

## Annual Reassessment Plan – Pilot Report Template

The purpose of SAC-level assessment at PCC is to identify the levels of student achievement of course- or program-level outcomes in the hopes 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 the 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.

### SAC Assessment Contact:

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### 1. What SAC do you represent?

Management & Supervisory Development

### 2. What outcomes) do you plan to reassess?

#### MSD Program Outcomes

- Outcome #4: Have the skills to apply key leadership strategies in developing, motivating, and leading teams in a diverse workplace.
- Outcome #6: Have knowledge to compare and contrast past and present customer service initiatives in an increasingly global consumer environment and utilize problem-solving strategies to identify and meet diverse customer expectations.

#### PCC Core Outcomes as aligned to Program Outcomes

- Critical Thinking

- Cultural Awareness

### 3a. What were the results of the outcome's initial assessment (in a past year)?

- MSD 117
  - Critical Thinking: Number of students:19, number of artifacts:19, number of assignments: 1, 79% attained benchmark.
  - Cultural Awareness: Number of students : 19, number of artifacts: 16, number of assignments: 1, 63% attained benchmark.
- MSD 101:
  - Critical Thinking: Number of students: 22, number of artifacts:19, number of assignments: 2, 16% attained benchmark.
  - Cultural Awareness: Number of students: 22, number of artifacts: 20: number of assignments: 2, 35% attained benchmark.

### 3b. What area(s) of outcome achievement did the initial assessment identify that might benefit from additional focus by the SAC?

- As stated in previous year's assessment report, MSD 117 exceeded our benchmark of 75% in Critical Thinking.  
All other results reported a decline, In particular, MSD 101 reported a sharp decline in Critical Thinking and Cultural Awareness.
- As a result, MSD SAC identified a need to focus on alternative approaches in helping instructors meet specific course outcomes that align to Program Outcomes.

### 4. What changes to teaching might the SAC explore this year to address the areas in need of additional focus?

Addressing changes identified in MSD reassessment report 2016-2017, MSD SAC will create a packet of generic assignments focusing on a specific course outcome, aligned to a program outcome and to PCC core outcome, allowing MSD instructors to choose one of these assignments that would best fit their curriculum. Instructors would be encouraged to modify language specifically addressing their course outcome.

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

- MSD 101 - Principles of Management Supervision
- MSD 117 - Customer Relations

6. How will you sample student work?\*

We will assess 100% students artifacts collected for all generic assignments.

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

Yes, the generic assignments are aligned to a specific course outcome and are to be embedded in the course curriculum.

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

All identifying information is to be removed by instructors, prior to evaluation. One SAC member assembles packets of artifacts for assessment and verifies elimination of names. A simple numbering system is used for tracking assessments.

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

We will be using direct assessment to gain a greater understanding of student learning attainment (benchmarks). The collected data will be analyzed to determine if students are meeting MSD SAC expectations for required degree and certificate classes.

10. In what term(s) will you collect student work?\*

- Fall 2017
- Winter 2018

11. In general terms, describe the reassessment project for the year. What steps will you take in carrying out the project?

1. Create generic assignments targeting the Assessment Rubric for each class assessed.
2. Collect all students artifacts from generic assignments.
3. Assemble a small team of both PT and FT faculty as evaluators.
4. Evaluate student artifacts.

12a. What are the benchmarks (minimum acceptable level of student outcome achievement)?\*

- Critical Thinking Outcome - Level 3 and higher as identified on the rubric
- Cultural Awareness Outcome - Level 3 and higher as identified on the rubric

12b. What percentage or frequency of students do you hope to see achieve the benchmarks?\*

- Critical Thinking Outcome - 75%,
- Cultural Awareness Outcome - 75 %,

12c. Have your benchmark levels changed based on the results of the initial assessment? If so, why?\*

No, MSD SAC continues to support the existing benchmark level.

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

Rubrics will be used to measure outcomes.

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

Prior to assessing student artifacts, a team of PT and FT MSD faculty will participate in a norming session reviewing the interrater reliability scale, then will practice assessing a student artifact to ensure consistency. All artifacts are to be assessed by two raters with the intended goal of having a combined inter-rater reliability score of at least 75% or greater.

15. 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?

MSD SAC is not in need of addition support at this time.

