

Annual Assessment and Reassessment 2020-2021

The purpose of SAC-level assessment at PCC is to identify the levels of student achievement of course- or program-level outcomes in the name of improving those levels of achievement. The second part of that process is the reassessment of an outcome that has been assessed in a previous year.

In an initial assessment of an outcome, a SAC should identify any areas of student achievement of an outcome that could be improved. The SAC should then target those areas with a teaching strategy appropriate to its discipline during the reassessment year. The reassessment of the outcome then determines if the strategy was effective by measuring any changes to student achievement.

This process, of assessing, analyzing, creating a teaching strategy, and reassessing, is called "closing the loop." It is how assessment can be useful for instructors and, by extension, for students.

On completing the form, please email it to learningassessment@pcc.edu.

Note that questions marked with an asterisk* indicate that the accompanying help document includes information relevant to that question.

The planning section that follows is to be completed and submitted in Fall Term. If your SAC is unable to complete it in fall, please fill out the planning section when completing the final report in spring.*

Planning Section: To be completed and submitted in Fall Term

SAC Assessment Contact:

| <i>Name</i> | <i>e-mail</i> |
|-----------------|--|
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1. What SAC do you represent?

RING - Race, Indigeneity, Nations, and Gender

- WS, ES, NAS, CHLA, and SJ

2. Is this plan for an initial assessment or a reassessment?

We plan to continue to dedicate a significant amount of labor and energy toward the creation of a cultural literacy rubric, our SAC members are playing a central role in this process, and once that work is completed, we will focus on implementing it in our coursework.

Some of our subject areas have completed the GEARS process and will be using this year to prepare for the implementation of the Arts and Letters Gen Ed assessment project next year. We will be using this year to reflect on how to best construct an assessment project to be implemented in 2021-22.

3. What course(s) will your assessment/reassessment focus on?

All of our courses which will be applying for the Cultural Literacy designation once that designation is woven into the GEARS process for Gen Ed approval.

- We acknowledge that the GEARS process may shift into something different after GEARS concludes its current work in winter/spring 2021.
- The RING SAC is playing a central role in the Cultural Literacy work and process, just as the English and Communication SACs should play a central role in the Communication work.

4a. How will you sample student work? If this is a reassessment, did this change from previous years?*

We will not be sampling student work this year. Instead, we will be contributing a great deal to the construction of the Cultural Literacy rubric. Our SAC is very well represented in the Cultural Literacy DSAC. We recognize the importance of constructing this rubric before actually using it to assess student learning in CL designated courses.

4b. Will the student work be part of the regular graded assignments for the course(s)?*

N/A

5. How will you redact student work (i.e. make it anonymous)?*

N/A

6. Will your project be a direct or indirect assessment of student work? (Include an explanation if relevant.) If this is a reassessment, did this change?*

N/A

7. In what term(s) will you collect student work?

Not this year. We need to construct the rubric first, then assess student artifacts in another year.

8. Briefly describe the purpose or goal of this project. In other words, what are you hoping to learn? If this is a reassessment, did this change?

The goal is to construct a rubric which we can use in future years to assess Cultural Literacy across the college. Because we understand the RING SAC courses as central to PCC's understanding of what Cultural Literacy is and should be, we are focusing our SAC's energy on the DSAC rubric construction this year.

9. In general terms, describe the assessment project for the year. What steps will you take in carrying out the project? If this is a reassessment, please describe any modifications to instruction. *

We will be well represented in the CL DSAC work throughout the year.

10a. What are the benchmarks (minimum acceptable level of student outcome achievement)?*

Once the CL rubric exists, we would like to see students in RING SAC courses scoring on an average of "2" out of "4" overall in the CL signature assignments.

10b. What percentage or frequency of students do you hope to see achieve the benchmarks?*

It is more important in the near term for PCC to consider how instructors teaching CL designated courses are teaching the courses in culturally responsive ways, with humility and respect for the marginalized populations whose experiences comprise the content of such courses. In the near term, it is arguably much more important to develop a better shared understanding of what that means, as well as an understanding of how unexamined dominant/colonialist pedagogical lenses and practices often perpetuate "systems of power" which can harm students.

11. Describe the tools (e.g. rubrics, checklists, standardized exams) you will use in the project to evaluate student work. If this is a reassessment, please describe any changes from previous years.

We are working to produce the CL rubric this year.

12. Describe how the SAC will ensure that the evaluation of student work is consistent (e.g. norming rubrics, verifying inter-rater reliability.) If this is a reassessment, please describe any changes from previous years.*

Once the CL rubric exists, we can then begin to discuss what it might mean for us to norm as a SAC, as well as how our approach to norming could be a model for other SACs (e.g., History, Anthropology, Sociology, English, etc.) to follow when assessing CL courses.

13. If the results of the project indicate a need for additional instruction on the outcome in the future (i.e. during the reassessment year), what are possible steps the SAC might take to help students improve outcome achievement?*

N/A

14. Different SACs and individuals have different training in assessment. Your LAC coach is available to help with any step. What might you need help with moving forward?

PCC, like most institutions of higher education, perpetuates the settler colonialist project of higher education in the US by operating with settler-centric, white supremacist, and patriarchal operational assumptions as the default. In order for us to move forward, it is essential for the LAC to recognize the immense amount of personal, institutional, and emotional labor that is put upon faculty of color and culture to push back against the colonialist project of higher ed institutions in order for colleges like PCC to make even marginal progress toward meeting our lofty institutional and strategic DEI goals -- and to recognize that many such faculty of color and culture are indeed representing the RING SAC on the Cultural Literacy DSAC in order to produce a better CL system that is more genuinely accountable to our students of color and culture. We trust that the LAC can recognize and respect this labor and see how and why it is more important for us to develop the CL rubric, and collaborate with non-RING SAC faculty in the process, in 2020-21 than it is for us to conduct an anonymized assessment of student artifacts. We need to build the schema for the CL system that we want to assess before we can assess student work in our courses with accountability.

STOP This concludes the planning portion of the form.

Please save this document and submit it to learningassessment@pcc.edu by November 30, 2020.

In the spring, complete the reporting section that continues on the next page.

Annual Assessment Report 2020-2021

The purpose of SAC-level assessment at PCC is to identify the levels of student achievement of course- or program-level outcomes in the name of improving those levels of achievement. The first part of that process is the initial assessment of an outcome.

On completing the form, please email it to learningassessment@pcc.edu.

Note that questions marked with an asterisk* indicate that the accompanying help document includes information relevant to that question.

If your SAC was unable to complete the planning section, above, during Fall Term, please fill that section out before completing the following end-of-year report.

15. Were any changes made to the assessment plan submitted in Fall Term? If so, please briefly describe them.

No changes made.

16. Please provide an executive summary of your results; include only key data points and your overall findings regarding student learning.

RING SAC faculty played a leading role in steering the work of the Cultural Literacy DSAC. After several meetings and surveys outside of the meetings, we not only completed the rubric and have it ready to roll out next year, but we effectively changed the name of the outcome at PCC from Cultural Literacy to "Social Justice." While RING faculty were of course not the only faculty involved in this work, it's also quite clear that we were leading voices throughout this work, especially toward the end of the year, and the shift away from CL toward SJ as the name of the outcomes is a direct result of our work. We should be proud of the way that we were able to collaborate with the rest of the DSAC faculty in order to make this relatively huge internal shift at PCC that relates to Gen Ed assessment.

17a. What were the benchmarks levels (minimum acceptable level of student achievement of the outcome) for the project?*

N/A -- the minimum benchmark will be an average of 2 out of 4 in the SJ rubric

17b. What percentage or frequency of students achieved the benchmark levels?*

The rubric was completed for 2021-22 in June 2021, and it has yet to be used.

18. Please accompany your report with the actual results of your project as an appendix (i.e. along with this report, send the project results themselves as a spreadsheet or document) if possible. If that is not possible, please explain.*

The results of our work this year is the new [Social Justice Gen Ed rubric](#), approved on June 8 2021.

19. How was student work redacted (i.e. made anonymous)?*

N/A

20. In general terms, describe the level of SAC involvement in the project (e.g. were both PT and FT faculty involved in contributing and/or scoring student work? Did all instructors or a representative sample of instructors contribute student work to be evaluated?) Identify any barriers to participation within the SAC.

Over half of the FT faculty in RING participated in this work last year.

Next year, the entire SAC will be engaged in Social Justice Gen Ed assessment in some way.

21. Were potential benefits to student learning identified as a result of the assessment project? How will the SAC use the information during the reassessment of the outcome in the future (i.e. "closing the loop.")*

N/A -- no results yet, because we have yet to use the new rubric to assess the newly redesigned outcome. We have many ideas about potential benefits to student learning and the overall student experience that will result from this work, but for now let's just be glad that we've created the SJ rubric and that we can use it next year to explore how SJ courses catalyze and support student learning.

22. Please explain how results have been shared, or will be shared, with members of your SAC.

N/A -- no results yet, because we have yet to use the new rubric to assess the newly redesigned outcome. The rubric itself has been shared with the SAC.

23. If this was a reassessment, were any modifications to instruction implemented between the prior assessment and this one? How did the assessment methods and results compare with the prior assessment?

N/A

24. Please comment briefly on any changes to the assessment process that would lead to more meaningful results.

N/A this year, though we should have a good deal to say about this next year.

25. Based on your experience with assessment this year, are there any areas that you might want help with from your LAC coach?

Not from an LAC coach, necessarily, but rather from the larger Academic Affairs leadership structure and the next iteration of GEARS. In 2021-22, we will need to reduce the number of classes that have the SJ designation in comparison to the number of classes which currently have or had the CL designation -- not all current CL classes will work with the SJ rubric. This will be a complex process, and the college cannot reasonably expect the RING SAC to do this without substantial support from leadership and management.

26. Is there anything else you want to share with reviewers about your assessment project that has not been captured in the form?

This is a huge win for PCC. In addition to elevating the work of RING faculty, we must also express our sincere gratitude for the labor of Dr. Magda D'Angelis Morris in co-leading the SJ DSAC and helping to move this outcome away from CL and toward SJ, where it truly needs to be. Thank you, Magda!

Please submit your report to learningassessment@pcc.edu by June 30, 2021.