

Marc Goodman, of the Software Review Task Force, shared this document with fellow LAC members at their meeting on 2/27/2015.

Main Goals

The main goal of the task force is to make recommendations on the selection and adoption of assessment software, to aid us in better tracking and management of student mastery of course, SAC, and institutional learning outcomes. The selected software should support all of the following objectives:

- Inform our teaching practices so that we can improve student success.
- Demonstrate that we are assessing student mastery of course-level learning outcomes as part of our accreditation requirements.
- Demonstrate our commitment to standards of excellence on “how well are our students learning and how well are we teaching our students” at all levels.
- Reduce SAC-level and instructor-level workload by automating all or part of the assessment reporting process.
- Engage PCC academic community at all levels through streamlined and automated assessment report processes.
- Support the Institutional Effectiveness Office in student outcomes and institutional effectiveness reporting.
- Encourage better alignment of learning outcomes with learning assessments on the course, SAC, and institutional level.
- Centralize assessment data collection and storage across the district.

Software Feature Requirements

Here is a list of the features that we want in the software for assessment and institutional effectiveness:

- Track college-wide core outcomes.
- Track SAC-level outcomes on a degree and certificate basis.
- Track individual course-level learning outcomes.
- Tie course-level learning outcomes to SAC-level degree and certificate outcomes.
- Tie SAC-level degree outcomes to Institutional Core Learning Outcomes.
- Tie individual course-level assessments to course-level learning outcomes.
- Tie individual assessment of performance descriptors to course-level learning outcomes (both with and without associated rubrics). Aggregation of performance descriptor assessment per student (for grading on a per-assignment basis).
- Aggregation of performance descriptor across class (is the class mastering a particular skill).
- Aggregation by instructor per course, while addressing instructor privacy concerns.
- Aggregation of performance descriptors per course-level learning outcome (is the class mastering a particular learning outcome).
- Aggregation of course-level learning outcomes to DAC outcomes (are students within a SAC mastering the degree and certificate outcomes [ideally, this will automate much of the SAC-level assessment projects]).

- Aggregation of CTE outcomes to core outcomes (are our students mastering the core outcomes [ideally, this will feed into institutional effectiveness reporting and accreditation requirements]).
- Should be integrated with existing learning management system (Desire2Learn). In particular, the work that instructors are already doing on assessment should flow through to course-level, SAC-level, and institutional assessment.
- Should have one-time set up on the college and SAC level, and then one-time setup for each course that is added (shouldn't have to jump through many hoops when preparing to teach a course that's already been set up once).
- Should be relatively easy to add or revise learning outcomes on course/SAC/institutional level.
- Should tie into course-level learning outcomes in CourseLeaf.
- Should be easy to change assessments within the system
- Should work for all teaching modalities (online only, hybrid, face-to-face classes).
- Should provide the basis for tracking the assessments that are part of a shared vision for a SAC, without forcing standardization.
- Should support full range of use cases for both faculty, administration, and student services (we need to pin the use cases down).
- Should have a role-based security model.
- Should support a variety of report types/analytics, along with ability to generate custom reports.
- Should support automatic sanitization of student data (possibly instructor data as well).
- Should integrate with existing databases.
- Software should meet PCC accessibility requirements.
- Clean, intuitive user interface/user experience.
- 0 negative impact on student learning experience.
- Works with selected examples of assessment (so that means we need to find several examples of assessments we think are great, of different kinds, and make sure this will work in the system we are considering).