

## Annual Assessment 2018-2019

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 e-mail it to [learningassessment@pcc.edu](mailto: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 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?

ESR – Environmental Studies

#### 2. What outcome(s) do you plan to assess?

For ESR 150: A student will be able to collaboratively and independently:

1. Identify and express in writing basic careers available for environmental professionals.
2. Demonstrate an understanding of various employment opportunities available in public and private sectors.

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

ESR 150: Orientation to Environmental Studies

4a. How will you sample student work?\*

All students in all sections of ESR 150 will be given a pre-test at the beginning of the term, followed by a post-test at the end of the term. There are usually between 15 – 30 students in each section, and the course is offered once in the fall and once in the winter. The entire population of ESR 150 students for the 2018-2019 academic year will be assessed.

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

Yes. The pre-test and post-test will be graded based on completeness (not content of answers). The scoring will be used to determine pre- and post-course knowledge but will not be used to assign a grade to the student.

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

The questions on the pre- and post-test will be submitted through the D2L quiz format. Answers will be downloaded and names will be removed, along with any other identifying information.

6. Will your project be a direct or indirect assessment of student work? (Include an explanation if relevant.)\*

Direct assessment of their knowledge of environmental career resources at the beginning and end of term.

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

Fall 2018 and Winter 2019

8. Briefly describe the purpose or goal of this project. In other words, what are you hoping to learn?

We are hoping to learn about student interests, goals and knowledge both when students begin the orientation course and after a term long class focused on PCC coursework and resources, transfer, and guest lectures from environmental professionals working the Portland area. We hope to learn what is valuable to students and whether or not they have a better understanding of career options and employment options in the environmental field.

9. In general terms, describe the assessment project for the year. What steps will you take in carrying out the project?\*

As mentioned previously, all students in all sections of ESR 150 will be given a pre-test at the beginning of the term, followed by a post-test at the end of the term (via D2L quizzes). These questions focus on determining student goals and knowledge at the beginning and end of a term long orientation course. Only one instructor teaches this course.

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

We will not be using a rubric to assess these artifacts, rather we will be comparing pre- and post-test answers. We will use a scoring guide. Many of the quiz answers (Questions 2, 3, 4, 6 and 8) have three options, with A responses worth 0 pts, B responses worth 1 pt and C responses worth 2 pts. For more open ended questions, we will summarize comments but not include a numerical value in scoring. For the five scored questions, we will look at the **total score for each student** (out of 10 possible points). The benchmark for individual students would be 7/10 (70%). We would like to see that students know more about environmental science/studies majors, resources and career options, as evidenced by more informed/accurate answers on the post-test (higher scores) than on the pre-test.

For the five scored questions, we will also calculate an **average score and standard deviation for the class** for the pre- and post-quiz. The benchmark will be an average of 1.5 or above for each of the scored questions on the test. We hope to see an increase in the average score and less variability in the scores on the post-test as compared to the pre-test.

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

90%

11. Describe the tools (e.g. rubrics, checklists, standardized exams) you will use in the project to evaluate student work.

Standardized scoring and comparison of pre- and post-test questions. See 10a.

12. Describe how the SAC will ensure that the evaluation of student work is consistent (e.g. norming rubrics, verifying inter-rater reliability.)\*

Standardized scoring.

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?\*

Revisions of ESR 150 content. For example, more specific advising material or different guest speakers.

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?

The use of pre- and post-tests, instead of a lengthy paper (as used in previous assessments), is new to us.

Please submit the completed planning section (leaving the following end-of-year report section blank) to [learningassessment@pcc.edu](mailto:learningassessment@pcc.edu) by the November deadline.

## Annual Assessment Report 2018-2019

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.

If this is a reassessment of an outcome that your SAC assessed previously, please use the Annual Reassessment Report instead.

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

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

- For Fall 2018, 100% of the students met the benchmark of a post-test total score higher than 70%. Compare this to the 29% of students who scored 70% or higher on the pre-test.
- For Fall 2018, the average score on the scored question was 1.95 on the post-test as compared to 1.06 on the pre-test. Our benchmark was a score of 1.5. The average total score was 9.7/10.
- For Winter 2019, 100% of the students met the benchmark of a post-test total score higher than 70%. Compare this to 23% of students who scored 70% or higher on the pre-test.
- For Winter 2019, the average score on the scored question was 1.9 on the post-test as compared to 1.0 on the pre-test. Our benchmark was a score of 1.5. The average total score was 9.4/10.
- In addition, the qualitative responses to more open ended questions demonstrated the students increased knowledge of resources, transfer option and careers in the environmental field and gave helpful feedback on the course design. Please see attached appendix for more details on all of this.

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

The benchmark was a post-test total score higher than 70% for each individual student. A secondary benchmark was an average of 1.5 or higher (out of 2) for each of the five scored question for the entire class.

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

100% of students met benchmarks for both terms.

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.\*

Please see attached appendix.

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

Students were given a letter code in place of their name or G number.

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.

This assessment was done by the one full-time faculty member who teaches this course at PCC. The SAC has a great deal of work to do this year, specifically the design of new signature assignments for each general education course. Because more of the part-time faculty are involved in the teaching of these courses, our limited assessment funds are directed toward the development of those assignments for assessment of the quantitative reasoning outcome.

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.")\*

ESR 150 appears to be an effective course – it is a one unit orientation to the majors and careers in the environmental field. It might be useful to offer this course at multiple campuses. We will also consider the student feedback on additional types of resources and guest speakers that would be helpful.

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

This report and supporting materials will be shared in advance of the Spring 2019 ESR SAC meeting.

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

As always, it would be very helpful to have more money to support PT faculty in the assessment process.



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

Not that I can think of.

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

No. Please see attached appendix.

Please submit your report to [learningassessment@pcc.edu](mailto:learningassessment@pcc.edu) by the June deadline.