

PCC Summative Assessment Model - Draft

Based on initial year of inquiry and discussion by the EAC - LAC integration team, with feedback from LAC.

What:

A model for gathering summative (“assessment for accountability”) assessment data addressing the college’s core outcomes.

Why:

1. PCC is required by accreditation to gather summative assessment data addressing the core outcomes.
2. PCC is required by accreditation to ensure that all graduating students “achieve identified course, program, and degree learning outcomes,” but there is currently no way of documenting student achievement of those outcomes across the college, especially for LDC students.
3. Likewise, a given student can graduate from PCC but not necessarily be exposed to all of the college’s core outcomes.
4. There is concern on the part of members of the administration that PCC’s general education program is unfocused and unwieldy for students, possibly contributing to low success (i.e. graduation, transfer, completion) rates.
5. There is concern on the part of faculty, LAC members among them, that the core outcomes are not visible or meaningful to most of our students.

How:

General education courses will be aligned explicitly to the college’s core outcomes. As a student moves toward degree completion, they will complete assignments that are directly tied to the demonstrated achievement of those outcomes. Those assignments will serve as the basis of summative assessment data for the college as a whole, and could potentially be used in other ways (e.g. portfolios) to contribute to student success, including students’ understanding of the work they have done to meet the outcomes.

One specific model would focus on using the pre-existing Discipline Studies requirements of the most common transfer degree, the AAOT, as the basis for summative assessment.

(Note: with the exception of Cultural Literacy, these are the same categories used for Gen Ed for the other degrees awarded by the college. Furthermore, we are not allowed to add any additional requirements to the AAOT. Thus, we cannot require a portfolio, a capstone, or any other requirement for students earning the AAOT.) See below:

(From

<http://catalog.pcc.edu/degrecertificateandcourseoverview/associateofartsoregontransferaaotdegreerequirements/>):

A student who completes the AAOT must complete at least 11 Discipline Studies courses from the General Education/Discipline Studies List. All courses in Discipline Studies must be a

minimum of three credits. A course may count toward Foundational Requirements or Discipline Studies but not both.

- Arts and Letters: Complete at least three courses chosen from at least two disciplines in this area
- Social Sciences: Complete at least four courses chosen from at least two disciplines in this area
- Science/Math/Computer Science: Complete at least four courses from at least two disciplines in this area, including at least three laboratory courses in biological and/or physical science
- Cultural Literacy: Students must select one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy (as indicated on the General Education/Discipline Studies List). This course can be one of the 11 required Discipline Studies courses.

Thus, this model would link each of the above four categories to one or more college core outcomes. Any general education course would be required to:

1. Include at least one substantial assignment that can be scored against a shared (college-wide) rubric (or set of rubrics) for one of the outcomes addressed by its discipline area. The artifacts produced by that assignment would be made available automatically to Academic Affairs and used as the basis of summative assessment.
2. Peer reviewers from each discipline area would score artifacts against shared rubrics during a summer peer review process.
3. Professional development opportunities would be made available to faculty in assignment design and meaningful focus on learning outcomes within a given discipline.
4. The outcomes themselves would be made explicit to students in the courses in which they are taught.

(Hypothetical) example of core outcome assignments:

- Arts and Letters: Communication and Self Reflection
- Social Sciences: Critical Thinking & Problem Solving and Community & Environmental Responsibility
- Science/Math/Computer Science: Communication and Critical Thinking & Problem Solving
- Cultural Literacy: (all courses with this listing would include) Cultural Awareness

In this scenario, a given course in the social sciences would include at least one assignment addressing one or both of its disciplinary outcomes: Critical Thinking & Problem Solving and Community & Environmental Responsibility

Where does CTE fit in?

The exact relationship between related instruction and achievement of the core outcomes is TBD. Any model would have to honor the work done in CTE programs to teach the core outcomes, the existing requirements of CTE-related transfer degrees, and state requirements for CTE programs.

