

This is a template. Please make a copy of this document, rename it with "[your SAC name] CTE Annual Assessment Report", delete these red instructions, and then fill out and submit as described below.

CTE Annual Assessment/Reassessment 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** or more of the degree and/or certificate outcomes that were 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 is to be used for both first-round assessments (first time the outcome is assessed) and for re-assessments (a follow-up for the initial assessment of the same outcome). Note that questions marked with an asterisk* indicate that the accompanying [help document](#) includes information relevant to that question.

Submission checklist

Due by June 24, 2022:

- Full report
- Numerical results (disaggregated data or raw data) and data analysis as an appendix.

On completing the full report, please email it and attachments to learningassessment@pcc.edu.

SAC Assessment Contact(s):

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

Education

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

Re-assessment of Outcome 1: Demonstrate appropriate strategies and techniques to provide instructional support to students of diverse populations

1B: Individual instruction

Does the candidate modify instruction to meet individual student needs?

3. Please share **how** the outcome(s) were assessed to help us understand your process for assessment. Please attach a rubric, sample score sheet, or other assessment tool.*

ED degree and certificate completers complete a comprehensive portfolio that includes evidence to show that they meet outcomes. Their portfolios are assessed with the attached rubric. We have also tabulated the results for each outcome and sub-outcome.

4. Please include information about your benchmarks (the scores that indicate successful attainment of the outcome), and how they were determined.*

Students must pass with a benchmark score of 2 or higher. It is important to note that this is a collaborative process in which students are informed which evidence or reflection does not adequately meet or pass at a level 2 and students go back to rework or re-submit new evidence and /or rewrite the reflection until it does pass. Students use the rubric to guide their efforts and with detailed feedback from the faculty committee are able to improve their work to a level 2 or 3.

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 and instructor identifying information**, but you can assign an arbitrary identifier, especially if you wish to reference individual scores in your discussion.

Please find attached data entitled "Assessment 2021-2022" where the scores for 12 of our students are noted per each outcome. Out of the 13 students, one student was a NO SHOW (NS). Out of the remaining 12 students, all 12 submitted an electronic portfolio. Of the 12, 10 students completed and passed the portfolio.

For outcome 1B, 10/12 students achieved benchmark (level 2) while only 3 students received above a level 2. Compared with other outcomes, fewer students attain higher than a level 2 if the column for 1B is compared to other columns (except 3B).

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

The data above shows that students are not so confident in talking about what they specifically do to individualize instruction (per outcome 1B). We already knew from last year that students struggle to talk about how they individualized student learning even though this is an integral part of the work of an educator, who must meet the student where they are and especially a paraprofessional working 1-1 with a student. It is not that they do not know how to do it but they struggle to describe it (such as using manipulatives or a folder game to help a student learn a math concept).

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

Through last year's assessment work, we determined something very important and that is that our SAC needs to assess backwards one year because our students enroll in the portfolio class every spring and it is quite typical that they will take up to a year to finish the portfolio. In the past, our results were inconclusive, as a result, because half of the class did not complete. Our new approach is to look at the portfolio class from Spring of the prior year and assess the completers within the last year. So for this year's data, we are looking at the completers from Spring 2021 portfolio class (ED 263 and ED 264), some of whom just recently completed. Please note that students completing the certificate take ED 263 which includes the first six outcomes and students who are completing the AAS degree additionally take ED 264 which includes one additional outcome (outcome 7).

Nevertheless, our SAC has been discussing the challenge for students to articulate how they modify or individualize instruction to meet the needs of a particular student (per outcome 1B) all year long and this has been very illuminating with several faculty members planning to highlight how students name different strategies they use. In ED 290, students create lesson plans for English Language Learners using the Sheltered Instruction Observation Protocol, and they must indicate what strategies they will use throughout their lesson plans.

Just as ED students must know what it is they are doing to individualize instruction, so too must our future educators constantly self-reflect on the work they are doing. This portfolio

gives our students a deep learning on what they have learned, who they are as people and educators, and what they bring to this work. While many of them do not remember exactly what they learned in the various classes, this portfolio asks them to reflect on their learning and coursework, experience in school settings and match it to these important outcomes. Time and time again, students come out of the experience of creating this portfolio with a deeper knowledge and appreciation for all they have learned in the program. Observing the confidence, growth and clarity students gain from this process is very exciting.

8. What changes do you plan to make to your teaching and/or your assessment of this outcome in the future?*

At the Fall SAC, we will ask faculty what changes they have made to their assignments to help students articulate what it is they do to individualize the learning for students. We will ask ahead of time for them to bring specific assignments to the SAC meeting that students could use as potential evidence for their portfolios. We plan to recommend that the practicum course (ED 270) specifically include this as an assignment so that students can practice in a school setting.

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 SAC use the information from the initial assessment to inform the reassessment of the outcome (i.e. "closing the loop.")? How did the assessment methods and results compare with the prior assessment?

This was assessed last year but our numbers were inconclusive due to a large portion of students not completing. As mentioned, this outcome has been discussed at length and faculty indicated they had plans to ensure that this is built into assignments. There is no comparison to make at this time as the data prior to this report is inconclusive..

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

1a. 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.

As a small CTE department, PT faculty are an important part of this process as they review the portfolios and this takes a great deal of time, for which they need to be paid. The Education department needs approximately 40 hours of special projects pay for PT faculty to review the portfolios and this exceeds the amount normally allocated by the dean. Fortunately, I have had support for this but every year it is a special request.

1b. How do you plan to share this information with all members of your SAC?

SAC meetings and email

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

My CTE assessment coach came up with the brilliant idea of assessing the prior year. Thank you Linda Paulson! Nichole and Linda were very supportive in figuring out how our process works with the LAC format so thank you both!

2b. Identify any barriers to participation in learning assessment within the SAC. Describe any external factors that got in the way of learning assessment this year -- for example, funding, time constraints, canceled courses, faculty workload, etc.

This is the first year (in more than 6 years) that I have a FT colleague and it makes a HUGE difference!! It is really challenging to involve PT faculty in this work as they need to be paid and they have real time constraints due to other jobs and personal lives. We really need financial support to do this work. The standard SAC meeting does not work for all of our faculty. I wish that I could assign assessment work and the faculty would get paid for it. As it stands now, they have to be present in the meeting to get paid and are only allowed to be paid for the work that takes place during the SAC meeting. This does not serve us well. As a short-staffed SAC, being able to pay a team of two to rework CCOGs that they already teach would be helpful. I wish that chairs could be trusted to ensure that the PT faculty get paid for doing the work. Reminder to LDC folk- many of our CTE courses are taught by different people once a year so I am not an expert on those classes and I rely on these faculty to redo those CCOGs (but with what money?). Happy to discuss with anyone who cares!

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

Next school year, we plan to focus on “Relationships” which is outcome 3A because we feel that at this time, more than ever, the relationship with students is critical for our students to understand as future educators. We also need to model as instructors how to create such significant relationships.

3A: Relationships

Does the candidate understand the significance of adult-to-student and student-to-student relationships in the classroom?

Thank you for completing this report!

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