

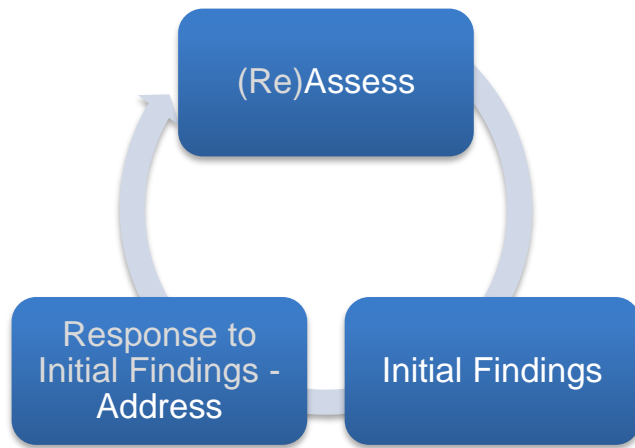
Subject Area Committee Name: College Success and Career Guidance “CG”

Core Outcome Being Reassessed: Cultural Awareness

Contact Person:

<i>Name</i>	<i>e-mail</i>
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Use this form if your assessment project is a follow-up reassessment of a previously completed initial assessment. The basic model we use for core outcome assessment at PCC is an “assess – address – reassess” model.



The primary purpose for yearly assessment is to improve student learning. We do this by seeking out areas of concern, making changes, reassessing to see if the changes helped.

- Refer to the help document for guidance in filling out this report. If this document does not address your question/concern, contact [Nora Stevens](#) to arrange for coaching assistance.
- Please attach all rubrics/assignments/etc. to your report submissions.
- **Subject Line of Email:** Assessment Report Form (or ARF) for <your SAC name> (Example: ARF for MTH)
- **File name:** SACInitials_ARF_2018 (Example: MTH_ARF_2018)
- SACs are encouraged to share this report with their LAC coach for feedback before submitting.
- Make all submissions to learningassessment@pcc.edu.

Due Dates:

- **Planning Sections of LAC Assessment or Reassessment Reports: November 27th, 2017**
- **Completed LAC Assessment or Reassessment Reports: June 16th, 2018**

Please Verify This Before Beginning this Report:

X This project is the second stage of the assess/reassess process (if this is not a follow-up, re-assessment project, use the LAC Assessment Report Form LDC. Available [here](#).)

Initial Assessment Project Summary (previously completed assessment project)

*Briefly summarize the main findings of your **initial** assessment. Include either 1) the frequencies (counts) of students who attained your benchmarks and those who did not, or 2) the percentage of students who attained your benchmark(s.)*

The CG Assessment Team learned that 80% or more of students achieved benchmarks in both areas assessed (students' self-assessment and their ability to identify 4 or more). When students rated their learning around diversity and multicultural awareness, they consistently rated their scores higher at post assessment, specifically related to their understanding of microaggressions. When asked to identify aspects of identity at the end of the term, 81.2% of students were able to identify 4 or more aspects of identity both visible and invisible.

Another area of learning for the assessment team was around the assessment process. In the future, the assessment team would like to move towards simplifying the process and use only one form of assessment. While the data and learning were rich this year, the amount of time taken to score artifacts and analyze data was tremendous.

The assessment team came to the conclusion that it would be best to select pre-existing measurements, and although we are not able to meet the standards necessary to participate in the LAC's "All In" process, we do plan to utilize the LAC's Cultural Awareness/Literacy Rubric to simplify the process as well as to gain more reliable data.

The assessment team was able to recruit two adjunct faculty members after our Inservice Week SAC Meeting presentation and fall term SAC Meeting presentation. We are exploring additional ways to secure part-time faculty buy-in, including attending campus specific department meetings to explain assessment and encourage participation.

Briefly summarize the changes to instruction, assignments, texts, lectures, etc. that you have made to address your initial findings:

Because instructor feedback was also elicited in this process, we learned that many instructors desired additional training in how to facilitate class discussions around diversity and cultural awareness. The assessment team made recommendations to the SAC during Fall term, with encouragement for part and full-time faculty to participate in PCC offered trainings (Critical Race Theory: A Systems Analysis for Equity and Inclusion, Working Across Differences, Bridge 13 workshops, Social Justice Training) offered through the OEI by PCC.

In regard to the assignment, the assessment team made language changes (i.e., changed “identity” to “culture”); added a Curriculum Guide with a new reading to supplement existing curriculum; and made changes to the language and concepts in the “Discussion Points” provided to instructors.

If you initially assessed students in courses, which courses did you assess:

CG 100, College Survival and Success.

If you made changes to your assessment tools or processes for this reassessment, briefly describe those changes here: Last year, we measured student growth via a pre- and post-assessment. We did not have a rubric for scoring, and our three-member assessment squad spent hours tallying and evaluating results. This year, we will use a modified version of the essay question and it will be administered only once--after the instructors have presented the prescribed material in their classes. A sample of the resulting artifacts will be scored using PCC's draft-rubric for Cultural Literacy. As part of this process, we will be assessing CG100.

Our SAC has set the benchmark at Level 1 Emerging for CG 100. We plan to “close the loop” on last year's assessment. We hope to improve student learning with the changes in instruction (use of Future Connects' chapter) and the assignment, and we anticipate being able to better measure the results by adopting the pilot rubric.

(For SACs that participated in the Multi-State Collaborative): Will this reassessment “close the loop” on an assessment you conducted in 2014 – 2015, 2015 – 2016, or 2016 – 2017 for the Multi-State Collaborative?

Yes

No

N/A

1. Core Outcome

1A. PCC Core Outcome: Multi-Cultural Awareness

1B. How does your discipline interpret the outcome you are reassessing?

Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community. (Taken from PCC Core Outcome Descriptions).

1C. Briefly describe how this outcome is/might be important/useful to your students.

Students who study at PCC are expected to treat one another respectfully and to become part of a diverse learning community. Students are encouraged in CG courses, and at the institution overall to respect differences across many different identities (race, ethnicity, sexual orientation, gender identity, etc). The expectation is that through their work in CG100, students will increase their self-awareness around their own varying aspects of identity and culture as well as to appreciate and respect others identities and cultures. This is a skill that extends beyond the college experience and is beneficial in the workplace and in the larger community.

2. Project Description

2A. Assessment Context

Check all the applicable items:

Course-based assessment.

Course names and number(s): CG 100, College Survival and Success classes. Type of assessment (e.g., essay, exam, speech, project, etc.): 1 Essay Question; Identifying six total aspects of culture (3 surface, 3 deep).

Are there course outcomes that align with this aspect of the core outcome being investigated? Yes No

If yes, include the course outcome(s) from the relevant CCOG(s): Incorporate awareness of diversity and cultural differences to participate fully in college and community.

Common/embedded assignment in all relevant course sections. An embedded assignment is one that is already included as an element in the course as usually taught. Please attach the activity in an appendix. If the activity cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

Common – but not embedded - assignment used in all relevant course sections. Please attach the activity in an appendix. If the activity cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.): **All instructors will be given a class activity and assignment for students to engage in around multicultural awareness during the term. In the assessment at the end of the term, students will be asked to identify at least three aspects of culture that are surface level and three aspects of culture that are deep. Students will also be asked to answer a qualitative question that will assess their understanding of multicultural awareness.**

Practicum/Clinical work. Please attach the activity/checklist/etc. in an appendix. If this cannot be shared, indicate the type of assessment (e.g., supervisor checklist, interview, essay, exam, speech, project, etc.):

External certification exam. Please attach sample questions for the relevant portions of the exam in an appendix (provided that publically revealing this information will not compromise test security). Also, briefly describe how the results of this exam are broken down in a way that leads to nuanced information about the aspect of the core outcome that is being investigated.

SAC-created, non-course assessment. Please attach the assessment in an appendix. If the assessment cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

Portfolio. Please attach sample instructions/activities/etc. for the relevant portions of the portfolio submission in an appendix. Briefly describe how the results of this assessment are broken down in a way that leads to nuanced information about the aspect of the core outcome that is being investigated:

Survey

Interview

Other. Please attach the activity/assessment in an appendix. If the activity cannot be shared, please briefly describe:

In the event publicly sharing your assessment documents will compromise future assessments or uses of the assignment, do not attach the actual assignment/document. Instead, please give as much detail about the activity as possible in an appendix.

2B. How will you score/measure/quantify student performance?

- Rubric** (used when student performance is on a continuum - if available, attach as an appendix – if in development, attach to the completed report that is submitted in June)
- Checklist** (used when presence/absence rather than quality is being evaluated - if available, attach as an appendix – if in development, attach to the completed report that is submitted in June)
- Trend Analysis** (often used to understand the ways in which students are, and are not, meeting expectations; trend analysis can complement rubrics and checklist)
- Objective Scoring** (e.g., Scantron-scored examinations)
- Other** – briefly describe: We will use the CL rubric to score the written essay and we will use a checklist to score the "Iceberg" sheet where students are to write in surface and deep aspects of culture.

2C. Type of assessment (select one per column)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Quantitative | <input checked="" type="checkbox"/> Direct Assessment |
| <input type="checkbox"/> Qualitative | <input type="checkbox"/> Indirect Assessment |

If you selected 'Indirect Assessment', please share your rationale:

Qualitative Measures: projects that analyze in-depth, non-numerical data via observer impression rather than via quantitative analysis. Generally, qualitative measures are used in exploratory, pilot projects rather than in true assessments of student attainment. Note that the **use of a numerical rubric is considered quantitative analysis**, even if the artifacts under consideration are not based on quantitative calculations (e.g. an essay scored by a rubric counts as quantitative in the context of assessment).

Indirect assessments (e.g., surveys, focus groups, etc.) do not use measures of direct student work output. These types of assessments are also not able to truly document student attainment.

2D. Check any of the following that were used by your SAC to create or select the assessment/scoring criteria/instruments used in this project:

- Committee or subcommittee of the SAC collaborated in its creation
- Standardized assessment

We checked both Committee and Standardized, because CG created the assignment and because we are using a standardized rubric for scoring.

- Collaboration with external stakeholders (e.g., advisory board, transfer institution/program)
- Theoretical model (e.g., Bloom's Taxonomy)
- Aligned the assessment with standards from a professional body (for example, The American Psychological Association Undergraduate Guidelines, etc.)
- Aligned the benchmark with the Associate's Degree-level expectations of the Degree Qualifications Profile
- Aligned the benchmark to within-discipline post-requisite course(s)
- Aligned the benchmark to out-of-discipline post-requisite course(s)
- Other (briefly explain:)

2E. In which quarter will student artifacts (samples of student work) be collected? If student artifacts will be collected in more than one term, check all that apply.

- Fall Winter Spring (if needed) Other (e.g., if work is collected between terms)

2F. What student group do you want to generalize the results of your assessment to? For example, if you are assessing performance in a course, the student group you want to generalize to is 'all students taking this course.'
All students taking these courses.

2G. There is no single, recommended assessment strategy. Each SAC is tasked with choosing appropriate methods for their purposes. Which best describes the purpose of this project?

- To measure established outcomes and/or drive programmatic change**
- To participate in the Multi-State Collaborative for Learning Outcomes Assessment**
- Preliminary/Exploratory investigation**

If you selected 'Preliminary/Exploratory', briefly describe your rationale for selecting your sampling method:

2H. Which will you measure?

- the population** (all relevant students – e.g., all students enrolled in all currently-offered sections of the course)
- a sample** (a subset of students)

If you are using a sample, select all of the following that describe your sample/sampling strategy (refer to the Help Guide for assistance):

- Random Sample** (student work selected completely randomly from all relevant students)
- Systematic Sample** (student work selected through an arbitrary pattern, e.g., 'start at student 7 on the roster and then select every 5th student following'; repeating this in all relevant course sections)
- Stratified Sample** (more complex, consult with an LAC coach if you need assistance)
- Cluster Sample** (students are selected randomly from meaningful, naturally-occurring groupings (e.g., SES, placement exam scores, etc.))
- Voluntary Response Sample** (students submit their work/responses through voluntary submission – e.g., via a survey)
- Opportunity/Convenience Sample** (only some of the relevant instructors are participating)

The last three options in bolded red have a high risk of introducing bias. If your SAC is using one or more of these sample/sampling strategies, please share your rationale:


2J. Briefly describe the procedure you will use to select your sample (including a description of the procedures used to ensure student and instructor anonymity).

We plan to combine all collected artifacts into one stack, assign them numbers chronologically (1 to 114, or however many we collect), then use a random number generator to decide which ones to use for our sample. The CG Assessment team will create a tear-off page that asks students for Name and ID. This will be removed prior to scoring, but is essential for data analysis. Once assessments are received via intercampus mail, they will be shuffled together, so as to remove any possibility of identifying any specific instructor.

2K. Follow this link to determine how many artifacts (samples of student work) you should include in your assessment: <http://www.raosoft.com/samplesize.html> (see screen shot below).

Start with the number of students you estimate will be enrolled in the course(s) from which you will draw the sample – that is your “population.” Enter the other numbers as indicated in the screenshot. The sample size calculator will tell you how many artifacts you need to collect. Enter that number below:

Using the Raosoft system, and using the recommended 10% margin of error and 90% confidence level for a population of (109 originally estimated) 157 students in our CG 100 courses (this number includes only on-ground sections for winter term 2018), our minimum recommended size of our survey sample must include at least (42 originally calculated) 48 artifacts.


Sample size calculator

What margin of error can you accept? <small>5% is a common choice</small>	<input type="text" value="10"/> %	<p><i>The margin of error is the amount of error that you can tolerate. If 90% of respondents answer yes, while 10% answer no, you may be able to tolerate a larger amount of error than if the respondents are split 50-50 or 45-55. Lower margin of error requires a larger sample size.</i></p> <p>Use 10% and 90% in these boxes.</p>
What confidence level do you need? <small>Typical choices are 90%, 95%, or 99%</small>	<input type="text" value="90"/> %	<p><i>The confidence level is the amount of uncertainty you can tolerate. Suppose that you have 20 yes-no questions in your survey. With a confidence level of 95%, you would expect that for one of the questions (1 in 20), the percentage of people who answer yes would be more than the margin of error away from the true answer. The true answer is the percentage you would get if you exhaustively interviewed everyone. Higher confidence level requires a larger sample size.</i></p> <p>Enter the total number of students currently enrolled in all sections of the courses you are assessing here.</p>
What is the population size? <small>If you don't know, use 20000</small>	<input type="text" value="105"/>	<p><i>How many people are there to choose your random sample from? The sample size does not change for populations larger than 20,000.</i></p>
What is the response distribution? <small>Leave this as 50%</small>	<input type="text" value="50"/> %	<p><i>For each question, what do you expect the results will be? If the sample is skewed highly one way or the other, the population probably is, too. If you don't know, use 50%, which gives the largest sample size. See below under More information if this is confusing.</i></p> <p>Measure this many students.</p>
Your recommended sample size is	<input style="border: 2px solid red;" type="text" value="42"/>	<p><i>This is the minimum recommended size of your survey. If you create a sample of this many people and get responses from everyone, you're more likely to get a correct answer than you would from a large sample where only a small percentage of the sample responds to your survey.</i></p>

3. Project Mechanics

3A. Does your project utilize a rubric for scoring? Yes No

If 'No', proceed to section B. If 'Yes', complete the following:

Which method of ensuring consistent scoring (inter-rater reliability) will your SAC use for this project?

Agreement – the percentage of raters giving each artifact the same/similar score in a norming session; ideally, that will be 75% agreement or greater.

If you are using agreement, describe your plan for plan for conducting the “norming” or “calibrating” session:

Two full-time counselors/faculty and two part-time CG faculty will meet for a norming session in the spring. We will review the rubric as a group then do some practice scoring. We will use a matrix to record each Scorer's score for each criterion on the rubric. The level of agreement will be determined by comparing Scorer A's results to Scorer B's, Scorer

A's to Scorer C's, Scorer A's to Scorer D's, and so on. When we have achieved 75% or greater agreement, we will then each take a batch of artifacts home to score independently.

Consensus - all raters score all artifacts and reach agreement on each score

Consistency* – raters' scores are correlated: this captures relative standing of the performance ratings - but not precise agreement. Briefly describe your plan:

Notes: the agreement method is the most frequently used for assessment, but the **calculation of inter-rater reliability is also among the more challenging issues** within assessment as a whole. If your SAC is unfamiliar with norming procedures, contact your assessment coach, or if you don't know who your coach is, contact LAC Vice Chair [Chris Brooks](#) to arrange for coaching help for your SAC's norming session.

The consistency method is not generally recommended; see the help guide for details.

3B. Have performance benchmarks been specified?

The fundamental measure in educational assessment is the number of students who complete the work at the expected/required level. We are calling this SAC-determined performance expectation the 'benchmark.'

Yes

No

If yes, briefly describe your performance benchmarks, being as specific as possible (if needed, attach as an appendix):

We want to see 70% of all students correctly identifying 4 of 6 aspects of identity. On the essay portion, we want 70% of CG 100 students to achieve "Level 1 Emerging" in the Cultural Awareness/Literacy Rubric categories.

**Again, please note that while we are using the LAC's Cultural Awareness/Literacy Rubric, we will not be participating in the LAC's "All In" process as we do not meet the standards necessary to participate.*

If no, what is the purpose of this assessment? (For example, this assessment will provide information that will lead to developing benchmarks in the future; or, this assessment will lead to areas for more detailed study; etc.)

3C. The purpose of this assessment is to have SAC-wide evaluation of student work, not to evaluate a particular instructor or student. Before evaluation, remove student-identifying information (and, when possible remove instructor-identifying information). If the SAC wishes to return instructor-specific results, see the Help Guide for suggestions on how to code and collate. **Please share your process for ensuring that all identifying information has been removed.**

The CG Assessment team will create a tear-off page that asks students for Name and ID. This will be removed prior to scoring, but is essential for data analysis. Once assessments are received via intercampus mail, they will be shuffled together, so as to remove any possibility of identifying any specific instructor.

3D. Will you be coding your data/artifacts in order to compare student sub-groups? Yes No

If yes, select one of the boxes below:

student's total earned hours previous coursework completed ethnicity other

Briefly describe your coding plan and rationale (and if you selected 'other', identify the sub-groups you will be coding for):

3E. Ideally, student work is **evaluated** by both full-time and adjunct faculty, even if students being assessed are taught by only full-time and/or adjunct faculty. Further, more than one rater is needed to ensure inter-rater reliability. If you feel only one rater is feasible for your SAC, please explain why:

Who will be assessing student work for this project? Check all that apply.

- PCC Adjunct Faculty within the program/discipline
- PCC FT Faculty within the program/discipline
- PCC Faculty outside the program/discipline
- Program Advisory Board Members
- Non-PCC Faculty
- External Supervisors
- Other:

End of Planning Section – Complete the remainder of this report after your assessment project is complete.

Beginning of End-of-Year Reporting Section – complete the following sections after your assessment project is complete.

4. Changes to the Assessment Plan

Have there been changes to your project since you submitted the planning section of this report? Yes No

If so, summarize those changes below:

In section 2B of our plan, we stated that we would use the CL rubric to score the written essay, and that we would use a checklist to score the "Iceberg" sheet (where students were to write in surface and deep aspects of culture). Instead, when we began scoring, we decided to use the CL rubric only to score the entire assignment as a whole. We made this decision because the written essay portion of the assignment provided somewhat limited information, and it became evident that including the answers on surface and deep aspects of culture as well would allow us a little more information with which to determine the CL rubric scores.

In section 3B of our plan, we stated we wanted to see 70% of all students correctly identifying 4 of 6 aspects of identity on the "Iceberg" sheet (where students were to write in surface and deep aspects of culture). Due to the decision to use the CL rubric only to score the entire assignment as a whole, we did not end up having a separate score for identifying 4 to 6 aspects of identity. Please also note that we originally estimated the enrollment/population of on ground CG 100 students to be 109, but the actual enrollment number ended up being 157. Using the Raosoft system, and using the recommended 10% margin of error and 90% confidence level for a population of (109 originally estimated) 157 students in our CG 100 courses (this number includes only on-ground sections for winter term 2018), our minimum recommended size of our survey sample must include at least (42 artifacts originally estimated) 48 artifacts.

5. Narrative

Broadly, what did your SAC learn this year from the assessment of the selected core outcome?

This year, we learned that our assessment project would have been more successful if we had used a rubric that was more appropriate for our class assignment. After our previous Multicultural Awareness Assessment in 2016-2017, our assessment team came to the conclusion that it would be best to select a pre-existing measurement/rubric, so we were thrilled when Academic Affairs/PCC introduced the CL Rubric.

However, during the Assessment Training, we realized that because CG 100 does not have RD/WR prerequisites and generally does not require students to complete lengthy writing assignments, we would not be able to meet the standards/complexity necessary to use the CL Rubric as part of the LAC's "All In" process. In hindsight, we feel that the CL Rubric would be a better fit for our 4 credit CG 191, Exploring Identity and Diversity, which does require placement into Writing 121 and is on the General Education/Social Science and Cultural Literacy list. Although the "All In" process was not a fit, we had little time to locate an entirely different rubric, so we decided to proceed with using the CL Rubric. We followed the instructions on the rubric to use the first two required criteria (What is Culture? (modified for CG to "Cultural Frameworks") / Cultural Application & Diversity) and then chose two of the four optional criteria (Power Structures & Interactions / Critical Self-Reflection).

We realized too late that our assignment was simply not an adequate match for the rubric, as it was very brief and did not meet the minimum 3 page essay format (with the suggested prompts) for which the rubric was designed. This led to a difficult process with scoring artifacts. After scoring the artifacts and discussing the results, we found that the only criterion for which students met the "Level 1: Emerging" 70% benchmark was the "What is Culture" (modified for CG to "Cultural Frameworks") criterion, with a score of 80%. For the Cultural Application & Diversity criterion, students came close to meeting the 70% benchmark, with a score of 64%, however did not meet it. Please see results below:

- Cultural Frameworks: 35 out of 44 students, or 80% achieved "Level 1 Emerging" (or higher) in the Cultural Frameworks category.*
- Cultural Application & Diversity: 28 out of 44 students, or 64% achieved "Level 1 Emerging" (or higher) in the Cultural Application & Diversity category.*
- Power Structures: 9 out of 44 students, or 20% achieved "Level 1 Emerging" (or higher) in the Power Structures category.*
- Critical Self-Reflection: 24 out of 44 students, or 55% achieved "Level 1 Emerging" (or higher) in the Critical Self-Reflection Category.*

CG 100, College Survival and Success, is generally a first term class that does not require students to complete RD/WR prerequisites. It is therefore a class in which instructors are able to generally offer an introductory level of curriculum around the complex topic cultural literacy. In addition, the assessment questionnaire was designed to meet the students at their current level of reading and writing. As a result, we posit the criterion within the CL Rubric that was most likely to yield the 70% benchmark for "Level 1 Emerging" was the "What is Culture" (modified for CG to "Cultural Frameworks") criterion, and that due to the limitations

around RD/WR level, assessment design, etc., it was not as likely that students would meet the 70% benchmark with the other three criteria.

As this was a reassessment, we learned that we moved in the right direction by giving our instructors significantly more resources in the form of a curriculum packet which included excerpts from the Future Connect OER textbook. The excerpt was from the “Intersections of Identity” section of textbook, including guidelines on objectives, talking about diversity and equity in classroom community, diversity in CG 100, and definitions of concepts and topic areas as well as the article: “Explaining White Privilege to a Broke White Person” by Gina Crosley-Corcoran.

We ran into a few glitches with distributing packets early enough to allow for one-on-one guidance/mentoring of instructors by Assessment Team members.

Suggestions for the future:

- Select a new rubric that is a more appropriate fit for the class, the curriculum, and the assessment.
- Alert instructors through the CG SAC early enough for them to incorporate curriculum and lesson plan (and possible sample google slides presentation) into their class prior to the start of the assessment term.
- Potentially assign each CG 100 instructor a mentor who can outreach directly to instructors for any support needed regarding curriculum instruction or assessment administration.

6. Results of the Analysis of Assessment Project Data

6A. Quantitative Summary of Sample/Population

How many students were enrolled in all sections of the course(s) you assessed this year? 157

If you did not assess in a course, report the number of students that are in the group you intend to generalize your results to.

How many students did you actually assess in this project? 44

Did you use a recommended sample size (see the Sample Size Calculator linked to in section 2J)? Yes

No, We did not meet it

If you did not use a recommended sample size in your assessment, briefly explain why:

We used the Sample Size Calculator, but we fell short of the recommended sample size of 48 for the 157 students enrolled in on-ground CG 100 sections.

6B. Did your project utilize a rubric for scoring? Yes No

If 'No', proceed to section C. If 'Yes', complete the following:

How was inter-rater reliability assured? (Contact your SAC's LAC Coach if you would like help with this.)

- Agreement** – the percentage of raters giving each artifact the same/similar score in a norming session
- Consensus** - all raters score all artifacts and reach agreement on each score
- Consistency** – raters' scores are correlated: this captures relative standing of the performance ratings - but not precise agreement
- Inter-rater reliability was not assured.**

If you utilized agreement or consistency measures of inter-rater reliability, report the level here:

We conducted a norming session where the three members of the Assessment Squad Team scored four artifacts together. We reached 100% on norming, as we had either identical scores or were within one point of one another on our scores. (Note: Our fourth member was on parental leave this spring and could not join us.)

6C. Brief Summary of Benchmark Achievement (frequencies and/or averages)

1. If you used frequencies of benchmark achievement, report those here. For example, "46 students attained or exceeded the benchmark level in written communication and 15 did not." If necessary, provide detailed results in an appendix.
2. If you used percentages of the total to identify the degree of benchmark attainment in this project, report those here. For example, "75% of 61 students attained or exceeded the benchmark level over-all in written communication."
 - Cultural Frameworks: 35 out of 44 students, or 80% achieved "Level 1 Emerging" (or higher) in the Cultural Frameworks category.
 - Cultural Application & Diversity: 28 out of 44 students, or 64% achieved "Level 1 Emerging" (or higher) in the Cultural Application & Diversity category.
 - Power Structures: 9 out of 44 students, or 20% achieved "Level 1 Emerging" (or higher) in the Power Structures category.
 - Critical Self-Reflection: 24 out of 44 students, or 55% achieved "Level 1 Emerging" (or higher) in the Critical Self-Reflection Category.

3. Compare your students' attainment of your expectations/benchmarks in this reassessment with their attainment in the initial assessment. Briefly summarize your conclusions.

In our 2016-2017 CG Assessment, our team learned that 80% or more of students achieved benchmarks in both areas assessed (students' self-assessment and their ability to identify 4 or more). When students rated their learning around diversity and multicultural awareness, they consistently rated their scores higher at post assessment, specifically related to their understanding of microaggressions. When asked to identify aspects of identity at the end of the term, 81.2% of students were able to identify 4 or more aspects of identity both visible and invisible. In our 2017-2018 CG Re-Assessment, we made significant changes. Last year we measured student growth via a pre- and post-assessment and we did not have a rubric for scoring.

This year, we used a modified version of the essay question and administered it only once--after the instructors presented the prescribed material in their classes. We then scored the artifacts using PCC's CL Rubric. In regard to scoring this year, we decided to use the CL rubric only to score the entire assignment as a whole. We made this decision because the written essay portion of the assignment provided somewhat limited information, and it became evident that including the answers on surface and deep aspects of culture as well would allow us a little more information with which to determine the CL rubric scores. As stated above (in section 4 regarding changes), due to the decision to use the CL rubric only to score the entire assignment as a whole, we did not end up having a separate score for identifying 4 to 6 aspects of identity.

It is therefore somewhat difficult to compare the two assessments, however, in regard to the "What is Culture/Cultural Frameworks" criterion, 80% of students achieved at "Level 1 Emerging" (or higher), which is a similar percentage to the students who met the benchmarks we set for last year's assessment.

6D. If possible, attach a more detailed description or analysis of your results (e.g., rubric scores, trend analyses, etc.) as an appendix to this document. Appendix attached? Yes No

6E. Do the results of this project suggest that additional academic changes might be beneficial to your students (changes in curriculum, content, materials, instruction, pedagogy etc.)? Yes No

If you answered 'Yes,' briefly describe the changes to improve student learning below. If you answered 'No', detail why no changes are called for.

- *Alert instructors through the CG SAC early enough for them to incorporate curriculum and lesson plan (and possibly share sample slides presentation via Google) into their class prior to the start of the assessment term.*
- *Potentially assign each CG 100 instructor a specific mentor who can outreach directly to instructors for any support needed regarding curriculum instruction or assessment administration.*
- *Continued encouragement and information-sharing for part and full-time faculty to participate in PCC offered trainings (Critical Race Theory: A Systems Analysis for Equity and Inclusion, Working Across Differences, Bridge 13 workshops, Social Justice Training) offered through the OEI by PCC.*

If you are planning changes, when will these changes be fully implemented?

Unsure of implementation date at this time.

6F. Has all identifying information been removed from your documents? (Information includes student/instructor/supervisor names/identification numbers, names of external placement sites, etc.)

Yes **No**

7. SAC Response to the Assessment Project Results

7A. Assessment Tools & Processes: Indicate how well each of the following worked for your assessment:

Tools (rubrics, test items, questionnaires, etc.):

very well *some small problems/limitations to fix* *notable problems/limitations to fix* *completely inadequate/failure*

We feel that the failure came with the choice of this particular rubric, but please note that the assignment itself was effective for CG 100 and the assignment might benefit from minor changes.

Please comment briefly on any changes to assessment tools that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome).

Select a new rubric that is a more appropriate fit for the class, the curriculum, and the assessment.

Processes (faculty involvement, sampling, norming, inter-rater reliability, etc.):

very well
 some small problems/limitations to fix
 notable problems/limitations to fix
 tools completely inadequate/failure

Please comment briefly on any changes to assessment process that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome)

Please see section 6E for changes.

8. Follow-Up Plan

8A. How will the changes detailed in this report be shared with all FT/PT faculty in your SAC? (select all that apply)

email
 phone call
 workshop
 campus mail
 face-to-face meeting
 other
 no changes to share
 (CG SAC Meeting)

If 'other,' please describe briefly below.

8B. Is further collaboration/training required to properly implement the identified changes? Yes

No

If 'Yes,' briefly detail your plan/schedule below.

Since CG has been engaged in the Assessment process over time, we have historically had difficulty getting a high level of participation from CG Faculty, especially Part-Time Faculty. We hope that in a future assessment, we are able to assign each CG

100 instructor a mentor who can outreach directly to instructors for any support needed regarding curriculum instruction or assessment administration.

8C. Sometimes reassessment projects call for additional reassessments. These can be formal or informal. How will you assess the effectiveness of the changes you plan to make?

- | | |
|---|---|
| <input type="checkbox"/> follow-up project in next year's annual report | <input type="checkbox"/> on-going informal assessment |
| <input checked="" type="checkbox"/> in a future assessment project | <input type="checkbox"/> other |

If 'other,' please describe briefly below.

8D. SACs are learning how to create and manage meaningful assessments in their courses. This development may require SAC discussion to support the assessment process (e.g., awareness, buy-in, communication, etc.). Please briefly describe any successful developments within your SAC that support the quality assessment of student learning. If challenges remain, these can also be shared.

One successful development within the CG SAC this year was that for the first time, we had two part-time faculty members join our Assessment Team and fully engage in the entire assessment process—planning, assignment/assessment design, norming, scoring, etc.!

Another big change for the CG SAC is that prior to fall 2018, the only full-time faculty members were CG/Counseling faculty, who generally would teach one class per term and provide direct service counseling for the remainder of their contract time. Starting in fall 2018, the CG Department will have our first (and only) full-time CG Instructor who will be fully dedicated to instructional matters.

The 2018-2019 school year will be one of tremendous transition. While a number of the full-time Counseling faculty members will continue to teach CG courses, others will no longer teach and will no longer participate in the CG SAC. In addition, CG Department Chair duties have been reassigned to new faculty at three of the four campuses, so this is likely to have an impact on the CG SAC.

It is clear that CG SAC will need to continue to make a strong effort to communicate with SAC members going forward to share SAC information, highlight the importance of assessment at each SAC Meeting, and encourage buy-in to the assessment process.