



Assessment of Student Learning
2017 Annual Report

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I. Executive Summary

2017 marked a year of continual improvement and success in assessment of student learning at Pueblo Community College. Much of the focus on assessment was in refining our processes to bring clarity and eliminate needless steps, including revising the annual assessment timeline, moving the division meeting dedicated to assessment to a month earlier, so as to provide more time to review results, and developing a new, streamlined Improvement Plan form and a Semesterly Task Checklist. The Assessment Coordinator and various committee members continued to offer multiple training opportunities on all aspects of assessment, including developing rubrics and planning and reporting in eLumen.

Fall 2017 brought a renewed effort to address the needs of the Higher Learning Commission's Site Visit, preparing not just the Assessment Committee, but all of PCC for the visit. The goal was spreading a consistent assessment message, so that all of PCC could answer three important questions: *Where have we been?*, *Where are we now?*, and *Where are we going?* This was achieved through Showcase posters, Knowledge Cards with assessment terminology definition stickers, graphics, emails, newsletter, and the reports in the division meetings. Another significant success was the clarification for faculty of the terminology "Closing the Loop" as part of the cycle of continuous assessment practices.

Our greatest imperative to come out of the HLC visit was the need to increase part-time participation in assessment. Challenges were issued by faculty with concerns regarding the training time and compensation for eLumen, but, as a result of our promotional and clarification efforts, nearly one third of part-time instructors across all campuses are now trained in eLumen, and approximately 25% of part-time instructors entered scores in eLumen in 2017.

Program-level assessment in eLumen increased in 2017, as anticipated, though the numbers that are mapped and have rubrics are significantly behind the numbers of PSLOs that have been created in eLumen, so there is still work to be done. eLumen reporting continues to increase in 2017 over 2016, the initial year of adoption of the software system. Scoring increased across all divisions over the course of the calendar year, though the Communication and Quantitative Reasoning ISLOs need to increase sample sizes. Critical Thinking and Communications ISLO scores fell slightly below the target performance rate for the second year in a row, though they are both generally improved scores over the 2016 scores.

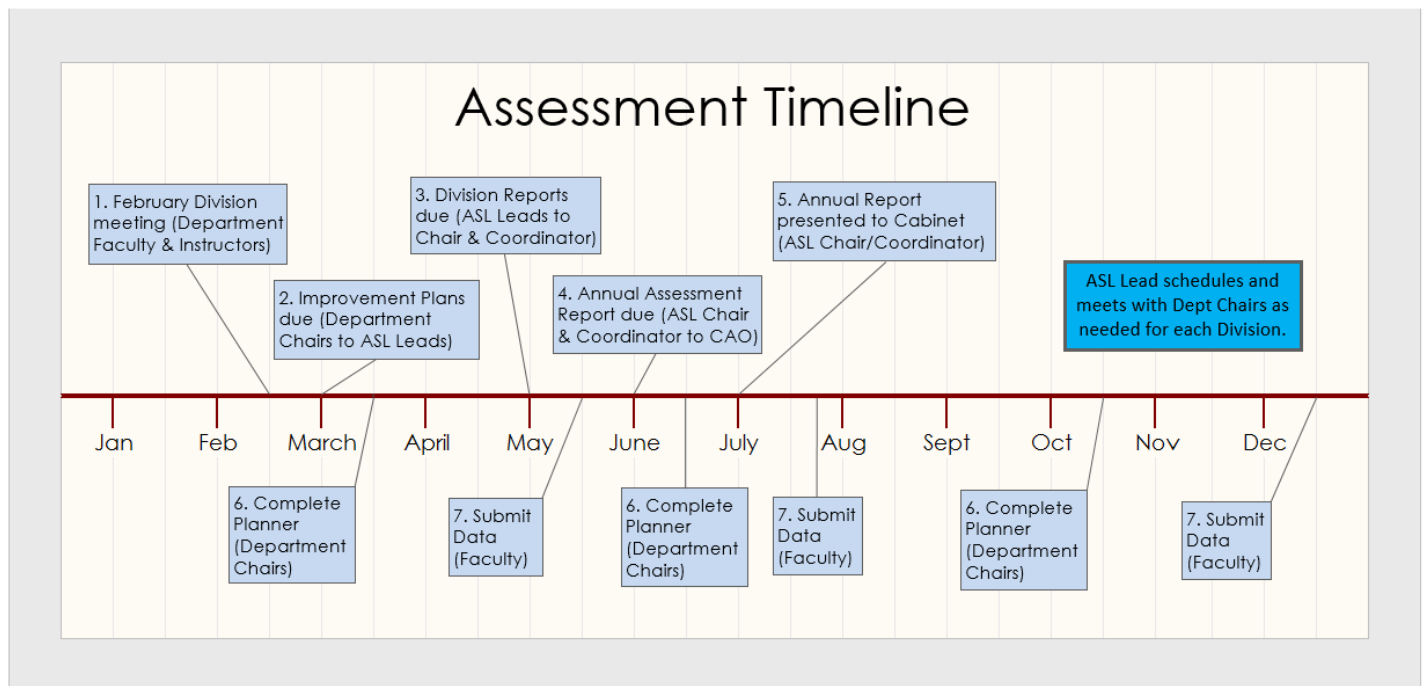
Communications and Quantitative Reasoning need to continue to be assessed and increased, if possible, to have evaluable longitudinal data. The number of part-time instructors involved in assessing needs to grow as well. Goals for 2018, then, are to increase the number of part-time instructors involved in assessing through eLumen, increase the number of PSLOs per department, program, and prefix to meet the initial and long-term goals, and to ensure that existing PSLOs are mapped with rubrics. We must broadcast a clear and consistent message about the importance of critical thinking and communication skills. Finally, we must develop enhanced communication between the Assessment Committee, Department Chairs, full-time faculty, and part-time instructors, thus creating a culture of acceptance of continuous assessment in which all feel comfortable with, and integral to, the assessment process at Pueblo Community College.

II. Assessment of Student Learning Process

A. Assessment Timeline

As of 2016, Assessment of Student Learning follows a calendar year cycle for planning and reporting; concurrently, departments follow a semesterly cycle of distributing assessment rubrics and submitting data for each term.

Figure 2.1: Assessment Timeline



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

In 2017, we modified the annual cycle timeline in order to eliminate unnecessary steps, simplify reporting procedures, and clarify semesterly expectations. In particular:

1. **Division Meeting:** We received approval to move the Division Meeting time dedicated to assessment work from March to February; providing this time to review results and discuss next times earlier in the semester will make it more feasible to implement planned

improvements in the spring semester and will also give departments the opportunity to work on completing their Improvement Plans together before the deadline.

2. **Improvement Plans:** We developed and piloted a new “Improvement Plan” form designed to replace the cumbersome Assessment Plan & Report; instead of two submission deadlines for the same form, combining the review of the previous cycle’s results with the planning of next steps for improvement into one step both streamlines the reporting process and emphasizes the importance of “closing the loop” by making data-driven decisions about curricular and instructional changes directly based on findings from the previous cycle’s results.
3. **Semesterly Task Checklist:** A “Task Checklist” was developed in Fall 2016 to clarify the steps each department should be taking to provide a suggested time frame for completing each task. After receiving numerous requests for a task checklist for the Spring 2017 semester, we designed a more comprehensive [Semesterly Task Checklist](#) that could be used from semester to semester without needing updates to the specific goals or projects undertaken during a particular cycle or term (see [Figure 2.2](#) for a condensed overview).

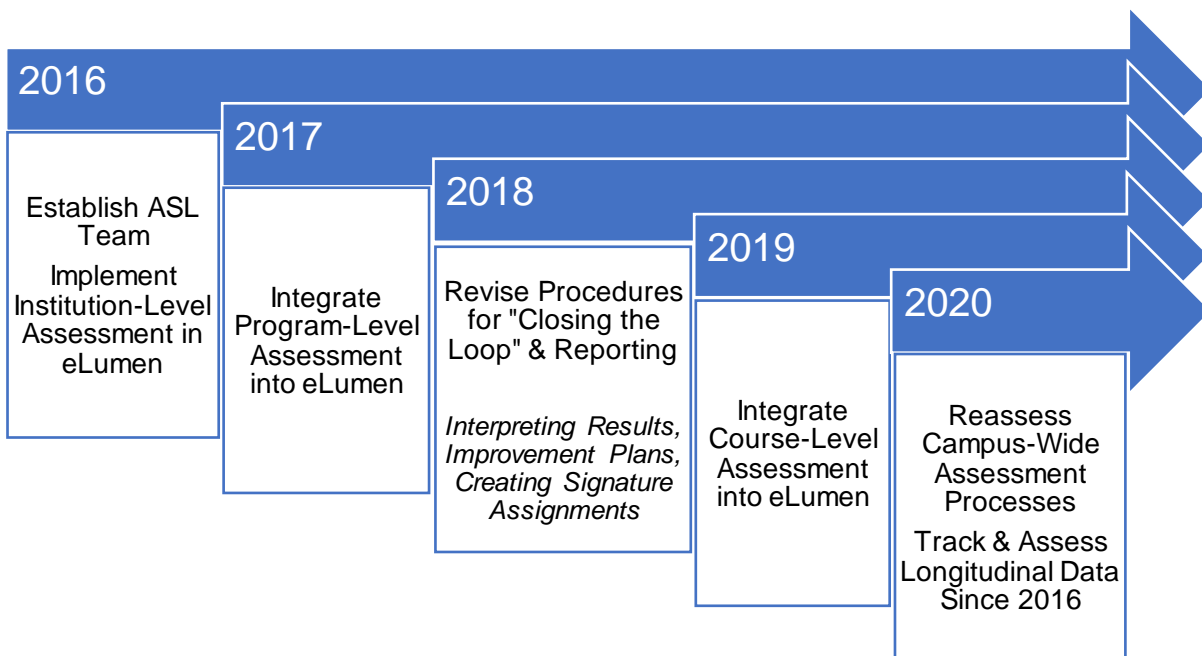
Figure 2.2: Semesterly Task Checklist Overview

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

B. Five-Year Plan

Conceived as the first phase of an AQIP Action Project to create a more inclusive and sustainable framework for institutional assessment of student learning, PCC's Five-Year Plan for assessment was developed through college-wide discussions and Goal Setting Meetings. We are now entering the third year of that plan, which is briefly outlined in [Figure 2.3](#).

Figure 2.3: PCC's Five-Year Plan for Assessment



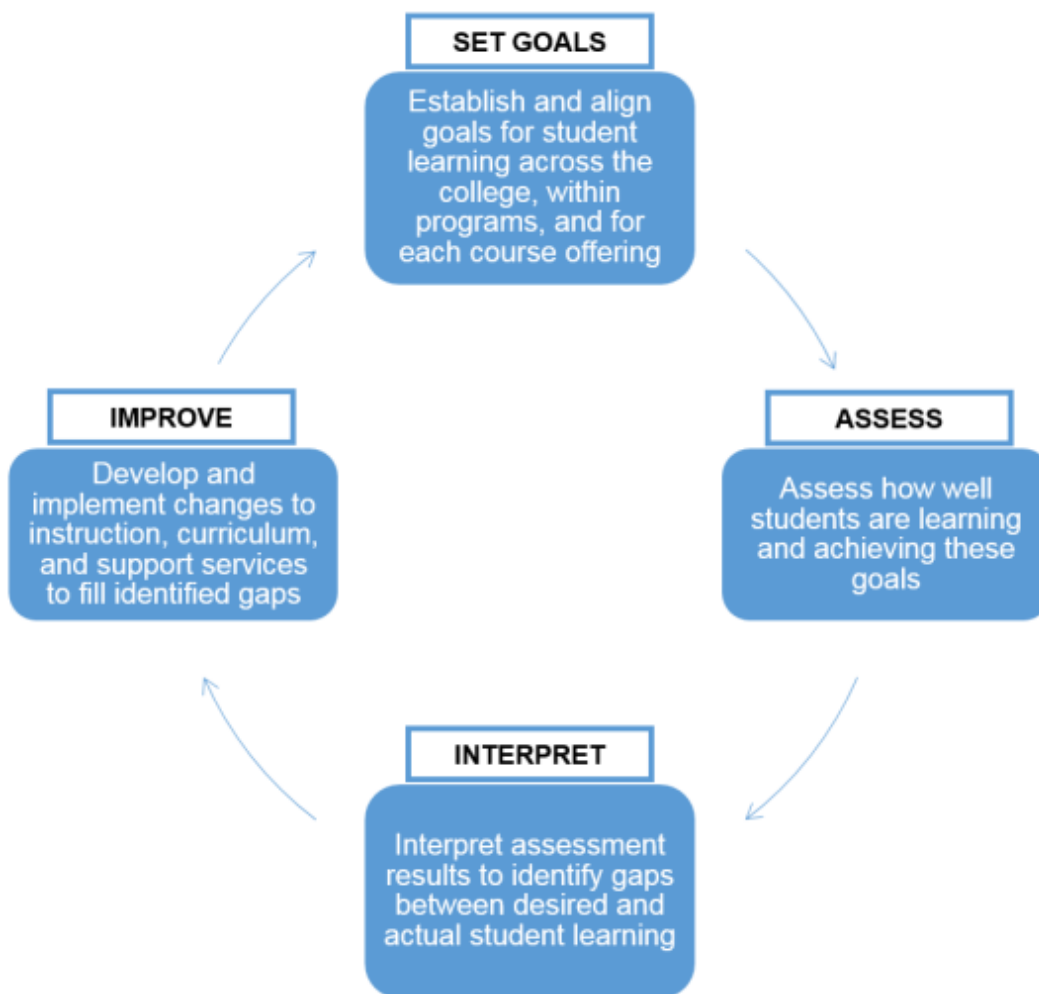
Initially designed to contain action steps directed toward the three primary concerns shared by faculty—communication, timeline, and training—the five-year plan underwent minor revision during the 2017 cycle in response to unforeseen obstacles presented by the system-wide review of course learning outcomes; after discovering that many programs and departments would be limited until the review project is completed, the integration of course-level assessment into eLumen, initially planned for 2018, was delayed to 2019 to allow more time for revisions to the system's common course numbering system to be finalized. In exchange, the 2019 goal of revising procedures for "closing the loop" and reporting became our focus for 2018, which led to the development and introduction of the new Improvement Plan form.

C. Annual Cycle

PCC's annual assessment cycle includes four key phases that guide our assessment activities over the course of each year (see [Figure 2.4](#)):

1. Set Goals (Planning Phase)
2. Assess (Training and Data Collection Phase)
3. Interpret (Reporting Phase)
4. Improve (Closing the Loop Phase)

Figure 2.4: Annual Assessment Cycle



1. 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. During the 2017 cycle, for instance, we worked to refine our five Institutional Student Learning Outcomes (ISLOs) and common rubrics based on faculty input collected through conversations, meetings, and reflection surveys linked to the rubrics in eLumen. The goal was to ensure that college-wide goals for student learning reflect our shared values as an institution and to improve our ability to assess these essential skills across our wide range of disciplines.

Our five ISLOs are listed below with brief definitions of each essential skill we desire all Pueblo Community College graduates to develop and master through their educational programs. For more in-depth descriptions of the sub-criteria established for each of our core learning outcomes, see the [Complete Listing of PCC's ISLOs](#). The rubrics we have developed to assess each ISLO can also be viewed by clicking the links below.

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.

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. Based on faculty goals and preferences, Department Chairs distribute rubrics (or “Plan” assessments) to courses and sections using the eLumen Planner tool. Faculty are directly involved in this planning process, including the development of annual Improvement Plans, which are compiled and included in the college’s Annual Assessment Report. Guided by discussion questions included as part of the Improvement Plan process, departments 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.

2. Training

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 a total of 35 workshops and training sessions offered throughout the 2017 calendar year, as well as numerous ongoing opportunities for small group and individual support (see [Figure 3.3](#)). 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.

Due to the great range of needs and goals across our diverse programs, a greater emphasis was placed on individual and department-specific support throughout the 2017 cycle. Over the summer semester, the ASL Coordinator designed and distributed a survey to collect information about each department’s progress on current projects, questions and concerns, and support needs moving forward. In response, one-on-one “check-ins” were scheduled with each department chair to provide clarification and guidance needed. The value of these personalized support sessions was quickly recognized, and they became an ongoing practice throughout 2017; a total of 53 department support sessions were held, both formally and informally, as well as 12 invitations to visit Department and Division meetings.

3. Reporting

Since PCC’s implementation of the eLumen assessment management platform, all assessment planning, score submission, and reporting is conducted through eLumen to ensure cohesive practices across the institution as well as streamlined 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. Reports are generated via eLumen in order to provide an institution-wide overview of student performance on our Institution-level Student Learning Outcomes (ISLOs) as well as break-downs for each division and department.

The only reporting conducted outside of the eLumen platform is done through our newly implemented Improvement Plan form, which is composed and submitted via the following chain:

Figure 2.5: Reporting Chain



The Assessment Committee is tasked with monitoring and compiling results: Division Leads collect and review completed Improvement Plans 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.

Departmental results, participation reports, and institution-wide trends are included in the final version of this report, posted on the U: drive, and distributed to the relevant Deans, Division Leads, and Department Chairs to be reviewed and discussed with faculty. Assessment plans and reports from the past seven years can be accessed by all PCC administrators, instructors, and staff through an internal college network drive. Upon completion and approval by the Assessment of Student Learning Committee, the final version of this report will be posted on the U: Drive. Upon administrative approval, the report will also be accessible through the PCC portal and on the Assessment @PCC Blog* under the “Results” tab.

* The Assessment @PCC Blog can be accessed at PCCassess.com.

4. Improving

As part of the established Assessment Improvement Plan 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 new Improvement Plan form for reporting 2017 results has made it easier for departments to determine how well they are doing in assessment to report more thoroughly on their results and plans for 2018, as evidenced by the Division reports in Appendices [C](#), [D](#), and [E](#).

D. Roles & Responsibilities

As we move forward through the third 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. Other than the formal positions of Coordinator, Chair, and faculty serving as members of the Assessment of Student Learning Committee, the primary roles involved in assessment at Pueblo Community College are defined as follows:

- **Full-Time Faculty** complete eLumen Basic Training, assess evidence of student work in at least one section of one course each semester using at least one of our common ISLO rubric(s) OR aligned PSLO/CSLO rubric(s) by entering scores into eLumen by the grading deadline, and contribute to program-level planning, development, and improvements within their departments.
- **Part-Time Instructors** ideally 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 three academic divisions through communicating requirements and expectations, answering faculty questions, and compiling results.

E. Communications Plan

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

- **Dedicated Contact:** 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 2017 calendar 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.

III. Ongoing Projects

A. HLC Site Visit

By far the most important task facing the Assessment of Student Learning Committee in 2017 was the September HLC Site Visit for the reaffirmation of our accreditation. While we had made great strides in improving our assessment of institutional learning outcomes and building a consistent and integrated assessment process, based upon the feedback received on our Systems Portfolio, we still needed to prepare ourselves and our faculty and staff for the visit itself. Besides the written data and report submitted to HLC prior to their site visit, we undertook new initiatives to bring the relevant assessment information to our faculty and staff:

1. Showcase Posters

One of our 2016-2017 initiatives was to hold PCC's first annual Assessment Showcase at the Fall 2017 kick-off. Showcase Posters, designed by PCC's marketing team and created from data and narratives submitted by participating faculty and departments, highlighted recent assessment projects, including the problem, plan, activity, results, and next steps. While initially created as a celebration showcase for our institution, we decided to utilize the posters during the HLC Site Visit as a graphical representation of the progress we had made in assessment. These eye-catching posters were strategically placed and rotated on a regular basis over the two days of the site visit, outside the Barb Fortino Conference Room and Hoag Theater, where the HLC representatives would have multiple opportunities to review them. Twenty posters, representing twenty different prefixes, were received from academic programs, with an additional seven from the college and student services. An example of a showcase poster is presented below, and the entire collection may be found on the [Assessment @PCC Blog](#). The success of the Showcase Posters will be continued into 2018 as a regular celebratory feature for PCC.

Figure 3.1: Example of a Showcase Poster



Institutional Awareness Progress

1. Goals

News & Updates

- Monthly assessment newsletter
- All-faculty meetings
- Division meetings

Training & Support

- ASL coordinator office hours
- Monthly workshops
- Dedicated support email

Goals & Decision Making

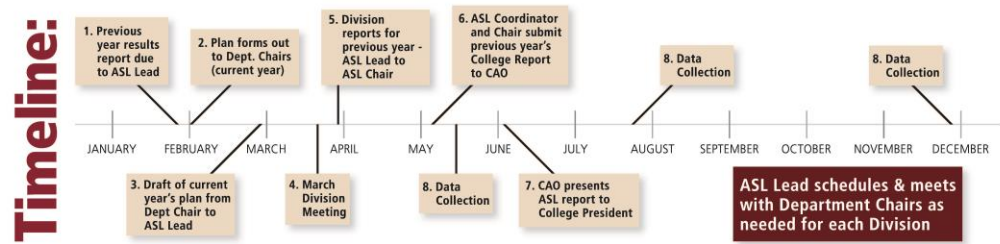
- Goal setting meetings
- Faculty values & priorities survey
- ISLO revisions approval vote

Feedback & Suggestions

- eLumen reflection surveys
- Open assessment subcommittees
- Workshop evaluations

Training: Support hours logged during AY 2016-17

Progress/Material Reviews	49:27:34
Follow-up Sessions	61:51:44
Training/Workshops	62:49:50
Communications	102:53:39
Support Sessions	119:21:16
Resource Development	160:37:10



2. Progress & Participation

eLumen Training Completion Rates

89.8%
FT faculty training completion rate

Programs Participating in Institution-level Assessment

46.9% increase

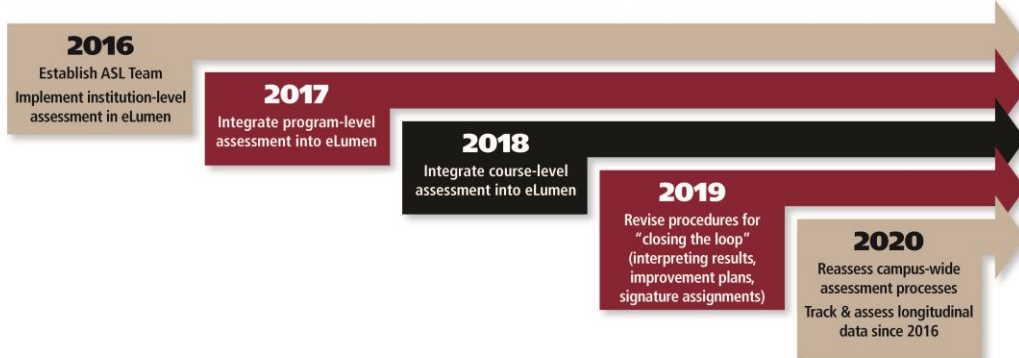
Total Students Assessed by Term (Duplicates Included)

100 individuals, 12 PT, 88 FT
(85% participation rate)

Program-level Development (Progress for 33 Departments and 102 Prefixes)

450 PSLOs in eLumen, 258 PSLOs mapped, 137 PSLOs in assessment rubrics.

3. Next Steps: Five-Year Plan



2. Knowledge Cards

Part of PCC's preparation for the HLC Site Visit included the distribution of color-coded Knowledge Cards that concisely addressed such topics as our Mission, Vision and Values, Strategic Plan, and Assessment, among others. The ASL cards gave a "talking points" format for all faculty and staff at PCC on the importance of the assessment process and the reasoning behind assessment. The ASL Committee determined that there was still some confusion on the definitions of certain assessment terms, so the Arts & Sciences Lead and the Assessment Coordinator created Assessment Terminology stickers, which were distributed and affixed to the backs of the Assessment Knowledge Cards. Closing the Loop, AQIP, Assessment of Student Learning, and Student Learning Outcomes were the selected terms, with concise definitions provided for each, in the hope that this would enable PCC faculty and staff to provide clear answers to any HLC questions that might arise during the Site Visit.

3. Consistent Assessment Message

With the possibility of the HLC Site Team asking random faculty about assessment during their visit, we knew that PCC had to present a consistent message regarding assessment. While the Knowledge Cards were part of that, we felt another, simpler approach was also needed. With the assistance of the Assessment Coordinator and ASL Chair, Shawna Shoaf designed a graphic to answer three questions: Where have we been? Where are we now? And, where are we going? The long answers are as follows:

Where Have We Been?

PCC has been assessing for nearly twenty years, but it was assessment without an efficient and formalized reporting system, thus providing no clear method to learn from our assessment. There was no institutional level assessment, just individual, course-level assessment.

Once we received the AQIP report in 2015, we began developing a consistent, faculty-driven, campus-wide assessment process that included institution-level student learning outcomes to accompany the course-level we were already doing. We also hired an Assessment Coordinator to implement the eLumen reporting software as part of our standardized assessment process.

Where Are We Now?

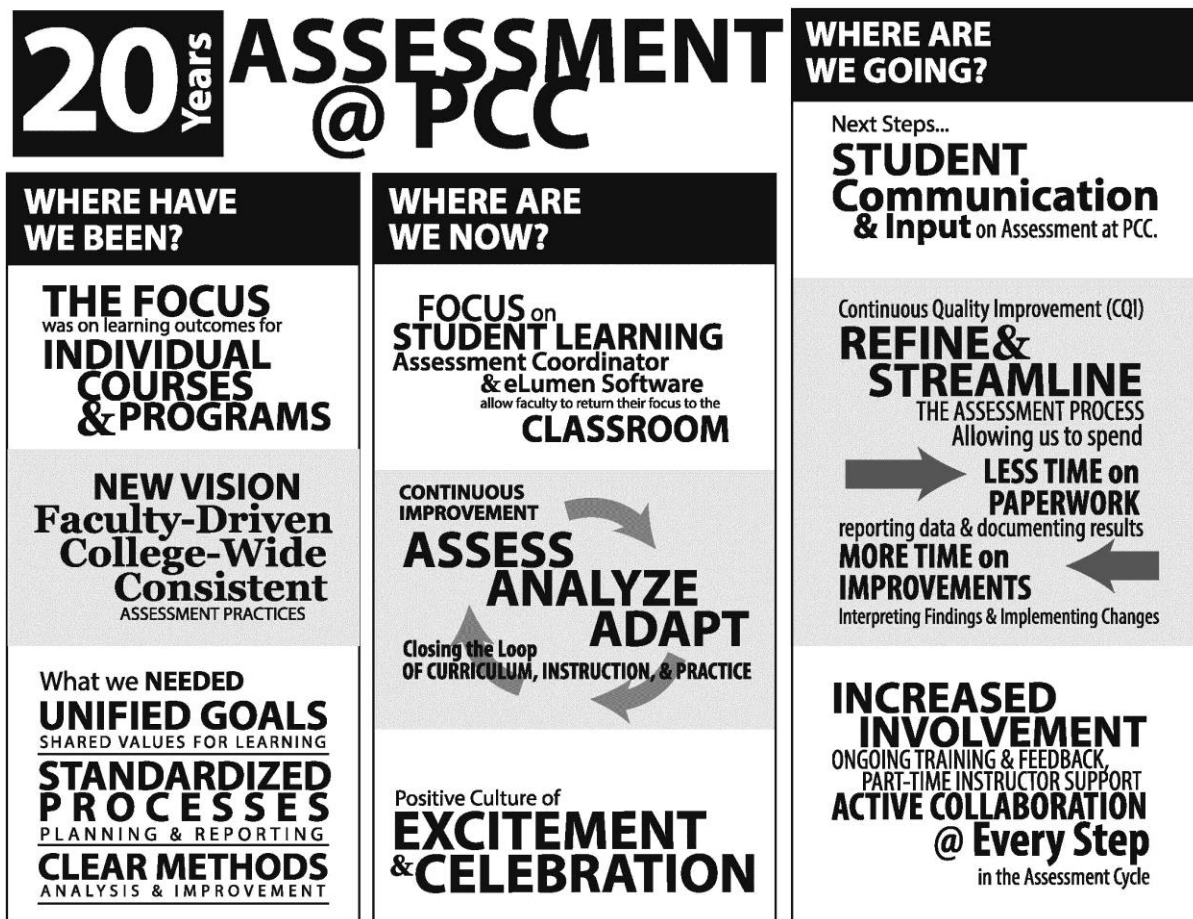
Prior to the adoption of eLumen, PCC's assessment focus had been on the time-consuming preparation of the annual report. eLumen has relieved us of that burden, allowing us to focus on classrooms. We now conduct student learning outcomes at the course, program, and institution levels, analyze the results of our assessment, and continuously improve student learning and our assessment practices by implementing changes to curriculum, instruction, and processes (also known as Closing the Loop). We have an active, hard-working Assessment of Student Learning Committee whose members are excited about assessment and where we're going to be in two years. That excitement is also evident across the entire campus.

Where Are We Going?

We are constantly refining and streamlining the assessment process, re-evaluating it for our short-term and long-term goals. We currently incorporate part-time instructors in the assessing of student learning outcomes and will continue to increase the level of part-time instructor involvement at all PCC campuses in the creation of those outcomes, analysis of the collected data, and implementing the necessary changes generated from that analysis. Additionally, we will bring students into this process, so that they are fully aware of the need for regular assessment, the process, the analyses, and the changes. Most of all, we want students to know that the faculty and staff of PCC are committed to providing them with a high-quality education based on the regular assessment and improvement of our practices and processes.

The long answers were then condensed into an “Assessment Highlights” graphic by Shawna Shoaf, for display and distribution at all three division meetings prior to the HLC site visit:

Figure 3.2: Assessment Highlights Graphic



4. Committee to Address the HLC Site Visit Team

Finally, members of the Assessment Committee were required to address the HLC Site Visit Team in a Q&A session. The committee handled themselves with aplomb and professionalism over the course of the hour interview. The HLC Site Visit resulted in the reaccreditation of Pueblo Community College, but on the subject of assessment, President Erjavec noted the HLC team “acknowledged the outstanding efforts the faculty have made toward the assessment of student learning.... [but would] like to see more engagement from PT Instructors...[yet] they can see we have a plan to address that concern.” This information would

help us to create goals for 2018 and beyond. As for whether or not the Assessment Terminology stickers on the Knowledge Cards, or the Assessment Highlights graphic helped with the HLC visit, we can only hope so. Outside of the HLC Team meeting with the Assessment Committee, no data has reached us regarding the HLC contacting random faculty about assessment. The intangible result, however, would perhaps mean an improvement in the culture of assessment by increasing faculty awareness of the important of continuing assessment.

B. Closing the Loop

During 2017, the Assessment Committee became aware of a misunderstanding of the term “Closing the Loop,” in that two different definitions were being used by faculty. The incorrect definition, in use at PCC for a couple of years, understood closing the loop to mean that, once satisfactory goals are achieved with each SLO assessed, it was “closed out,” or no longer assessed, because the performance targets had been met. In the correct definition, with which PCC faculty needed to be familiarized, “closing the loop” means that changes are made to curriculum, instruction, or support services related to the skills assessed based on the results obtained during the previous cycle of assessment in order to improve student learning and performance on those SLOs. To clear up this misconception, the committee developed a clearly defined summary of the term:

The role of “Closing the Loop” is both the first and last step of the ongoing cycle of assessment; it brings the focus back to teaching and learning. The task is to analyze past assessment results, identify where there are gaps in student learning, and discuss how we might fill those gaps. The goal is to continuously improve of student learning and our assessment practices by implementing changes to curriculum, instruction, and processes.

Faculty were presented with this definition in various forms and places, including a Knowledge Cards Terminology sticker, the Assessment Newsletter, the blog, and in Division meetings.

C. Training

Training continues to be a focus for PCC. In addition to a wide range of assessment events and workshops that have been offered on a range of topics (see [Figure 3.3](#)), 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 3.3: Training Opportunities by Campus & Type

Type	Sessions	Hours
Administrator Support	8	8
Department Chair Refreshers	3	4
Department Meetings	9	9
Department Support	53	47.75
Division Meetings	3	0.75
Individual Training	8	8.5
eLumen Workshops	16	16.5
Open Scoring Sessions	2	8
Orientation Sessions	3	2.25
Professional Development	4	24
Program-Level Assessment	4	7
Rubric Development	2	5
Rubric Norming	1	4.5
Campus	Sessions	Hours
Pueblo	90	102.25
Fremont	3	3
Southwest	10	11
WebEx	13	29
Total	116	145.25

IV. New Initiatives

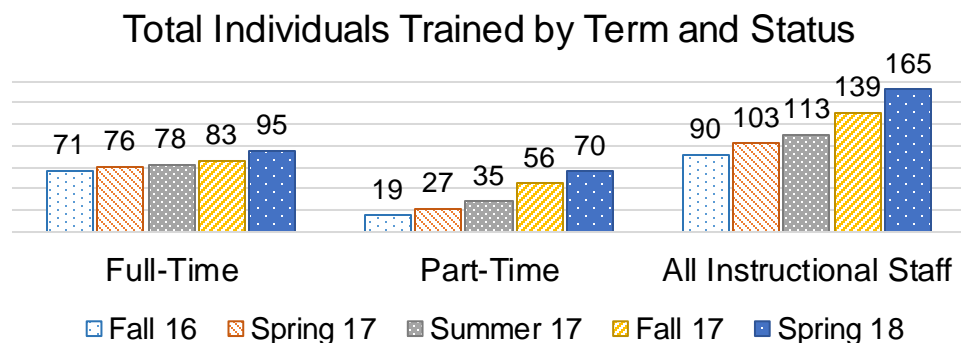
A. Part-Time Instructor Participation

While HLC was satisfied with our assessment progress, according to their post-Site Visit report, their one recommendation was to increase our part-time instructor participation. Thus, this became a directive for 2017 and beyond. Specific counts of part-time instructors vary, not just from semester to semester, but within semesters themselves, making it difficult to get a firm grasp on any official numbers from which to evaluate participation rates, or even set improvement goals. Beginning in Fall 2018, we will do an official instructor count on the day following census, and use that as a base number, but for now we're using the suggested figure of approximately 215, given to us by Human Resources.

1. Training & Participation Rates

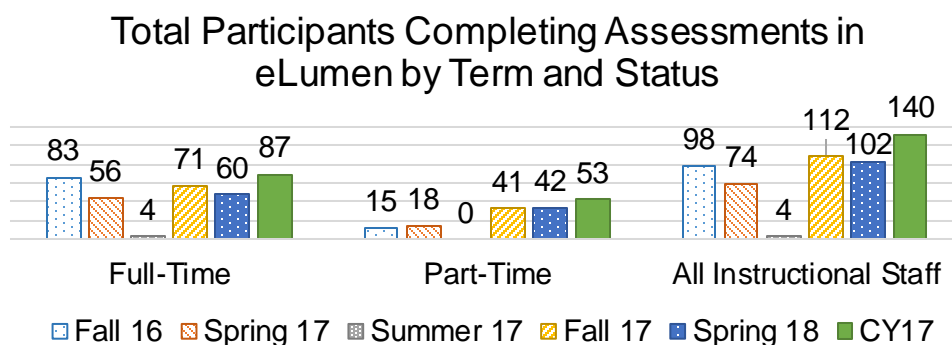
Since the roll-out of eLumen in Fall 2016, a total of 165 individuals have completed basic training on how to use the platform for assessment (see [Figure 4.1](#) for total training figures by term and status). 58% of those trained are full-time faculty (95), while 42% are part-time instructors (70), which amounts to nearly one-third (32.6%) of our part-time instructors across all three campuses. Notably, since the first semester of implementation, we have also seen a marked increase (3.68 times) in the number of part-time instructors who have completed training.

Figure 4.1 eLumen Training Completion Rates



During the 2017 cycle, a total of 140 *unique* individuals participated in assessment by entering scores in eLumen (see [Figure 4.2](#) for total participation figures by term and status). 53 of those were part-time instructors, representing approximately 25% of our part-time instructors across all three campuses and 38% of individuals participating in assessment throughout the calendar year. Between Fall 2016 and Fall 2017, we recorded a 273% increase (15 to 41) in the number of part-time instructors completing assessments in eLumen. Using the approximate value of 215 total part-time instructional staff, the participation rate has steadily increased each semester since Fall 2016 (7.0%) to Fall 2017 (19%).

Figure 4.2 eLumen User Participation Rates



See [Appendix B, Table B2](#) for participation rates by status for each department and division.

2. Goals & Expectations

In Fall 2017, the ASL Committee convened a new subcommittee to explore increasing part-time instructor participation. The subcommittee developed several goals and expectations during their meetings:

1. **Initial Goal:** Because a large portion of instruction at PCC is delivered by Part-Time Instructors, our goal is to increase the number of *course-responsible* instructors assessing student learning in their classes and entering rubric scores into eLumen.

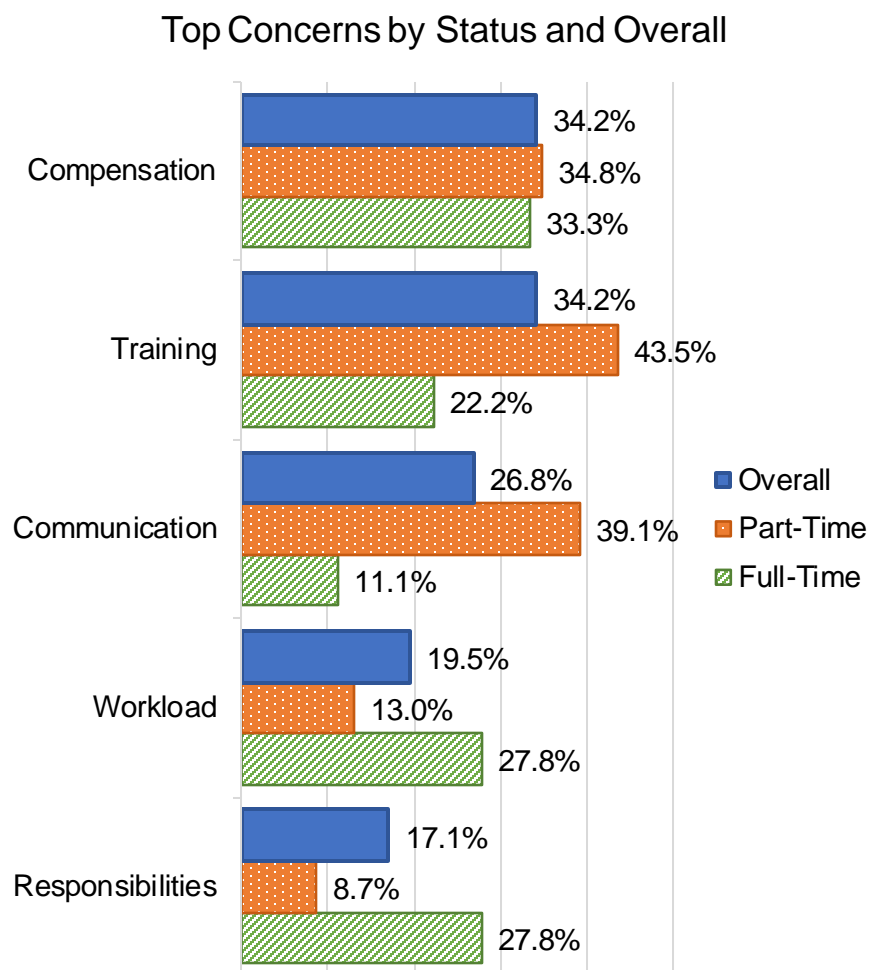
2. **Long-Term Goal:** At this stage, instructors are not typically involved in creating rubrics, interpreting results, or planning improvements, with these tasks falling to Department Chairs and full-time faculty. Ultimately, we would like to have everyone who teaches at PCC in any capacity involved in all of these activities.
3. **Expectations:** The only expectation at this time is that all instructors assess how well their students are learning, something they already *do on a daily basis* as teachers. The only change is that assessment scores should now also be recorded in eLumen. eLumen Basic Training is recommended for all full-time and part-time faculty, *but it is NOT mandatory*.

Throughout Fall 2017, rumors had spread across the institution that it was mandatory for all part-time instructors to take assessment training as well as assess their courses in eLumen, and concerns were received by the committee about this being an extra burden for instructors, one without extra compensation.

3. Concerns & General Attitudes

As part of the process of engaging more part-time faculty, we decided to address the concerns with an electronic survey, which was sent out to all PCC faculty and instructors at all three campuses. 41 responses were received, divided between 18 full-time faculty and 23 part-time instructors. Qualitative analysis was performed to identify the frequency with which different areas of concern were mentioned as well as the general attitudes reflected in all 41 narrative comments in response to the following prompt: “Please share any reactions, concerns, priorities, and suggestions below. Ideas for what strategies we might use to promote involvement and promote participation are especially desired.” See [Figure 4.3](#) for the overall proportion of comments about each of the top five concerns mentioned in the narrative survey responses

Figure 4.3 Top Concerns Regarding Part-Time Involvement



Not surprisingly, the top concern overall was the issue of not compensating part-time faculty for their eLumen training, and this was also the concern most consistently expressed no matter the status of the respondents. The areas that did demonstrate a large gap in the degree of concern from full-time faculty and part-time faculty clarified some lack of cohesion in the culture of assessment at PCC, however. It is especially revealing to which concerns are greatest for one group and lowest for the other:

Greater Concerns for Part-Time Instructors

- Communication: 39% of instructors mentioned issues of unclear or absent communication about assessment activities by compared to only 11% of faculty.

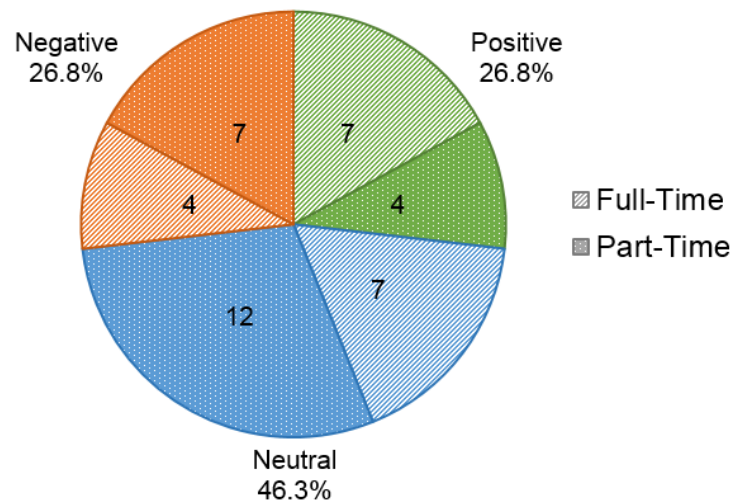
- Training: Similarly, instructors expressed much greater concerns about the availability, flexibility, and extent of training opportunities—44% as opposed to only 22%.

Greater Concerns for Full-Time Faculty

- Responsibilities: Faculty shared more confusion regarding the division of responsibilities and what should be expected of part-time instructors in terms of participation in assessment (30%), whereas this area represented the lowest concern for instructors (9%).
- Workload: Related concerns about potentially over-taxing part-time instructors were also primarily (and somewhat surprisingly) felt by full-time faculty (28%); it would seem that part-time instructors are actually willing and motivated to participate in assessment, with only 13% of responses containing criticisms about oppressive workloads.

Figure 4.4 General Attitudes about Part-Time Instructor Involvement

General Attitudes by Status and Overall



The general attitudes expressed by those responding were an interestingly even split, 26.8% positive for part-time instructor involvement, and 26.8% negative. The majority expressed a neutral attitude. With 73.1% of responders positive-neutral, this suggests that the general perceptions against part-time instructor involvement are in the minority, concerned about

the extra training and lack of compensation offered (see [Figure 4.4](#) for overall data on the general attitudes reflected in the narrative survey comments). However, the committee's position remains that part-time instructors already assess student learning in their classes as part of their curriculum.

With integration of eLumen with PCC's Desire2Learn learning management system, planned for roll-out in 2018, which will make it easier than ever to assess in eLumen, there's no reason part-time instructors shouldn't be assessing their courses. As long as the instructor is course-responsible, then they should be assessing in eLumen as part of PCC's overall assessment of student learning. Starting in Spring 2018, training will be presented during Part-Time Instructor Orientation (PTIO) at the start of each semester, which should reach most incoming instructors for the semester. Instructors are paid for their time during PTIO, though the eLumen assessment training is minimal due to time constraints. However, there are multiple opportunities each semester for voluntary training sessions, in addition to the self-paced eLumen training modules offered fully online on Desire2Learn.

B. Improvement Plans

In 2017, the Assessment Coordinator and Committee developed and approved a new [Improvement Plan](#) form to replace an earlier, outdated, and cumbersome "Assessment Plan & Report" form that had been in use, slightly modified, over the past two years. The new form presents the findings up front, with table cells for a brief narrative on specific Student Learning Outcomes assessed, any performance trends that were noted, a summary of the assessment procedures, and any comments or clarifications needed to explain or explore factors that may have affected the assessment procedures or student performance.

Once the 2017 results, or findings, were reported on the plan, faculty in each department were to meet and discuss the results as part of the improvement plan process. Faculty were tasked with examining the data and answering questions regarding the instructional, curricular, and procedural improvements they needed to make in 2018 as a follow-up on their 2017 results. In other words, faculty needed to come up with a plan to close the loop. The third part of the form, then, is the plan for the next calendar year's assessment, which includes the next steps to be taken in assessment, the desired improvement goal, the timeframe in which this will be achieved, and the participants in each assessment from within the department.

After piloting this new procedure for planning and reporting, we discovered that it is a significant step in the right direction in terms of emphasizing the importance of continuous improvement and allowing faculty to focus more on interpreting and meaningfully using assessment results as opposed to the busywork of tabulating data and writing reports. There is still significant room for improving the Improvement Plan form, however, especially by making the format more user-friendly, clarifying the language of the instructions, and providing guidance for locating the information desired.

C. Program-Level Assessment

See [Figure 4.5](#) for data on the current status of PSLO development, mapping, and implementation in assessment rubrics for each department and division, including progress toward short-term expectations and longer-term goals. With the exception of HPR, every department or program has at least one PSLO. The initial goal for the short-term of one PSLO per prefix is within reach, as the institution total is 68.9%, with the long-term goal of three PSLOs per prefix at a third of that, at 23%, a reasonable figure. However, PSLOs that are mapped and have rubrics are below expectations. Across PCC, 41.7% of PSLOs have rubrics,

and the mapping is abysmal at just under a quarter of the PSLOs having been mapped. The clear path for 2018, while continuing to focus on the goals of increasing the number of rubrics, is to finish out the process for the existing PSLOs in getting them mapped, and with rubrics.

Figure 4.5 Program-Level Assessment Development Progress

2017 Progress	Program-Level Student Learning Outcomes			SLO Mapping		PSLO Rubrics	
Division/Department	Prefixes w/PSLOs	% of Min. (1 ea.)	% of Goal (3 ea.)	PSLOs w/Map	% Complete	PSLOs w/Rubric	% Complete
Arts & Sciences	25/34	73.5%	24.5%	54/213	25.4%	126/213	59.2%
CRJ	1/2	87.5%	16.7%	3/9	33.3%	6/9	66.7%
ECE	3/3	50.0%	33.3%	4/38	10.5%	6/38	15.8%
ENG	4/6	100%	22.2%	29/70	41.4%	43/70	61.4%
FAH	5/5	66.7%	33.3%	1/41	2.4%	35/41	85.4%
MAT	1/1	100%	33.3%	1/12	8.3%	7/12	58.3%
SOC	4/9	100%	14.8%	8/34	23.5%	25/34	73.5%
SCI	7/8	87.5%	37.5%	8/9	88.9%	4/9	44.4%
Business & Technology	20/32	62.5%	20.8%	50/128	39.1%	39/128	30.5%
ASE	1/1	100%	33.3%	2/11	18.2%	5/11	45.5%
BUS	6/7	85.7%	28.6%	28/33	84.8%	0/33	0.0%
CIS	1/4	25.0%	8.3%	2/6	33.3%	3/6	50.0%
CUA	2/2	100%	33.3%	4/10	40.0%	5/10	50.0%
MAC	4/8	50.0%	16.7%	1/24	4.2%	13/24	54.2%
MAN	1/1	100%	33.3%	0/7	0.0%	0/7	0.0%
MAR	1/1	100%	33.3%	0/7	0.0%	0/7	0.0%
MGD	1/3	33.3%	11.1%	8/10	80.0%	2/10	20.0%
HIT	2/4	50.0%	16.7%	5/14	35.7%	6/14	42.9%
WEL	1/1	100%	33.3%	0/6	0.0%	5/6	83.3%
Health & Public Safety	17/24	70.8%	23.6%	11/122	9.0%	28/122	23.0%
COS	3/5	60.0%	20.0%	1/6	16.7%	0/6	0.0%
DEH	1/1	100%	33.3%	0/23	0.0%	6/23	26.1%
EMS	1/1	100%	33.3%	6/10	60.0%	3/10	30.0%
FST	1/1	100%	33.3%	0/5	0.0%	5/5	100%
HPR	0/1	0.0%	0.0%	0/0	0.0%	0/0	0.0%
LEA	1/1	100%	33.3%	0/5	0.0%	0/5	0.0%
MOT	1/1	100%	33.3%	0/6	0.0%	0/6	0.0%
NUA	1/1	33.3%	33.3%	0/8	0.0%	0/8	0.0%
NUR	2/5	40.0%	13.3%	0/13	0.0%	4/13	30.8%
OTA	1/1	100%	33.3%	4/6	66.7%	6/6	100%
PED	1/1	100%	33.3%	0/14	0.0%	0/14	0.0%
PTA	1/1	100%	33.3%	0/11	0.0%	1/11	9.1%
RTE	1/2	50.0%	16.7%	0/8	0.0%	2/8	25.0%
RCA	1/1	100%	33.3%	0/3	0.0%	0/3	0.0%
STE	1/1	100%	33.3%	0/4	0.0%	1/4	25.0%
Institution Totals	62/90	68.9%	23.0%	115/463	24.8%	193/463	41.7%

V. 2017 Assessment Results

Assessment plans and reports from the past seven 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 overviews of departmental assessment activities and methods, key findings, plans for improvement, and recommendations for next steps are included in the Appendices. Upon completion and approval by the Assessment of Student Learning Committee, the final version of this report will be posted under [U:\Assessment of Student Learning\Assessment 2017\2017 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](#).

A. Participation Rates & Sample Sizes

Institution-level assessments were planned for 755 sections of 316 different courses, for a total of 972 total planned assessments, 448 of which were completed, resulting in a 46.09% completion rate (see [Appendix B, Table B1](#) for a complete listing of planned and completed assessments by prefix). As this was our first full annual cycle of implementation since introducing 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 to choose what they would like to assess.

A total of 140 individuals participated in institution-level assessment (increased from 100 in Fall 2016), including 87 full-time faculty and 53 part-time instructors (almost 3.5 times Fall 2016's PT participation). While low participation during the summer is to be expected, the

otherwise strong rate of involvement in the fall is commendable; however, it will be valuable to find ways to prevent assessment activities from falling through the cracks during the busy spring semesters. The steady increase in the total number of PT participants (up to 42 in Fall 2017) is both promising and indicative of the additional efforts of the ASL Committee's Part-Time Involvement efforts (see [Appendix B, Table B2](#) for total participants by status and department).

Figure 5.1 Participation Rates by Status and Semester

Term	Full-Time Faculty			Part-Time Instructors			All Instructional Staff		
	Total	Out of	Rate	Total	Out of	Rate	Total	Out of	Rate
SP17	55	100	55.00%	17	242	7.02%	72	342	21.05%
SU17	4	44	9.09%	0	72	0.00%	4	116	3.45%
FA17	70	99	70.71%	42	227	18.50%	112	326	34.36%
CY17	87	109	79.82%	53	313	16.93%	140	422	33.18%

We also saw a 46.88% increase in the number of disciplines participating in institution-level assessment between Fall 2015 (32) and Fall 2016 (47), and while that number stayed stable over the 2017 cycle, due to restructuring of curriculum and course offerings, 8 new disciplines were represented in assessment results data. Assessments were completed in the following disciplines (prefixes newly assessed in 2017 in bold):

- ACC – Accounting
- ART – Art
- ASE – Automotive Service Technology
- AST – Astronomy
- BIO – Biology
- BUS – Business
- CCR – College Composition & Reading (with ENG)
- CHE – Chemistry
- COM – Communication
- COS – Cosmetology
- CRJ – Criminal Justice
- CUA – Culinary Arts
- DEH – Dental Hygiene
- ECE – Early Childhood Education
- ECO – Economics
- EGG – Engineering
- EMS – Emergency Medical Services
- ENG – English
- EST – Esthetician
- **FST – Fire Science Technology**
- GEY – Geology
- HIS – History
- **HIT – Health Information Technology**
- **HOS – Hospitality Studies**
- HPR – Health Professional
- HUM – Humanities
- LIT – Literature
- MAC – Machining Technology
- **MAN – Management**
- **MAR – Marketing**
- MAT – Mathematics
- MGD – Multimedia & Graphic Design
- **MUS - Music**
- NAT – Manicurist
- NUA – Nurse Aide
- NUR – Nursing
- OTA – Occupational Therapy
- PHI – Philosophy
- PHY – Physics
- **POS – Political Science**
- PSY – Psychology
- PTA – Physical Therapist Assistant
- RTE – Radiologic Technology
- SCI – Science
- **SOC – Sociology**
- STE – Surgical Technology
- WEL – Welding

We ultimately collected assessment data from 366 sections of 172 different courses in 47 prefixes across 24 departments (see [Appendix B, Table B3](#) for a listing of specific courses assessed for each ISLO). Including those assessed on multiple SLOs and/or in multiple courses, a total of 3,963 students were directly assessed, and performance data was collected via the mapped alignment between SLOs at different levels from 5,423 student assessments across the Pueblo, Fremont, and Southwest Campuses during the 2017 academic year.

Figure 5.2 Total Scores Collected (Directly & Indirectly) by Term & ISLO

Term	Students Scored	Scores Collected	N/A Scores	ISLO	Scores Collected	N/A Scores
FA16	2,598	15,130	3,052	1: CT	9755	2303
SP17	2,068	9,519	2,791	2: COM	4905	1538
SU17	52	253	31	3: QR	4498	1227
FA17	3,303	13,836	3,093	4: TL	5728	1434
CY17	5,423	23,608	5,915	5: PRO	6134	1486

Figure 5.3 Total Completed Assessments & Sampling by Division

Division	Assessments	Courses	Sections	Students
Arts & Sciences	250	66	181	2562
Business & Technology	143	69	132	1622
Health & Public Safety	55	36	53	886
Institution Totals	448	171	366	5070

Figure 5.4 Total Scores Collected (Directly & Indirectly) by Division

Division	Arts & Sciences				Business & Technology				Health & Public Safety			
	SP17	SU17	FA17	CY17	SP17	SU17	FA17	CY17	SP17	SU17	FA17	CY17
1: CT	2170	72	2345	4587	1565	48	2186	3799	380	0	1194	1574
2: COM	1748	222	2221	4191	324	9	322	655	39	0	303	342
3: QR	1019	0	1750	2769	564	0	625	1189	0	0	540	540
4: TL	1344	75	1764	3183	396	0	523	919	200	15	923	1138
5: PRO	2028	50	1528	3606	338	21	862	1221	626	0	681	1307
All	8309	419	9608	18336	3187	78	4518	7783	1245	15	3641	4901

Overall, the total number of scores increased in each division from Spring 2017 to Fall 2017. Critical Thinking is the top ISLO of choice across all three divisions, which is interesting in that B&T and H&PS did not feel this was the most applicable ISLO when PCC first assessed

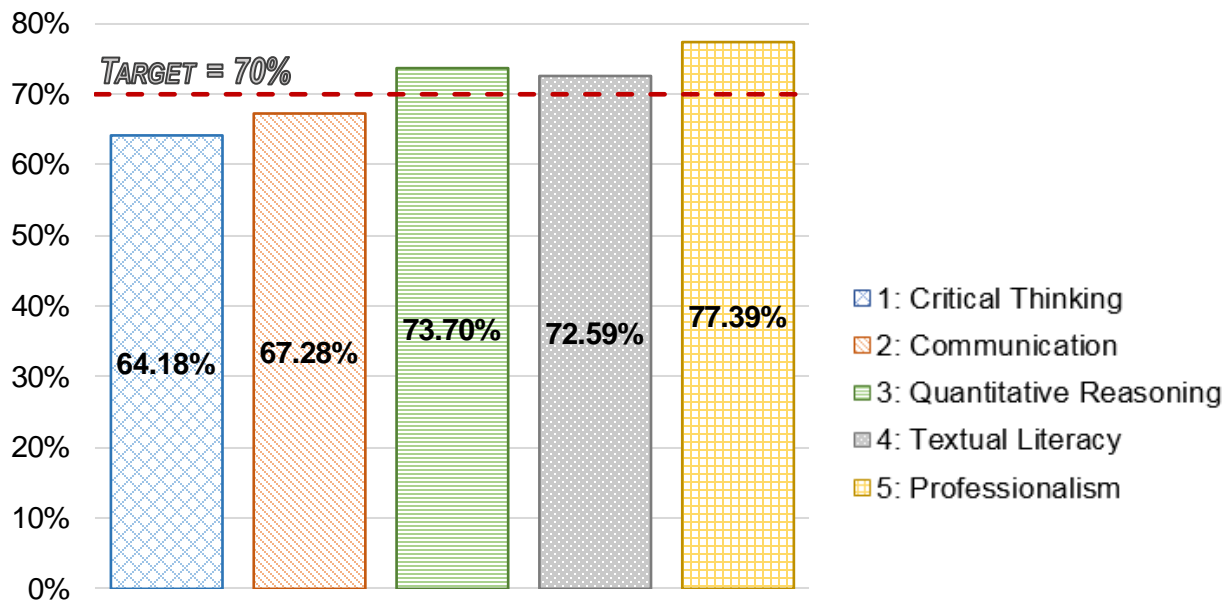
it back in 2015. Communication is strong in A&S, and low but consistent in B&T and H&PS. Fall 2017 was the first semester this SLO was assessed in H&PS, so this needs to continue to be assessed in order to obtain longitudinal data before any conclusions can be drawn. Similarly, Quantitative Reasoning is strong in both A&S and B&T, but was also assessed for the first time in Fall 2017 by H&PS. Again, this needs to continue to be assessed in order to obtain longitudinal data before any conclusions can be drawn. Textual Literacy shows significant increases all across three divisions from Spring 2017 to Fall 2017, with the most dramatic increase in H&PS. Professionalism remained strong in A&S, though the total number of scores decreased from Spring 2017 to Fall 2017. B&T saw a dramatic increase in this ISLO, while H&PS posted a slight increase. Moving forward, PCC is looking like a solid performer in assessing all five ISLOs, with anticipated growth for Communication and Textual Literacy for longitudinal data.

B. ISLO Performance Trends

A fixed performance target for our ISLOs was set across the college: our goal was for 70% of students to achieve at least an “Accomplished” (3) level of mastery on the five essential skills. Institution-level results revealed PCC students are demonstrating impressive performance on the skills of Professionalism & Social Consciousness (77.4%), Quantitative Reasoning (73.7%), and Textual Literacy (72.6%), while not quite as many achieved the performance target of “Accomplished” mastery of Effective Communication (67.3%) or Critical Thinking & Problem Solving (64.2%). While we will still want to continue to work on offering more opportunities for our students to refine their communication skills, since the Critical Thinking ISLO was the most underperforming area, as an institution, we will especially want to focus on offering more opportunities for our students to be introduced to, develop, and deepen critical

thinking and problem-solving skills through coursework across our academic programs and student services.

Figure 5.5 Overall ISLO Performance Target Achievement Rates

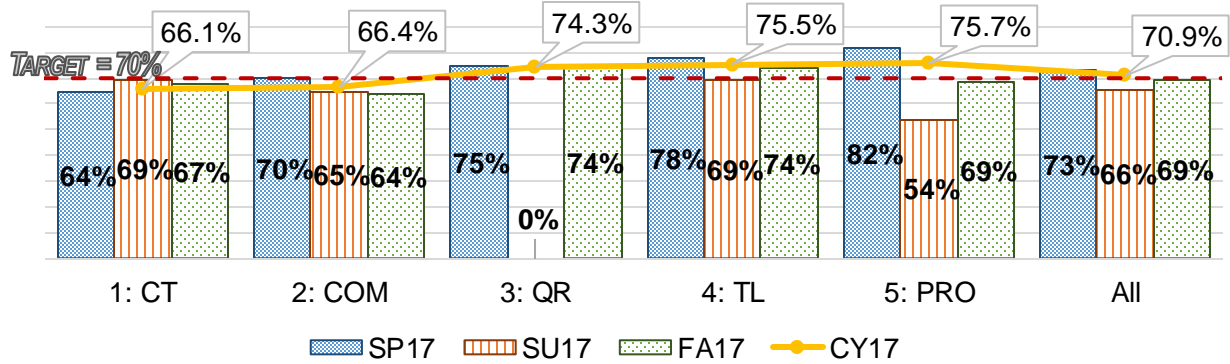


Surprisingly, the two ISLOs that underperformed in 2017, Critical Thinking and Communication, were the same two ISLOs that also underperformed in 2016. This indicates that PCC, as a whole, is struggling to teach and assess Critical Thinking and Communication, but, specifically, A&S and B&T are the two divisions exhibiting underperformance. The recommendation is for those two divisions, and their respective departments and programs, to take a look at their assessments for 2018 to see what changes they need to make to bring up those scores to the target level.

Figure 5.6 ISLO Performance Target Achievement Rates by Division

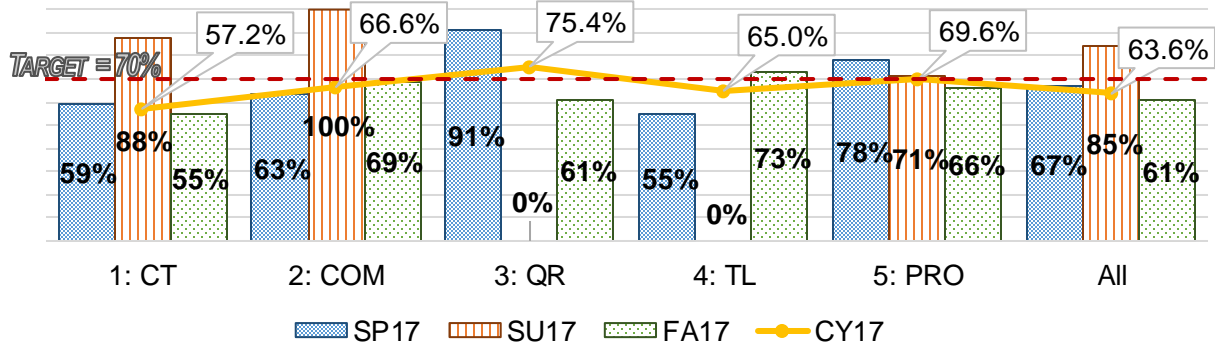
Arts & Sciences Division

**ISLO Performance Achievement Rates
Arts & Sciences Division**



Business & Advanced Technology Division

**ISLO Performance Achievement Rates
Business & Advanced Technology Division**



Health & Public Safety Division

**ISLO Performance Achievement Rates
Health & Public Safety Division**

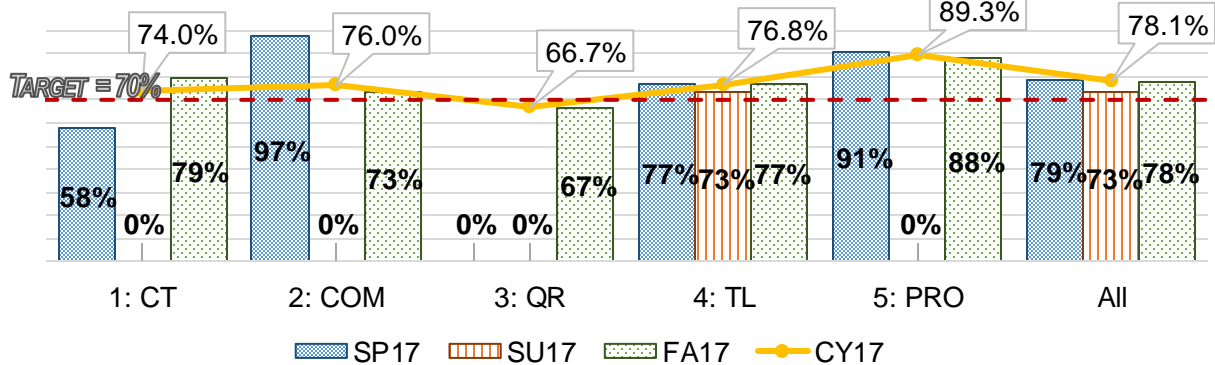
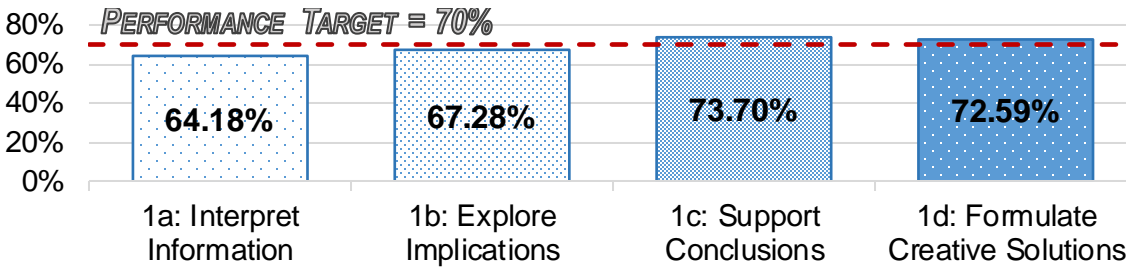
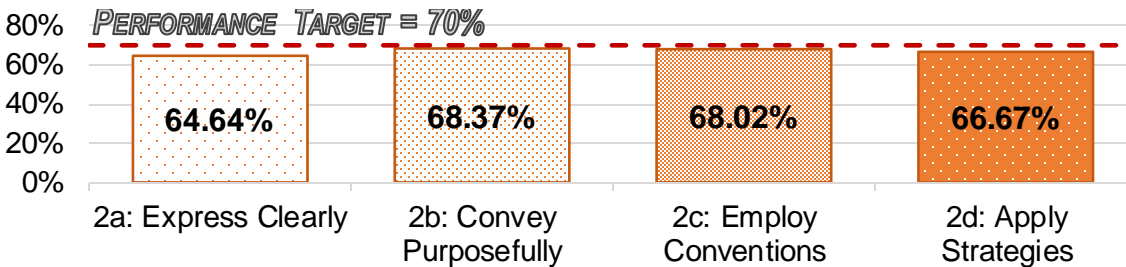


Figure 5.7 ISLO Performance by Rubric Criterion

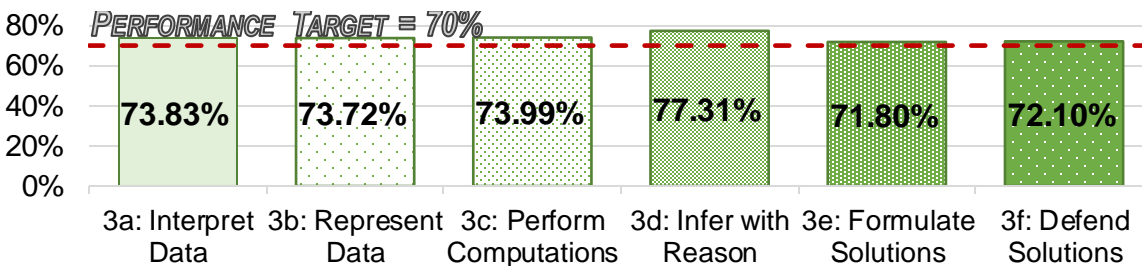
1. Critical Thinking & Problem Solving



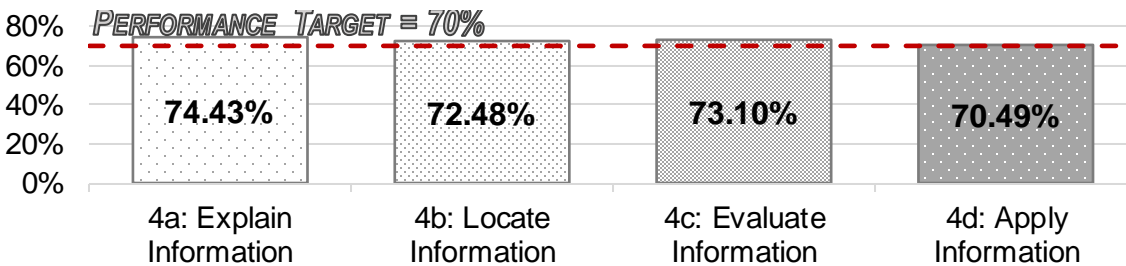
2. Effective Communication



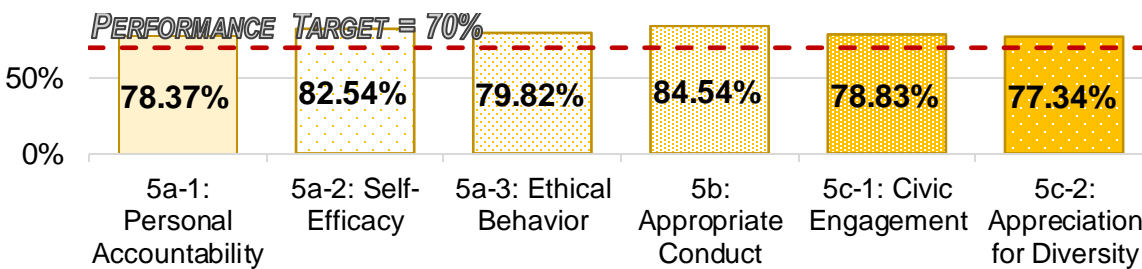
3. Quantitative Reasoning



4. Textual Literacy



5. Professionalism & Social Consciousness



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

VI. 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. The next steps and recommendations detailed below therefore address both instructional and curricular changes as well as improvements to our assessment practices themselves. Specific recommendations for individual departments and programs are outlined in the Appendices, [Table C3](#) (Arts & Sciences Division), [Table D3](#) (Business & Advanced Technology Division), and [Table E3](#) (Health & Public Safety Division).

Figure 6.1 College-Wide Challenges, Successes, & Recommendations

Conclusions	Student Learning	Assessment Practice
Accomplishments	Students met or exceeded the performance targets for the Quantitative Reasoning, Textual Literacy, and Professional ISLOs.	Reporting in eLumen continued to strongly increase from the initial adoption in 2016 among full-time faculty and part-time instructors. Implementation of PSLOs showed a steady increase over the course of 2017.
Needed Improvements	While generally improved from 2016, targets for the Critical Thinking and Communications ISLOs were still slightly below the target performance level.	Continue to increase the number of part-time instructors involved in assessing through eLumen. Continue to increase the number of PSLOs per department, program, and prefix to meet the initial and long-term goals, but primarily ensure existing PSLOs are mapped with rubrics. Communications and Quantitative Reasoning need to continue to be assessed, and increased, if possible, to have evaluable longitudinal data.
Recommendations	Broadcast a clear and consistent message about the importance of critical thinking and communication skills.	Develop enhanced communication between the Assessment Committee, Department Chairs, full-time faculty, and part-time instructors, thus creating a culture of acceptance of continuous assessment in which all feel comfortable with, and integral to, the assessment process.
Action Steps	Ask each department to: 1. Identify and develop one new strategy to improve critical thinking and	1. Assessment Committee outreach to department and program chairs and increase direct communication with

Conclusions	Student Learning	Assessment Practice
	<p>communications skills in their classrooms.</p> <p>2. With feedback from the Assessment Committee, implement the developed strategies to improve critical thinking and communications skills in their classrooms.</p>	<p>full-time faculty and part-time instructors.</p> <p>2. Continue program-level development of PSLOs that are mapped, with rubrics.</p> <p>3. Continue to increase part-time instructor participation.</p> <p>4. Continue to increase assessment of Communication and Quantitative Reasoning ISLOs.</p>

VII. Appendices

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

Table A1: Assessment Events/Changes/Progress by Year

Year	Assessment Events/Changes/Progress
1999-2000	PCC adopted formal Assessment of Student Learning (ASL) system; entire process was managed by faculty committee through bi-monthly meetings
2001-2008	Assessment oversight was assigned to Assessment Coordinator, a faculty member with .5 release time. Series of coordinators chaired the ASL committee. Coordinator gradually inherited more and more responsibility for collecting, reviewing, and reporting all assessment data. Committee met, but gradually became less actively involved in review process of plans and reports.
2008-2010	Direction of ASL shifted from course level to program level assessment. Administration directed Dept. Chairs to implement overall program review. Faculty were confused by mixed messages and grappled with differences between course, program, and institutional SLOs. With many changes in top administrators, consistent leadership in assessment processes and research practices was needed.
2010-2012	The 2010-11 academic year was a year of transition as the committee struggled with how to improve ASL participation and also to best manage the process. While most departments participated in the planning process, submission of final reports was inconsistent; thus, the college-wide report was also delayed. Three co-leaders (Assessment Faculty Leads), one from each academic division of the college, lead the assessment process. Job descriptions were developed, new Operating Procedures were drafted, and three Assessment Faculty Leads were identified to lead the assessment process the following year. New assessment forms were developed that focused more on significant and useful data and less on anecdotal evidence.
2012-2013	Significantly increased participation under the Faculty Lead system occurred. In 2012-13, the number of disciplines participating in ASL increased by 66%. The Arts & Sciences Division faculty under the guidance of their Lead, modified the assessment cycle so that data collection occurred primarily in the fall with analysis and reporting in the spring. The new approach helped address the need for timely reporting of results.
2013-2015	In 2013-14, several other departments from the other divisions adopted the practice of assessing in the fall and reporting in the spring. Faculty Leads were also much more proactive during the fall semester, scheduling individual meetings and follow-up meetings with department chairs to assist with development of assessment plans. They also set spring deadlines within their own divisions with support from each of the academic deans. Those who needed help with the reporting were provided with additional support.

Year	Assessment Events/Changes/Progress
2015	<p>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.</p>
2016	<p>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.</p>
2017	<p>The HLC Site Visit preparation was the primary focus, preparing PCC faculty and staff to answer any potential questions about assessment during the visit. HLC was satisfied with our assessment progress, though they wanted to see more part-time instructor involvement in the assessment of student learning. Developed and implemented ideas to increase part-time instructor involvement in assessment of student learning. Marketed the idea of “Closing the Loop” as part of the continuous cycle of assessment. Created a new Improvement Plan Form for reporting 2017 results and creating 2018 plan. Continued progress on increasing the number of Program-Level Student Learning Outcomes reported in eLumen, with an initial goal of one PSLO per prefix.</p>

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

Table B1: Planned & Scored Assessments by Discipline

Prefix	Spring 2017		Summer 2017		Fall 2017		CY 2017	
	Planned	Completed	Planned	Completed	Planned	Completed	Planned	Completed
AAA	2	0	0	0	0	0	2	0
ACC	4	4	0	0	5	3	9	7
AEC	0	0	0	0	0	0	0	0
ANT	4	0	0	0	0	0	4	0
ART	16	0	0	0	21	6	37	6
ASE	19	19	4	4	41	36	64	59
ASL	0	0	0	0	0	0	0	0
AST	6	2	0	0	4	3	10	5
BAR	0	0	0	0	0	0	0	0
BIO	47	10	0	0	27	11	74	21
BTE	1	0	0	0	0	0	1	0
BUS	14	0	0	0	11	3	25	3
CAD	2	0	0	0	0	0	2	0
CCR	13	5	0	0	7	3	20	8
CHE	4	2	0	0	0	0	4	2
CIS	0	0	0	0	1	0	1	0
CNG	1	0	0	0	0	0	1	0
COM	5	3	0	0	26	10	31	13
CON	0	0	0	0	0	0	0	0
COS	19	0	0	0	5	4	24	4
CRJ	6	2	0	0	4	4	10	6
CSC	2	0	0	0	1	0	3	0
CSL	0	0	0	0	0	0	0	0
CUA	3	3	1	0	11	9	15	12
DEH	13	5	0	0	1	0	14	5
DMS	0	0	0	0	0	0	0	0
ECE	12	7	0	0	7	6	19	13
ECO	12	4	0	0	7	5	19	9
EDU	0	0	0	0	0	0	0	0
EGG	2	0	0	0	3	3	5	3
EGT	0	0	0	0	0	0	0	0
ELT	5	0	0	0	0	0	5	0
EMS	24	5	1	0	10	5	35	10
ENG	52	46	2	2	42	34	96	82
EST	3	0	0	0	2	2	5	2
ETH	0	0	0	0	0	0	0	0
FST	17	1	0	0	0	0	17	1
GEO	2	0	0	0	5	0	7	0
GEY	2	1	0	0	1	1	3	2
HIS	13	5	0	0	13	8	26	13
HIT	6	4	2	1	8	7	16	12
HOS	3	1	0	0	0	0	3	1
HPR	3	0	1	1	3	1	7	2

Prefix	Spring 2017		Summer 2017		Fall 2017		AY 2017	
	Planned	Completed	Planned	Completed	Planned	Completed	Planned	Completed
HUM	3	1	0	0	7	2	10	3
HWE	0	0	0	0	0	0	0	0
JOU	1	0	0	0	0	0	1	0
LEA	3	0	0	0	0	0	3	0
LIT	4	2	0	0	3	3	7	5
LTN	2	0	0	0	0	0	2	0
MAC	14	0	0	0	3	2	17	2
MAN	1	0	0	0	1	1	2	1
MAR	2	0	0	0	1	1	3	1
MAT	32	22	0	0	28	15	60	37
MGD	6	0	0	0	5	5	11	5
MOT	8	0	0	0	0	0	8	0
MTE	0	0	0	0	0	0	0	0
MUS	1	0	0	0	1	1	2	1
NAT	0	0	0	0	3	1	3	1
NUA	20	1	0	0	8	3	28	4
NUR	20	0	0	0	18	9	38	9
OTA	6	5	0	0	2	2	8	7
PED	2	0	0	0	0	0	2	0
PHI	3	2	0	0	8	2	11	4
PHT	0	0	0	0	0	0	0	0
PHY	10	4	0	0	0	0	10	4
POS	3	0	0	0	15	15	18	15
PSV	0	0	0	0	0	0	0	0
PSY	13	1	0	0	10	4	23	5
PTA	6	0	0	0	3	3	9	3
PTE	4	0	0	0	0	0	4	0
RCA	4	0	0	0	0	0	4	0
RTE	8	4	0	0	5	4	13	8
RTV	0	0	0	0	0	0	0	0
SCI	2	1	0	0	0	0	2	1
SOC	0	0	0	0	10	4	10	4
STE	6	1	0	0	0	0	6	1
SWK	0	0	0	0	0	0	0	0
THE	0	0	0	0	0	0	0	0
WEL	22	7	0	0	21	19	43	26
WST	0	0	0	0	0	0	0	0
All	543	180	11	8	418	260	972	448

Table B2: Participation Rates by Department

Division/Department	Evaluators	FT	PT	Courses Assessed	Sections Assessed	Students Scored	Completed Assessments	Planned Assessments
Arts & Sciences	60	34	26	66	181	2562	250	498
Criminal Justice	1	1	0	3	5	75	6	10
Early Childhood Education	7	2	5	10	13	170	13	21
English & Communication	19	10	9	16	67	783	108	156
Fine Arts & Humanities	7	4	3	6	12	225	14	60
Mathematics	8	5	3	8	27	389	37	60
Biological & Physical Sciences	11	8	3	12	32	443	35	103
Social Sciences	7	4	3	11	25	477	37	88
Business & Technology	41	21	20	69	132	1622	143	253
Advanced Manufacturing	2	2	0	3	3	40	5	29
Automotive Technology	8	4	4	27	59	744	59	64
Business	5	3	2	8	20	309	21	58
Computer Information Systems	0	0	0	0	0	0	0	5
Culinary & Hospitality	8	3	5	8	13	96	13	18
Health Information Technologies	3	1	2	7	11	171	14	24
Media Communications	2	1	1	2	2	29	5	12
Welding	13	7	6	14	24	233	26	43
Health & Public Safety	39	32	7	36	53	886	55	221
Cosmetology	6	4	2	5	7	75	7	32
Dental Hygiene	5	5	0	5	5	78	5	14
Emergency Medical Services	6	4	2	5	10	135	10	35
Fire Science Technology	1	1	0	1	1	10	1	17
Law Enforcement Academy	0	0	0	0	0	0	0	3
Medical Office Technology	0	0	0	0	0	0	0	8
Nurse Aide	2	1	1	1	3	23	4	28
Nursing	9	8	1	4	9	280	9	42
Occupational Therapy Assistant	2	2	0	5	7	96	7	8
Physical Education	0	0	0	0	0	0	0	2
Physical Therapy Assistant	4	3	0	3	3	63	3	9
Respiratory Care	0	0	0	0	0	0	0	4
Radiologic Technology	3	3	1	6	7	111	8	13
Surgical Technology	1	1	0	1	1	15	1	6
INSTITUTION TOTALS	140	87	53	171	366	5070	448	972

Table B3: Semesters of ISLO Assessments by Course

Arts & Sciences					Business & Technology						Health & Public Safety						
Course	CT	COM	QR	TL	PRO	Course	CT	COM	QR	TL	PRO	Course	CT	COM	QR	TL	PRO
ART110	1	1	0	0	0	ACC121	2	2	2	2	0	COS120	1	0	0	0	0
ART111	1	1	0	0	0	ACC122	2	2	2	2	0	COS121	1	0	0	0	0
AST101	1	0	1	0	1	ASE102	2	0	0	0	1	COS250	0	1	0	0	0
BIO111	2	0	0	1	1	ASE110	1	0	0	0	0	DEH111	1	0	0	1	1
BIO112	1	0	0	0	1	ASE111	1	0	0	0	0	DEH122	1	0	0	1	1
BIO201	2	0	0	1	0	ASE120	1	0	0	0	0	DEH153	1	0	0	1	1
BIO202	1	0	0	0	0	ASE123	1	0	0	0	0	DEH221	1	0	0	1	1
BIO204	0	0	0	0	1	ASE130	2	0	0	0	0	DEH225	1	0	0	1	1
CCR092	0	1	0	1	1	ASE132	0	0	0	1	1	DEH266	1	0	0	0	0
CCR094	1	1	0	0	0	ASE140	2	0	0	0	0	EMS123	1	0	0	2	0
CHE102	0	0	0	0	1	ASE141	2	0	0	0	0	EMS130	0	0	0	1	0
CHE112	0	0	0	0	1	ASE151	1	0	0	0	0	EMS229	1	0	0	1	0
COM115	0	2	0	1	1	ASE152	1	0	0	0	0	EMS237	0	0	0	2	0
COM125	0	0	0	0	1	ASE161	2	0	0	0	0	EMS281	0	0	0	1	0
COM215	1	0	0	0	0	ASE162	2	0	0	0	0	EST110	1	0	0	0	0
COM220	1	0	0	0	0	ASE210	1	0	0	0	0	FST100	0	0	0	0	1
COM263	0	0	0	0	1	ASE221	1	0	0	0	0	HPR190	0	0	0	1	0
COM264	0	0	0	0	1	ASE233	1	1	0	1	0	NAT211	1	0	0	0	0
COM269	0	0	0	0	1	ASE236	1	0	0	0	0	NUA101	2	1	0	0	0
CRJ110	2	0	0	0	0	ASE240	2	0	0	0	0	NUR109	1	1	0	1	1
CRJ135	1	0	0	0	0	ASE250	1	0	0	0	0	NUR112	1	1	0	1	1
CRJ230	1	0	0	0	0	ASE251	1	0	0	0	0	NUR206	0	0	1	0	0
ECE101	0	0	0	1	0	ASE252	1	0	0	0	0	NUR211	1	1	0	1	1
ECE102	0	0	0	1	0	ASE253	2	0	0	0	0	OTA122	0	0	0	1	0
ECE103	0	0	0	2	0	ASE260	2	0	0	0	0	OTA221	0	1	0	0	0
ECE111	0	0	0	1	0	ASE264	2	1	0	0	0	OTA280	1	1	0	1	1
ECE205	0	0	0	1	0	ASE265	2	0	0	0	0	OTA281	1	1	0	1	1
ECE220	0	0	0	1	0	ASE281	0	1	0	0	3	PTA230	1	0	0	0	0
ECE226	0	0	0	1	0	ASE282	2	0	0	0	2	PTA240	1	0	0	0	0
ECE238	0	0	0	1	0	BUS216	2	0	0	1	0	PTA251	0	1	0	0	0
ECE241	0	0	0	0	1	BUS226	0	0	1	0	0	RTE101	1	0	0	0	0
ECE288	0	0	0	1	0	CUA125	1	0	0	1	1	RTE142	0	0	0	0	1
ENG121	3	3	0	3	3	CUA129	1	0	0	1	1	RTE182	1	0	0	0	0
ENG122	2	2	0	2	2	CUA134	1	0	0	1	1	RTE231	1	0	0	0	0
ENG131	0	1	0	0	0	CUA145	1	0	0	1	1	RTE281	1	0	0	1	1
ENG175	0	0	0	0	1	CUA190	1	0	0	1	1	RTE282	1	0	0	0	0
GEY111	0	1	0	0	0	CUA210	1	0	0	1	1	STE112	1	0	0	0	0
GEY135	0	1	0	0	0	CUA234	2	0	0	2	2						
HIS111	1	1	0	1	0	ECO201	1	0	2	0	0						
HIS112	2	2	0	2	0	ECO202	0	0	2	0	0						
HIS121	2	2	0	2	0	EGG102	1	1	0	0	1						
HIS122	2	2	0	2	0	HIT102	0	3	0	1	3						
HIS225	2	2	0	2	0	HIT111	0	0	0	1	0						
HUM115	0	1	0	0	0	HIT112	1	0	0	0	0						
HUM123	1	1	0	0	0	HIT220	1	0	0	0	0						

Arts & Sciences						Business & Technology						Health & Public Safety						
Course	CT	COM	QR	TL	PRO	Course	CT	COM	QR	TL	PRO	Course	CT	COM	QR	TL	PRO	
LIT115	0	1	0	0	0	HIT241	1	0	0	0	0							
LIT205	1	0	0	0	0	HOS131	0	0	0	1	1							
LIT255	2	2	0	2	2	JOU105	0	1	0	0	0							
MAT055	0	2	2	2	0	MAC100	0	0	0	1	0							
MAT112	0	0	0	0	1	MAC102	0	0	0	0	1							
MAT120	0	0	1	0	0	MAN226	0	0	0	0	1							
MAT121	1	1	2	1	1	MAR220	0	1	0	0	0							
MAT122	0	1	2	1	0	MGD133	1	1	0	1	1							
MAT125	0	1	2	1	0	MGD141	1	1	0	1	1							
MAT135	1	2	2	2	1	WEL102	0	0	0	1	0							
MAT155	0	0	1	0	0	WEL103	0	0	0	0	1							
MAT201	0	1	2	1	0	WEL104	2	0	0	1	1							
MAT202	0	1	1	1	0	WEL106	1	0	0	1	0							
MUS120	0	1	0	0	0	WEL124	0	0	0	1	0							
PHI112	2	0	0	1	0	WEL125	0	0	0	1	0							
PHY105	0	0	0	0	1	WEL141	0	0	0	1	0							
PHY112	1	0	0	0	1	WEL142	0	0	0	1	0							
PHY211	0	0	1	0	1	WEL233	0	1	0	1	0							
POS111	1	1	1	1	1	WEL234	0	0	0	1	0							
PSY101	1	0	0	0	0	WEL248	0	0	0	1	0							
PSY226	1	0	0	0	0	WEL250	0	0	0	1	0							
PSY235	2	0	0	0	0	WEL251	1	0	0	0	2							
PSY265	1	0	0	0	0	WEL263	0	0	0	2	1							
SCI156	0	0	0	0	1													
SOC101	1	0	0	0	0													
SOC205	1	0	0	0	0													
71 courses	34	28	12	30	25	68 courses	45	12	5	30	22	37 courses	26	9	1	18	13	

Table B4: ISLO Performance by Skills Dimension/Criterion

Institutional Student Learning Outcomes	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)	N/A*
ISLO1: Critical Thinking & Problem Solving	2650	3611	2517	977	2303
1a: Interpret, analyze, and assess available evidence, information, and ideas	722	1080	713	330	648
1b: Explore implications, inferences, assumptions, & alternate solutions	676	800	558	234	481
1c: Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	621	854	656	197	479
1d: Formulate creative solutions in consideration of and in response to relevant contexts, opinions, and opposition	620	866	585	216	607
ISLO2: Effective Communication	1635	1665	1176	429	1538
2a: Organize and express ideas clearly in both written and oral communication	268	328	254	72	283
2b: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus	427	375	279	92	292
2c: Employ conventions of communication in accordance with disciplinary and/or professional expectations	714	726	469	208	787
2d: Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience	226	236	174	57	176
ISLO3: Quantitative Reasoning	1312	2003	900	283	1227
3a: Interpret and explain information presented as numerical data, functions, and formulae	216	354	152	50	194
3b: Represent information as numerical data, functions, and formulae	209	324	153	37	184
3c: Select appropriate numerical data, functions, and formulae to perform accurate computations	278	328	149	64	227
3d: Identify, evaluate, and infer reasonable assumptions based on quantitative information	181	320	120	27	259
3e: Formulate reasonable solutions and draw logical conclusions from numerical data	231	352	168	61	181
3f: Interpret numerical data and calculations in defense of an argument	197	325	158	44	182

* 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.

Institutional Student Learning Outcomes	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)	N/A*
ISLO4: Textual Literacy	2210	1948	1028	542	1434
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas in a variety of written, oral, and visual texts in multiple genres including academic and technical sources	490	425	207	176	386
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context	400	290	161	76	223
4c: Evaluate the relevance and reliability of information and its appropriateness for the context	480	418	222	119	278
4d: Select suitable information and materials and apply proper methods in order to accomplish tasks	840	815	438	171	547
ISLO5: Professionalism & Social Consciousness	2880	1867	1033	354	1486
5a-1: Demonstrate personal accountability through time management, preparedness, and honoring commitments	349	231	161	56	114
5a-2: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	383	303	146	39	141
5a-3: Practice ethical behavior by demonstrating honesty, trustworthiness, and integrity of work	445	293	162	72	222
5b: Exhibit appropriate conduct and behavior in accordance with disciplinary and/or professional expectations, including respectful treatment of others and collaboration	935	615	304	105	402
5c-1: Engage with local and extended communities to promote civic action and social improvement	262	122	128	32	370
5c-2: Examine and acknowledge differing views, express appreciation for diversity, explore the relationships between ideas and recognize the interconnectivity of issues, and broaden disciplinary and personal knowledge.	506	303	132	50	237

Appendix C: Arts & Sciences Division Report

1. A&S Overview of Assessment Activities

Table C1: A&S Plans, Methods, & Sample Sizes by Department

Department	Criminal Justice (CRJ)			
Sample Size	Courses: 3	Sections: 5	Students Scored: 75	Assessments: 6
Methods	Assignment Types (list): Term papers, essays, short writing assignments			
Participants	Full-Time: 1 out of 1 Total		Part-Time: 0 out of 4 Total	
SLOs Assessed	CSLOs: 1	PSLOs: 0	ISLOs: 5	Total SLOs: 6

Department	Early Childhood/Education/Library Technician (ECE)			
Sample Size	Courses: 10	Sections: 13	Students Scored: 170	Assessments: 13
Methods	Assignment Types (list): Exams			
Participants	Full-Time: 2 out of 2 Total		Part-Time: 5 out of 7 Total (entered by Chair)	
SLOs Assessed	CSLOs: 0	PSLOs: 1	ISLOs: 10	Total SLOs: 11

Department	English & Communication (ENG)			
Sample Size	Courses: 16	Sections: 67	Students Scored: 783	Assessments: 108
Methods	Assignment Types (list): Essays, short writing assignments, pre/posttests, portfolios			
Participants	Full-Time: 10 out of 10 Total		Part-Time: 9 out of 29 Total	
SLOs Assessed	CSLOs: 17	PSLOs: 38	ISLOs: 18	Total SLOs: 73

Department	Fine Arts & Humanities (FAH)			
Sample Size	Courses: 6	Sections: 12	Students Scored: 225	Assessments: 14
Methods	Assignment Types (list): Essays			
Participants	Full-Time: 4 out of 4 Total		Part-Time: 3 out of 12 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 3	ISLOs: 10	Total SLOs: 13

Department	Mathematics (MAT)			
Sample Size	Courses: 9	Sections: 27	Students Scored: 389	Assessments: 37
Methods	Assignment Types (list): Projects and final exams			
Participants	Full-Time: 5 out of 5 Total		Part-Time: 3 out of 15 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 6	ISLOs: 24	Total SLOs: 30

Department	Biological & Physical Sciences (SCI)			
Sample Size	Courses: 12	Sections: 27	Students Scored: 378	Assessments: 30
Methods	Assignment Types (list):			
Participants	Full-Time: 8 out of 8 Total		Part-Time: 3 out of 22 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 2	ISLOs: 23	Total SLOs: 25

Department	Social Sciences (SOC)			
Sample Size	Courses: 11	Sections: 25	Students Scored: 477	Assessments: 37
Methods	Assignment Types (list): Essays and worksheets			
Participants	Full-Time: 4 out of 4 Total		Part-Time: 3 out of 27 Total	
SLOs Assessed	CSLOs: 10	PSLOs: 6	ISLOs: 24	Total SLOs: 40

2. A&S Analysis of Assessment Results

Table C2: A&S Division Overall Achievement Rates & Sample Sizes

ISLO Category	SP17	Sample	SU17	Sample	FA17	Sample
1: Critical Thinking	65.12%	1981	80.85%	47	69.62%	1172
2: Communication	70.56%	1644	66.86%	172	63.32%	2099
3. Quantitative Reasoning	74.78%	1019	N/A	0	72.66%	1463
4. Textual Literacy	74.38%	1608	62.00%	150	74.60%	1827
5. Professionalism	81.51%	2028	58.00%	50	68.59%	1528
All ISLOs	73.20%	8280	65.63%	419	69.20%	9093

In 2017, the A&S Division consistently assessed all of the Institutional SLOs. In general, the numbers show a trend of 65-80% of students achieving the target in each SLO each semester. The numbers have been fairly consistent, with the exception of summer, which is to be expected, due to the majority of full-time faculty being off-contract. There did appear to be a bit of shift between Spring and Fall semesters with fewer scores entered under Professionalism (2028 in Spring and 1528 in Fall) and more under Communication (1644 in Spring and 2099 in Fall). This could potentially account for the one dramatic shift in scores (Professionalism): 81% in Spring and 69% in fall. This also could be a result of faculty refining activities, etc., as well. Further data in 2018 will allow for more reflection on this. Overall, there is more equality between the ISLOs than prior years. The only ISLO that has dramatically fewer results is quantitative literacy, due to the lack of application in a number of classes.

2017 saw significant progress in rubric development, particularly with PSLOs. Departments are working to develop signature assignments, piloting new rubrics, and norming rubric use. This is promising for tracking longitudinal data and providing long-term quality assessment tools.

There was also significant progress made in documenting data in eLumen. Full-time faculty are becoming more proficient in entering their data, and, with the work on PSLOs and new rubrics, more scores are being entered into this system. However, since we are still in the

process of entering PSLOs, PSLO rubrics, and CSLO rubrics, not all data is being entered into eLumen as of yet. With a mixture of reporting—both in eLumen and internally—the assessment reports were not as thorough as they have been in prior years. This should be resolved as we transition to uploading all data in eLumen; however, for next year, this can be addressed with clearer forms and instructions to add a narrative and data for any information not added in eLumen.

3. A&S Summary of Improvement Plans

Across the departments, there is an emerging trend of establishing signature assignments connected with specific SLOs to track longitudinal data. Last year, all of the departments established some PSLOs, and this year, many of them began the process of developing or revising key assignments to assess those PSLOs. Overall, many of them developed preliminary assignments and collected some data to help refine the assignments. This year, they are planning on refining these assignments and developing/refining the PSLO rubrics.

In addition to the PSLO rubrics, each department has their own focus. The Mathematics department has a set of SLOs that they have been focusing on. This year, after reviewing the data, they set up a series of classroom improvements—specifically more class time to work on certain concepts—to improve student performance. They have set a specific percentage goal, and they will reassess those SLOs next year to see if they are closer to closing the loop.

In the Fine Arts and Humanities department, the focus has been and will continue to be on the PSLO development. The department as a whole has worked on developing a specific rubric and will be refining it in the upcoming year. There is a specific effort to develop assignments utilizing this rubric and begin collecting baseline data. The department is working on a department-wide workshop to help improve the scores in this area. On the course level, the

various areas are working on increasing part-time instructor involvement, establish baseline data, revise assessments to better evaluate critical thinking, and employ consistent rubric usage.

In Social Sciences, there is a mixture of old and new assessments. Psychology assessed new SLOs this year, evaluated the data, and is reassessing them next year with some specific changes intended to increase student learning. History re-assessed specific SLOs this year and is planning on continuing to assess them for longitudinal data. History is also developing and piloting a new assignment to assess specific SLOs. Political Science and Sociology are both taught exclusively by adjuncts, and, this year, the focus was on ensuring that adjunct faculty were trained and had the necessary tools to develop signature assessments and enter the data in eLumen.

The English and Communication department has put significant emphasis on the development of new course content and their improvement plan reflects that. There are multiple assessments ongoing that involve all full-time faculty and some part-time faculty. For some SLOs, there was a closing of the loop, after tweaking a few final aspects of the assignment and assessment. There are also several SLOs that will continue to be assessed with some project and classroom changes. There are also some new SLOs that will be assessed to better inform and/or assess new course content.

In Science, the focus appears to be on key signature assignments in each course. There have been some difficulties establishing baseline data and rubrics, and that is anticipated to be smoothed out in the upcoming year.

4. A&S Challenges & Recommendations

Table C3: A&S Challenges & Recommendations by Department

Dept.	Challenges	Recommendations
CRJ	There is only one full-time faculty member.	Continue to assess what can be reasonably assessed. Utilize part-time instructors whenever possible. Signature assignments with rubrics in eLumen are usually the easiest way to collect significant data from part-timers without extensive effort on their part.
ECE	This department only has two full-time faculty members.	Continue with the process to develop and refine the Professionalism rubric. Once refined and implemented, look at other ISLOs to incorporate in assessment.
ENG	ENG and COM have had significant changes in course design. This makes it difficult to have longitudinal data, especially regarding developmental courses/ENG 175/ENG 275.	Instructors will need to modify any existing plans for ENG 175/275 and see if they can be modified for CCR 095. Plans for AAA 109 assessment will need to be developed.
FAH	There are several different prefixes under this department.	This department has done an excellent job at developing assignments that can be utilized across departments, regardless of prefixes. This allows for more focus on specific skills, norming, etc. Continue on this track.
MAT	One challenge is finding opportunity to utilize ISLOs beyond Quantitative Reasoning. Another would be the small number of students in specific classes.	The areas with lowest proficiency also have the lowest number of assessments. I would recommend increasing the number of students being assessed in those areas in order to get a better overview of student performance in those SLOs and formulate a plan for improving scores.
SCI	The most significant challenge in SCI would be establishing consistent assessments in all classes. SCI has one of the lowest number of participants.	Continue working with part-time instructors to enter data in eLumen. Consider including smaller assessments in more classes to increase data collected.
SOC	N/A	This department is doing very well in utilizing part-time instructors and consistently using signature assignments to collect data. My primary recommendation is to continue these trends—continue utilizing part-time instructors and moving all data collection to eLumen.

Appendix D: Business & Advanced Technology Division Report

1. B&AT Overview of Assessment Activities

Table D1: B&AT Plans, Methods, & Sample Sizes by Department

Department	Automotive Technology (ASE)			
Sample Size	Courses: 27	Sections: 59	Students Scored: 744	Assessments: 59
Methods	Assignment Types (list): pre and post test			
Participants	Full-Time: 5 out of 5 Total		Part-Time: 1 out of 3 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 5	ISLOs: 18	Total SLOs: 23

Department	Business & Accounting (BUS)			
Sample Size	Courses: 8	Sections: 20	Students Scored: 309	Assessments: 20
Methods	Assignment Types (list): Post Test			
Participants	Full-Time: 3 out of 3 Total		Part-Time: 2 out of 2 Total	
SLOs Assessed	CSLOs: 25	PSLOs: 6	ISLOs: 12	Total SLOs: 43

Department	Computer Information Systems (CIS)			
Sample Size	Courses: 0	Sections: 0	Students Scored: 0	Assessments: 0
Methods	Assignment Types (list): N/A			
Participants	Full-Time: 0 out of 2 Total		Part-Time: 0 out of 4 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 0	Total SLOs: 0

Department	Culinary Arts & Hospitality Studies (CUA)			
Sample Size	Courses: 8	Sections: 12	Students Scored: 85	Assessments: 12
Methods	Assignment Types (list): Grand Buffet Industry Simulation			
Participants	Full-Time: 3 out of 3 Total		Part-Time: 4 out of 4 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 4	ISLOs: 4	Total SLOs: 8

Department	Office Administration & Health Information Technology (HIT)			
Sample Size	Courses: 6	Sections: 10	Students Scored: 156	Assessments: 13
Methods	Assignment Types (list): Pre and Post Test			
Participants	Full-Time: 1 out of 1 Total		Part-Time: 2 out of 2 Total	
SLOs Assessed	CSLOs: 7	PSLOs: 4	ISLOs: 4	Total SLOs: 15

Department	Machining & Industrial Technology Maintenance (MAC)			
Sample Size	Courses: 1	Sections: 1	Students Scored: 10	Assessments: 3
Methods	Assignment Types (list): Professionalism Rubric			
Participants	Full-Time: 0 out of 2 Total		Part-Time: 0 out of 0 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 14	Total SLOs: 14

Department	Media Communications (MGD)			
Sample Size	Courses: 8	Sections: 9	Students Scored: 25	Assessments: 2
Methods	Assignment Types (list): Capstone Project			
Participants	Full-Time: 1 out of 1 Total		Part-Time: 1 out of 1 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 1	ISLOs: 6	Total SLOs: 7

Department	Welding Technology (WEL)			
Sample Size	Courses: 14	Sections: 24	Students Scored: 233	Assessments: 26
Methods	Assignment Types (list): Guided Bend Test			
Participants	Full-Time: 8 out of 8 Total		Part-Time: 7 out of 7 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 3	ISLOs: 19	Total SLOs: 22

2. B&AT Analysis of Assessment Results

Table D2: B&AT Division Overall Achievement Rates & Sample Sizes

ISLO Category	SP17	Sample	SU17	Sample	FA17	Sample
1: Critical Thinking	59.49%	1565	87.50%	48	55%	2186
2: Communication	63.23%	291	100.0%	9	69%	322
3. Quantitative Reasoning	91.31%	564	N/A	0	61%	625
4. Textual Literacy	55.17%	406	N/A	0	73%	523
5. Professionalism	78.11%	338	71.43%	21	66%	862
All ISLOs	66.87%	3187	84.62%	78	60.9%	4518

BA&T increased sample size from SP17 to FA 17. ISLO 2 and 4 increased due to directive from the assessment committee to create more assessments in these areas. ISLO 1, ISLO 3 and ISLO 5 have all decreased. Sample sizes increased 25%-50% in some cases for these ISLO's.

Goals for the division should include:

- Use of department created PSLO rubrics.
- Review of mapping.
- Creation of a division specific timeline for assessing and reporting.
- Review of all PSLO's for each department.
- Monthly meetings with department chairs through the end of AY18.

3. B&AT Summary of Improvement Plans

Automotive: Automotive will use a pass/fail system moving forward to increase student achievement and competency. Auto has access to CBT and will use this as a measure of student success moving forward. The department will create rubrics for newly created PSLO's that address safety and interactions with coworkers.

Business: Business will increase scores on 3 PSLO's to 80%. Increasing review of materials previously learned, guest speakers and Hybrid lab days are planned to increase scores.

Computer Information Systems: With no assessment prior, we have started assessment for Spring 2018. We will be using the CompTIA A+ industry standard cert (practice test) as the assessment for CNG 120. We are looking for improvement on the average test score for both the Hardware (901) and Software (902) tests. The goal would be for the 70% of students to get a passing score by the end of the semester on the Hardware practice test (Fall 2018).

Health Information Technology: HIT will increase Exemplary ratings on all post tests used for credentialing of students. Many of the practice tests used will be changed to include more questions of areas of difficulty students face when testing.

Hospitality: The department will improve the language in the current rubric to improve consistency among instructor scoring. The next assessment cycle will include additional PSLO's and rubrics for scoring.

Machining: No report received.

Media Communication: New assessments were used Fall 17. PSLO 2 will continued to be assessed in MGD 141, MGD 111 and MGD 112. This department has recently gone through a curriculum redesign and assessments being developed. A baseline has been developed and will be used to measure against next assessment cycle.

Welding: The department created a new assessment Fall 17. A Guided Bend Test is an industry standard test when applying for employment. Students at all levels of understanding were given this test. The department will continue this test and increase scores at all levels. They will also create a department rubric for Safety and Professionalism.

4. B&AT Challenges & Recommendations

Table D3: B&AT Challenges & Recommendations by Department

Dept.	Challenges	Recommendations
ASE	With movement to a pass/fail assessment process, will need to build new longitudinal data.	Continue assessing to collect longitudinal data. Identify and develop new strategies to improve ISLO performance to meet target goals. Create rubrics for new PSLOs and implement in 2018, if possible.
BUS	None noted at this time.	Identify and develop new strategies to improve ISLO performance to meet target goals.
CIS	No longitudinal data, as first assessments are taking place in Spring 2018.	Begin assessing ISLOs and building PSLOs for the department. Work on planning for Fall 2018 and beyond. Continue assessing to collect longitudinal data.
CUA	None noted at this time.	Identify and develop new strategies to improve ISLO performance to meet target goals.
HIT	Two compounded challenges are introduced with Closing the loop with increased levels of difficulty on practice tests in order to increase performance targets.	2018 will require detailed analysis to ensure that increased difficulty did not lead to decreased performance scores. Identify and develop new strategies to improve ISLO performance to meet target goals.
MAC	A small department with two faculty and no part-time instructors.	With assistance from Division Lead and the Assessment Committee, identify and develop new strategies to improve ISLO performance to meet target goals. Create PSLOs, mapped, with rubrics and implement in 2018, if possible.
MGD	Assessment redesign is good, though baseline scores are just being established; there is not yet any longitudinal data.	Continue assessing to collect longitudinal data. Identify and develop new strategies to improve ISLO performance to meet target goals. Create PSLOs, mapped, with rubrics and implement in 2018, if possible.
WEL	New assessment, so there is not yet any longitudinal data.	Continue assessing to collect longitudinal data. Identify and develop new strategies to improve ISLO performance to meet target goals.

Appendix E: Health & Public Safety Division Report

1. H&PS Overview of Assessment Activities

Table E1: H&PS Plans, Methods, & Sample Sizes by Department

Department	Cosmetology (COS)			
Sample Size	Courses: 6	Sections: 7	Students Scored: 75	Assessments: 7
Methods	Assignment Types (list): Basic haircut; artificial nail application; Salon business design project & presentation; Basic facial; 90 degree haircut			
Participants	Full-Time: 4 out of 6 Total		Part-Time: 2 out of 6 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 8	Total SLOs: 8

Department	Dental Hygiene (DEH)			
Sample Size	Courses: 5	Sections: 5	Students Scored: 78	Assessments: 5
Methods	Assignment Types (list): Subjective assessment by faculty using ISLO rubric for Professionalism and timeliness; ethical dilemma case study.			
Participants	Full-Time: 8 out of 11 Total		Part-Time: 3 out of 11 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 3	Total SLOs: 3

Department	Emergency Medical Services (EMS)			
Sample Size	Courses: 6	Sections: 11	Students Scored: 150	Assessments: 11
Methods	Team lead scenario rubric in a demonstration scenario; Skill evaluation sheets, final skill testing			
Participants	Full-Time: 3 out of 6 Total		Part-Time: 3 out of 6 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 2	ISLOs: 3	Total SLOs: 5

Department	Fire Science Technology (FST)			
Sample Size	Courses: 1	Sections: 1	Students Scored: 10	Assessments: 1
Methods	Assignment Types (list): Professionalism Rubric			
Participants	Full-Time: 1 out of 1 Total		Part-Time: 0 out of 4 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 5	ISLOs: 3	Total SLOs: 8

Department	Law Enforcement Academy (LEA)			
Sample Size	Courses: 0	Sections: 0	Students Scored: 0	Assessments: 0
Methods	Assignment Types (list): N/A			
Participants	Full-Time: 0 out of 2 Total		Part-Time: 0 out of 0 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 0	Total SLOs: 0

Department	Medical Assisting (MOT)			
Sample Size	Courses: 0	Sections: 0	Students Scored: 0	Assessments: 0
Methods	Assignment Types (list): N/A			
Participants	Full-Time: 0 out of 0 Total		Part-Time: 0 out of 0 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 0	Total SLOs: 0

Department	Nurse Aide (NUA)			
Sample Size	Courses: 1	Sections: 3	Students Scored: 23	Assessments: 4
Methods	Assignment Types (list): Effective communication rubric; critical thinking rubric			
Participants	Full-Time: 2 out of 6 Total		Part-Time: 2 out of 6 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 8	Total SLOs: 8

Department	Nursing (NUR)			
Sample Size	Courses: 4	Sections: 9	Students Scored: 280	Assessments: 9
Methods	Assignment Types (list): Quantitative Reasoning Rubric, Nursing Process Rubrics (RN and LPN Fundamentals)			
Participants	Full-Time: 8 out of 10 Total		Part-Time: 1 out of 15 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 4	ISLOs: 17	Total SLOs: 21

Department	Occupational Therapy Assistant (OTA)			
Sample Size	Courses: 5	Sections: 7	Students Scored: 96	Assessments: 7
Methods	Assignment Types (list): Child observation paper; SOAP note writing assignment			
Participants	Full-Time: 2 out of 2 Total		Part-Time: 0 out of 2 Total	
SLOs Assessed	CSLOs: 7	PSLOs: 6	ISLOs: 10	Total SLOs: 23

Department	Physical Education (PED)			
Sample Size	Courses: 0	Sections: 0	Students Scored: 0	Assessments: 0
Methods	Assignment Types (list): N/A			
Participants	Full-Time: 0 out of 1 Total		Part-Time: 0 out of 7 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 0	Total SLOs: 0

Department	Pharmacy & Phlebotomy (PHT)			
Sample Size	Courses: 0	Sections: 0	Students Scored: 0	Assessments: 0
Methods	Assignment Types (list): N/A			
Participants	Full-Time: 0 out of 0 Total		Part-Time: 0 out of 4 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 0	Total SLOs: 0

Department	Physical Therapy Assistant (PTA)			
Sample Size	Courses: 3	Sections: 3	Students Scored: 63	Assessments: 3
Methods	Assignment Types (list): Quizzes, interview, simulation			
Participants	Full-Time: 3 out of 3 Total		Part-Time: 0 out of 3 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 2	Total SLOs: 2

Department	Respiratory Care (RCA)			
Sample Size	Courses: 0	Sections: 0	Students Scored: 0	Assessments: 0
Methods	Assignment Types (list): N/A			
Participants	Full-Time: 0 out of 2 Total		Part-Time: 0 out of (#) Total	
SLOs Assessed	CSLOs: 0	PSLOs: 0	ISLOs: 0	Total SLOs: 0

Department	Radiologic Technology (RTE)			
Sample Size	Courses: 6	Sections: 7	Students Scored: 111	Assessments: 8
Methods	Assignment Types (list): Critical Thinking, Textual Literacy, and Professionalism Rubrics			
Participants	Full-Time: 3 out of 6 Total		Part-Time: 3 out of 6 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 1	ISLOs: 10	Total SLOs: 11

Department	Surgical Technology (STE)			
Sample Size	Courses: 1	Sections: 1	Students Scored: 15	Assessments: 1
Methods	Assignment Types (list): Rubric; Assignment			
Participants	Full-Time: 2 out of 4 Total		Part-Time: 2 out of 4 Total	
SLOs Assessed	CSLOs: 0	PSLOs: 3	ISLOs: 19	Total SLOs: 22

2. H&PS Analysis of Assessment Results

Table E2: H&PS Division Overall Achievement Rates & Sample Sizes

ISLO Category	SP17	Scores	SU17	Scores	FA17	Scores
1: Critical Thinking	57.63%	380	N/A	0	81.07%	1062
2: Communication	97.44%	39	N/A	0	68.57%	350
3. Quantitative Reasoning	N/A	0	N/A	0	66.67%	540
4. Textual Literacy	77.00%	200	73.33%	15	77.08%	855
5. Professionalism	91.05%	626	N/A	0	87.14%	630
All ISLOs	78.80%	1245	73.33%	15	77.65%	3437

The H&PS Division assessed all Institutional SLOs in fall 2017; in spring 2017 quantitative reasoning was not assessed. Overall, 73 – 79% of students achieved the target for each SLO each semester. In the summer semester scores were entered in the Textual Literacy category only. Possibly this is due to two factors: (1) majority of programs are engaged in clinicals during summer semester, and (2) most faculty are either off contract or supervising clinicals. Critical thinking scores improved drastically from spring to fall, this could be accounted for by the large increase in sample size. However, the reverse is true in the Communication category where achievement scores dropped and sample size increased. In the Textual Literacy and Professionalism categories achievement rates remained relatively consistent from semester to semester.

The data specific to the H&PS Division demonstrate high achievement in the Communication and Professionalism categories in the spring semester and high achievement in the Critical Thinking and Professionalism categories in the fall semester. The reason for the decline in Communication scores from spring to fall semesters is unclear. Areas that need work are the Communication and Quantitative Reasoning categories.

3. H&PS Summary of Improvement Plans

The Emergency Medical Services (EMS) department has determined that students need improvement on patient physical assessment; plans are in place to focus on this aspect of a patient scenario in an attempt to further define the problem. In addition this department has several new faculty and have established a goal for 80% of faculty to evaluate and collect assessment data by the end of spring semester 2019.

The Nurse Aid (NUA) department plans to collect data in each NUA 101 section in order to increase sample size. Additionally their goal is to develop a new communication rubric by fall 2018 for use in future semesters.

In the Surgical Technology (STE) program students are showing steady incremental improvement. Lack of improvement is readily identified and rectified. STE plans to add an assessment in sterile processing (CSLO & PSLO); the goal is to capture if specific skills are learned following a 2 day experience within the St. Mary Corwin Hospital Processing department. In addition, the STE department plans to assess critical thinking for safe and effective practice. And to measure performance of lab skills under time constraints characteristic of operating room conditions. Assessment tools for both will be developed in spring 2018 and added to eLumen in spring 2018.

The Occupational Therapy Assistant (OTA) program determined that a previous assessment (discharge goal) is not an appropriate measure of true competency and decided that measuring clinical reasoning in a different course will yield more applicable assessment information. Goals for that news assessment have been set. In addition the department will continue to asses SOAP note writing with a shift in focus; new goals for that assessment have been established.

The Dental Hygiene (DEH) program will continue to assess Professionalism and Timeliness in each program course. Faculty will participate in a norming session and rubric calibration in an effort to obtain more consistent data.

The Radiologic Technology (RTE) program plans to develop additional rubric lines to better assess learning, to hold monthly departmental meetings to focus on assessment, to create PSLOs for the DMS program, and have all part time DMS instructors complete eLumen basic training.

4. H&PS Challenges & Recommendations

Table E3: H&PS Challenges & Recommendations by Department

Dept.	Challenges	Recommendations
COS	None evident from Improvement Plan.	Continue to assess recurrent assessments to develop longitudinal data.
DEH	Subjectivity of measurement tool. Potential for Professionalism and Timeliness to be a static personality characteristic. Retirement of Department Chair may cause disruption in longitudinal data collection.	Refine rubric to reduce potential for evaluator bias. Implement incentives for student improvement.
EMS	New faculty unfamiliar with assessment. Defining problem in patient physical assessments for entire cohort, i.e. there may be more individual differences than commonalities within the group.	Continue with plan to focus on patient physical assessments to identify common elements within cohort. Norming sessions for faculty if determination of above utilizes a rubric.
FST	One FT faculty member also serving as Department Chair.	N/A

Dept.	Challenges	Recommendations
LEA	One FT faculty member also serving as Department Chair.	N/A
MOT	One FT faculty member also serving as Department Chair. Movement into newly created Nursing division will present new opportunities and challenges.	Explore potential to hire .5 clinical supervisor to cover skill checks, all aspects of clinicals and some coursework.
NUA	One FT faculty member also serving as Department Chair. Movement into newly created Nursing division will present new opportunities and challenges.	Be specific with regard to measuring tool.
NUR	New Department Chair (DC). Filling vacant instructor positions. DC will become Dean for new Nursing division. These changes will present new opportunities and challenges.	Identify Assessment Lead for Nursing Division as Division begins 'on the ground floor'.
OTA	None evident from Improvement Plan.	Share clinical reasoning rubric with students prior to utilization of measurement tool.
PED	Currently not a program, rather, a prefix. Department Chair position vacant.	Don't require assessment for this prefix. If students don't "walk" at graduation within a prefix, we shouldn't require assessment within that prefix.
PHT	Mini certificate program, all faculty are part time. Coordinator also serves as AEA (Academic Excellence Advisor).	Don't require assessment for this prefix. If students don't "walk" at graduation within a prefix, we shouldn't require assessment within that prefix.
PTA	None evident from Improvement Plan.	Utilize Human Anatomy Learning Center for instruction and assessment of Cardio/pulmonary knowledge. Identify specific, measurable skills that will prepare students for clinical internships and begin developing measuring tools well in advance of implementation.
RCA	N/A	N/A
RTE	New Department Chair and faculty. Development of BAS.	Develop assessment goals that directly impact student learning.
STE	None evident from Improvement Plan. Movement into newly created Nursing division will present new opportunities and challenges.	Work as a team to develop new assessment tools. Request input regarding new assessment tools from person unfamiliar with STE (Assessment Lead), this may help clarify initial steps.

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