

This is a template. Please make a copy for yourself, rename with your SAC title, and fill it out.

## 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](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 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>
Emily Herff	emily.herff@pcc.edu
Martha Bailey	mbailey@pcc.edu

#### 1. What SAC do you represent?

Integrated Studies

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

Initial Assessment

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

HUM 100, HUM 221, R201

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

Sampled a random selection from each course.

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

Regular graded work.

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

Delete any identifying information.

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?\*

Direct assessment

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

Spring 2020, Fall, 2020, Win 2020

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?

Trying to assess how students did on integrated learning, including application of key ideas and terms, applying these to their life and the wider world.

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. \*

Every Gen Ed designated course section uses the signature assignment in Fall and Winter. We create a repository (location TBD) for submitting 5 randomly (10 for IDS 234 only) selected artifacts from each section, to be submitted at the end of the appropriate quarter, for use in Spring, when we will score them against the appropriate Gen Ed rubric, and write our 20-21 Learning Assessment Report.

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

Describes practices or standards of the course, discipline or field.

Based on what was included in response to Dimension 1, describes one's own competencies in relation to practices or standards appropriate to the course, discipline or field..

Describes the relationship between one's own competencies or work and a larger context.

Describes the relationship between course content and lived experience.

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

70% meeting benchmark

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 used the Integrated Studies Rubric

Rubric

Assignments for General Education assessment must include the following dimensions:

Dimensions

Levels of Achievement

4: Advanced

3: Proficient

2: Developing \*PCC benchmark

1: Emerging

1.

Practices and Standards

Synthesizes practices or standards of the course, discipline or field.

Analyzes practices or standards of the course, discipline or field.

Describes practices or standards of the course, discipline or field.

Identifies practices or standards of the course, discipline or field.

2.

Self-Assessment

Based on what was included in response to Dimension 1, synthesizes one's own competencies in relation to practices or standards appropriate to the course, discipline or field.

Based on what was included in response to Dimension 1, analyzes one's own competencies in relation to practices or standards appropriate to the course, discipline or field.

Based on what was included in response to Dimension 1, describes one's own competencies in relation to practices or standards appropriate to the course, discipline or field.

Identifies one's own competencies without relating to practices or standards appropriate to the course, discipline or field.

3.

Contextual Awareness

Synthesizes the relationship between one's own competencies or work in the course and a larger context.

Analyzes the relationship between one's own competencies or work and a larger context.

Describes the relationship between one's own competencies or work and a larger context.

Identifies the relationship between one's own competencies or work and a larger context.

4.

Connections to Experience

Synthesizes the relationship between course content and lived experience.

Analyzes the relationship between course content and lived experience.

Describes the relationship between course content and lived experience.

Identifies the relationship between course content and lived experience. 2

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.\*

SAC Co-Chairs will meet and conduct a grade norming session based on the rubric provided.

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?\*

We need to find a way to encourage part time faculty to include this in their classes. We have no full time faculty to contribute.

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?

Mostly our issues are time and faculty participation related. We have no full time faculty and so compiling the data and getting participation onboard is difficult.

\*STOP\* This concludes the planning portion of the form.

Please save this document and submit it to [learningassessment@pcc.edu](mailto: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](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.

We use the same system. No changes made.

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

Overall, students show they are reaching the developing benchmark for the courses assessed. We are looking at several disciplines so answers do vary by course.

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

Rubric

Assignments for General Education assessment must include the following dimensions:

Dimensions

Levels of Achievement

4: Advanced

3: Proficient

2: Developing \*PCC benchmark

1: Emerging

1.



#### Practices and Standards

Synthesizes practices or standards of the course, discipline or field.

Analyzes practices or standards of the course, discipline or field.

Describes practices or standards of the course, discipline or field.

Identifies practices or standards of the course, discipline or field.

2.

#### Self-Assessment

Based on what was included in response to Dimension 1, synthesizes one's own competencies in relation to practices or standards appropriate to the course, discipline or field.

Based on what was included in response to Dimension 1, analyzes one's own competencies in relation to practices or standards appropriate to the course, discipline or field.

Based on what was included in response to Dimension 1, describes one's own competencies in relation to practices or standards appropriate to the course, discipline or field.

Identifies one's own competencies without relating to practices or standards appropriate to the course, discipline or field.

3.

#### Contextual Awareness

Synthesizes the relationship between one's own competencies or work in the course and a larger context.

Analyzes the relationship between one's own competencies or work and a larger context.

Describes the relationship between one's own competencies or work and a larger context.

Identifies the relationship between one's own competencies or work and a larger context.

4.

#### Connections to Experience

Synthesizes the relationship between course content and lived experience.

Analyzes the relationship between course content and lived experience.

Describes the relationship between course content and lived experience.

Identifies the relationship between course content and lived experience. 2

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

Around 85% of students met the Developing benchmark for all categories.

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.\*

[https://drive.google.com/drive/folders/11y0bslghsTbWooyTRhd6mMWh\\_N1fr3CE?usp=sharing](https://drive.google.com/drive/folders/11y0bslghsTbWooyTRhd6mMWh_N1fr3CE?usp=sharing)

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

Deleted any identifying student information

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.

We only have part time faculty so most of the work was completed by the SAC co-chairs with some help from one other full time faculty.

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.")\*

This assignment gives us good insight into the connections students are making between the course content and their own lived experiences.

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

They will be gone over at the next SAC day meeting.

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?

This was a continuation of the assessment from previous years.

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

We are planning on extending participation for the assessments to try to get a wider sample.

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

Our major issue is just time.

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

Please submit your report to [learningassessment@pcc.edu](mailto:learningassessment@pcc.edu) by June 30, 2021.