

## CTE Annual Assessment Report Template

The purpose of CTE program-level assessment at PCC is to look at student achievement of degree and certificate-level outcomes and to help faculty focus on how to improve student learning based on assessment.

Please choose **one** of the degree and/or certificate outcomes that was part of this year's Summary Data Report, and provide a more in-depth explanation of your assessment process, results and how this might be used to enhance teaching and learning.

This form to be used for both assessments (first time the outcome is assessed) and for re-assessments (a follow-up for the initial assessment of the same outcome).

On completing the form, please e-mail it to [learningassessment@pcc.edu](mailto:learningassessment@pcc.edu).

SAC Assessment Contact(s):

<i>Name</i>	<i>e-mail</i>
Tanya Mead	<a href="mailto:tmead@pcc.edu">tmead@pcc.edu</a>

1. Which SAC do you represent?

Education: AAS Paraeducator, Certificate Paraeducator

2. Which outcome is reported here? (Please provide the text of the outcome, and the degrees/certificates to which it applies).

Paraeducator AAS Degree outcome: Competence in Serving Diverse Populations

PCC Core Outcome: Cultural Awareness

3. Please share **how** this outcome was assessed to help us understand your process for assessment. Please attach a rubric, sample score sheet, or other assessment tool.

*Each year, the paraeducator program uses a comprehensive portfolio for degree completers. Students have to provide evidence and reflections for all of our program outcomes. Please find attached rubric.*

4. Please include information about your benchmark (the score that indicates successful attainment of the outcome), and how it was determined.

		<p align="center"><b>Competence in Serving Diverse Populations</b></p> <p>Does the candidate demonstrate competence and sensitivity in regard to individuals’ cultural, social, cognitive, and emotional differences?</p>
3		<ul style="list-style-type: none"> <li>● Articulates typical cultural, social, cognitive, and emotional challenges faced by students with special needs</li> <li>● Can identify appropriate professional responses to most situations in which students’ cultural, social, cognitive, or emotional needs impact school success</li> </ul>
2	<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Identifies typical cultural, social, cognitive, and emotional challenges faced by students with special needs</li> <li>● Can identify appropriate professional responses to limited types of situations in which students’ cultural, social, cognitive, or emotional needs impact school success</li> </ul>

CTE Annual Assessment Report Template

1		<ul style="list-style-type: none"> <li>● Cannot identify most cultural, social, cognitive, and emotional challenges faced by students with special needs</li> <li>● Fails to consistently identify appropriate professional responses to situations in which students' cultural, social, cognitive, or emotional needs impact school success</li> </ul>
0		<ul style="list-style-type: none"> <li>● No attempt to identify cultural, social, cognitive, and emotional challenges faced by students with special needs</li> <li>● Is not able to identify appropriate professional responses to situations in which students' cultural, social, cognitive, or emotional needs impact school success</li> </ul>

3 = Exemplary    2 = Meets Standard    1 = Developing    0 = Unacceptable

A team of three faculty assessed this outcome. Two out of three had to assign a "2" for "meets standard" for this to pass.

5. Please provide data collected in the assessment of this outcome (including score distribution and percent of students meeting benchmark). Summarize your findings in the box below. Attach supplemental information or appendices. For this report, **please do not include student identifying information**, but you can assign an arbitrary identifier, especially if you wish to reference individual scores in your discussion.

Out of five students who enrolled in the portfolio course, two student portfolios passed in June 2019. Out of the five, three students had were assessed at a “3” for the outcome addressing cultural competency. It is fairly typical that students take the course before they are actually ready to complete the portfolio which means it is quite common for students to take incompletes until they accumulate the evidence needed. Students complete as much as is possible and have their portfolios assessed as is. The completions occur throughout the following three terms.

6. Please discuss your overall findings regarding student learning. (What did you learn from this assessment? Were there any surprises? Do the data make sense? How do the data relate to student learning?)

We learned that our program offers many opportunities for students to gather evidence to show some level of cultural competence. Therefore, students typically are easily able to pass on this benchmark. The challenge for our program is to make sure ALL of our classes address this as an integrated part of each course. Educators must be well-prepared to teach diverse student populations in today’s public schools and therefore EVERY course must address this, not simply the courses addressing diversity, equity and inclusion.

7. Please reflect on the entire project and share how your CTE SAC will use the results to improve student mastery of this outcome. Are there changes that need to be made to improve teaching and/or learning?

In the 2019 Fall SAC meeting, we will review this report as well as last year’s assessment report which analyzed an assignment in ED 112. We will provide the PCC rubric as well as our program rubric. Faculty will be asked to look at assignments in their courses and document how this assignment allows students to reach this outcome.

8. What changes do you plan to make to your assessment of this outcome in the future?

We believe that each course offered in the Education department needs to ensure that this outcome of cultural competence is being addressed. The assignment -based approach provides a broader assessment which ensures that each of our courses deliver this critical outcome at the course level whereas the portfolio-based assessment provides more depth into the outcome, and less breadth. Moving forward, we will develop a survey and ask faculty to provide at least one example of an assignment which deals with this issue so as to ensure all of courses provide an opportunity to meet this outcome addressing cultural competence.

**Has the outcome been assessed before? (If not, skip this question).**

9. 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?

There were modifications to the ED 112 assignment as a result of the 2017-18 assessment with the instructor improving the assignment to engage students in addressing bias and stereotyping in children's literature. The specific changes were not assessed by the SAC this year but the instructor is working on continuous improvement. We will use this work as a model for engaging the entire SAC in ensuring that every course offers assignments which address this outcome.

**To help us understand your SAC's overall processes, please complete these additional questions.**

1. Was the SAC able to include Part-Time (PT) and Full-Time (FT) faculty for this assessment? If PT faculty did not participate, please explain any barriers that might account for this fact.

Yes, PT faculty were integral to this project as there is only 1FT faculty in this department. As the sole FT faculty member, I make every effort to do SAC work on SAC days so as to be able to compensate them for their time.

2. How do you plan to share this information with all members of your SAC?

SAC meetings and email

3. Are there any areas that you might want help with from your CTE coach? Please let us know.

There were issues with my program outcomes which confused things for a while. I have taken this through the degrees and certificates committee and things should be up to date for the next reporting period.

4. Is there anything else you would like to share with us? Please let us know.

Clearly, the portfolio sample is quite small which is why we have used assignments in other courses in the past to reach a larger group. Moving forward we hope to encourage more students to take the portfolio course or moved back to assignments as a way of assessing a larger sample of work. Sorry this was late!

Thank you for completing this report!

We hope this has been a useful project to help your CTE SAC assist your students!