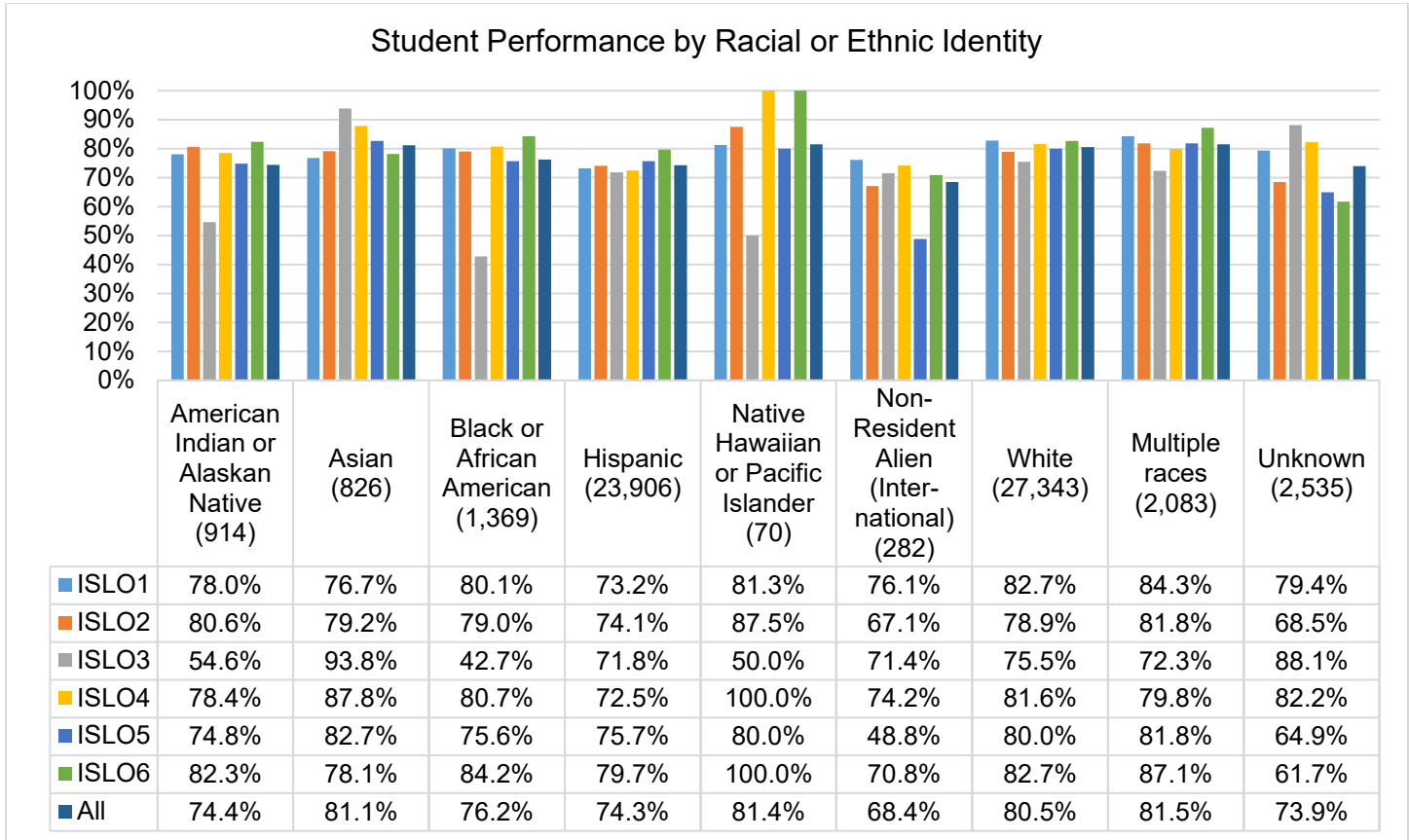


2025 Annual Assessment Report
Pueblo Community College
Attachment 3: Student Performance by Demographic

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

a. Racial or Ethnic Identity



Data Trends

- 8 of 9 racial and ethnic identity groups met or exceeded the 70% benchmark in 2025, compared to only 5 of 9 in 2024—representing significant institutional progress.
- Sample sizes nearly doubled across most demographic groups, substantially enhancing statistical reliability of findings.

Highest Performance

- Asian students (n = 826) maintained the highest overall performance at 81.1%, with particularly strong results in Quantitative Reasoning (93.8%) and Literacy (87.8%).
- Multiple Races students (n = 2,083) showed substantial improvement, rising from 71.0% to 81.5% (+10.5 pp).
- White students (n = 27,343) performed consistently at 80.5%, well above the 70% target across all ISLOs.

Lowest Performance

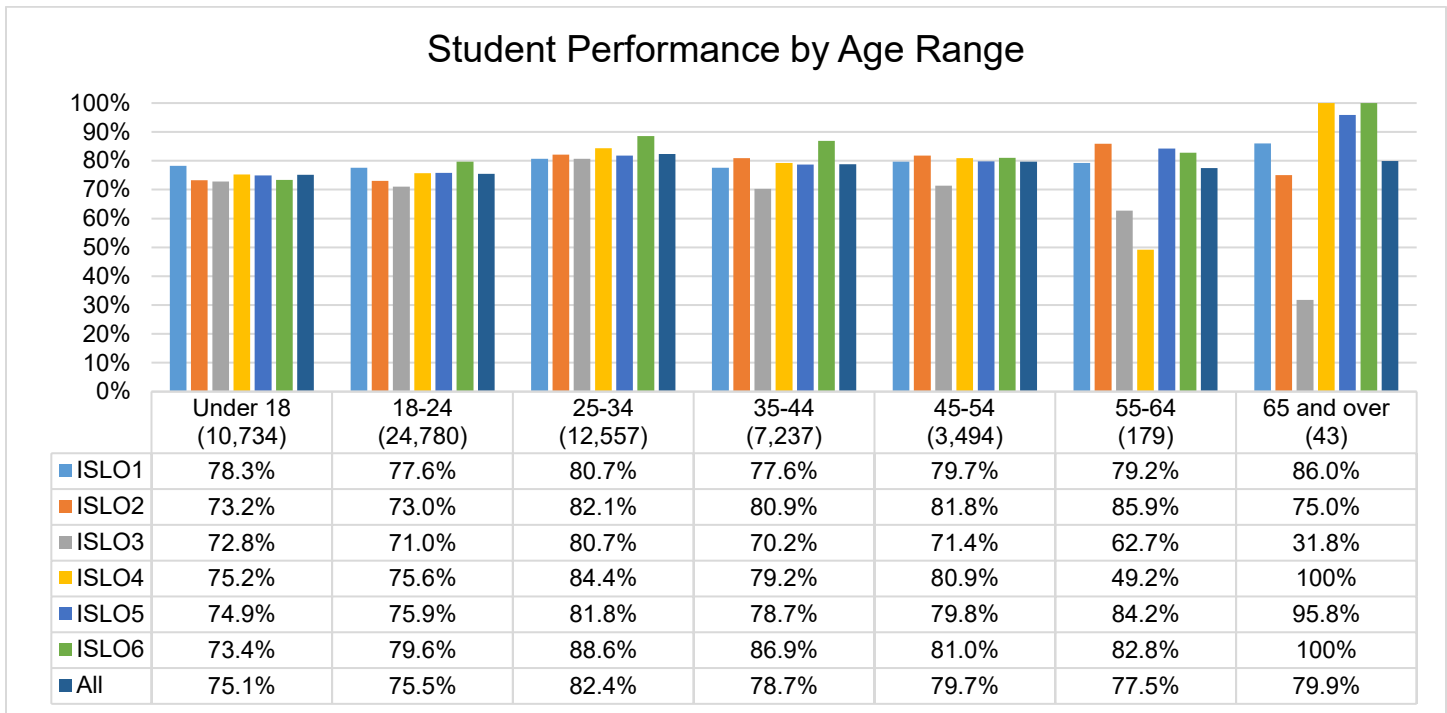
- Non-Resident Alien (International) students (n = 282) remain the only group below the 70% benchmark at 68.4%, with a concerning 27.9% decline in Professionalism (from 76.7% to 48.8%).

- American Indian or Alaskan Native students (n = 914) showed dramatic improvement (+15.2 pp to 74.4%) but continue to struggle with Quantitative Reasoning (54.6%).

General Findings

- Quantitative Reasoning as Cross-Group Vulnerability:
ISLO3 (Quantitative Reasoning) remains the most persistent area of below-benchmark performance across multiple groups: Black or African American (42.7%), Native Hawaiian or Pacific Islander (50.0%), and American Indian or Alaskan Native (54.6%). Most concerning is the sharp 19.5% decline in Quantitative Reasoning for Black or African American students (from 62.2% to 42.7%).
- Narrowing Achievement Gap:
The White–Hispanic achievement gap narrowed from 7.4% in 2024 to 6.2% in 2025 (80.5% vs. 74.3%), with Hispanic students—the largest non-white demographic group at n = 23,906—crossing the 70% benchmark threshold.

b. Age Range



Data Trends

- All 7 age groups met or exceeded the 70% benchmark in 2025, compared to only 5 of 7 in 2024—representing significant progress.
- Sample sizes increased substantially across nearly all age groups, except for 55-64 (408 to 179) with the two youngest cohorts more than doubling (Under 18: 4,215 to 10,734; 18-24: 13,246 to 24,780), greatly improving statistical confidence.

Highest Performance

- Students aged 25-34 (n = 12,557) achieved the highest overall performance at 82.4% (+5.9% from 2024), with strong results across all ISLOs.
- Students aged 45-54 (n = 3,494) and 35-44 (n = 7,237) also performed well at 79.7% and 78.7% respectively, though both groups showed modest declines from 2024 (-3.9% and -2.6%).

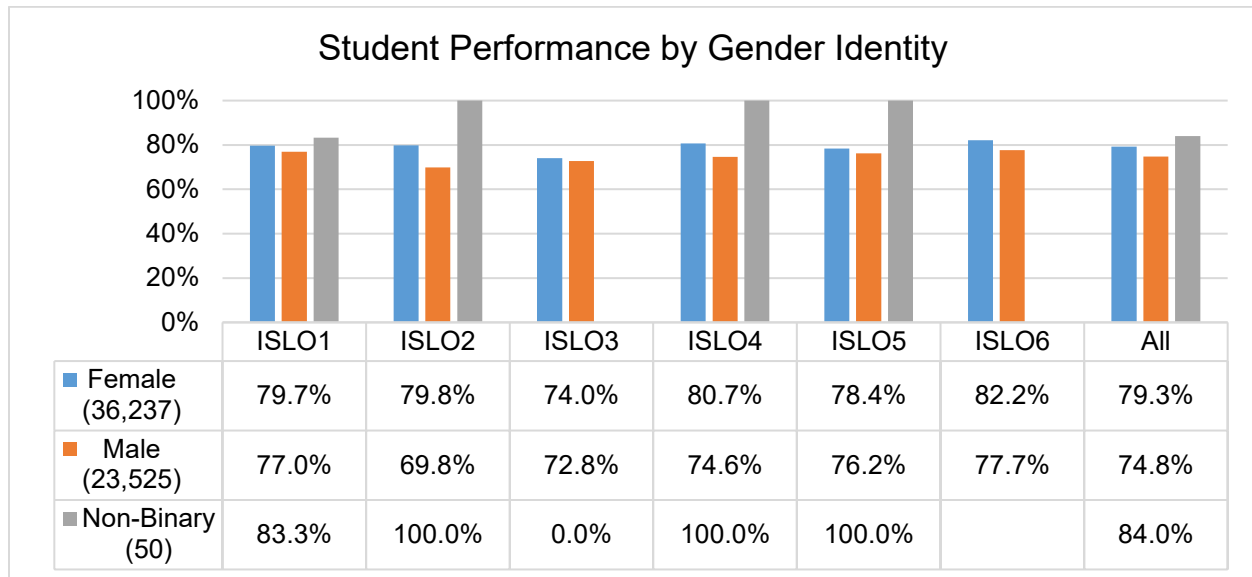
Lowest Performance

Students aged under 18 (n = 10,734) and 18-24 (n = 24,780) remain the lowest-performing age groups at 75.1% and 75.5% respectively, though both crossed the 70% benchmark in 2025 with substantial gains of +7.4% each.

General Findings

- A positive correlation between age and performance persists, with adult learners (25-54) consistently outperforming traditional-age students (under 25).
- Quantitative Reasoning (ISLO3) emerges as a recurring challenge for older age groups: 55-64 (62.7%) and 65 and over (31.8%), though the latter warrants cautious interpretation given the very small sample size (n = 43).
- Literacy (ISLO4) showed an unexpected decline for 55-64 students (from 79.3% to 49.2%), though this may reflect the substantially reduced sample size (408 to 179).

c. Gender Identity



Data Trends

- All 3 gender identity groups met or exceeded the 70% benchmark in 2025, compared to only 2 of 3 in 2024.
- Sample sizes increased dramatically, with Female students more than doubling (16,632 to 36,237) and Male students nearly doubling (12,932 to 23,525), substantially enhancing statistical reliability. Non-Binary representation increased from 4 to 50 students, though this group remains very small for robust analysis.

Highest Performance

- Female students (n = 36,237) achieved the highest overall performance at 79.3% (+3.1% from 2024), demonstrating consistent strength across all ISLOs, particularly in Social Consciousness (82.2%) and Literacy (80.7%).
- Non-Binary students (n = 50) reached 84.0%, though interpretation is limited by the small sample size.

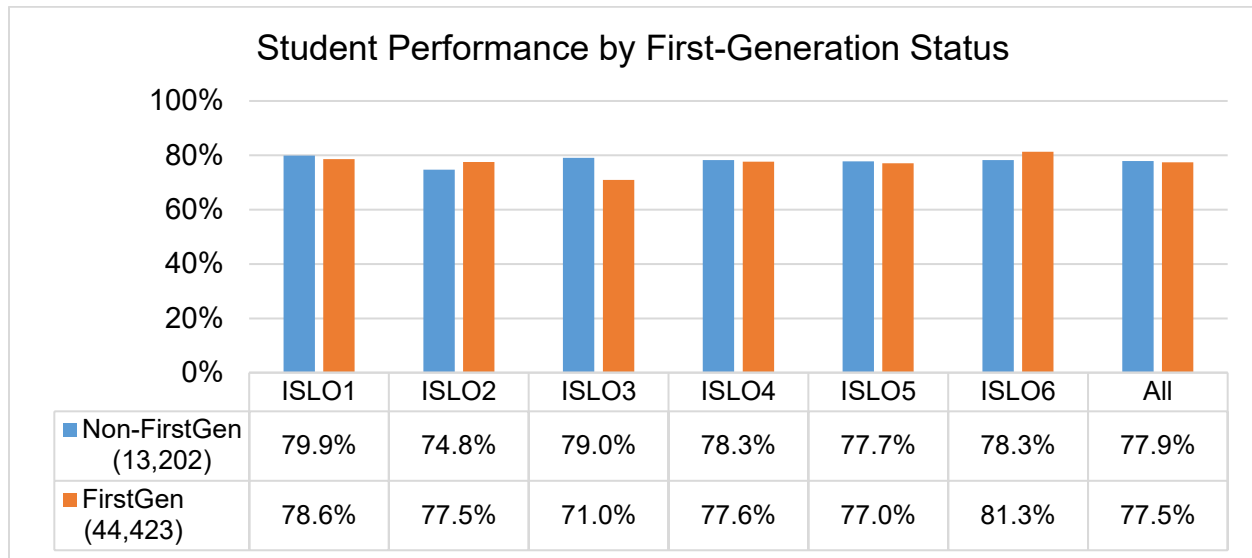
Lowest Performance

Male students (n = 23,525) improved significantly to 74.8% (+7.2% from 2024) and now exceed the 70% benchmark, though they continue to lag Female students by 4.5%.

General Findings

- A persistent gender performance gap remains, with Female students outperforming Male students across all ISLOs. Effective Communication (ISLO2) shows the largest gender disparity: Female students reached 79.8% while Male students remained at 69.8%—a 10.0% gap warranting further investigation.
- Quantitative Reasoning (ISLO3) continues as a relative weakness for both Female (74.0%) and Male (72.8%) students compared to other ISLOs, though both groups showed improvement from 2024.
- Non-Binary students showed an anomalous 0.0% result in Quantitative Reasoning despite high performance elsewhere, likely reflecting data collection challenges with the very small sample size.

d. First-Generation Status



Data Trends

- Both first-generation and non-first-generation groups met or exceeded the 70% benchmark in 2025, with both groups reaching approximately 77.5%–77.9%.
- Sample sizes increased substantially, with First-Generation students more than doubling (20,738 to 44,423; +114.2%) and Non-First-Generation students increasing 49.4% (8,837 to 13,202), significantly enhancing statistical reliability.

Highest Performance

- Both groups showed strong improvement in Critical Thinking (ISLO1), with First-Generation students rising from 72.15% to 78.6% (+6.45%) and Non-First-Generation students from 72.13% to 79.9% (+7.77%).
- First-Generation students actually outperform Non-First-Generation students in Social Consciousness (ISLO6) by 3.0% (81.3% vs. 78.3%).

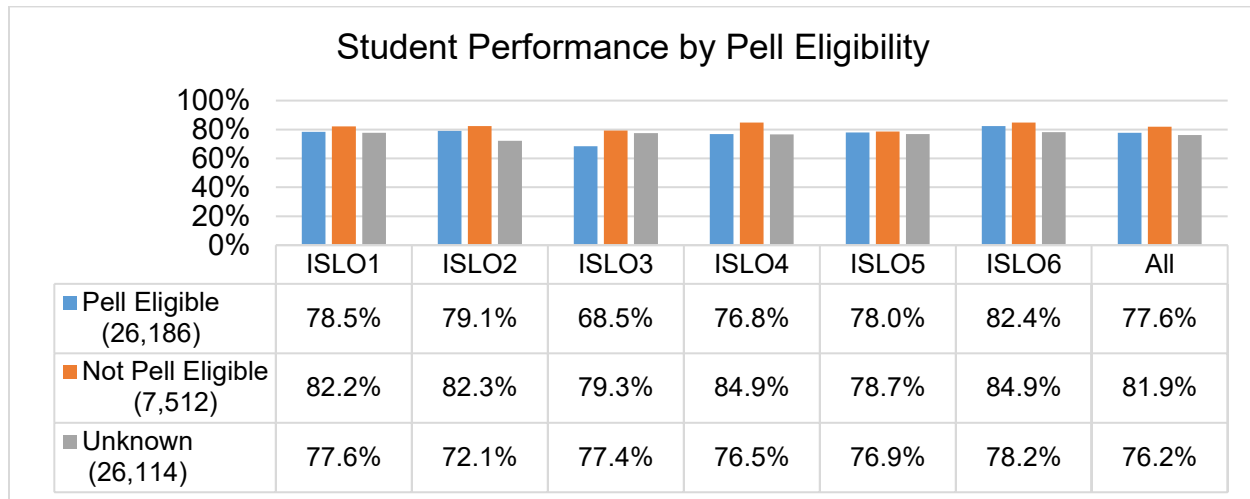
Lowest Performance

Quantitative Reasoning (ISLO3) represents the largest disparity between groups, with First-Generation students at 71.0% compared to Non-First-Generation students at 79.0%—an 8.0% gap warranting targeted support.

General Findings

The performance gap between First-Generation (n = 44,423, 77.5%) and Non-First-Generation students (n = 13,202, 77.9%) remains negligible at just 0.4% (compared to 0.17% in 2024), demonstrating continued equity in outcomes. The absence of meaningful overall performance disparities suggests that institutional support systems are effectively serving both populations.

e. Pell Eligibility



Data Trends

- This category contains the highest "Unknown" percentage across all demographics, with 45.3% of assessments (n = 159,294) lacking Pell status. This severely limits the institution's ability to fully track and address socioeconomic equity gaps and represents an urgent data integration priority.
- Sample sizes for known Pell status increased substantially, with Pell Eligible students growing from 12,916 to 151,996 and Not Pell Eligible from 4,281 to 40,006.

Highest Performance

- Not Pell Eligible students (n = 40,006) demonstrated the highest performance at 78.9%, outperforming Pell-eligible students by 5.4 percentage points—the largest socioeconomic equity gap identified across all demographic categories.
- Both groups showed strength in Social Consciousness (ISLO6), with Not Pell Eligible students reaching 83.8% and Pell Eligible students reaching 81.3%.

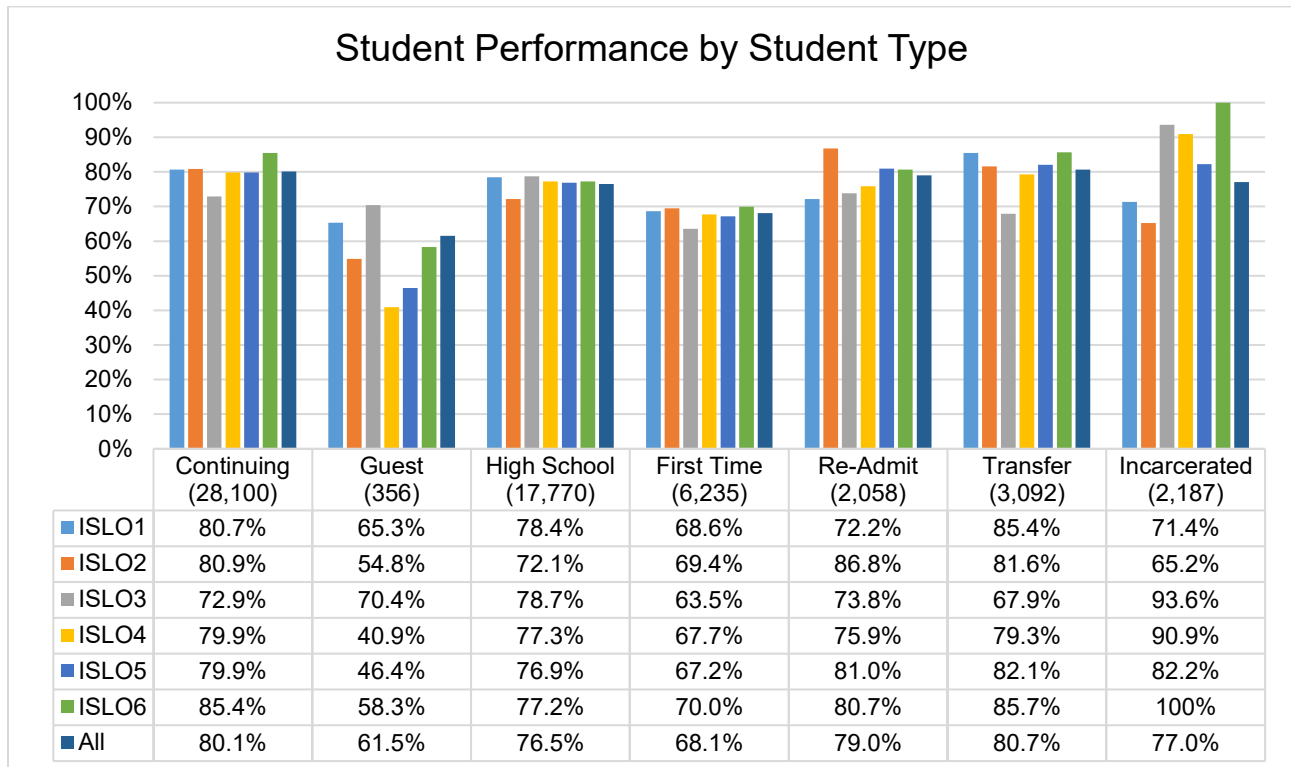
Lowest Performance

- Pell Eligible students (n = 151,996)—representing 43.3% of the assessed population—showed the lowest performance at 73.5%, 3.5 points above the institutional threshold.
- Critical Vulnerabilities: Pell-eligible students performed just above benchmark in Critical Thinking (ISLO1) at 70.7% and Textual Literacy (ISLO4) at 71.9%, representing the most urgent areas for targeted academic support.

General Findings

- Foundational Skill Disparities: The most significant gaps between Pell and Not Pell students occur in foundational academic skills:
 - Textual Literacy (ISLO4): 6.2 percentage point gap (71.9% vs. 78.1%)
 - Critical Thinking (ISLO1): 6.1 percentage point gap (70.7% vs. 76.8%)
 - Quantitative Reasoning (ISLO3): 6.0 percentage point gap (72.7% vs. 78.8%)
- Systemic Barriers: The consistency of the gap across all six ISLOs (ranging from 2.5 to 6.2%) suggests that socioeconomic barriers may be impacting student performance systemically rather than in isolated competency areas, pointing to the need for holistic support models that address both academic and non-academic barriers (food insecurity, technology access, transportation, childcare).
- The 5.4% overall gap, combined with Pell students' proximity to the 70% threshold and their large population size (151,996), makes this the highest-impact equity intervention opportunity across all demographic categories.

f. Student Type



Data Trends

- 5 of 7 student types met or exceeded the 70% benchmark in 2025; notably, Guest (61.5%) and New First Time Anywhere (68.1%) students fell below the benchmark.
- Sample sizes increased substantially across all categories, with both High School (8,419 to 17,770) and Continuing students (13,575 to 28,100) more than doubling.
- A noteworthy addition in 2025 is the Incarcerated student population (n = 2,187), made possible through expanded Department of Corrections partnerships, representing a meaningful expansion of institutional reach and access.

Highest Performance

- Transfer with Credit students (n = 3,092) achieved the highest overall performance at 80.7% (+1.2% from 2024), with particular strength in Critical Thinking (85.4%) and Social Consciousness (85.7%).
- Continuing students (n = 28,100) followed closely at 80.1% (+4.2% from 2024), demonstrating strong and consistent performance across all ISLOs.
- Incarcerated students (n = 2,187) achieved a notable 77.0% in their inaugural year of data collection, surpassing the 70% benchmark and demonstrating exceptional strength in Quantitative Reasoning (93.6%), Literacy (90.9%), and Social Consciousness (100%).

Lowest Performance

- Guest students (n = 356) declined significantly to 61.5% (-7.8% from 2024), falling further below benchmark, with particularly concerning drops in Literacy (40.9%) and Professionalism (46.4%). The relatively small sample size warrants cautious interpretation, but the trend merits monitoring.
- New First Time Anywhere students (n = 6,235) remained below benchmark at 68.1% (-0.5% from 2024), with Quantitative Reasoning (63.5%) as the weakest area—consistent with prior year patterns and highlighting the need for targeted early support.

General Findings

- A clear performance progression by student experience level persists: Transfer with Credit > Continuing > Re-Admit > High School > New First Time Anywhere, suggesting that accumulated academic experience positively correlates with ISLO achievement.
- High School Students showed remarkable improvement of +9.7% (66.8% to 76.5%), now exceeding the 70% benchmark—a strong indicator of effective dual enrollment support.
- Quantitative Reasoning (ISLO3) remains a challenge for New First Time Anywhere (63.5%) and Transfer with Credit (67.9%) students, though Incarcerated students bucked this trend with an exceptional 93.6%.
- The strong debut of Incarcerated students across most ISLOs—particularly their perfect score in Social Consciousness and near-perfect performance in Literacy and Quantitative Reasoning—underscores the value of the expanded Department of Corrections partnership and provides a compelling baseline for future tracking.

g. 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%

Data Trends

- All campus locations and sub-categories met or exceeded the 70% benchmark in 2025, a significant improvement over 2024 when Southwest-Durango (67.72%), HS Pueblo (69.70%), and HS Fremont (52.47%) fell below threshold.
- Sample sizes increased substantially across most locations, with Pueblo Campus growing from 32,895 to 37,356 and the formalized Prison Education Program expanding from 64 to 3,011 students.

Highest Performance

- PCC Southwest (n = 3,765) reached 82.4%, driven by strong performance at the Mancos Campus (83.7%) and the Durango Site's remarkable upturn (79.9%; +12.1% from 2024).
- HS Campus – Fremont had the most dramatic improvement: +25.8% (52.5% to 78.3%), transforming from the lowest-performing location in 2024 to well above the benchmark.
- HS Campus – Pueblo improved by +4.24% (69.70% → 73.94%).

Lowest Performance

- Students taking Colorado Online classes with PCC instructors (n = 15,905) declined by -3.30% (75.83% → 72.53%), with Professionalism (67.75%) as a particular concern. Given this group's large enrollment, even modest declines have broad impact.
- PCC students taking classes taught by instructors at other institutions through Colorado Online (n = 10,486) also declined slightly by -3.63% (83.91% → 80.28%), though it remains comfortably above benchmark.
- Students in Prison Education Programs (n = 3,011) achieved 77.72% overall, with outstanding performance on Social Consciousness, but there remains acritical gap in Quantitative Reasoning (66.67%) requiring immediate intervention.

General Findings

- The Pueblo Campus (n = 37,356; 76.91%) remains the largest single location and showed modest improvement (+1.43%), with Quantitative Reasoning (70.10%) as its narrowest margin above benchmark.
- Near-universal improvement across locations—particularly for previously underperforming High School sites—suggests that institutional support strategies are gaining traction.

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%

PCC Home Students

- PCC students (n = 57,597) showed substantial improvement, rising from 69.97% in 2024 to 77.56% in 2025 (+7.59%), comfortably exceeding the 70% benchmark. This dramatic turnaround—achieved while nearly quadrupling the sample size—demonstrates both improved data collection and genuine gains in student success.
- All ISLOs for PCC students now fall between 72.55% (Quantitative Reasoning) and 80.58% (Social Consciousness), indicating consistent performance across competencies.

Non-PCC Students (Colorado Online Context)

Students from other CCCS institutions enrolled in PCC-taught online courses (n = 4,715 total) achieved a collective 83.46% in 2025, outperforming PCC home students by 5.90%. Individual college results vary significantly due to small sample sizes (ranging from n = 38 to n = 942), but the aggregate data reinforces that PCC's online instructional model is highly effective across diverse student populations from the statewide system.

i. Program of Study

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%

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%

Data Trends

- 8 of 9 degree/certification types exceeded the 70% benchmark, with only Undeclared students (n = 23) falling dramatically below at 17.39%—representing the most severe performance deficit across all institutional metrics.
- All academic divisions plus general education programs and DOC Vocational Programs exceeded the 70% benchmark, demonstrating strong, consistent instructional quality across the institution's curricular structure.

Highest Performance

- By Degree Type
 - Associate of Arts (AA) (n = 567; 85.54%) and Associate of General Studies (AGS) (n = 842; 84.80%) maintained strong transfer-oriented program performance.
 - Certificate programs (n = 12,008)—the largest degree type—achieved 81.61%, demonstrating scalable success in applied learning models.
- By Division/Area of Study
 - General Education (n = 1,683) led all areas of study at 85.38%, with consistently strong performance across all ISLOs (ranging from 78.10% to 90.15%).
 - Arts & Sciences (n = 495; 84.65%) and Medical & Behavioral Health (n = 5,579; 83.24%) demonstrated exceptional outcomes.
 - Health & Public Safety (n = 3,568; 80.63%) and Business & Advanced Technology (n = 5,153; 79.84%) exceeded the benchmark by substantial margins.

Lowest Performance

The lowest-performing groups—Undeclared students (n = 23, 17.4%) and Bachelor of Applied Science (BAS) (n = 17, 52.9%)—also had very small sample sizes, limiting interpretation, but the pattern is worth noting and monitoring.

General Findings

- The consistency of high performance across all five academic divisions (ranging from 78.83% to 85.38%) demonstrates institutional strength in curriculum design and instructional delivery.
- Quantitative Reasoning (ISLO3) remains a relative challenge across most degree types and divisions, though our vocational Prison Education Programs achieved an exceptional 93.57%.
- The stark contrast between degree-seeking students (all above 78%) and Undeclared students (17.39%) underscores that program pathway clarity is fundamental to student success, reinforcing the need for mandatory early program declaration and intensive advising interventions.