



**Assessment of Student Learning
2016 Annual Report**

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Attachments:

(1) Arts & Sciences, (2) Business & Technology, and (3) Health & Public Safety Division Reports containing the following information for each department:

- Institution-Level Outcomes Assessment Results
- Course- and Program-Level Assessment Activities
- Overview of Results & Key Findings
- Use of Results
- Improvement Plans (Closing the Loop)
- Challenges, Successes, & Recommendations
- Assessment Plan & Report Forms

I. Introduction

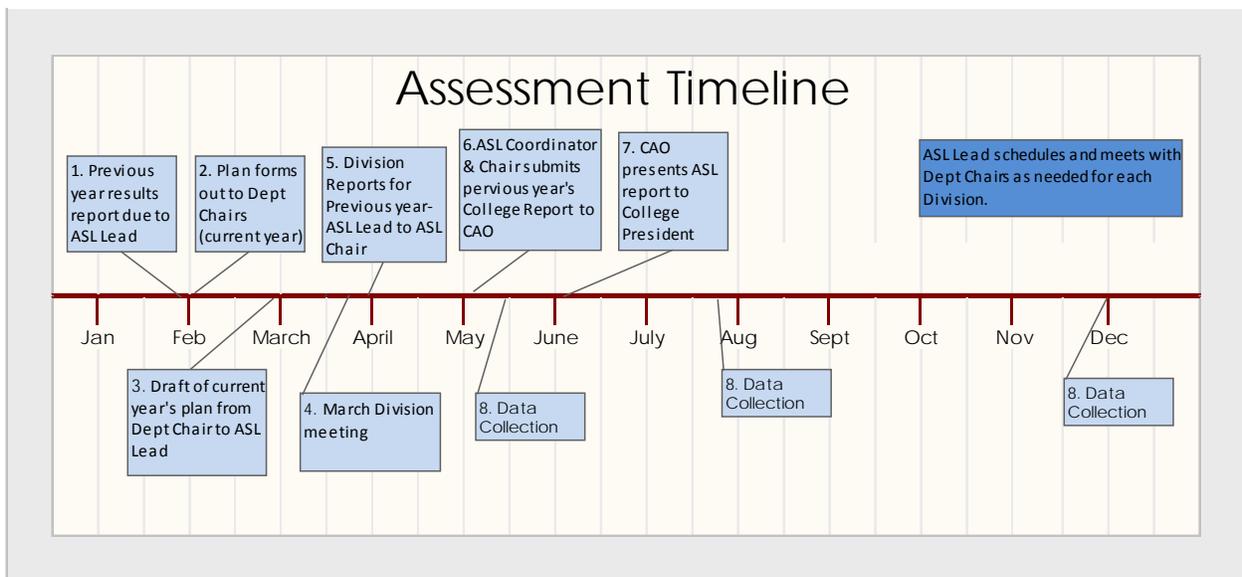
During the implementation of *Destination 2022*, PCC's multi-year strategic plan, faculty, staff, administrators, students, and community members were welcomed as participants in the process, each contributing their perspectives about the best way forward during this time of rapid change and budgetary challenges for higher education. Effective student learning is the core reason for Pueblo Community College's existence. Accordingly, one strategic imperative that has been a central component of the new strategic plan has been effective Assessment of Student Learning (ASL) processes. Four interrelated projects that have far-reaching impacts on Assessment of Student Learning at PCC were implemented in 2016:

1. Change and clarify the institutional assessment of student learning processes to promote greater consistency and unity with best practices as well as broaden the scope of assessment activities to include data from multiple years so that longitudinal trends can be effectively identified and used for institutional quality improvement.
2. Acquire and implement eLumen as the institution's Assessment Management Software, including the creation of the new Assessment of Student Learning Coordinator position to serve as the platform's Data Steward and to offer training and support to faculty and staff.
3. Review and update PCC's Institution-level Student Learning Outcomes (ISLOs), formerly called "General Education Learning Outcomes," and improve consistency by developing common rubrics to use as assessment tools across the institution.
4. Establish a communications plan that emphasizes greater clarity, timeliness, and relevance of assessment-related tasks and projects as well as promote a campus culture of celebration and meaningful assessment.

II. Assessment of Student Learning Process

The academic divisions of the college have, over the last two decades, been increasingly diligent in designing, developing, and refining our Assessment of Student Learning processes. During the 2015-2016 “transition year,” these processes underwent significant revision, especially due to the decision to shift the assessment cycle away from an academic year timeline to instead follow the calendar year (see Figure 2.1):

Figure 2.1: Assessment Timeline

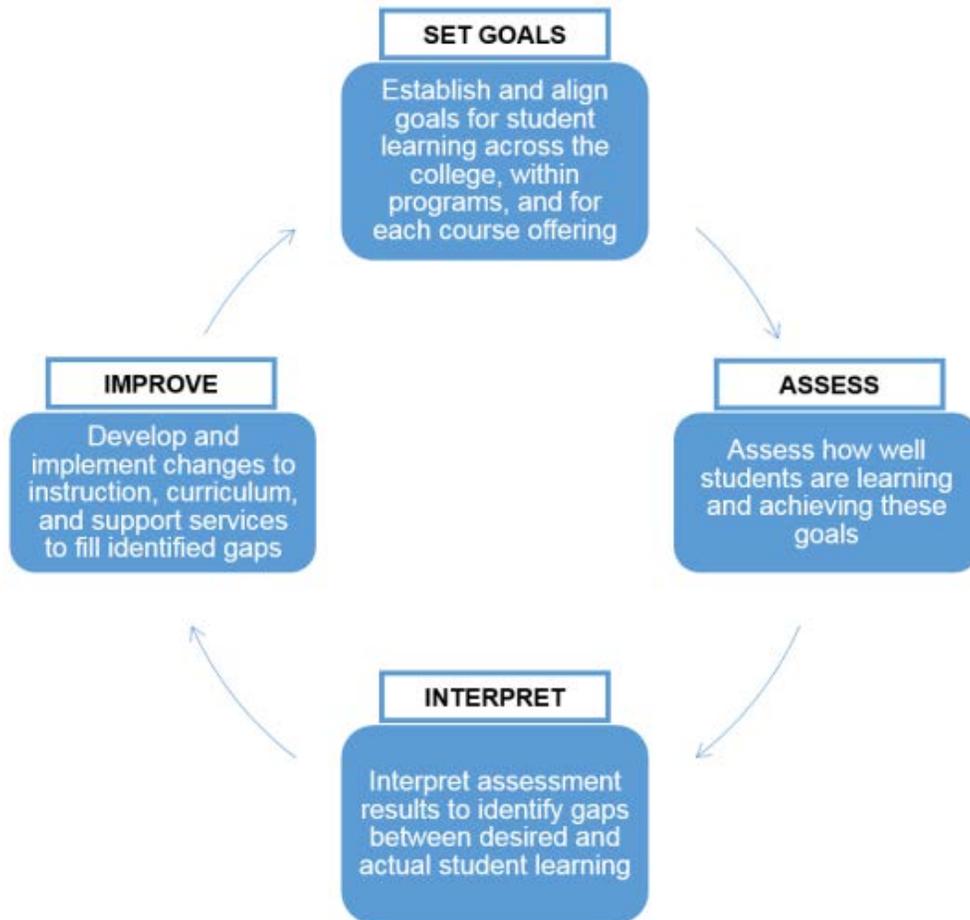


1. Results reports for previous year due to ASL lead by last Friday in January
2. ASL sends plan forms for current year to Dept Chairs by first Friday in February
3. Draft of current year plan form Dept Chair to ASL lead by last Friday in February
4. March Division meeting - set aside for assessment as required for each Division
5. ASL lead sends ASL Corrdinator & Chair Division final results report by last Friday in March
6. ASL Corrdinator & Chair sends College Assessment Report to CAO on or before first Friday in May
7. CAO presents College Assessment Report to College President by the first Friday in June
8. Data collection at the end of each semester - May, July and December

PCC’s annual assessment cycle includes four key phases that guide our assessment activities over the course of each year (see Figure 2.2):

- A. Set Goals (Planning Phase)
- B. Assess (Training and Data Collection Phase)
- C. Interpret (Reporting Phase)
- D. Improve (Closing the Loop Phase)

Figure 2.2: Annual Assessment Cycle



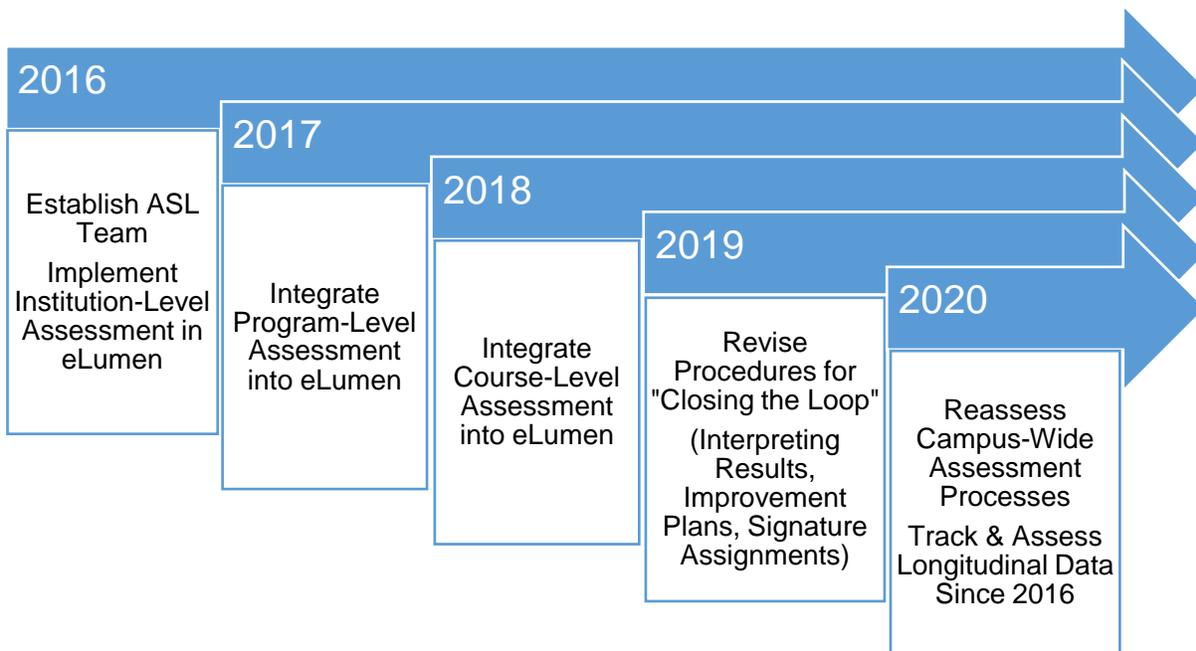
A. Planning

All planning decisions are driven by faculty values and input, including identifying shared goals for student learning across the college, establishing and prioritizing institution-level learning outcomes, selecting and revising common rubrics, and determining meaningful alignment between course-, program-, and institution-level assessment activities across disciplines. Key decisions affecting institution-wide assessment activities were informed by faculty surveys, discussions at All Faculty meetings, and open sessions for discussion and feedback. Based on faculty goals and preferences, Department Chairs distribute rubrics (or “Plan” assessments) to courses and sections using the eLumen Planner tool.

ASSESSMENT OF STUDENT LEARNING PROCESS

Through a range of Goal Setting Meetings and opportunities to share input, faculty discuss long-term goals for student learning across the institution as well as determine short-term expectations for assessment activities and involvement to help work toward those goals. In this process, faculty reflect on past assessment results and processes to identify areas of improvement as well as share ideas for future activities and adjustments to assessment procedures and materials. These discussions helped to inform the development of our Five-Year Plan for establishing a sustainable and cohesive framework for institution-level Assessment of Student Learning, which is briefly outlined in Figure 2.3, and contains action steps directed toward the three primary concerns shared by faculty: communication, timeline, and training.

Figure 2.3: Five-Year Plan



Department Chairs continue to oversee course- and program-level assessment activities for their respective disciplines, including the planning of assessments for student learning outcomes at these levels. Faculty are directly involved in this planning process, including the development of Assessment Plans at the start of each cycle that are expanded into Plans &

ASSESSMENT OF STUDENT LEARNING PROCESS

Reports to be included in the college's Annual Assessment Report. In Spring 2017, we began transitioning program-level assessment into eLumen, where the Planner tool allows for easy recording and tracking of planned assessments, thereby eliminating the need for the existing planning forms. As a result, a simplified version of this form was developed for course-level assessment planning to be used in the interim before this, too, will be integrated into eLumen.

B. Training & Data Collection

PCC's commitment to supporting assessment practices and training is reflected in our Destination 2022 Strategic Plan, especially Strategy 3 ("Deliver and assess rigorous, innovative instruction that meets institutional, program, and course learning outcomes") and its first Key Performance Indicator ("Develop and offer at least three professional development opportunities each year that align with emerging best practices and needs assessment to deliver and measure rigorous and innovative instruction"). This goal was met and surpassed, with at least one workshop offered each month throughout the 2016-2017 academic year, as well as several ongoing opportunities for small group and individual support. To ensure that faculty and instructors had a variety of options that would fit with their schedules and preferred methods of content delivery, self-paced online training modules were developed and implemented in D2L, regularly scheduled workshops, college-wide presentations, weekly office hours, departmental follow-ups, and one-on-one sessions with the Assessment of Student Learning Coordinator.

PCC recently acquired the assessment management platform known as eLumen and is currently conducting a multi-stage implementation process. Ultimately, all assessment planning, score submission, and reporting will be conducted through eLumen to ensure cohesive practices across the institution as well as streamline assessment for faculty. These integrated efforts are supported by the development and use of common rubrics for institution-wide student learning

outcomes that were developed, selected, and revised directly by faculty in order to reflect our shared values and goals for PCC students. These rubrics are also calibrated through “norming” sessions and undergo ongoing review during the planning stage of each assessment cycle.

C. Reporting

For course- and program-level assessment of student learning, results were recorded in the established Assessment Plan and Report forms and submitted via the following chain:

Figure 2.4: Reporting Chain



The Assessment Committee is tasked with monitoring and compiling results: Division Leads collect and review completed Plan & Report forms from all departments and deliver the compiled results for course- and program-level assessment activities to the ASL Coordinator, who collaborates with the ASL Committee Chair to compose the annual assessment report for the college as a whole. For institution-level assessment results, reports are generated via eLumen in order to provide an institution-wide overview of student performance on our selected Institution-level Student Learning Outcomes (ISLOs) as well as break-downs for each division and department.

Departmental results, overviews for each academic division, and institution-wide trend reports are included in the final version of this report, posted on the Assessment @PCC Blog*, and distributed to the relevant Deans, Division Leads, and Department Chairs to be reviewed and discussed with faculty. Assessment plans and reports from the past six years can be accessed by

* The Assessment @PCC Blog can be accessed at www.puebloassessment.wordpress.com.

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. Upon administrative approval, the report will also be accessible through the PCC portal.

D. Closing the Loop

As part of the established Assessment Plan & Report form, departments are asked to specify how they will use assessment results and “close the loop” for each Student Learning Outcome assessed in a given cycle. The quality of these portions of the report varied greatly, indicating some inconsistencies with regard to how this essential step in the assessment cycle is understood across the institution, with many focusing on whether the outcome would continue to be assessed and whether performance targets were met rather than on what improvements might be made to instruction, curriculum, and support services.

As a result, and especially because the majority of the data aggregation and reporting process will now be accomplished with more ease through eLumen, faculty and Department Chairs will be able to shift their focus to the interpretation and use of that data. To facilitate this shift, a new “Improvement Plan” form has been developed in order to help departments distill the aggregate data down into the most important findings, discuss their implications, and plan concrete next steps for making changes and improvements.

III. New Initiatives

The process of preparing our 2015 AQIP Systems Portfolio in anticipation of our scheduled accreditation visit from the Higher Learning Commission (HLC) in September of 2017, along with the feedback received on our Systems Portfolio, revealed a need for greater institution-level focus as a basis for a consistent and integrated assessment process. In particular, (A) the AQIP Action Project launched in 2016 focused on “Creating an Assessment of Student Learning Team Framework” in order to restructure the leadership model and promote cohesive practices, and (B) the Goal Setting Meetings that sprung out of that Action Project revealed 3 key areas of concern for faculty: communication, timeline, and training. Additionally, faculty input and existing literature on best practices for institutional assessment led the ASL Committee to identify a need to (C) change the culture of assessment by offering flexibility and differentiation across disciplines as well as celebrating meaningful assessment with direct applications for teaching and learning. These areas were therefore the focus of several new initiatives launched during the 2016 assessment cycle.

A. AQIP Action Project

1. Leadership

Since the adoption of a new leadership model in 2012-2013 in which members of the faculty-led Assessment of Student Learning Committee are designated as “Leads” for each division to coordinate and facilitate both planning and reporting within their respective divisions, the model has worked effectively but also continues to undergo a continual evolution as “Faculty Leads” have grown more accustomed to the processes that work best within their divisions. In addition, the following adjustments to the assessment leadership structure were made:

- Creation of the *Assessment of Student Learning Coordinator* position with half administrative and half faculty responsibilities to act as a bridge between these groups
- Appointment of *new ASL committee members*, Division Leads, and Chairperson
- Establishment of the *Action Project Core Team*:
 - Faculty Representatives = Voting members
 - Administrative Liaisons = Providers of support rather than direction
 - Additional Guests = Advisory contributors
(Other FT faculty, PT instructors, Student Services, Institutional Research, etc.)
- Formation of *ASL sub-committees* to address faculty interests and promote a positive culture of assessment (addressing HLC Systems Portfolio Feedback, eLumen, Rubric/SLO Review, Culture Change, Resource Guide, and Professional Development)
- Call for *increased faculty and instructor involvement* in institutional assessment planning, procedures, and decisions through surveys, Goal Setting Meetings, and approval votes.

Through these changes, the ASL committee made concerted efforts to foster a more inclusive leadership structure and to promote involvement across the college, especially by inviting and encouraging faculty to take part in key decisions affecting assessment across the institution by providing input regarding their concerns, needs, goals, and values.

2. Cohesion

Previously, while faculty commitment and standard processes addressed assessment requirements of courses and programs intra-departmentally, somewhat disparate practices and understandings from department to department led to difficulties in locating and compiling the requested long-term data. Rarely was any data compiled in a single place or in a consistent format so that it could be useful for comparison across years or for long-term analysis. More unified efforts, consistent practices, and integrated procedures were needed for a broader view of institutional results.

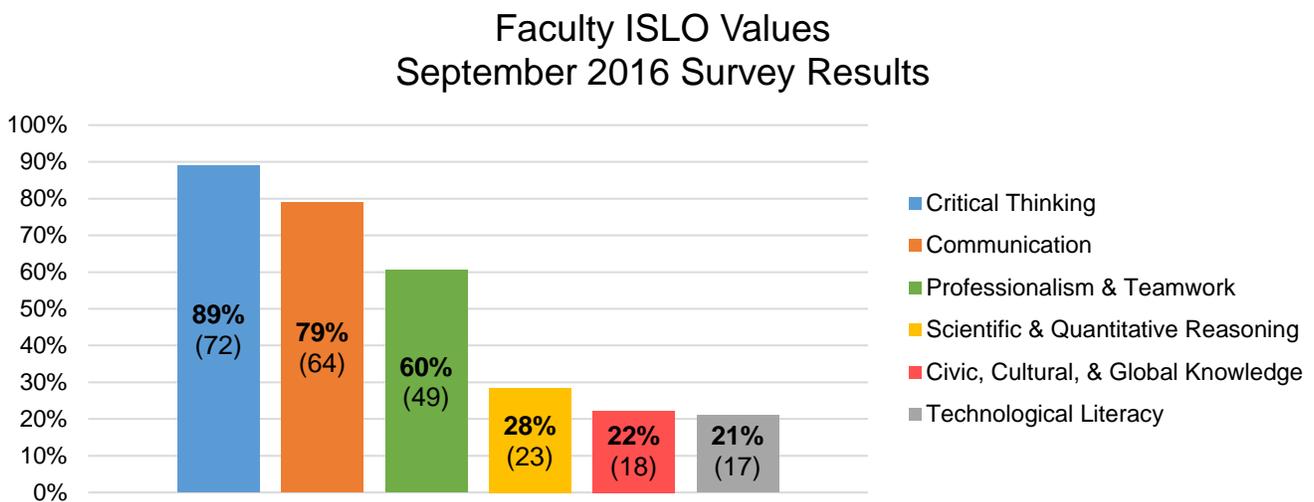
To unify institutional assessment practices, the ASL committee reviewed several assessment management platforms with the faculty experience in mind, ultimately selecting eLumen as PCC's assessment platform in order to streamline planning, data collection, and

reporting. With eLumen’s ability to quickly and easily tackle the previously time-consuming and effort-intensive tasks of aggregating and calculating results, the focus can shift to the more meaningful and useful applications of assessment. This new initiative was therefore driven by the identification of shared faculty values and led to the revision of our Institution-level Student Learning Outcomes; the selection and development of common institutional rubrics; and the design of program-level outcomes, rubrics, and procedures that intentionally align with our shared institution-level practices.

a) Learning Outcomes

In September 2016, we conducted a survey of all faculty and instructors to identify our shared goals for student learning at PCC. A total of 81 respondents ranked the existing General Education Learning Outcomes (GELOs) according to how highly they prioritize and value each. The results of this survey (see Figure 3.1) directly informed key decisions in the planning process: the three outcomes (now referred to as Institutional Student Learning Outcomes, or ISLOs) that faculty ranked most highly—Critical Thinking, Communication, and Professionalism—were selected as the focus of institutional assessment efforts for Fall 2016.

Figure 3.1: Faculty Priorities for Institutional Learning Outcomes



After reviewing the existing ISLOs (formerly GELOs) and researching best practices for ISLO development, the ASL Rubric/SLO Subcommittee undertook revisions in order to simplify the organization of, clarify the distinctions between, and improve the cross-disciplinary applications of PCC's ISLOs, which resulted in a restructured listing of five ISLOs that better reflect and encompass our shared values and goals for our students:

1. **Critical Thinking & Problem Solving:** the ability to interpret and analyze information, explore implications, construct logical conclusions, and formulate creative solutions.
2. **Effective Communication:** the ability to organize and express ideas clearly, purposefully, and compellingly, attending to the needs of the audience and following disciplinary conventions.
3. **Quantitative Reasoning:** the ability to interpret, explain, represent, and apply quantifiable information to identify connections, formulate reasonable solutions, and defend conclusions.
4. **Textual Literacy:** the ability to comprehend, locate, evaluate, and select and apply suitable information, materials, and methods in order to accomplish tasks.
5. **Professionalism & Social Consciousness:** the ability to demonstrate personal responsibility, interpersonal skills through appropriate conduct and teamwork, and civic and cultural engagement.

These newly revised ISLOs were approved by faculty and instructors via an official vote in February 2017: 60% to approve "as is," 32% to approve with changes, 8% to not approve. Moving forward, PCC's ISLOs will be reviewed on an annual basis at the beginning of each assessment cycle to ensure that they continue to reflect current values and to address faculty feedback and suggestions for revision collected throughout the previous cycle.

b) Common Rubrics

In the past, PCC has used established rubrics, such as AAC&U's VALUE Rubrics and those developed by the Colorado Commission on Higher Education for Guaranteed Pathways Competencies, which have now served as guides for developing our own measurement tools, designed to meet the unique needs of our institution, programs, and students. Namely, many faculty found it difficult to apply generalized rubrics developed for 4-year institutions to the wide range of academic disciplines and professional degrees offered to students at our 2-year college.

After reviewing a sampling of existing rubrics from established authorities in learning outcomes assessment, faculty selected provisional rubrics with slight modifications for testing during Fall 2016. With input and participation from PT instructors and FT faculty across academic divisions, the Rubric/SLO Subcommittee then (1) reviewed and revised these provisional rubrics, with particular attention to the newly revised Professionalism & Social Consciousness ISLO, (2) selected and adapted the CDHE rubric for PCC's Quantitative Reasoning ISLO, and (3) developed an original rubric for the new Textual Literacy ISLO. As a result, we now have a complete set of common rubrics for all 5 of our Institution-level Student Learning Outcomes, which will be implemented for Spring 2017 assessment activities.

c) Alignment

In developing our framework for program-level assessment as part of our Five-Year Plan, alignment with institution-level outcomes, rubrics, and plans continues to be paramount. Because this is a work-in-progress, the Assessment Committee has developed a wide range of resources for faculty and staff to assist in crafting their student learning outcomes and assessment tools, and significant professional development activities have been dedicated to best practices for assessment activities that directly support institutional goals. Ongoing training and ample support

resources help to maintain this integrated framework across disciplines, including an archive of training guides, hands-on work sessions, and individual advising for each department.

PCC's Assessment of Student Learning Committee is also currently working closely with faculty and staff to develop and revise student learning outcomes so that they are clearly aligned across all levels. By conducting a comprehensive review of program-level assessment materials (outcomes as well as mapping and rubrics) at each stage in the development process, we continue to construct a streamlined process for collecting data, aggregating results, and extrapolating meaningful evidence of student learning across the institution. The eLumen assessment management software is directly designed to support such integrated efforts, as program-level outcomes and assessments are fundamentally built to support the college-wide framework so that results inform a broader understanding of student learning across disciplines.

B. Faculty Concerns & Goals

1. Communication

The ASL Committee developed a plan for clear, regular, and timely communication that would follow 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: Established primary points of contact, including Division Leads and dedicated eLumen Support email account (managed by the ASL Coordinator), and clearly identified ASL Chair and Coordinator as the primary source of key communications.
- Newsletter: Distributed on a monthly basis with archives of past issues available on multiple platforms, the newly created 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.

- All Faculty Presentations: The ASL Coordinator and Committee Chair routinely presented at every All Faculty Meeting over the course of the 2016-2017 academic year, often by specific faculty request, in order to share recent updates, current projects, and upcoming assessment deadlines. This monthly opportunity to communicate directly with all full-time faculty was invaluable in ensuring that everyone was fully informed regarding assessment activities and also allowed faculty to ask questions and receive immediate clarification and support.
- Branch Campus Involvement: A concerted effort was made to offer all training, goal setting, and assessment discussions in-person at the branch campuses to ensure that all faculty had an equal opportunity to receive key information and contribute to the assessment process without the impediments of distance and technology.

2. Timeline

PCC's assessment timeline, which follows a calendar year cycle, has undergone focused revisions to clarify and integrate college-wide activities, including planning, training, norming, collecting scores, reporting, interpreting results, and developing improvement plans. While some degree of flexibility in the kinds of activities assessed has been a priority in order to accommodate fundamental disciplinary differences, efforts are conceptually unified in their focus on shared goals for all PCC graduates through our common Institutional Student Learning Outcomes and corresponding ISLO rubrics as the foundation for all assessment activities. While the ASL Committee's Operating Procedures were revised to better differentiate the division of

members' responsibilities, the revised timeline seeks to offer similar clarification regarding expectations of all faculty for participation in institution-level assessment:

- **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.
- **Department Chairs** distribute ISLO assessments to faculty in eLumen, encourage part-time instructor involvement in assessment, and facilitate discussions to interpret results and develop improvement plans detailing changes to curriculum, instruction, and assessment procedures based on the results.
- **Assessment Leads** assist the ASL Coordinator and Committee Chair in coordinating assessment practices across PCC's 3 academic divisions through communicating requirements and expectations, answering faculty questions, and compiling results.

As we move forward through the second assessment cycle in our Five-Year Plan, all faculty, including any and all willing Part-Time Instructors, contribute to the development of program-level procedures, including student learning outcomes, outcomes mapping/alignment, and program-level assessment rubrics.

3. Training

In addition to a wide range of assessment events and workshops that have been offered on a range of topics (see Figure 3.2), 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 a resource guide expanded into a comprehensive

Assessment @PCC Blog. By providing the full range of resources (training guides, common rubrics, current forms, recent results and accomplishments, past newsletters, support guides and examples, and opportunities to discuss projects and receive feedback) via several platforms, we can ensure that they are easily accessed no matter which method each individual prefers.

Figure 3.2: Overview of Training Opportunities & Events

<u>Topic</u>	<u>Description</u>	<u>Participation</u>
eLumen Training	Sep. 2016: Data Steward Training Oct. 2016: Department Coordinator Training Nov. 2016-ongoing: Faculty Basic Training Basic Training was offered via in-person workshops, department meetings, small group sessions, individual appointments, and self-paced D2L modules	<ul style="list-style-type: none"> • 137 faculty, instructors, and administrators have completed eLumen Basic Training • 89.8% FT faculty completion rate
Monthly Workshops	Goal setting, rubric selection, rubric norming, eLumen training, program-level development, scoring sessions, and PT Instructor Orientation	3 Goal Setting Meetings 2 Branch Campus Visits 5 Rubric Sessions 5 eLumen Workshops
Faculty Professional Development	Spring 2017 PD Day was dedicated to assessment topics, including the development of Program-level Student Learning Outcomes, aligning PSLOs and ISLOs, as well as eLumen workshops (faculty Basic Training refreshers, entering PSLOs and outcomes mapping)	127 Attendees: <ul style="list-style-type: none"> • 110 Pueblo Faculty • 11 SCCC Faculty • 6 Pre-College eLumen Workshops: <ul style="list-style-type: none"> • 35 Basic Training • 31 SLO Mapping
Individual Support	The ASL Coordinator holds weekly office hours and schedules routine follow-ups with departments to promote shared understanding of best practices and expectations	29 out of 32 departments scheduled program-level support sessions

C. Culture Change

1. Flexibility

Program-level assessment had previously been limited to disciplines officially labeled as programs, particularly Career and Technical fields within the Divisions of Health & Public Safety and Business & Technology. Starting in 2017, however, we have been working to develop

Program-level Student Learning Outcomes (PSLOs) to cover all disciplines campus-wide. PCC's Assessment of Student Learning Committee is currently working closely with faculty and staff to develop and revise student learning outcomes so that they are clearly aligned across all levels. Once completed, these will be available to all faculty and staff in the eLumen assessment software platform in use at the Pueblo campus and all three branch campuses.

In developing our framework for program-level assessment, our goal is increased flexibility in assessment practices in order to reflect the unique concerns and goals of each discipline while maintaining meaningful alignment with institution-level outcomes, rubrics, and plans. Because this is a work-in-progress, the Assessment Committee has developed a wide range of resources for faculty and staff to assist in crafting their student learning outcomes and assessment tools. Significant professional development activities have been dedicated to best practices for assessment activities that directly support institutional goals. Ongoing training and ample support resources help to maintain this integrated framework across disciplines, including an archive of training guides, hands-on work sessions, and individual advising for each department.

2. Celebration

Through the ASL Committee's new Culture Change sub-committee, we are working to actively identify and celebrate notable achievements and progress in assessing student learning at PCC in several ways:

- The ASL Newsletter periodically highlights individuals and Departments that have demonstrated noteworthy accomplishments in terms of participation, training, and program-level development.

- The Assessment Goals Thermometer was created by the ASL Committee to track progress on key benchmarks in our five-year plan and is shared on our Assessment @PCC Blog and at monthly All Faculty Meetings.
- PCC was chosen to present as eLumen’s Institution Showcase at the 2017 Higher Learning Commission Annual Conference, where we shared our progress through our “Assessment Journey” with colleagues from across the nation.
- Our first annual Assessment Showcase will be held at the Fall 2017 kick-off, where each department will have the opportunity to highlight a recent assessment project (including the problem, plan, activity, results, and next steps) through Showcase Posters designed by PCC’s marketing team.

While the primary purpose of each of these celebrations is to recognize accomplishments and celebrate assessment work that is meaningful for teaching and learning, many of the artifacts generated through these efforts, especially the Assessment Showcase Posters, offer strong, concrete evidence of PCC’s commitment to the Assessment of Student Learning, and therefore will remain on display during our upcoming HLC Site Visit as clear, visual representations of our assessment activities.

IV. 2016 Assessment Results

Assessment plans and reports from the past six years 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 course- and program-level results for each department are included as supplemental attachments; brief summaries of departmental assessment plans, key findings, use of results, and recommendations for closing the assessment loop 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 at [U:\Assessment of Student Learning\Assessment of Student Learning 2016-17\2016 Annual Report](#). Upon administrative approval, the report will also be accessible through the PCC portal, via the PCC website, and on the Assessment @PCC Blog.

Faculty concerns about the reliability and validity of Fall 2015 results led to a gap in spring 2016 data collection at the institutional level: the frustrations encountered with the AAC&U Critical Thinking rubric and the questions regarding its usability and applicability for PCC's classes and students led us to abandon this rubric; additionally, the fact that the reporting deadline for all assessment results was previously set for the end of the annual assessment cycle (December 2016), and the significant improvements made to our institutional assessment rubrics and practices over this past year revealed that it would not be meaningful nor useful to return to the AAC&U rubric to report spring 2016 results.

We therefore redoubled our efforts to encourage participation in institutional assessment in the fall 2016 semester, with encouraging results (see Completion/Participation Rates below). While we do not yet have comparable longitudinal data due to these changes in our institutional measurement tools, the increased participation rates as well as the growing confidence that our

institution-wide assessment efforts are valuable demonstrate the potential for meaningful assessment results with direct applications for teaching and learning moving forward. As we are therefore still working to establish a baseline for institution-level data, we urged consistent use of our new common rubrics for assessing the 3 ISLOs selected by faculty and also set a fixed performance target for these ISLOs across the college: our goal was for 70% of students to achieve at least an “Accomplished” (3) level of mastery on the essential skills of Critical Thinking & Problem Solving, Effective Communication, and Professionalism & Teamwork.

A. Completion/Participation Rates

Institution-level assessments were planned for 347 sections of 136 different courses, and scoring was completed in eLumen for 224 of those planned assessments, resulting in a 64.55% completion rate (see Appendix B1). As this was our first implementation of eLumen for collecting and recording scores, this completion rate is higher than expected, but also likely skewed lower than the reality, as many departments “planned” additional assessments in eLumen in order to offer faculty the option of which ISLO they would like to assess. A total of 100 individuals participated in institution-level assessment in Fall 2016, including 12 part-time instructors and 88 full-time faculty, a FT faculty participation rate of approximately 85% (see Appendix B2).

We saw a 46.88% increase in the number of programs participating in institution-level assessment from Fall 2015 (32 disciplines) to Fall 2016 (47 disciplines). Assessments of the 3 Institution-level Student Learning Outcomes selected by faculty (Critical Thinking & Problem Solving, Communication, and Professionalism & Teamwork) were conducted in the following disciplines (prefixes newly assessed in 2016 in bold):

Figure 4.1 Programs Participating in Fall 2016 Institutional Assessment

- AAA – Advancing Academic Achievement
- **ACC – Accounting**
- ART – Art
- ASE – Automotive Service Technology
- AST – Astronomy
- BIO – Biology
- BUS – Business
- CAD – Computer-Aided Drafting
- CCR – College Composition & Reading (with ENG)
- CHE – Chemistry
- **CNG – Computer & Networking Technology**
- COM – Communication
- COS – Cosmetology
- CRJ – Criminal Justice
- CUA – Culinary Arts
- DEA – Dental Assisting
- DEH – Dental Hygiene
- ECE – Early Childhood Education
- ECO – Economics
- **EGG – Engineering**
- ELT – Electronics
- **EMS – Emergency Medical Services**
- ENG – English
- **EST – Esthetician**
- GEY – Geology
- HIS – History
- **HPR – Health Professional**
- **HUM – Humanities**
- **LIT – Literature**
- **MAC – Machining Technology**
- MAT – Mathematics
- MGD – Multimedia & Graphic Design
- MOT – Medical Office Technology
- NAT – Manicurist
- **NUA – Nurse Aide**
- NUR – Nursing
- **OTA – Occupational Therapy**
- PHI – Philosophy
- **PHY – Physics**
- PSY – Psychology
- **PTA – Physical Therapist Assistant**
- **PTE – Psychiatric Technician**
- RTE – Radiologic Technology
- **SCI - Science**
- **SPA - Spanish**
- STE – Surgical Technology
- WEL – Welding

B. Sample Sizes

Including students who were assessed on multiple ISLOs and/or in multiple courses, a total of 3,602 student assessments were conducted across the Pueblo, Fremont, Mancos, and Durango Campuses on Institution-level Student Learning Outcomes during Fall 2016. In addition to a small number of assessments designed to “test” our provisional Quantitative Reasoning rubric and our new Textual Literacy ISLO, 3,524 students were assessed on the 3 priority ISLOs identified as the focus of Fall 2016 assessment efforts:

Figure 4.2 Total Student Assessments by ISLO

ISLO	1. Critical Thinking	2. Effective Communication	3. Quantitative Reasoning	4. Textual Literacy	5. Professionalism & Teamwork
# of Students Assessed	1,333	771	32	46	1,420

To ensure appropriate sampling across the college as well as sufficient testing of the provisional rubrics, Division Leads collected data on current course offerings, applicable ISLOs, and faculty priorities for institutional assessment for the current cycle; from this data, the Assessment Coordinator was able to determine which ISLOs could reasonably be assessed

within the established curriculum and prepared recommendations for distributing the provisional rubrics for Fall 2016 institution-level assessment within each department. We ultimately collected assessment data from 136 different courses in 47 prefixes across 25 departments (see Appendix B3 for a listing of specific courses assessed for each ISLO).

Figure 4.3 Total Courses Assessed in Each Division by ISLO

ISLO	A&S	B&T	H&PS	Courses Assessed
Critical Thinking & Problem Solving	18	41	16	75
Communication	10	6	8	24
Professionalism & Teamwork	26	8	27	61
Total	39	51	46	136

C. ISLO Performance Trends

Initial results for our 3 chosen ISLOs revealed that PCC students are demonstrating impressive performance on the skills of Professionalism & Teamwork, while not quite as many achieved the performance target of “Accomplished” mastery of Critical Thinking & Problem Solving. Effective Communication was the most underperforming ISLO, so as an institution, we will especially want to focus on offering more opportunities for our students to develop communication skills through coursework across departments and disciplines.

Figure 4.4 Overall ISLO Performance Target Achievement Rates

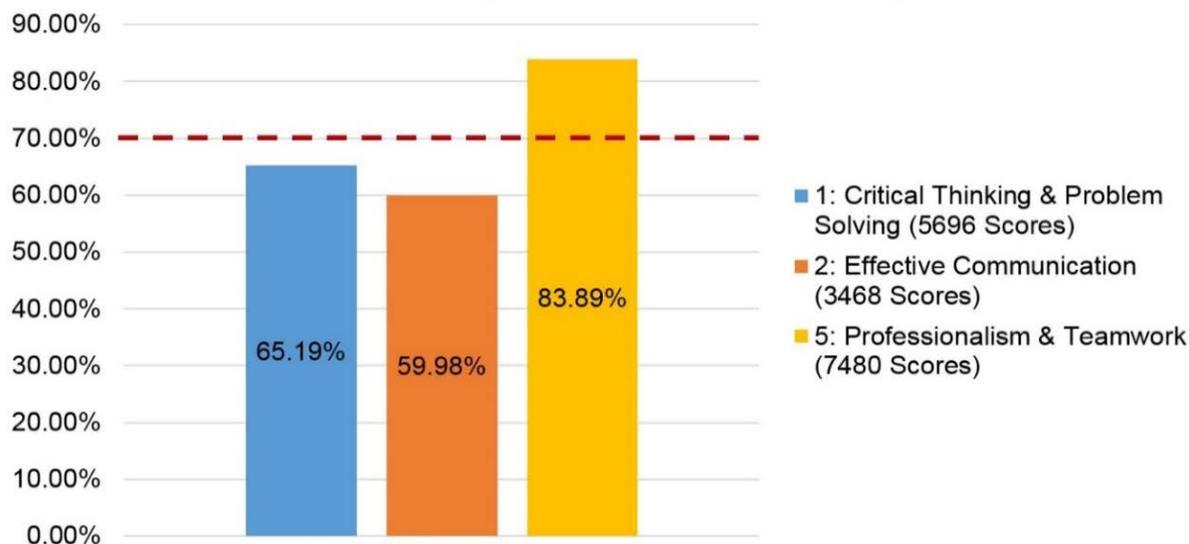


Figure 4.5 ISLO Performance Target Achievement Rates by Division

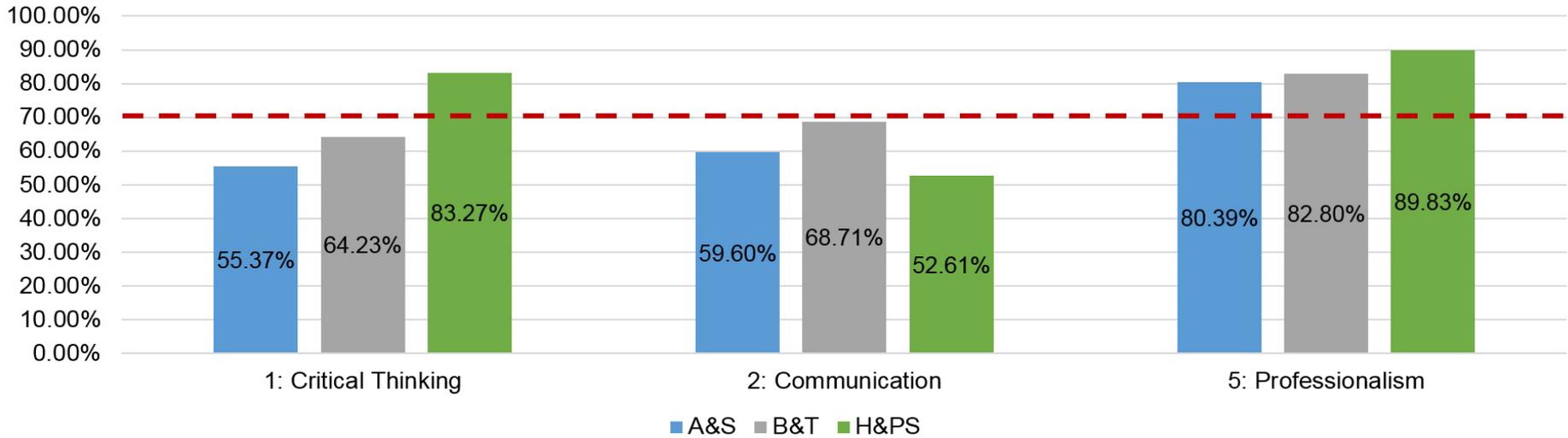


Figure 4.6 Critical Thinking & Problem Solving ISLO Performance Target Achievement by Criterion

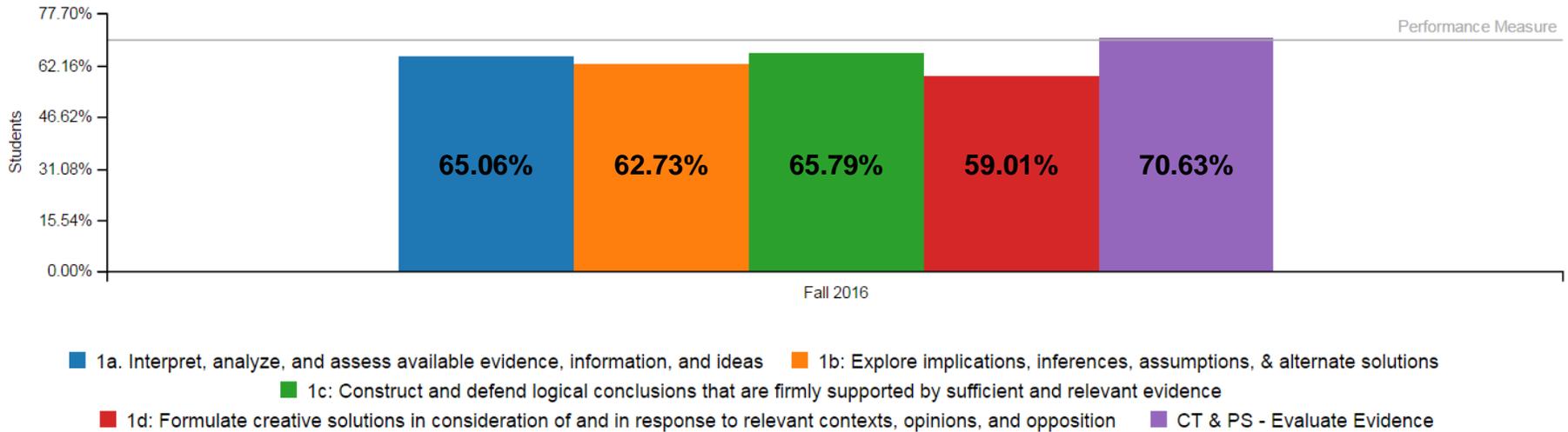


Figure 4.7 Effective Communication ISLO Performance Target Achievement by Criterion

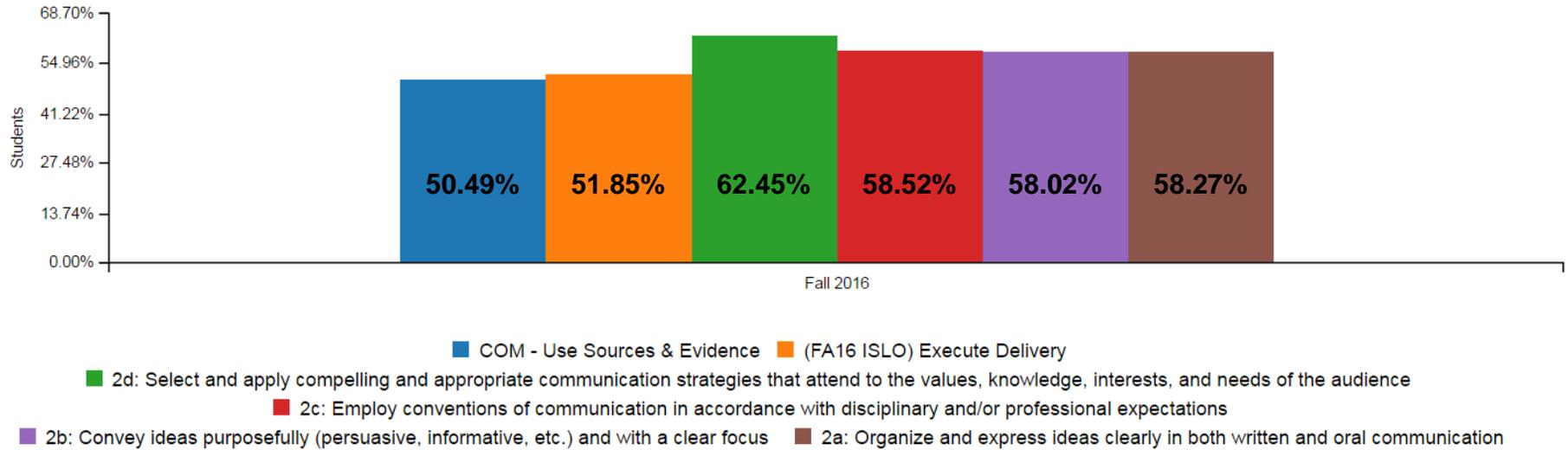
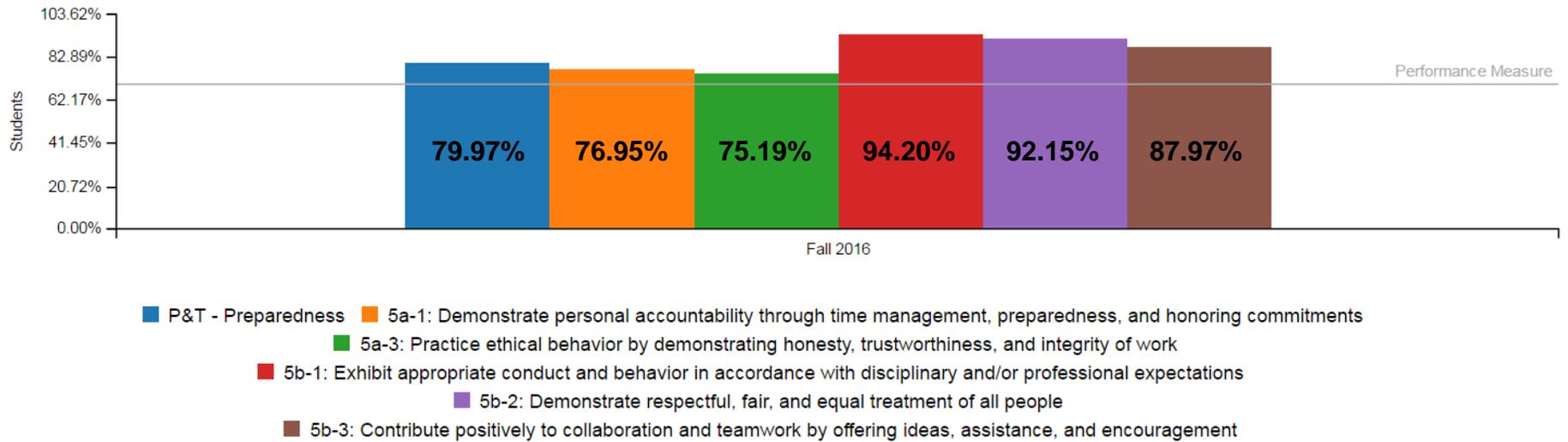


Figure 4.8 Professionalism & Teamwork ISLO Performance Target Achievement by Criterion



See Appendix B, Table B3 for a more detailed break-down of specific score counts for each ISLO and criterion.

V. Conclusions & Next Steps

At the core, the Assessment of Student Learning is all about continuous improvement—of student learning, but also of the practices and tools used to assess that learning. As we are still in the early stages of our five-year plan for building a sustainable framework for institution-wide assessment at Pueblo Community College, most of the next steps and recommendations detailed below address our assessment practices themselves as we continue to collect baseline data on student performance on our college-wide learning outcomes. Specific recommendations for individual departments and programs are outlined in Appendices C2 (Arts & Sciences Division) D2 (Business & Technology Division), and E2 (Health & Public Safety Division).

Figure 5.1 College-Wide Challenges, Successes, & Recommendations

Conclusions	Student Learning	Assessment Practice
Accomplishments	Students surpassed the performance target on all criteria for the Professionalism & Teamwork ISLO.	Our college-wide ISLOs were reviewed and revised, and 5 common rubrics for these ISLOs were developed and implemented. Training and communication efforts also improved dramatically.
Needed Improvements	Overall, only 59.98% of students reached the performance target on the Communication ISLO, and performance on all criteria was below the target.	While participation rates did increase, still further participation, particularly from PT instructors, is needed to increase sample sizes, especially on the Communication ISLO, expand testing of our new common rubrics, and collect more student data to generate more valid and accurate institution-level results.
Recommendations	Develop “Improvement Plans” focused on activities that will develop communication skills across disciplines.	Develop initiatives to encourage PT instructor participation and increase FT faculty buy-in, including identifying and fostering more faculty leaders in assessment across the college. Clarify and emphasize “Closing the Loop” efforts.
Action Steps	Ask each department to: 1. Identify at least one opportunity to develop communication skills 2. Implement one new instructional strategy in at least one course offered in AY17-18.	2. Continue program-level development (PSLOs, rubrics, and signature assignments). 3. Increase PT instructor participation. 4. Increase sample size/number of assessments for the Communication ISLO. 5. Replace the current Assessment Plans & Reports with Improvement Plans to emphasize more practical applications for teaching and learning.

VI. Appendices

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

Year	Assessment Events/Changes/Progress
1999-2000	PCC adopted formal Assessment of Student Learning (ASL) system; entire process was managed by faculty committee thorough bi-monthly meetings
2001-08	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.
2008-10	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.
2010-12	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.
2012-13	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.
2013-15	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.
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.

Appendix B: Institutional (College-Wide) Data & Results

Table B1: Planned & Scored Assessments by Discipline

Program	Planned	Scored	Program	Planned	Scored
Accounting	6	6	Health Professional	6	1
Adv. Academic Achievement	2	2	History	4	2
Art	2	2	Humanities	1	1
Astronomy	5	2	Law Enforcement Academy	3	0
Automotive Technology	22	14	Library Technician	1	0
Biology	21	11	Literature	1	1
Business	2	1	Machining Technology	13	2
Business Technologies	1	0	Manicurist	2	2
Chemistry	3	3	Mathematics	25	21
Communication	18	9	Medical Office Terminology	10	2
Computer & Networking Tech.	1	1	Multimedia & Graphic Design	5	5
Computer Aided Drafting	3	1	Music	2	0
Cosmetology	2	2	Nurse Aide	8	7
Criminal Justice	1	1	Nursing	13	10
Culinary Arts	5	4	Occupational Therapy Assistant	4	3
Dental Assisting	11	10	Philosophy	1	1
Dental Hygiene	11	11	Physical Therapist Assistant	3	3
Early Childhood Ed.	6	3	Physics	3	3
Economics	5	0	Psychiatric Tech.	1	0
Electronics	5	1	Psychology	6	2
Emergency Medical Services	11	7	Radiologic Technology	4	4
Engineering	3	3	Respiratory Care	1	0
English	66	47	Science	1	1
Esthetician	1	1	Spanish	1	1
Fire Science Technology	1	0	Surgical Technology	2	2
Geology	3	2	Welding Technology	9	6

Table B2: Institution-level Assessment Participation by Department

Division/Department	Evaluators	FT*	PT	Courses	Sections	Enrollment	Completed Assessments	Planned Assessments
Arts & Sciences	36	32	4	56	77	1305	109	128
Criminal Justice	1	1	0	1	1	22	1	1
Early Childhood Education	1	1	0	3	3	44	3	4
English & Communication	12	10	2	19	33	461	55	69
Fine Arts & Humanities	5	5	0	5	5	111	5	5
Mathematics	5	5	0	10	15	294	21	23
Biological & Physical Sciences	8	7	1	14	16	293	20	22
Social Sciences	4	3	1	4	4	80	4	4
Business & Technology	25	22	3	38	40	482	47	49
Advanced Manufacturing	10	9	1	11	11	100	13	13
Automotive Technology	6	4	2	14	14	190	14	14
Business	1	1	0	2	3	44	6	6
Computer Information Systems	1	1	0	1	1	10	1	1
Culinary & Hospitality	3	3	0	3	4	30	4	4
Health Information Technologies	3	3	0	4	4	80	4	6
Media Communications	1	1	0	3	3	28	5	5
Health & Public Safety	39	34	5	47	56	795	62	63
Cosmetology	5	4	1	5	5	62	5	5
Dental Assisting	2	1	1	3	4	33	10	10
Dental Hygiene	6	4	2	8	11	113	11	11
Emergency Medical Services	6	5	1	7	7	87	7	7
Nurse Aide	2	2	0	5	7	57	7	7
Nursing	8	8	0	8	10	242	10	10
Occupational Therapy Assistant	2	2	0	3	3	57	3	4
Physical Therapy Assistant	3	3	0	3	3	55	3	3
Radiologic Technology	3	3	0	3	4	62	4	4
Surgical Technology	2	2	0	2	2	27	2	2
INSTITUTION TOTALS	100	88	12	141	173	2582	218	240

* Approximately 85% of Full-Time Faculty participated in Institution-Level Assessment of Student Learning in Fall 2016

Table B3: ISLOs Assessed by Course

ARTS & SCIENCES					BUSINESS & TECHNOLOGY					HEALTH & PUBLIC SAFETY				
Prefix	Course	CT	COM	P&T	Prefix	Course	CT	COM	P&T	Prefix	Course	CT	COM	P&T
CRJ	230	X			ASE	102	X			COS	160			X
ECE	220	X			ASE	110	X			COS	211			X
ECE	241			X	ASE	111	X			EST	110			X
ECE	288	X			ASE	120	X			NAT	211			X
AAA	098			X	ASE	123	X			DEA	120	X	X	X
COM	115	X	X	X	ASE	130	X			DEA	123			X
COM	125			X	ASE	132	X			DEA	125	X	X	X
COM	217			X	ASE	134	X			DEA	126			X
COM	220	X			ASE	134	X			DEH	101			X
ENG	121	X	X	X	ASE	151	X			DEH	104			X
ENG	122	X		X	ASE	152	X			DEH	202	X		
ENG	221		X		ASE	233	X			DEH	204	X		
LIT	115			X	ASE	253	X			DEH	242			X
ART	110		X		ASE	264	X			DEH	268	X		
HUM	115	X			ACC	122			X	DEH	301		X	
PHI	112	X			BUS	115	X			DEH	302	X		
SPA	212		X		BUS	226	X			EMS	115			0
MAT	050			X	ECO	202	X			EMS	122			2
MAT	055			X	CNG	104	X			EMS	203			X
MAT	120		X	X	CUA	136		X		EMS	225			X
MAT	121			X	CUA	190			X	EMS	226			X
MAT	122			X	CUA	234			X	EMS	229			X
MAT	125			X	CAD	101	X			EMS	233			X
MAT	135	X	X	X	CAD	102	X			HPR	106			X
MAT	155			X	EGG	102	X	X	X	MOT	110		X	
MAT	201	X	X		ELT	101	X			NUA	101	X		X
AST	101	X		X	ELT	106	X			NUA	102	X		
BIO	111	X		X	ELT	259	X			NUA	170			X
BIO	201	X		X	ELT	280	X			NUA	171			X
BIO	202			X	ELT	289	X			NUR	109			X
BIO	204			X	MAC	102	X			NUR	112		X	
CHE	111			X	MAC	105	X			NUR	206	X		
GEY	111		X	X	MAC	130	X			NUR	211		X	
PHY	105			X	MAC	131	X			NUR	230	X		
PHY	111	X		X	MAC	141	X			OTA	106			X
SCI	155			X	MAC	201	X			OTA	218			X
HIS	121	X			MAC	205	X			OTA	221		X	
PSY	226	X			MAC	240	X			PTA	205		X	
PSY	235	X	X		MAC	245	X			PTA	230	X		
					MAC	256	X			PTA	251			X
					WEL	102		X		PTE	110	X		
					WEL	103		X		RTE	131	X		
					WEL	104		X		RTE	231	X		
					WEL	124		X		RTE	281	X		
					WEL	125	X			STE	103	X		
					WEL	248	X			STE	282			X
					WEL	250			X					
					WEL	251			X					
					MGD	105	X		X					
					MGD	133	X		X					
					MGD	289	X							
Total	39	18	10	26	Total	51	41	6	8	Total	46	16	8	27

Table B4: ISLO Performance by Skills Dimension/Criterion

ISLO1: Critical Thinking & Problem Solving	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)	N/A*
1a: Interpret, analyze, and assess available evidence, information, and ideas	253	423	253	110	203
1b: Explore implications, inferences, assumptions, & alternate solutions	267	376	267	115	217
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	261	414	245	106	216
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	201	333	251	120	337
ISLO2: Effective Communication	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)	N/A*
(FA16 ISLO) Use Sources & Evidence	64	142	129	73	179
(FA16 ISLO) Execute Delivery	45	95	98	32	315
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	119	197	150	40	81
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	72	196	144	46	129
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	83	181	140	51	131
2a: Organize and express ideas clearly in both written and oral communication	86	210	176	36	78

* 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.

ISLO5: Professionalism & Teamwork	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)	N/A*
(FA16 ISLO) Preparedness	559	511	209	59	77
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	598	390	195	101	132
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	553	450	281	50	80
5b-1: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations	555	403	50	9	397
5b-2: Demonstrate respectful, fair, and equal treatment of all people	866	308	75	25	141
5b-3: Contribute positively to collaboration and teamwork by offering ideas, assistance, and encouragement	769	291	107	38	209

* 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.

Appendix C: Arts & Sciences Division Results Overview

Table C1: A&S Assessment Plans, Methods, Tools, and Targets

Dept.	SLOs Assessed	Sample Size	Direct Assessment Methods					Indirect Methods		Scoring Tools			SLO Targets Achieved	SLOs to Reassess	% below Target
			Test/Exam	Essay/Portfolio	Oral Presentation	Team Project	Demonstration	Survey	Self/Peer Assessment	Rubric	Test Score	Checklist			
CRJ	3	54	2	1						3			0	3	15%-24%
ECE	3	52	3	3						3	3		3	0	N/A
ENG	11	201	1	9			1	1		9	3	11	6	5	1%-29%
FAH	10	278		3	4					10			1	9	2%-50%
MAT	7	353	3			3		1		4	3	7	6	7	2%-8%
SCI	7	157	3	4	1					6	1		2	5	2%-98%
SOC	9	1098		9						9			9 ⁴	0 ⁵	N/A
Total	50	2193	12	29	5	3	1	2	0	44	10	18	27	29	22.5% avg.

Table C2: A&S Challenges, Successes, & Recommendations

Dept.	Challenges	Successes to Celebrate	Recommendations/Comments
MAT	<ul style="list-style-type: none"> Meaningfully applying general institution-level rubrics to student work within the discipline Establishing baseline data with new rubrics and assessment tools (increase performance targets in 2017) 	<ul style="list-style-type: none"> All performance targets were met or nearly met, and the majority of students were beyond the “developing” level Students performed exceptionally well on communication skills Results suggest adjustments from the past have brought improved student performance. 	<ul style="list-style-type: none"> Align and implement discipline-specific rubrics (esp. evaluating implications, graphing, and developing content) Develop assessment tools that more directly isolate the skills of analysis, evaluation, and synthesis within signature assignments for more meaningful results
ENG	<ul style="list-style-type: none"> Adapting to changing “core competencies” and placement/attendance policies. Effectively scaffolding instruction while teaching to students with a wide range of backgrounds, experiences, and skill levels. 	<ul style="list-style-type: none"> Students performed exceptionally well on organization skills, including unity and coherence. Students displayed remarkable growth, attitude, and initiative with regard to their learning processes. 	<ul style="list-style-type: none"> Align and implement discipline-specific rubrics (esp. source integration & thesis statements) Establish ongoing projects to gather more longitudinal data, target Time Management SLO Increase sample sizes and promote further collaboration/ participation in designing future assessment projects.

⁴ In both POS and PSY, the Spring 2016 numbers did not meet the target, but in all cases, POS and PSY hit their targets in Fall 2016.

⁵ All Social Sciences CSLOs are being rewritten for 2017 to use standard competencies, so while there may be some similarities between the 2016 and 2017 CSLOs, they are not exactly the same and, thus, the 2016 CSLOs are not being reassessed.

Dept.	Challenges	Successes to Celebrate	Recommendations/Comments
CRJ	<ul style="list-style-type: none"> • Small sample sizes (only one semester of data – SP16) • Time constraints of final exam essay assignment • Initial testing of rubrics assessing multiple skills 	<ul style="list-style-type: none"> • The majority of students did demonstrate an accomplished grasp of the core concepts being assessed (comprehension) • Improvements are mostly needed for procedures, not for learning 	<ul style="list-style-type: none"> • Revise rubrics so that the individual SLOs can be more directly isolated • Lower performance targets, target communication mechanics & genre • Increase sample sizes, if possible, especially by actively encouraging PT instructor participation
ECE	<ul style="list-style-type: none"> • Creating a new activity that more accurately assesses Developmental Domains. • Obtaining greater participation by other instructors and campuses. 	<ul style="list-style-type: none"> • Students performed above the performance target, even though it was set at a high 85%. • Improving instruction focus has seemed to make the difference in improving student performance over the Fall 2015 numbers. 	<ul style="list-style-type: none"> • Make sure CSLOs align with standard competencies and develop discipline-specific rubrics (esp. critical thinking and textual literacy) • Ensure new activity more accurately assesses Developmental Domains. • Continue to seek greater participation by other instructors and campuses.
SOC	<ul style="list-style-type: none"> • In PSY, students performed below the target in Spring 2016, so adjustments were made for Fall 2016. These included increasing instruction on the assignment, and crafting a variation on the assignment that focused more on concepts, rather than learning and memory. • In HIS, GEO, and POS, students generally scored well above the target, but struggled in identifying credible and reliable sources to support their argument. This will need to be addressed in the 2017 plan. 	<ul style="list-style-type: none"> • For PSY, adjustments made to the SLO assignment and instruction resulted in significant improvement from Spring to Fall. • All performance targets were met, with the majority of students scoring a 3 out of 4 or higher. • The majority of HIS, GEO, and POS Students did well expressing arguments and supporting them with evidence. 	<ul style="list-style-type: none"> • Align CSLOs with standard competencies and develop discipline-specific rubrics (esp. communication, critical thinking, and textual literacy) • For HIS, GEO, and POS, students' weakness in finding and applying credible and reliable sources to an argument needs to be addressed through instruction or assignments geared toward that SLO.
FAH	<ul style="list-style-type: none"> • Identifying/Developing meaningful, discipline-specific rubrics • Longitudinal data due to changes in scoring methods • Obtaining greater participation by part-time instructors and branch campuses 	<ul style="list-style-type: none"> • In ART, students performed above the target in one SLO, and in a second SLO students have been steadily improving from years past, and after revisions to the signature assignment and rubric, the target was met in fall 2016. • In SPA, students exceeded the target for one SLO. • There is a concerted effort to improve assessment measures and scoring methods. 	<ul style="list-style-type: none"> • Develop and implement discipline-specific rubrics that align with institutional rubrics (esp. using sources, developing content, and interpreting oral texts) • Once rubrics are established and aligned, longitudinal data will be more achievable. • Continue to seek greater participation by part-time instructors and branch campuses.

Dept.	Challenges	Successes to Celebrate	Recommendations/Comments
SCI	<ul style="list-style-type: none"> • Difficulty applying the institution-level Communication rubric to student work within the discipline. • Obtaining greater participation by part-time instructors and branch campuses. • Getting reliable data when participation was not required for a grade. 	<ul style="list-style-type: none"> • Overall, students met or nearly met performance goals in Critical Thinking & Problem Solving at the 100-level in BIO courses. • In GEY, students met most of the performance goals in Communication. • In CHE, students performed exceptionally well in reporting calculations. 	<ul style="list-style-type: none"> • Align and implement discipline-specific rubrics (esp. identifying implicit information, rhetorical knowledge, developing content, and stoichiometry and concentration) • Continue to seek greater participation by part-time instructors and branch campuses. • As noted, include assessment assignments as part of the grade. • Develop assignments to target critical thinking and communication weaknesses that are meaningful to the discipline.

Appendix D: Business & Technology Division Results Overview

Table D1: B&T Assessment Plans, Methods, Tools, and Targets

Dept.	SLOs Assessed	Sample Size	Direct Assessment Methods					Indirect Methods		Scoring Tools			SLO Targets Achieved	SLOs to Reassess	% below Target
			Test/Exam	Essay/Portfolio	Oral Presentation	Team Project	Demonstration	Survey	Self/Peer Assessment	Rubric	Test Score	Checklist			
ASE	2	105	6							6		0	2	1%-8%	
BUS	6	301	5		1					1	5	2	6	12%-18%	
CIS	2	54	2							2		2	2	N/A	
CUA	2	55				2				2		2	2	N/A	
HIT	3	64	3							1	2	2	3	8%	
MTE	12	139	3			3	6			11	3	12	11	5%	
VMC	2	21	2							1	2	1	2	12%	
Total	29	739	21	0	1	5	6	0	0	16	20	0	21	28	13% avg.

Table D2: B&T Challenges, Successes, & Recommendations

Dept.	Challenges	Successes to Celebrate	Recommendations/Comments
ASE	Industry changes necessitating frequent modification to curriculum and testing methods	<ul style="list-style-type: none"> Increase in scores on all SLOs 	Track each semester and compare rates for more longitudinal data.
BUS	<ul style="list-style-type: none"> Fall and Spring schedule differences Instructors at multiple campuses. 	<ul style="list-style-type: none"> Increase in SLO#2 Higher scores because of changes this assessment cycle. 	Norm rubrics for all instructors.
CIS	MS Access difficult to teach	Increase in scores for SLO 1	Increase sample sizes and track more longitudinal data.
CUA	New Class Structure	Program Changes	Norm rubrics for all instructors.
HIT	New Faculty, Industry Acronyms	SLO#4 exceeded target	Norm rubrics for all instructors and continue to track longitudinal data.
MTE	<ul style="list-style-type: none"> Team project Rubrics New Certification, Assessment tools New PSLO's 	<ul style="list-style-type: none"> Increase in scores Students are high performing Student success in both assessments All targets exceeded 	<ul style="list-style-type: none"> Use ISLO rubric for professionalism when evaluating participation. Norm PSLO rubric to ISLO Rubrics. Use the Teamwork rubric and tailor to the project. Create department rubrics for both assessments. Simplify the reporting process.
VMC	Changes to Curriculum	Target achieved	Changes to the assessment for SLO#2. Target was exceeded.

Appendix E: Health & Public Safety Division Results Overview

Table E1: H&PS Assessment Plans, Methods, Tools, and Targets

Dept.	SLOs Assessed	Sample Size	Direct Assessment Methods					Indirect Methods		Scoring Tools			SLO Targets Achieved	SLOs to Reassess	% below Target
			Test/Exam	Essay/Portfolio	Oral Presentation	Team Project	Demonstration	Survey	Self/Peer Assessment	Rubric	Test Score	Checklist			
COS	1	24	1				1				1	1	2	1	N/A
DEA	4	21	2				2			2		2	3	1	29%
DEH	3	28	1	1	1					2	1		3	2	N/A
EMS	2	36				2			2				1	1	20%
FST	2	24					1		2	1		1	1	1	Unclear
LEA	1	22	1				1						1	1	N/A
MOT	2	23					2			2			2	2	20%-33%
NUA*															
NUR	4	228	3		1						4		2	2	2%-68%
OTA	2	38						1	1	1		1	1	1	83%
PTA	2	44					2			2			2	2	N/A
PTE	2	16	1	1						1	1		2	2	17%-23%
RCA	2	31	1	1						1	1		2	0	N/A
RTE	2	62	2								2		1	2	Unclear
STE	2	24	1		1						1	1	2	0	N/A
Total	31	621	13	3	3	2	9	1	5	12	11	6	25	18	23% avg.

*Results were not collected from the Nurse Aide (NUA) program

Table E2: H&PS Challenges, Successes, & Recommendations

Dept.	Challenges	Successes to Celebrate	Recommendations/Comments
COS	Inconsistent teaching methods yielded disparate results.	Target performance exceeded in COS 120 & 121 by 13%. PCC pass rates on State Board exams exceed state average by 31%. 100% pass rate for Cosmetology, Nail Tech, and Hairstylist and Esthetician programs.	Include written component to State Board exam preparation as noted.
DEA	Updated software increased learning curve.	Benchmarks exceeded in DEA 111, 104, 124, 128 & 134	Implement changes to Business Management Plan as described.

Dept.	Challenges	Successes to Celebrate	Recommendations/Comments
DEH	None noted.	100% pass rate on Natl Exam; PCC DEH students perform above National average	Continue excellent instruction.
EMS	All Lab preceptors not adept at data tracking system; some team leads not recorded correctly.	100% successful performance utilizing team member evaluation tool in EMS 123,203,205. Notable improvement in team dynamics.	Additional training for preceptors as noted, perhaps norming sessions for consistency (if applicable to team lead evaluating tool). Apply changes noted to team member evaluation tool.
FST	Students may lack maturity to accurately assess professionalism of themselves and others.	100% successful performance on JPR evaluations.	Point reductions for unprofessional use of professionalism rubric. Norming session using rubric and past graduates portraying fake persons in different scenarios.
LEA	None noted.	100% pass rate on both measures for SLO1.	Improve alignment between SLO being measures and results reported. More clarification regarding student learning outcomes for appropriate use of force.
MOT	Critical thinking remains a challenge for some students.	For SLO1 77% of students scored above 80%. 80% of students met or exceeded benchmark for SLO2.	Proposed solutions are sound.
NUR	Improvement is needed in areas of IV math calculations and Nursing process.	98% of students and 100% of students met benchmarks for SLO2 & 3 respectively.	Implement the comprehensive policy for math instruction, testing, remediation and outcome measures that Faculty developed. Utilize new tool designed to enhance comprehension and application of the Nursing Process to complete a care plan and report results.
OTA	Creating realistic goal.	Revised interventions rubric, increased opportunities for peer feedback and improvements in simulation delivery led to 90% of students responding they had increased confidence in intervention ability.	Once students have experience completing SOAP notes, measure the average time to completion. Create goal from that data coupled with the industry expectation for entry level therapist.
PTA	Variance in clinical instructor scoring.	100% of students met or exceeded benchmarks on both measures.	Continue to survey students about their learning experience. Proposed solutions to expose students to real patient situations have merit.
PTE	No comparative results - Longitudinal data beginning to be collected.	83% of students scored above benchmark.	Continue to collect data on SLO1 for comparison to previous semesters. Implement changes to curriculum as noted.
RCA	None noted	100% pass rate on Natl exam. 100% pass rate on Case study	Continue excellent instruction.
RTE	No comparative results - Longitudinal data beginning to be collected.	Performance assessment in surgical simulation lab was a success. Pilot of registry review platform led to decision to continue its use.	Make modifications noted.
STE	New program, faculty turnover	Students surpassed benchmarks on both measures	Include specifics on changes to be implemented as a result of assessments.

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