Corrections	71.36%	67.82%	93.56%	90.91%	82.20%	100.00%	77.34%
Second Chance Pell Online	87.15%	100.00%	18.46%	71.56%	100.00%	N/A	78.77%

H. Home College

Home College	Scores Collected	ISLO1	ISLO2	ISLO3	ISLO4	ISLO5	ISLO6	All
PCC	57,597	78.88%	76.89%	72.55%	77.76%	77.23%	80.58%	77.56%
Non-PCC	4,715	88.76%	84.72%	65.02%	77.89%	94.94%	84.47%	83.46%
ACC	615	95.56%	87.96%	91.76%	92.86%	95.65%	77.27%	90.57%
CCA	335	97.94%	86.58%	74.07%	61.90%	100.00%	95.65%	88.66%
CCD	764	85.04%	82.77%	35.71%	76.92%	90.32%	65.00%	76.83%
CNCC	38	84.62%	50.00%	N/A	N/A	100.00%	N/A	78.95%
FRCC	805	86.22%	83.01%	63.92%	68.00%	87.88%	87.27%	81.37%
LCC	57	94.74%	86.67%	N/A	N/A	100.00%	N/A	91.23%
MCC	267	82.69%	74.19%	60.38%	75.00%	70.00%	66.67%	70.04%
NJC	148	97.26%	97.37%	100.00%	100.00%	100.00%	60.00%	96.62%
OJC	86	79.59%	63.64%	100.00%	N/A	100.00%	N/A	79.07%
PPCC	942	88.48%	80.43%	63.39%	74.45%	98.70%	87.72%	81.10%
RRCC	511	80.00%	91.49%	70.18%	97.83%	100.00%	100.00%	88.85%
TSJC	147	98.28%	94.74%	100.00%	50.00%	97.56%	N/A	95.92%

I. Program of Study – Division

Degree Area	Sample	ISLO1	ISLO2	ISLO3	ISLO4	ISLO5	ISLO6	All
A&S	495	78.67%	91.60%	66.67%	75.81%	85.61%	94.37%	84.65%
B&AT	5,153	80.82%	80.66%	66.45%	77.75%	83.42%	84.62%	79.84%
H&PS	3,568	87.40%	76.08%	74.83%	78.77%	79.42%	84.04%	80.63%
M&BH	5,579	78.27%	87.09%	77.57%	89.05%	76.71%	90.30%	83.24%
Gen. Ed,	1,683	86.13%	87.10%	78.10%	88.16%	86.25%	90.15%	85.38%
DOC (Vocational)	3,339	72.82%	68.80%	93.57%	90.91%	83.97%	100.0%	78.83%
Undeclared	23	25.00%	0.00%	N/A	N/A	0.00%	33.33%	17.39%

J. Program of Study – Degree Type

Degree Type	Sample	ISLO1	ISLO2	ISLO3	ISLO4	ISLO5	ISLO6	All
DOC (Vocational)	3,339	72.82%	68.80%	93.57%	90.91%	83.97%	100.0%	78.83%
AAS	2,780	73.76%	81.29%	82.61%	87.11%	77.09%	96.31%	80.83%
AA	567	91.36%	88.79%	70.77%	85.19%	78.99%	94.12%	85.54%
AGS	842	84.64%	86.21%	73.20%	89.61%	95.74%	87.01%	84.80%
AS	175	100.0%	82.76%	92.05%	90.48%	100.0%	100.0%	92.00%
BAS	17	33.33%	N/A	100.0%	N/A	100.0%	N/A	52.94%
BS	89	82.61%	90.91%	N/A	N/A	81.82%	N/A	84.27%
Certificate	12,008	82.62%	84.07%	70.71%	80.33%	80.60%	85.26%	81.61%
Undeclared	23	25.00%	0.00%	N/A	N/A	0.00%	33.33%	17.39%

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 2025 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	• Highest overall participation since acquisition of eLumen (81.14%) • FT participation reached 95.12% • PT participation increased by 3.17% • Several projects to increase participation were continued, including recognition initiatives (Showcase and Awards), continuation of Division and Campus Leads, and more consistent, personalized support and communication. • Open forum held on September 30th to encourage input from faculty on the next Five-Year Plan as well as on the next assessment platform.	• 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) and Department of Corrections (DOC) instructors. • Involve faculty and instructors in the selection of the new assessment platform.	• 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 and DOC instructors and include them in baseline expectations and communications. • Continue annual recognition initiatives such as the Assessment Awards Ceremony and Assessment Showcase to sustain and further encourage faculty buy-in and participation. • Intentionally gather faculty and instructors input on the selection of and iterative improvement process of a new assessment platform.

Conclusions	Accomplishments	Opportunities	Recommendations & Next Steps
Student Performance	• Students reached the performance target on all ISLOs, with an overall achievement rate of 78.03 %. • All 6 ISLOs showed strong results especially social consciousness with 80.84%.	• While some ISLOs experienced small declines, they are all still very high performing overall, so the focus should be on the lowest-performing area (Quantitative Reasoning, 72.5%), although students still exceeded the target. • Address demographic and equity gaps identified in section IV.C. of this report (further details in Attachment 3).	• 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.
Sample Sizes	• The distribution of scores collected across our 6 ISLOs remains consistent and relatively proportional. • Largest collection to date with 66,361 scores. • Sample size increased by 34.8%. • All ISLOs saw increases in sampling. • 1,283 assessments were completed, a steady increase from last year's 1,090.	• The proportion of scores collected across divisions is somewhat uneven and should be examined. • Reduce N/A rates, particularly for Quantitative Reasoning (21.5% N/A's) and Literacy (21.6% N/A's).	• 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	• 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. • Increased participation from CE and DOC instructors.	• Attendance at formally scheduled workshops was fairly limited; there continues to be greater interest in one-on-one, impromptu, or small-group sessions. • Widespread training will be needed once the new assessment platform is selected and implemented.	• Continue holding annual check-ins with Department Chairs, and prioritize on-demand, individualized training and support. • Gather feedback from faculty during development phase to maximize usability of new platform. • Develop comprehensive, multi-phase training plan for onboarding users at all levels in new platform.

Pueblo Community College’s 2025 assessment cycle reflects a mature, evidence-driven culture of inquiry and improvement. This was the most successful year on record, marked by the highest overall participation since adopting eLumen, strong full-time and part-time engagement, and the largest assessment data collection to date. Student performance met targets across all ISLOs, with notable strength in Social Consciousness, while results also highlighted targeted improvement needs. Our support structure—anchored by Division Leads (department-facing support) and Campus Leads (branch campus-facing support), alongside renewed recognition initiatives and tailored coaching—proved effective in sustaining participation and data quality. Focused outreach broadened engagement with Concurrent Enrollment (CE) and Department of Corrections (DOC) partners, and co-curricular assessment continued to expand.

As detailed in Figure 6.1, key opportunities now center on (1) deepening CE and DOC participation and training, (2) closing equity gaps identified through disaggregated analyses, and (3) strengthening lower-performing areas, particularly Quantitative Reasoning. The planned transition to a new assessment software platform in 2026 will further streamline workflows, standardize data, and improve reporting—positioning PCC to accelerate these improvements.

CONCLUSIONS & NEXT STEPS

Looking ahead, PCC will continue “closing the loop” through improved Improvement Plans, ongoing calibration and data standards work, and inclusive training for all instructors and staff. These next steps set a strong foundation for the forthcoming Five-Year Assessment Plan, ensuring equitable, meaningful, and demonstrably effective learning outcomes across programs, campuses, and student services.

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 a faculty committee thorough 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 Five-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 CSLO 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.
2025	2 nd Annual Assessment Awards and Showcase implemented acknowledging faculty and instructor success within assessment, open forum hosted to gather faculty and instructor input on the next 5-year assessment plan and on the next assessment platform, Improvement Plan template enhanced with new emphasis on "Closing the Loop" section, achieved greater participation from CE and DOC partners.

Appendix B: Institution-Wide Assessment Data – Detailed Results

1. Completion, Participation, & Sampling

Table B1: Planned & Scored Assessments by Discipline

Prefix	Spring 2025		Summer 2025		Fall 2025		CY 2025	
	Planned	Completed	Planned	Completed	Planned	Completed	Planned	Completed
AAA	27	10	4	2	39	24	70	36
ACC	6	6	2	2	5	5	13	13
AEC	0	0	-	-	-	-	0	0
AGB	0	0	-	-	0	0	0	0
ANT	1	1	-	-	-	-	1	1
ARA	0	0	-	-	2	1	2	1
ART	11	10	4	3	15	15	30	28
ASC	-	-	-	-	1	1	1	1
ASE	37	36	6	6	24	24	67	66
ASL	0	0	-	-	1	1	1	1
AST	2	2	1	1	1	1	4	4
BAR	8	8	6	6	6	6	20	20
BEH	3	3	1	1	1	1	5	5
BIO	19	19	3	2	27	23	49	44
BUS	5	5	3	3	7	7	15	15
CAD	1	1	-	-	0	0	1	1
CAR	0	0	-	-	11	10	11	10
CHE	2	2	-	-	2	1	4	3
CIS	4	4	1	1	30	30	35	35
CNG	9	9	3	3	6	6	18	18
COM	8	4	2	2	16	8	26	14
CON	0	0	-	-	3	3	3	3
COS	3	3	4	4	19	18	26	25
CRJ	2	2	0	0	7	6	9	8
CSC	2	2	-	-	0	0	2	2
CSL	4	3	11	3	5	4	20	10
CUA	0	0	-	-	2	2	2	2
DEH	9	9	0	0	12	12	21	21
DMS	3	3	2	2	2	2	7	7
ECE	7	5	1	1	20	12	28	18
ECO	5	4	1	1	6	6	12	11
EDU	0	0	-	-	0	0	0	0
EGG	1	1	-	-	1	1	2	2
EGT	0	0	-	-	0	0	0	0
ELT	2	2	-	-	3	3	5	5
EMS	27	23	7	6	19	19	53	48
ENG	44	42	19	18	18	17	81	77
ENP	2	2	2	2	5	5	9	9
ENV	2	1	-	-	-	-	2	1
ENY	-	-	-	-	1	1	1	1
EST	2	2	-	-	9	3	11	5
ETH	0	0	-	-	-	-	0	0
FMT	-	-	-	-	3	1	3	1
FRE	0	0	-	-	-	-	0	0
FST	14	13	-	-	12	8	26	21
FSW	0	0	-	-	0	0	0	0

Prefix	Spring 2025		Summer 2025		Fall 2025		CY 2025	
	Planned	Completed	Planned	Completed	Planned	Completed	Planned	Completed
GEO	0	0	-	-	0	0	0	0
GEY	1	1	1	1	1	1	3	3
HIM	2	2	-	-	4	4	6	6
HIS	8	8	2	2	18	17	28	27
HIT	19	19	6	6	15	15	40	40
HOS	0	0	-	-	0	0	0	0
HPR	13	10	5	3	15	12	33	25
HUM	4	4	2	1	4	4	10	9
HWE	0	0	-	-	0	0	0	0
JOU	0	0	-	-	0	0	0	0
LEA	2	2	-	-	2	2	4	4
LIT	3	3	-	-	4	3	7	6
LTN	2	2	3	3	2	2	7	7
MAC	1	1	1	1	4	4	6	6
MAN	4	4	2	1	11	11	17	16
MAP	5	5	-	-	2	2	7	7
MAR	0	0	-	-	1	1	1	1
MAT	27	26	8	8	40	40	75	74
MGD	13	13	3	3	11	9	27	25
MOT	-	-	-	-	3	3	3	3
MTE	-	-	-	-	0	0	0	0
MUS	2	1	1	1	1	1	4	3
NAT	1	1	-	-	2	2	3	3
NRE	0	0	-	-	1	1	1	1
NUA	12	11	5	4	7	6	24	21
NUR	52	41	8	8	34	28	94	77
OSH	0	0	-	-	0	0	0	0
OTA	16	16	5	5	5	5	26	26
PHI	3	3	1	1	5	5	9	9
PHT	1	1	-	-	1	1	2	2
PHY	2	2	-	-	2	2	4	4
PSC	5	5	-	-	4	4	9	9
PSV	2	2	-	-	-	-	2	2
PSY	38	32	4	4	40	35	82	71
PTA	4	4	2	2	5	4	11	10
PTE	4	4	1	1	4	4	9	9
RCA	4	4	4	4	5	3	13	11
RTE	22	21	7	7	25	22	54	50
RTV	-	-	-	-	0	0	0	0
SOC	5	5	3	3	9	7	17	15
SPA	1	1	-	-	1	1	2	2
STE	7	7	4	4	6	5	17	16
SWK	0	0	-	-	1	1	1	1
THE	0	0	-	-	0	0	0	0
UAS	-	-	-	-	1	1	1	1
WEL	53	48	1	1	45	39	99	88
WST	0	0	-	-	0	0	0	0
All	610	546	162	143	682	594	1454	1283

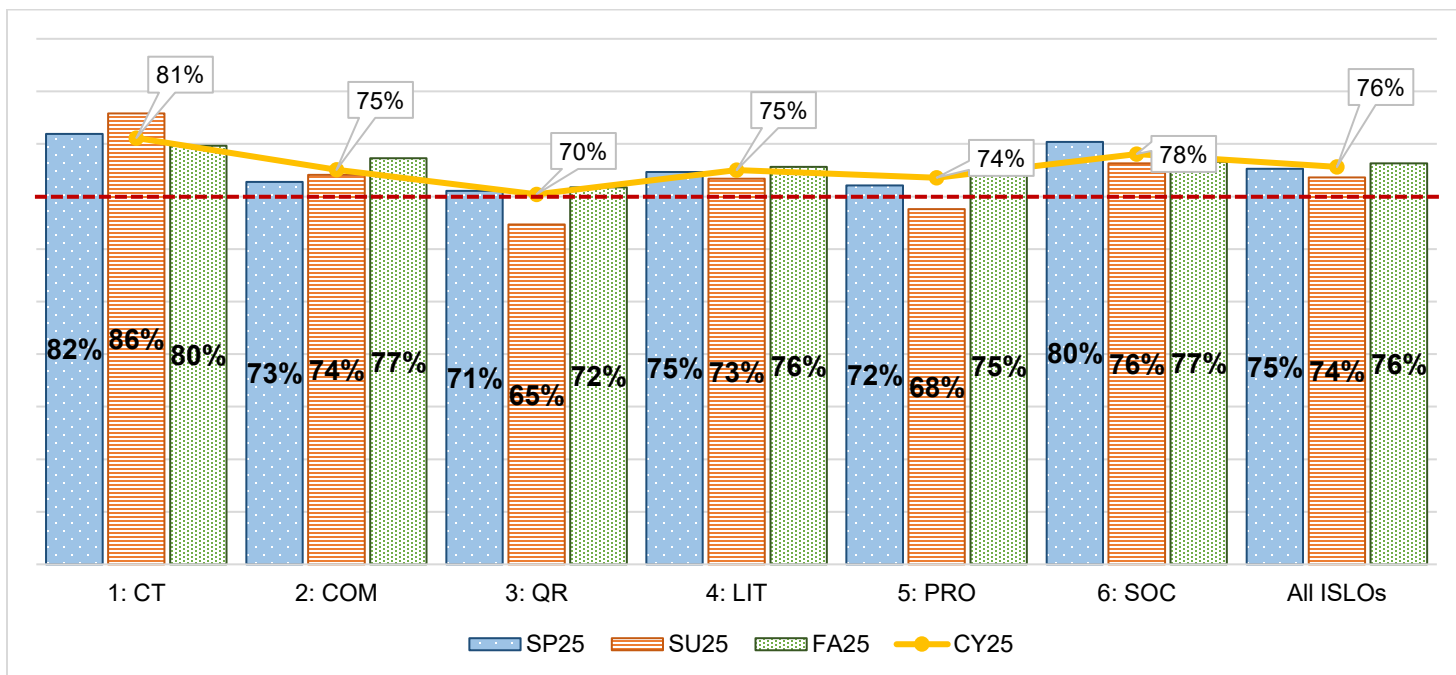
Table B2: Participation Rates & Sample Sizes by Department

Division/Department	Participation			Sample Size			Assessments	
	Total	FT	PT	Courses	Sections	Students	Planned	Completed
Arts & Sciences	118/156	32/37	86/119	116	450	6,171	593	502
Biological & Physical Sciences	17/22	9/10	8/12	7	59	940	67	18
Early Childhood Education	4/7	1/1	3/6	22	18	123	28	18
English & Communication	32/44	8/10	24/34	17	114	1,520	194	143
Fine Arts & Humanities	14/16	2/2	12/14	9	42	560	48	43
History & Criminal Justice	13/19	2/4	11/15	13	43	688	46	44
Mathematics	14/14	5/5	9/9	11	74	890	75	74
Media Communications	2/4	1/1	1/3	19	16	111	27	25
Social Sciences	22/30	4/4	18/26	18	84	1,339	108	95
Business & Technology	72/89	30/34	42/55	141	325	3,703	371	354
Agricultural Production	1/1	N/A	1/1	1	1	2	1	1
Automotive Technology	6/6	5/5	1/1	28	66	809	67	66
Business & Accounting	21/25	4/6	17/19	29	63	813	69	67
Computer Information Systems	13/16	2/2	11/14	16	42	497	55	55
Culinary Arts & Hospitality Studies	0/0	N/A	N/A	2	2	14	2	2
Health Information Technology	6/6	3/3	3/3	24	41	472	46	46
Machining & Industrial Technology Maintenance	10/15	6/8	4/7	18	24	208	32	29
Welding	15/20	10/10	5/10	23	86	888	99	88
Health & Public Safety	62/84	36/40	26/44	162	251	2,682	310	278
Cosmetology	6/8	4/4	2/4	40	51	450	60	53
Dental Hygiene	8/9	6/7	2/2	19	21	343	21	21
Emergency Medical Services	11/14	6/6	5/8	15	48	410	53	48
Fire Science Technology	4/12	1/1	3/11	9	13	123	27	22
Health Professional	9/15	4/7	5/8	14	24	406	34	26
Law Enforcement Academy	3/3	2/2	1/1	3	4	76	4	4
Occupational Therapy Assistant	4/4	2/2	2/2	12	15	201	26	26
Physical Therapist Assistant	4/4	3/3	1/1	10	10	138	11	10
Radiologic Technology	4/5	3/3	1/2	10	54	423	61	57
Respiratory Care	9/10	5/5	4/5	30	11	112	13	11
Medical & Behavioral Health	42/47	24/25	18/22	66	134	1,849	180	149
Behavioral Health	9/10	2/2	7/8	15	23	258	35	25
Medical Assisting	1/1	1/1	N/A	9	9	85	10	10
Nursing Aide	23/27	17/18	6/9	2	67	1,171	24	21
Nursing	5/5	2/2	3/3	30	21	187	94	77
Surgical Technology	4/4	2/2	2/2	10	14	148	17	16
Pueblo Community College	294/376	122/136	172/240	485	1,160	14,405	1,454	1,283

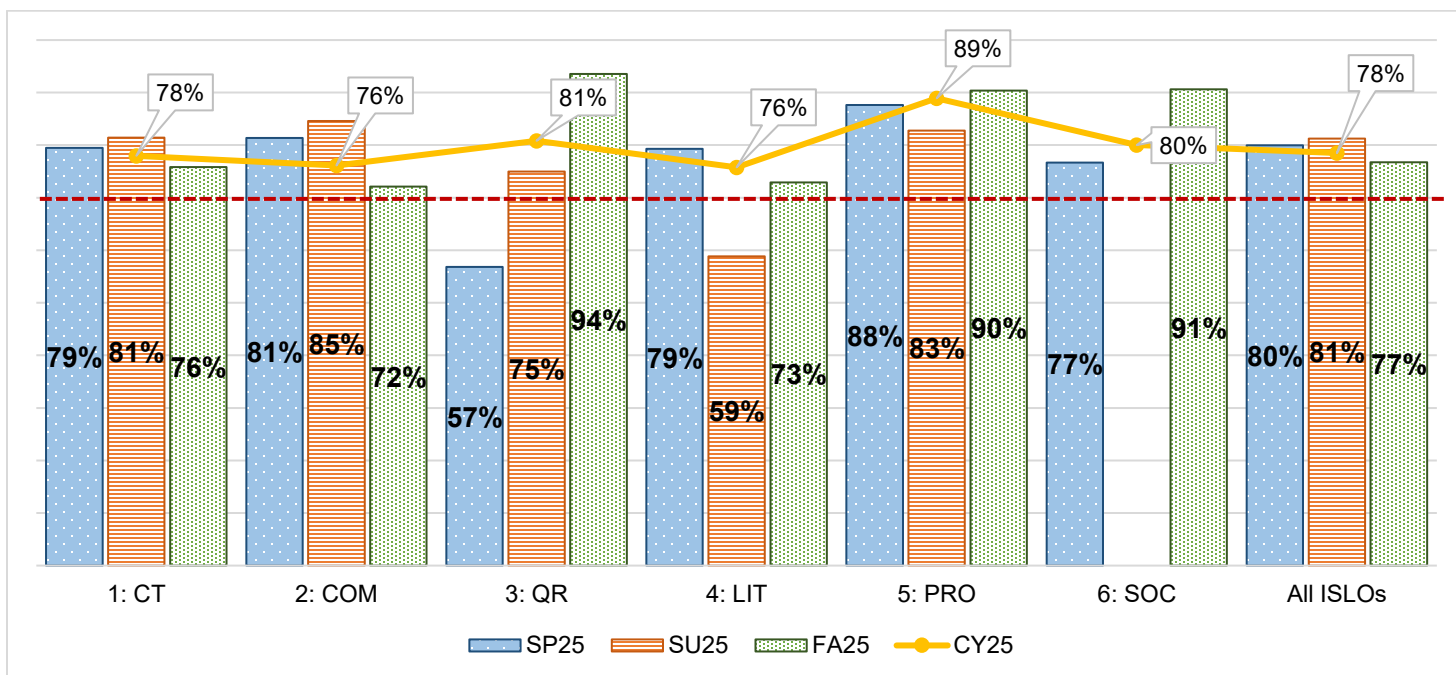
2. Performance Trends

Table B3: Performance Target Achievement Rates by Division

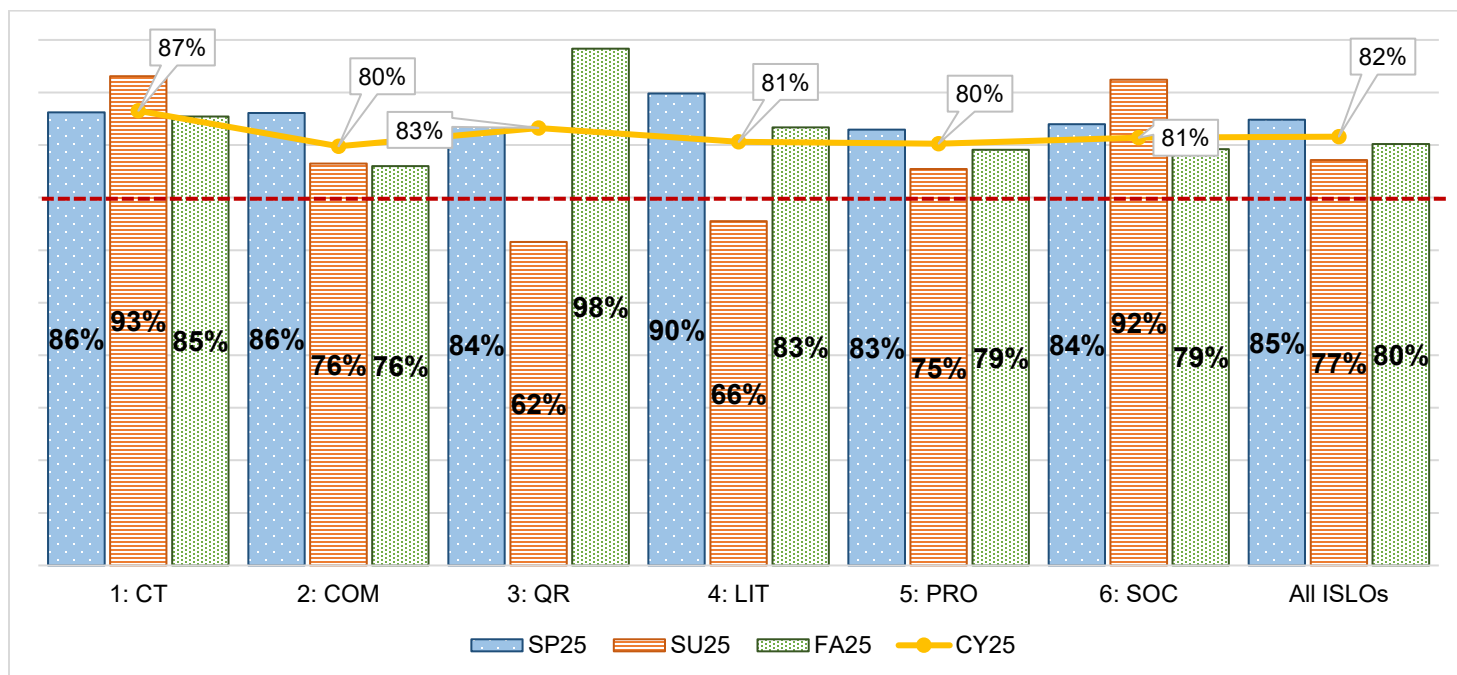
Arts & Sciences Division



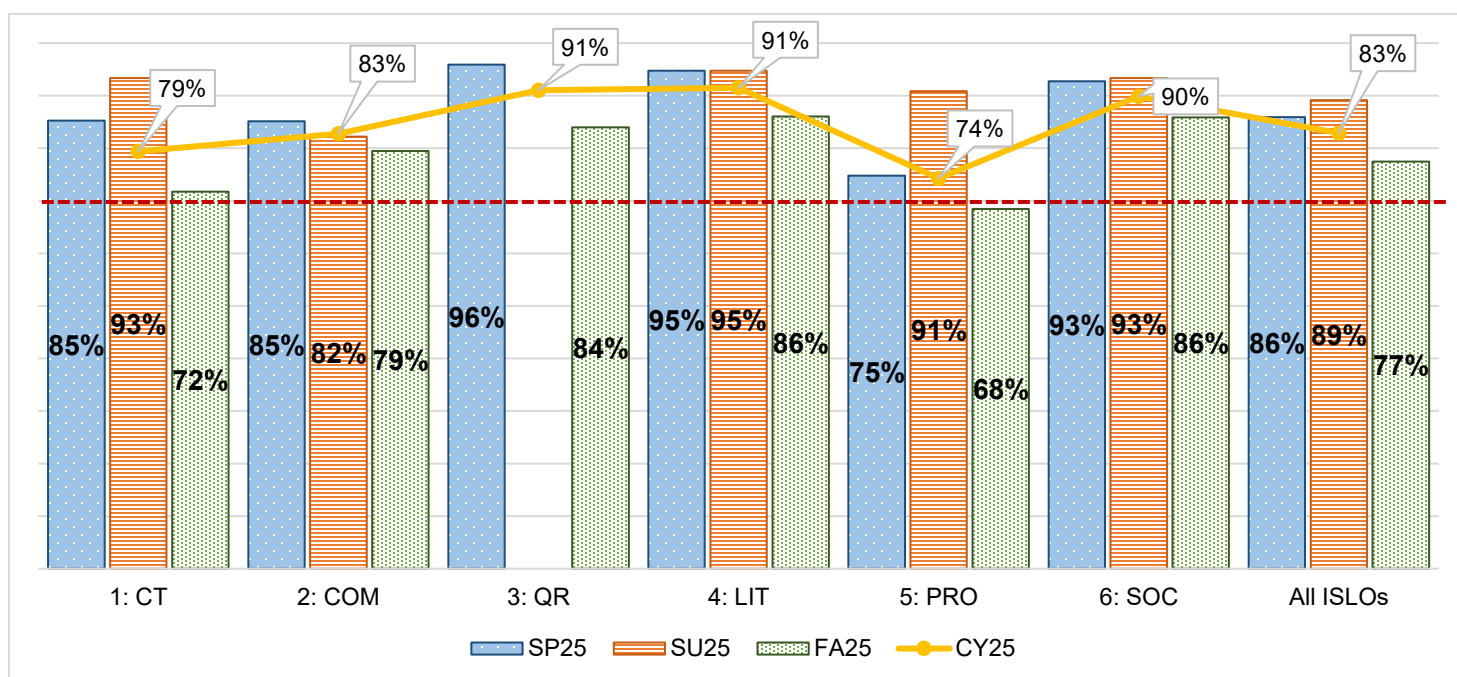
Business & Advanced Technology Division



Health & Public Safety Division

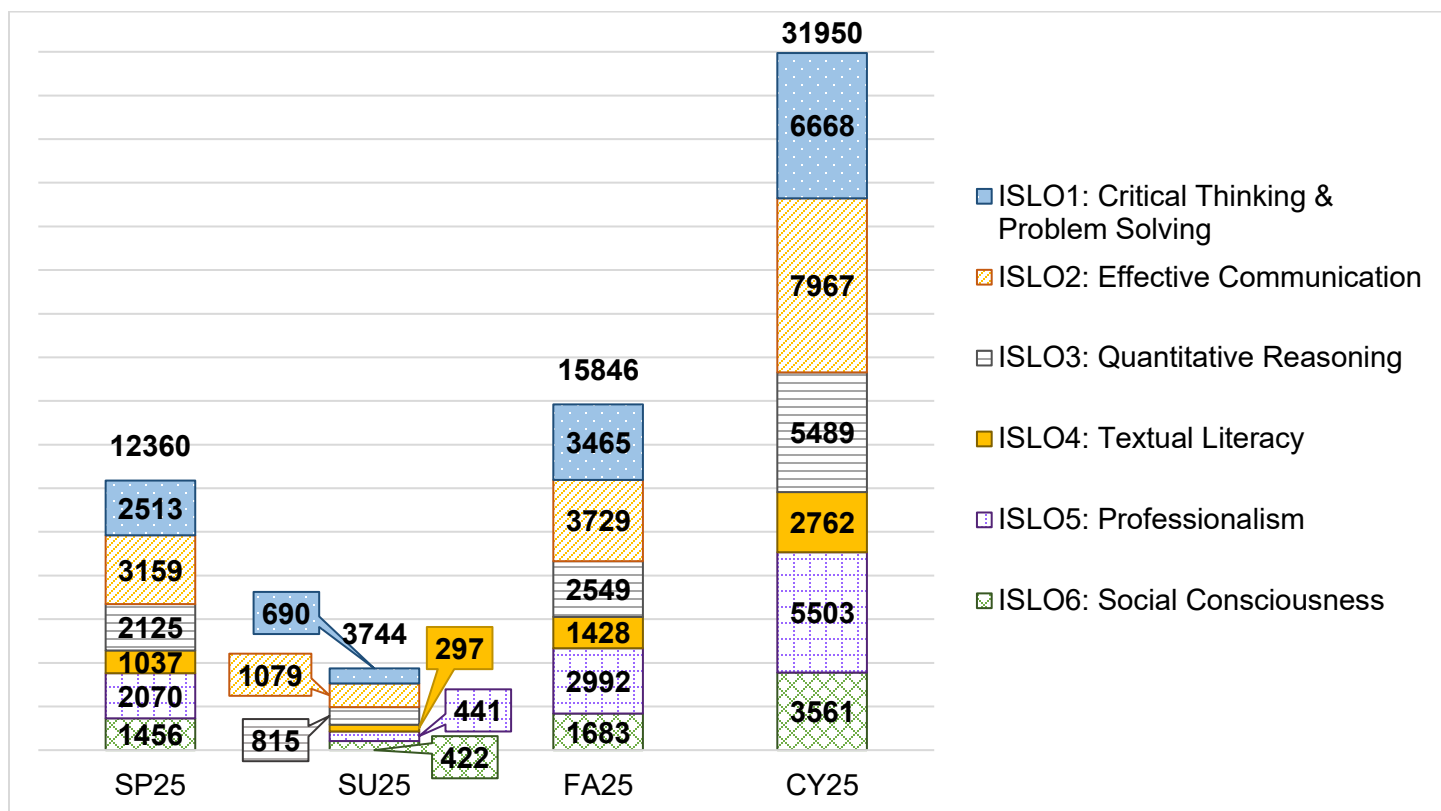
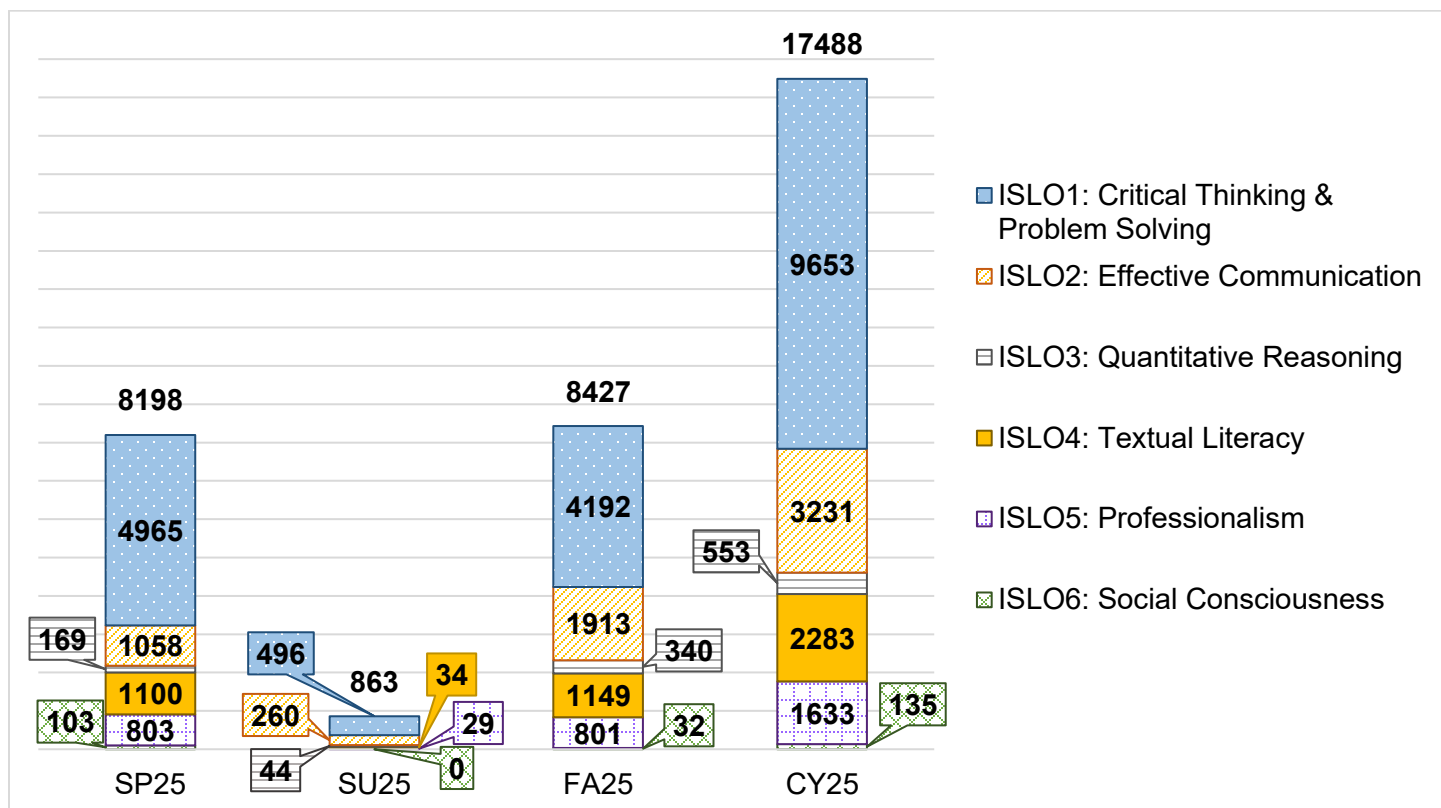


Medical & Behavioral Health Division



3. Sample Sizes

Table B4: Scores Collected by ISLO & Division

Arts & Sciences DivisionBusiness & Advanced Technology Division

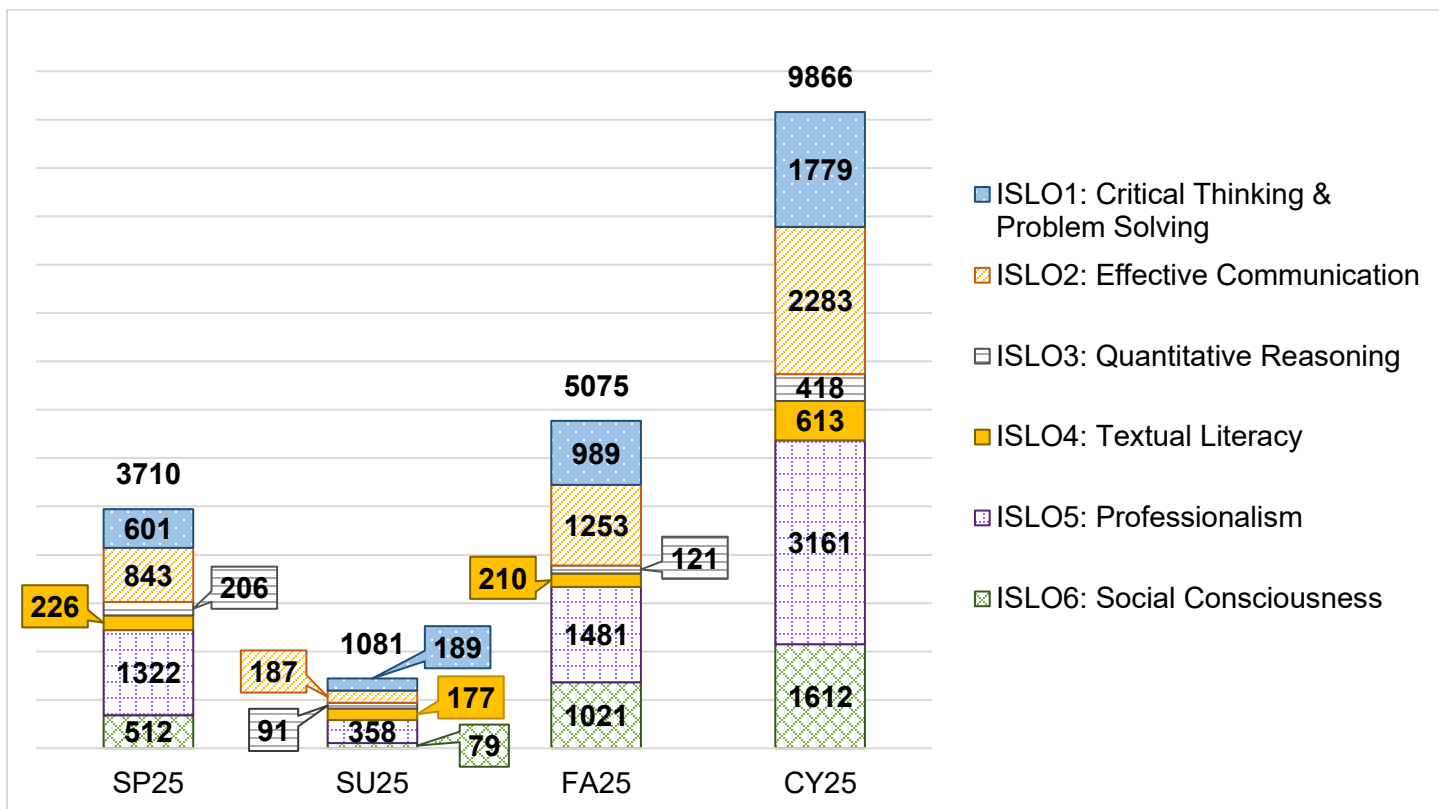
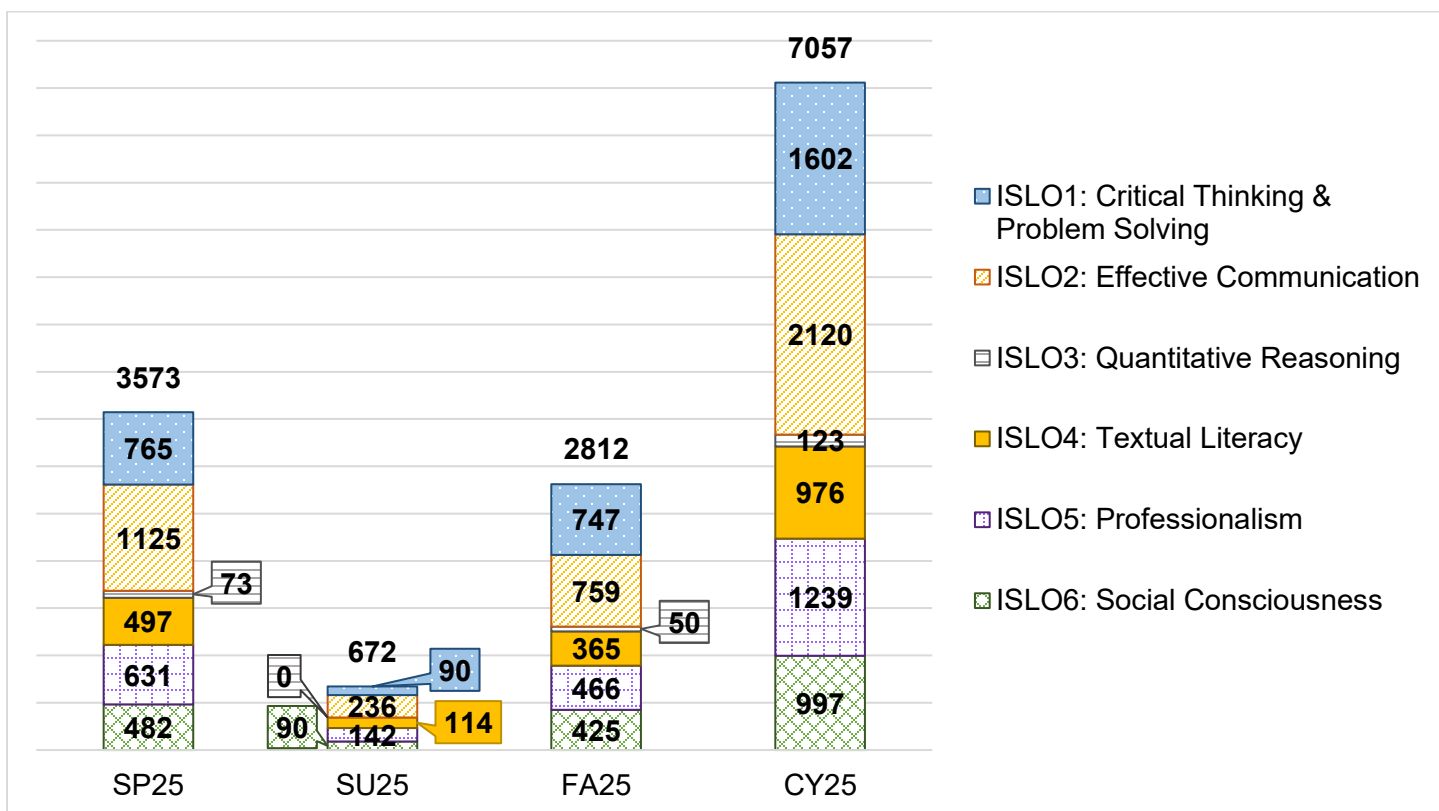
Health & Public Safety DivisionMedical & Behavioral Health Division

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

ISLO	4 (#)	4 (%)	3 (#)	3 (%)	2 (#)	2 (%)	1 (#)	1 (%)	N/A* (#)	N/A (%)	Total	TA%
ISLO1: Critical Thinking & Problem Solving	7,819	39.69%	7,930	40.25%	3,078	15.62%	875	4.44%	3,809	16.20%	19,702	79.94%
1a: Interpret, analyze, and assess available evidence, information, and ideas	2,337	36.39%	2,665	41.50%	1,116	17.38%	304	4.73%	1,061	14.18%	6,422	77.89%
1b: Explore implications, inferences, assumptions, and alternate solutions	1,624	37.07%	1,878	42.87%	708	16.16%	171	3.90%	935	17.59%	4,381	79.94%
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	1,427	41.17%	1,222	35.26%	602	17.37%	215	6.20%	850	19.69%	3,466	76.43%
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	2,431	44.75%	2,165	39.85%	652	12.00%	185	3.41%	963	15.06%	5,433	84.59%
ISLO2: Effective Communication	6,260	40.13%	5,756	36.90%	2,494	15.99%	1,091	6.99%	3,207	17.05%	15,601	77.02%
2a: Organize and express ideas clearly in both written and oral communication	1,447	35.58%	1,588	39.05%	745	18.32%	287	7.06%	757	15.69%	4,067	74.63%
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	1,205	39.61%	1,046	34.39%	583	19.17%	208	6.84%	712	18.97%	3,042	74.00%
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	2,775	43.31%	2,344	36.58%	841	13.12%	448	6.99%	1,329	17.18%	6,408	79.88%
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	833	39.97%	778	37.33%	325	15.60%	148	7.10%	409	16.41%	2,084	77.30%
ISLO3: Quantitative Reasoning	2,676	40.65%	2,096	31.84%	929	14.11%	882	13.40%	1,805	21.52%	6,583	72.49%
3a: Select appropriate numerical data, functions, and formulae to perform accurate computations	791	36.77%	781	36.31%	355	16.50%	224	10.41%	895	29.38%	2,151	73.08%
3b: Represent information as numerical data, functions, and formulae	589	42.81%	389	28.27%	189	13.74%	209	15.19%	335	19.58%	1,376	71.08%
3c: Interpret and explain information presented as numerical data, functions, and formulae	391	42.50%	280	30.43%	122	13.26%	127	13.80%	232	20.14%	920	72.93%
3d: Formulate reasonable solutions and draw logical conclusions from numerical data	441	43.92%	320	31.87%	123	12.25%	120	11.95%	140	12.24%	1,004	75.80%
3e: Identify, evaluate, and infer reasonable assumptions based on quantitative information	245	39.90%	191	31.11%	77	12.54%	101	16.45%	117	16.01%	614	71.01%
3f: Interpret numerical data and calculations in defense of an argument	219	42.28%	135	26.06%	63	12.16%	101	19.50%	86	14.24%	518	68.34%
ISLO4: Textual Literacy	2,858	43.08%	2,331	35.14%	969	14.61%	476	7.18%	1,826	21.58%	6,634	78.22%

* 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%
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas	186	58.86%	79	25.00%	38	12.03%	13	4.11%	68	17.71%	316	83.86%
4b: Locate applicable information or materials from relevant resources as appropriate to the task	183	51.26%	146	40.90%	22	6.16%	6	1.68%	83	18.86%	357	92.16%
4c: Evaluate the validity and reliability of information and its appropriateness for the context	273	47.56%	216	37.63%	57	9.93%	28	4.88%	145	20.17%	574	85.19%
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	2,216	41.14%	1,890	35.08%	852	15.82%	429	7.96%	1,530	22.12%	5,387	76.22%
ISLO5: Professionalism	4,715	40.87%	4,243	36.78%	1,921	16.65%	657	5.70%	2,008	14.83%	11,536	77.65%
5a: Demonstrate personal accountability through time management, preparedness, and honoring commitments	1,087	47.36%	700	30.50%	369	16.08%	139	6.06%	378	14.14%	2,295	77.86%
5b: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	1,341	38.12%	1,352	38.43%	609	17.31%	216	6.14%	493	12.29%	3,518	76.55%
5c: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	931	42.03%	836	37.74%	348	15.71%	100	4.51%	455	17.04%	2,215	79.77%
5d: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations	1,356	38.65%	1,355	38.63%	595	16.96%	202	5.76%	682	16.28%	3,508	77.28%
ISLO6: Social Consciousness	2,755	43.70%	2,342	37.15%	891	14.13%	317	5.03%	975	13.39%	6,305	80.84%
6a: Demonstrate respectful, fair, and equal treatment of all people, and contribute positively to collaboration and teamwork by offering ideas, assistance, and encouragement.	1,538	44.96%	1,295	37.85%	455	13.30%	133	3.89%	406	10.61%	3,421	82.81%
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.	537	40.47%	481	36.25%	223	16.80%	86	6.48%	265	16.65%	1,327	76.71%
6c: Engage with local and extended communities to promote civic action and social improvement.	294	44.68%	217	32.98%	103	15.65%	44	6.69%	114	14.77%	658	77.66%
6d: Recognize the interconnectivity of important issues and broaden disciplinary and personal knowledge to include overarching social, ecological, and political issues.	386	42.94%	349	38.82%	110	12.24%	54	6.01%	190	17.45%	899	81.76%
All ISLOs	27,083	40.81%	24,698	37.22%	10,282	15.49%	4,298	6.48%	13,630	17.04%	66,361	78.03%

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	118/156	32/37	86/119	116	450	6,070	593	502
Biological & Physical Sciences	22/30	4/4	18/26	19	59	892	67	60
Early Childhood Education	4/7	1/1	3/6	7	18	123	28	18
English & Communication	32/44	8/10	24/34	22	114	1,474	194	143
Fine Arts & Humanities	14/16	2/2	12/14	17	42	560	48	43
History & Criminal Justice	13/19	2/4	11/15	9	43	681	46	44
Mathematics	14/14	5/5	9/9	13	74	890	75	74
Media Communications	2/4	1/1	1/3	11	16	111	27	25
Social Sciences	17/22	9/10	8/12	18	84	1,339	108	95

2. Overview of A&S Division Assessment Results

ISLO Category	SP25			SU25			FA25			CY25		
	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's
All ISLOs	75.28%	12,360	2,630	73.64%	3,744	1,017	76.33%	15,846	2,827	75.61%	31,950	6,474
1: Critical Thinking	81.93%	2,513	474	85.80%	690	177	79.62%	3,465	702	81.13%	6,668	1,353
2: Communication	72.78%	3,159	816	74.14%	1,079	363	77.26%	3,729	669	75.06%	7,967	1,848
3: Quantitative Reasoning	71.06%	2,125	361	64.66%	815	168	71.71%	2,549	344	70.41%	5,489	873
4: Textual Literacy	74.64%	1,037	219	73.40%	297	96	75.63%	1,428	228	75.02%	2,762	543
5: Professionalism	72.13%	2,070	514	67.57%	441	130	75.47%	2,992	516	73.58%	5,503	1,160
6: Social Consciousness	80.36%	1,456	246	76.30%	422	83	76.59%	1,683	368	78.10%	3,561	697

*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	72/89	30/34	42/55	141	325	3,703	371	354
Agricultural Production	1/1	0/0	1/1	1	1	2	1	1
Automotive Technology	6/6	5/5	1/1	28	66	809	67	66
Business & Accounting	21/25	4/6	17/19	29	63	813	69	67
Computer Information Systems	13/16	2/2	11/14	16	42	497	55	55
Culinary Arts & Hospitality Studies	0/0	0/0	0/0	2	2	14	2	2
Health Information Technology	6/6	3/3	3/3	24	41	472	46	46
Machining & Industrial Tech. Maintenance	10/15	6/8	4/7	18	24	208	32	29
Welding Technology	15/20	10/10	5/10	23	86	888	99	88

2. Overview of BAT Division Assessment Results

ISLO Category	SP25			SU25			FA25			CY25		
	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's
All ISLOs	80.00%	8,198	1,509	81.23%	863	203	76.73%	8,427	2,128	78.48%	17,488	3,840
1: Critical Thinking	79.48%	4,965	834	81.45%	496	92	75.81%	4,192	1,036	77.99%	9,653	1,962
2: Communication	81.38%	1,058	389	84.62%	260	79	72.09%	1,913	216	76.14%	3,231	684
3: Quantitative Reasoning	56.80%	169	33	75.00%	44	-	93.53%	340	359	80.83%	553	392
4: Textual Literacy	79.27%	1,100	217	58.82%	34	22	72.93%	1,149	250	75.78%	2,283	489
5: Professionalism	87.67%	803	34	82.76%	29	10	90.39%	801	259	88.92%	1,633	303
6: Social Consciousness	76.70%	103	2	-	-	-	90.63%	32	8	80.00%	135	10

*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	62/84	36/40	26/44	162	251	2,635	310	278
Cosmetology	6/8	4/4	2/4	40	51	450	60	53
Dental Hygiene	8/9	6/7	2/2	19	21	343	21	21
Emergency Medical Services	11/14	6/6	5/8	15	48	408	53	48
Fire Science Technology	4/12	1/1	3/11	9	13	120	27	22
Health Professional	9/15	4/7	5/8	14	24	379	34	26
Law Enforcement Academy	3/3	2/2	1/1	3	4	76	4	4
Occupational Therapy Assistant	4/4	2/2	2/2	12	15	201	26	26
Physical Therapist Assistant	4/4	3/3	1/1	10	10	138	11	10
Radiologic Technology	9/10	5/5	4/5	30	54	408	61	57
Respiratory Care	4/5	3/3	1/2	10	11	112	13	11

2. Overview of HPS Division Assessment Results

ISLO Category	SP25			SU25			FA25			CY25		
	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's
All ISLOs	84.80%	3,710	1,325	77.15%	1,081	1,062	80.22%	5,075	450	81.60%	9,866	2,837
1: Critical Thinking	86.19%	601	156	93.12%	189	137	85.44%	989	134	86.51%	1,779	427
2: Communication	86.12%	843	244	76.47%	187	170	75.98%	1,253	65	79.76%	2,283	479
3: Quantitative Reasoning	83.98%	206	319	61.54%	91	199	98.35%	121	19	83.25%	418	537
4: Textual Literacy	89.82%	226	412	65.54%	177	316	83.33%	210	22	80.59%	613	750
5: Professionalism	82.90%	1,322	144	75.42%	358	142	79.07%	1,481	111	80.26%	3,161	397
6: Social Consciousness	83.98%	512	50	92.41%	79	98	79.24%	1,021	99	81.39%	1,612	247

*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	42/47	24/25	18/22	66	134	1,775	180	149
Behavioral Health	9/10	2/2	7/8	15	23	258	35	25
Medical Assisting Professional	1/1	1/1	0/0	9	9	85	10	10
Nursing Aide	23/27	17/18	6/9	30	67	1,104	94	77
Nursing	5/5	2/2	3/3	2	21	180	24	21
Surgical Technology	4/4	2/2	2/2	10	14	148	17	16

2. Overview of MBH Division Assessment Results

ISLO Category	SP25			SU25			FA25			CY25		
	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's	TA%*	Sample	N/A's
All ISLOs	85.92%	3,573	202	89.14%	672	88	77.49%	2,812	189	82.87%	7,057	479
1: Critical Thinking	85.23%	765	22	93.33%	90	5	71.75%	747	40	79.40%	1,602	67
2: Communication	85.16%	1,125	106	82.20%	236	43	79.45%	759	47	82.78%	2,120	196
3: Quantitative Reasoning	95.89%	73	1	-	-	-	84.00%	50	2	91.06%	123	3
4: Textual Literacy	94.77%	497	6	94.74%	114	17	86.03%	365	21	91.50%	976	44
5: Professionalism	74.80%	631	62	90.85%	142	18	68.45%	466	68	74.25%	1,239	148
6: Social Consciousness	92.74%	482	5	93.33%	90	5	85.88%	425	11	89.87%	997	21

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

Appendix D: List of Figures

Figure 1.1 Year-to-Year Participation Trends	4
Figure 1.2 Year-to-Year Performance Trends	4
Figure 1.3 Year-to-Year Sampling Trends	5
Figure 1.4 Year-to-Year Program-Level Assessment Trends	5
Figure 1.5 Course-Level Assessment Trends	6
Figure 2.1 Traditional Assessment Cycle	10
Figure 2.2 Restructured Assessment Cycle	11
Figure 2.3 Reporting Chain	15
Figure 2.4 Five-Year Plan.....	16
Figure 2.5 Assessment Timeline.....	16
Figure 2.6 Semesterly Task Checklist Overview	17
Figure 3.1 Unique Participants	23
Figure 3.2 Program-Level Assessment Development Progress	24
Figure 3.3 Student Services Assessment Development.....	27
Figure 3.4 Student Services Assessment Results	28
Figure 4.1 Faculty/Instructor Participation Rates by Calendar Year and Status	29
Figure 4.2 Overall Participation Rate by Campus & Year	30
Figure 4.3 Completed Assessments & Participation Rate by Term and Campus	31
Figure 5.1 Participation Rates by Status and Semester	36
Figure 5.2 Programs Participating in 2025 Institutional Assessment.....	37
Figure 5.3 Sample Sizes by Division.....	38
Figure 5.4 Total Students Assessed by Level & Division	38
Figure 5.5 Total Scores Collected (Directly & Indirectly) by ISLO & Division	39
Figure 5.6 Total Scores Collected (Directly & Indirectly) by ISLO & Term	39
Figure 5.7 Proportion of Total Scores Collected for Each ISLO	40
Figure 5.8 Proportion of N/A (“Not Assessed”) Scores Recorded by ISLO	40
Figure 5.9 Proportion of Courses & Sections Assessed by Term.....	41
Figure 5.10 Overall ISLO Performance Target Achievement Rates	42
Figure 5.11 ISLO Performance by Rubric Criterion	43
Figure 5.12 ISLO Performance by Course Level	46
Figure 5.13 ISLO Performance by Student Demographic.....	47
Table A1: Assessment Events/Changes/Progress by Year	56
Table B1: Planned & Scored Assessments by Discipline	59
Table B2: Participation Rates & Sample Sizes by Department.....	61
Table B3: Performance Target Achievement Rates by Division.....	62
Table B4: Scores Collected by ISLO & Division.....	64
Table B5: Institution-Level Performance by Skills Dimension/Criterion	66