

Using Specialized but Simple Software to Improve College-Wide Participation in Assessment

Pueblo Community College – Joan Pope, Amanda Mayes, and Liz Medendorp 02/15/2024

2024 Colorado Regional Assessment Council Conference – Northeastern Junior College

eLumen Overview



Faculty Experience

- User-Friendly Interface
- To-Do List/Inbox
- Assessment Library
- Scorecard & Rubric View
- Results Explorer: Data Visualization Dashboard
- Simplified Reporting Options

Reporting Capabilities

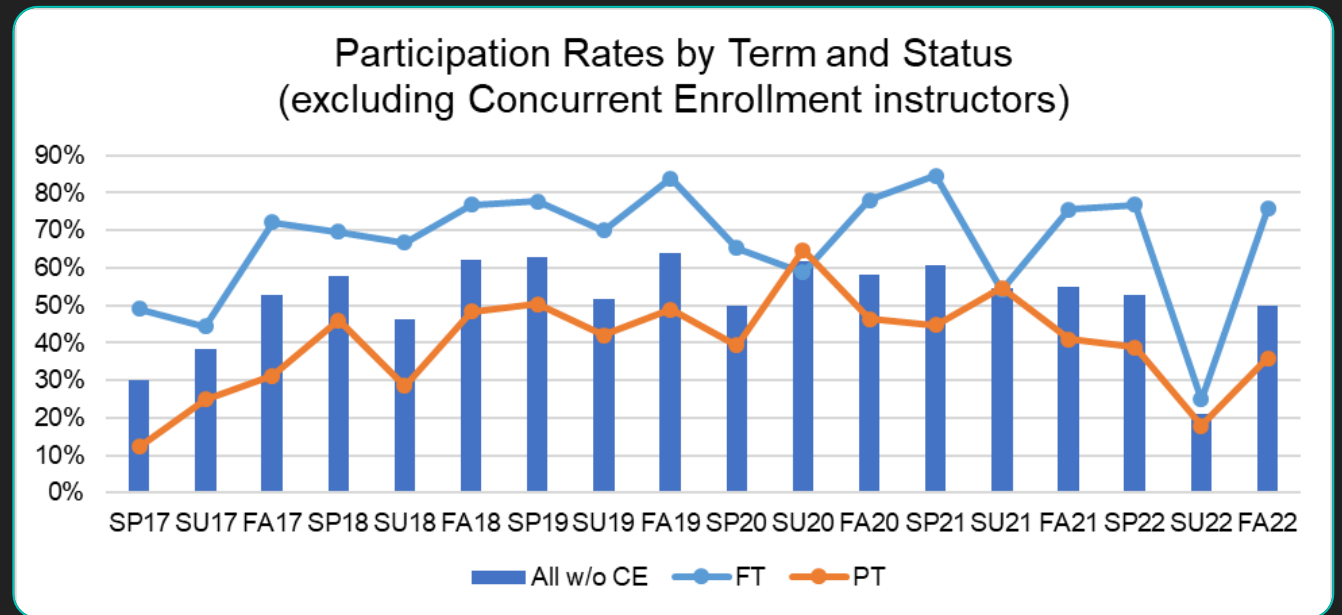
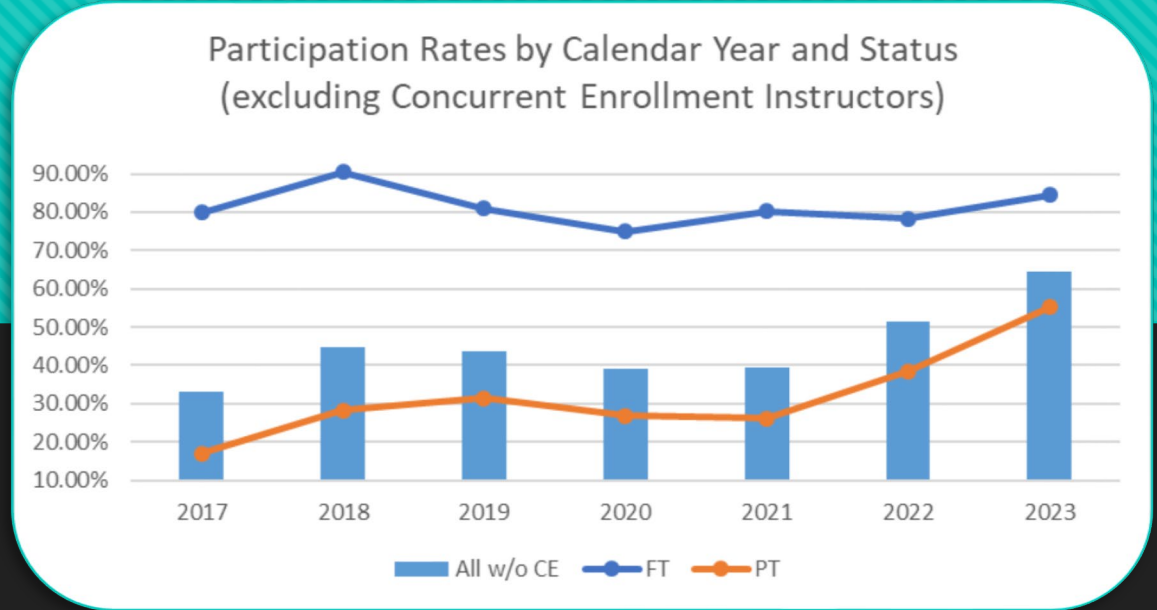
- SLO Presentation
- Faculty Participation
- SLO Performance (Categories, by Course/Program/Institution)
- Course Statistics
- Campus & Demographics
- Data Load & Org Management

Participation Trends

The acquisition of eLumen in 2016 proved an invaluable resource for tracking assessment activities and participation rates with longitudinal data, allowing us to identify important shifts and posit probable causes, informing strategies for promoting greater participation in assessment moving forward.

○ Key findings:

- 2017-2019 – Steady increase
- 2020 – Impact of COVID-19
- 2021 – Removal of Division Leads
- Low Summer Term Participation



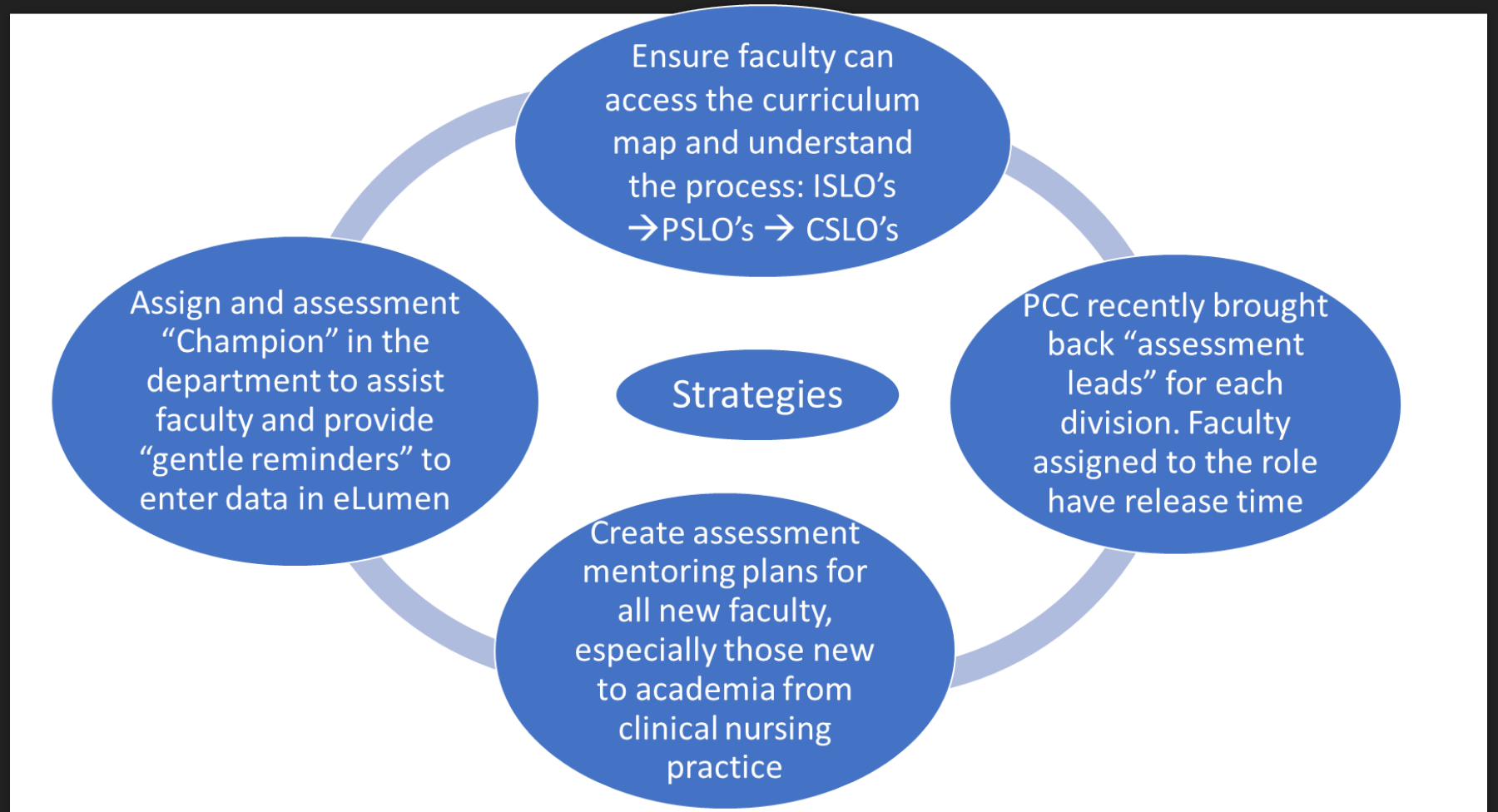
Participation Trends

Participation	2015	2016	2017	2018	2019	2020	2021	2022	2023
Part-Time	Unknown	8.63%	16.93%	28.33%	31.40%	26.83%	26.13%	38.46%	55.13%
Full-Time	Unknown	83.81%	79.82%	90.48%	80.87%	75.00%	80.20%	78.30%	84.55%
Total	Unknown	31.60%	33.18%	44.72%	43.79%	39.09%	39.42%	51.38%	64.43%
Sections	Unknown	175	385	520	609	566	591	557	814
Courses	121	117	186	252	281	240	266	273	340
Assessments	Unknown	225	467	585	680	605	648	601	911
Prefixes	32	47	47/81	55/80	59/80	55/83	57/90	57/88	64/90
Percent	Unknown	Unknown	58.0%	68.8%	73.8%	66.3%	63.3%	64.8%	71.1%

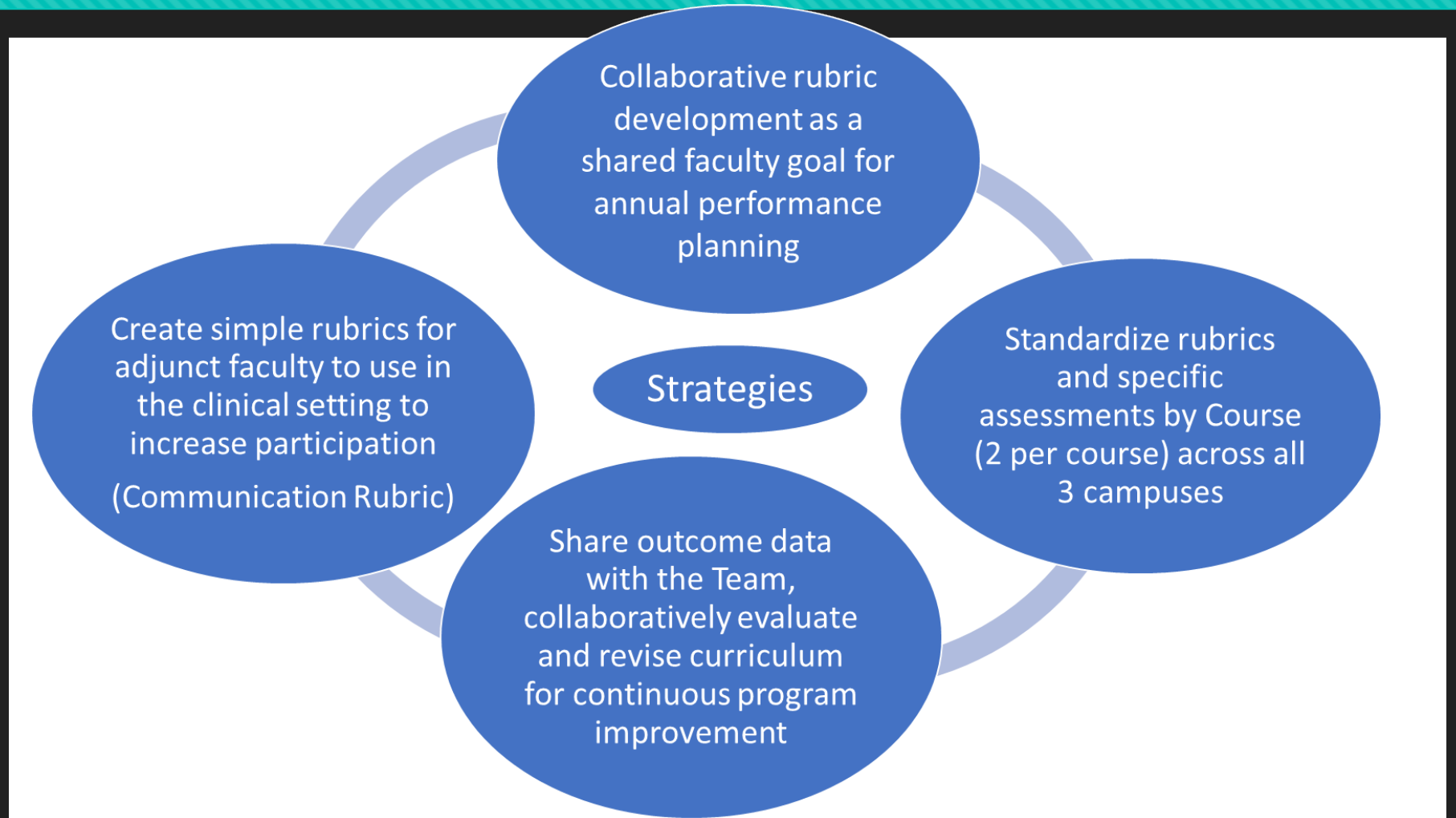
2022-2023 Change: Part-Time = +16.67%; Full-Time = +6.25%; All Instructional Staff = **+13.05% !!!**



Strategies



Strategies



Strategies for Improving Participation

- Keep it simple!
- Educate faculty on assessment basics and the curriculum map: CSLO's → PSLO's → ISLO's
- Assign a department “Champion” or assessment division lead
- Develop assessment/eLumen mentoring plans for new faculty
- Collaborative rubric development as a shared faculty goal
- Standardize assessments within courses (2 per course → all campuses)
- Develop simple rubrics to be used in the clinical setting by adjunct faculty

Outcomes Map

Core PSLOs	ADN				
- All Categories -	01. Analyze the provision of safe, quality, evidenced-based, patient-centered nursing care in a variety of healthcare settings to...	02. Integrate critical thinking and clinical reasoning skills to make patient-centered care decisions. (Critical thinking,...	03. Apply quality measures to improve patient care. (Quality improvement and safety)	04. Establish collaborative relationships with members of the interdisciplinary team, the patient, and the patient's support...	05. Apply information management principles, techniques, systems, and patient care technology to communicate, manage knowledge,...
Courses					
- No Course Group Selected -					
<input type="checkbox"/> Include inactive Courses					
Active since 07/2010					
01. Provide safe, quality, evidence-based, patient-centered nursing care at...	✓				
02. Discuss critical thinking and clinical reasoning strategies used to make...		✓			
03. Explain how quality measures are used on the care unit to improve patient...			✓		
04. Recognize the importance of collaborative relationships with members of...				✓	
05. Summarize how information management principles, techniques, and systems,...					✓

Core PSLOs	ADN		
- All Categories -	06. Provide leadership in a variety of healthcare settings for diverse patient populations. Leadership, management of care,...	07. Utilize professional, legal, and ethical guidelines in practice as a professional nurse. (Professionalism, ethical behavior,...	08. Create a culture of caring to provide holistic, compassionate, and culturally competent care. (Caring, holistic care, and...
Courses			
- No Course Group Selected -			
<input type="checkbox"/> Include inactive Courses			
Active since 07/2010			
06. Explain the role of leadership in a variety of healthcare settings for...	✓		
07. Explain how professional, legal, and ethical guidelines are used in...		✓	
08. Relate how a culture of caring contributes to holistic, compassionate,...			✓

Other Features: Improve Adjunct Participation

Pueblo Community College Nursing Communication Rubric

Criteria	Exemplary	Accomplished	Developing	Beginning
Organizational Flow/Presentation: Able to organize and express patient clinical information in oral communication during shift report. Gives report using appropriate medical terminology in a professional manner	Student gives complete, clear, and concise report following the clinical organizational tool.	Student gives mostly complete, clear, and concise report following the clinical organizational tool.	Student gives partially complete, clear, and concise report following the clinical organizational tool.	Student gives minimally complete, clear, and concise report following the clinical organizational tool.
Assessment Student report demonstrates understanding of components of the nursing assessment for selected patient	Student report demonstrates understanding of the components of the nursing assessment for selected patient.	Student report demonstrates understanding of most of the components of the nursing assessment for selected patient.	Student report demonstrates understanding of some of components of the nursing assessment for selected patient.	Student report demonstrates minimal understanding of the components of nursing assessment for selected patient.
Clinical Understanding/Data Interpretation	Student gives report demonstrating thorough knowledge and understanding of past medical history, disease process, laboratory results, potential complications, nursing process, and medications	Student gives report demonstrating adequate knowledge and understanding of past medical history, disease process, laboratory results, potential complications, nursing process, and medications	Student gives report demonstrating partial knowledge and understanding of past medical history, disease process, laboratory results, potential complications, nursing process, and medications	Student gives report demonstrating minimal knowledge and/or incorrect understanding of past medical history, disease process, laboratory results, potential complications, nursing process, and medications

0.2	Organizational Flow/Presentation	Student gives complete, clear, and concise report following the clinical organizational tool	Student gives mostly complete, clear, and concise report following the clinical organizational tool	Student gives partially complete, clear, and concise report following the clinical organizational tool	Student gives minimally complete, clear, and concise report following the clinical organizational tool
0.2	Assessment	Student report demonstrates understanding of the components of the nursing assessment for selected patient	Student report demonstrates understanding of most of the components of the nursing assessment for selected patient	Student report demonstrates understanding of some of components of the nursing assessment for selected patient	Student report demonstrates minimal understanding of the components of nursing assessment for selected patient
0.2	Clinical Understanding/Data Interpretation	Student gives report demonstrating thorough knowledge and understanding of past medical history, disease process, laboratory results, potential complications, nursing process, and medications	Student gives report demonstrating adequate knowledge and understanding of past medical history, disease process, laboratory results, potential complications, nursing process, and medications	Student gives report demonstrating partial knowledge and understanding of past medical history, disease process, laboratory results, potential complications, nursing process, and medications	Student gives report demonstrating minimal knowledge and/or incorrect understanding of past medical history, disease process, laboratory results, potential complications, nursing process, and medications

Improvement Plans

Part 1: What did you do?

- Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to Modify: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?
- Participation: Successes/Difficulties?

Improvement Plans

Part 2: What did you learn?

- ISLOs, PSLOs, and CSLOs
- Target Achievement Rates
- Comments/Clarifications
 - Outlier data/no data
 - Low-performing areas
 - Factors affecting performance
 - Accomplishments & Celebrations

Generate Data

ISLO	Target Achievement Rate	Comments/Clarifications
ISLO	74.63%	
ISLO1: Critical Thinking & Problem Solving	77.19%	
1a: Interpret, analyze, and assess available evidence, information, and ideas	76.70%	
1b: Explore implications, inferences, assumptions, and alternate solutions	91.46%	
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	72.12%	
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	75.94%	
ISLO2: Effective Communication	72.49%	
2a: Organize and express ideas clearly in both written and oral communication	73.54%	
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	72.87%	
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	63.56%	
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	79.24%	

Improvement Plans

Part 3: What will you do next?

Action	Goal	Timeline	Participants
Specific, concrete steps you will take to improve student learning.	The measurable improvement you hope to see by taking the action outlined.	An achievable deadline for implementing the change(s).	A list of the faculty, instructors, and staff involved in carrying out the action step.

- Ways to improve the student learning experience **individually or collaboratively** from **multiple avenues**: instruction, curriculum, assessment procedures, student support services, extracurricular activities, etc.
- It's **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change!

Division Leads: Provide Support

- Division leads are selected each year and report to the committee and their dean
- Assist in participation and support of their division in all things assessment
- 2022-2023 Change:
 - Part-Time = +16.67%
 - Full-Time = +6.25%
 - All Instructional Staff = +13.05%

Our Next Steps & Current Initiatives

○ Division Leads:

- Primary point person
- Personal contact
- Dedicated support
- Regular updates

○ Monthly participation reports for Chairs

○ Individual reminders/notices

○ Regular workshops/training in eLumen & best practices

○ Opportunities for recognition:

- Assessment Champion Awards
- Assessment Showcase Posters

tinyurl.com/PCCshowcase24



Questions?

Joan Pope

Nursing Faculty/Coordinator

Joan.Pope@pueblocc.edu

Amanda Mayes

Science Faculty, Assessment of Student Learning Committee Chair

Amanda.Mayes@pueblocc.edu

PCCassess.com

eLumenConnect.com

Liz Medendorp

Director of Assessment of Student Learning,
English Instructor

Liz.Medendorp@pueblocc.edu

eLumenSupport@pueblocc.edu