

Annual Report for Assessment of Outcomes 2011-2012

Please address the questions below
send to learningassessment@pcc.edu by **June 22, 2012**; with Annual Report in the subject line

Note: Information provided in this report may be inserted into or summarized in Section 2C (LDC/DE) or 6B (CTE) of the Program Review Outline.

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in 2010-2011. These may include but are not limited to changes to content, materials, instruction, pedagogy etc.

There have been several changes to improve attainment of the College Core Outcomes since our last Program Review: Last year the ABE SAC assessed the Communication and Community and Environmental Responsibility College Core Outcomes. Below is a brief summary of some changes that have occurred as of some reflection.

- For the 2011-2012 school year we focused on *Self-Reflection* in fall and *Cultural Awareness* in winter. This helped keep our focus narrow and clear.
- The SAC has greatly increased the number of instructors who participate in our Core Outcomes Assessments. This 2011-2012 school year we had thirty instructors involved more than doubling last year's numbers.
- A part-time math instructor created the math rubric we used for *Communication*. The SAC is encouraging more math instructors to use and create rubrics like this to assess the Core Outcomes.
- Continue to encourage instructors to choose a wide range of student abilities when they select samples.
- The SAC at in-service emphasizes that this is an opportunity for instructors to reflect and improve our practice.
- Each of the four campus are emphasizing the benefit of collaborating with colleagues..
- Instructors are being encourage by the SAC to incorporate formal presentations into their projects.
- A presentation rubric model has been posted to our website.
- Continue to offer creative ways for our students to collaborate with each other.

For each outcome assessed this year:

2. Describe the assessment design (tool and processes) used. Include relevant information about:

The Adult Basic Education SAC chose the PCC Core Outcome of Cultural Awareness to assess in 2011-12. Joe Urbina, as SAC chair, selected a definition of *cultural awareness* and *the Intercultural Knowledge and Competence Value* Rubric and sent it along with a selection of writing assignment prompts to all ABE instructors. He requested that instructors use the rubric to score their students' writing, and then submit both the essays and the score to him.

Thirty ABE instructors individually read their students' Cultural awareness essays and scored them according to *the Intercultural Knowledge and Competence Value* Rubric. This was done without any consensus on norming the essays with the rubric.

Instructors were asked to choose from the following questions:

1. What have been some barriers in working with or going to school with people of different cultural backgrounds than your own?
2. In a 3-5 paragraph essay, describe some positive changes which could occur in our country when people of different cultures immigrate to the United States.
3. We are living in a globalized world but still we are all different. We all have different points of view, we all stick to different beliefs, we all belong to different races, we are all of different ages and we live in different places and speak different languages. In a 3-5 paragraph essay, how could you promote cultural awareness among your fellow students, friends or family?
4. In a 3-5 paragraph essay, compare and contrast the "American culture" with people from another culture.
5. In a 3-5 paragraph essay, describe a subculture within the dominant "American culture" such as youth subculture, disabled subculture, sexuality and gender identity-based cultures (LGBT). What are some conflicts that one of these subcultures could have with the dominant "American culture"?

The coaching team from the Learning Assessment Council met with ABE SAC members on the spring SAC day, and asked if a sub-group would be interested in meeting to go through a norming process and then re-score a sample of the essays. Seven ABE SAC members volunteered, and met for two separate sessions. The coaching group prepared by simplifying the rubric and optimizing it for group use, and then beginning the norming process by presenting clear examples of essays at each of the competency levels, for each of the categories. After discussion of these examples, ABE instructors worked to score essays, with the agreement that none would score the work of students in their own classes.

We met at the end of each session to talk about trends in the essays that we spotted, as well as the assessment process itself.

The original Rubric is called *the Intercultural Knowledge and Competence Value Rubric*. The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266)..

	Capstone 4	Milestones 3 2		Benchmark 1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview</i>	Demonstrates sophisticated understanding of the	Demonstrates adequate understanding of the complexity of elements	Demonstrates partial understanding of the complexity of elements	Demonstrates surface understanding of the complexity of elements

<i>frameworks</i>	complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.

The team felt the *Intercultural Knowledge and Competence Value* Rubric was too cumbersome for analyzing the data so the rubric was abbreviated into the format below.

3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?

103 essays were scored by the normed group of instructors. The reformulated rubric is included below for reference, but here are the tallied scores:

	Capstone (3)	Milestone (2)	Benchmark (1)	N/A (0)
Knowledge	4	25	49	25
Skills	2	21	56	24
Attitudes	1	35	43	23

Observations/Trends

- Lots of food, clothes and language as examples (Benchmark level one)
- Many essays on personal experiences as an outsider
- Lots of essays were very focused around expressing individual views, rather than showing broader and deeper understanding of another culture.
- Most of the essays were at the benchmark level only.
- Many of the essays had non- applicable responses.

New Rubric	Capstone	Milestone	Benchmark
Knowledge (cultural self-awareness)	<ul style="list-style-type: none"> Articulates insight into own cultural rules and biases Aware of how to respond to cultural biases resulting in a shift in self-description 	<ul style="list-style-type: none"> Identifies own cultural rules and biases Recognizes new perspectives and is comfortable with complexities new perspectives bring 	<ul style="list-style-type: none"> Shows minimal awareness of own cultural rules and biases, even those shared with own cultural group Uncomfortable with identifying possible cultural differences with others
Skills (empathy)	<ul style="list-style-type: none"> Uses understanding of complexity of culture to interpret intercultural experience from the perspective on own and more than one worldview Demonstrates an ability to act in a supportive matter that recognizes the feeling of another cultural group 	<ul style="list-style-type: none"> Demonstrates partial understanding of the complexity of elements important to members of another culture Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one world view in interactions 	<ul style="list-style-type: none"> Demonstrates surface understanding of the complexity of elements important to members of another culture Views the experience of others but through own cultural worldview
Attitudes (curiosity and openness)	<ul style="list-style-type: none"> Asks complex questions about other cultures Suspends judgment in valuing his/her interactions with culturally different others 	<ul style="list-style-type: none"> Asks some simple or surface questions about other cultures and seeks out answers to those questions Expresses openness to and willing to initiate interactions with culturally different others, and begins to suspends judgment in those interactions 	<ul style="list-style-type: none"> Shows minimal interest in learning more about other cultures Receptive to interacting with culturally different others, but has difficulty suspending judgment in those interactions – unaware of own judgment

4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).

- The new rubric format will be used the next time the ABE SAC does Cultural Awareness.
- New essay questions or essay question will be used the next time the ABE SAC does Cultural Awareness. The new question will include prompts to help guide students in a direction more aligned with the Rubric.
- Multiple lessons should precede the essay in order to help student understand the deeper aspects of various cultures- for example, *The Iceberg Concept of Culture* lesson.
- Some SAC members questioned if an essay was appropriate for this Outcome Assessment topic

5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.

- The ABE Cultural Awareness rubric itself will be changed to the new format above.
- The SAC felt only one question with prompts to help lead students to possible levels higher than the "Capstone" level. Instead of giving instructors too many options and so not being able to assess essay equally.
- A pilot assessment will be tried next time Cultural Awareness cycles into the ABE SAC rotation.
- A pre and post assessment essay would help gauge student progress during a term.
- Cultural Awareness assignment needs to be designed for ABE Math course.
- Continued vigilance with addressing the importance of PCC's Core Outcomes to instructors as well as students.
- Do we want to use different assessments for different ABE levels?
- Should a completely different assessment tool be used instead of an essay? For example, could an interview or a portfolio be used?

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- Continue to encourage instructors to choose a wide range of student abilities when they select samples.
- The SAC at in-service emphasizes that this is an opportunity for instructors to reflect and improve our practice.
- Each of the four campus are emphasizing the benefit of collaborating with colleagues..
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- A presentation rubric model has been posted to our website.
- Continue to offer creative ways for our students to collaborate with each other.

For each outcome assessed this year:

2. Describe the assessment design (tool and processes) used. Include relevant information about:

- The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).
- The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for

selection of the student sample. Why was this group of students and/or courses chosen?

- **Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report). Where appropriate, identify benchmarks.**
- **How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).**

Instructors were asked to collect data from the students' goal –setting sheets" (Data Collection Worksheet for student Goals Setting) the direct assessment below and record the following information:

- Types of obstacles getting in the way of goal completion
- Types of assistance that might help goal completion
- The total percentage of year students who indicated completion of a goal or goals this term

Next at the end of the term the instructors asked each student to fill out a survey and reflect on their goal-setting process with a "Student Self-Assessment Survey" the indirect assessment below.

Finally, the data was analyzed and departmental recommendations emerged. The goal setting data "*Types of Obstacles*" was counted by categories of the general responses students gave. Those categories were - Home life/family, Reading Materials, Relationships, Procrastinations/Lack of Motivation, Nothing, Work, Self Confidence, Waiting for Accommodations and Friends. The Categories for Types of Assistance were – Friends, Keeping up with Work, Self-discipline/Motivation, Working Less, Staying Focused, More Time with Teacher/Tutor, Less Stress, Different Living Situation, More Time to Study, Money, Staying Away from Friends. Lastly, data was analyzed on if the students felt they met their goals. There were 255 student respondents from 15 ABE classes.

Data Collection Worksheet for Student Goal Setting

Core Outcome: Self-Reflection

1.

Types of Obstacles	Number of students who identified this obstacle
7. What's been getting in the way?	
Example: transportation	5 (five students listed transportation as an obstacle)

3.

9. Did you reach any of your goals?	Percentage of students who indicated reaching goals:

Student Self-Assessment Survey

Core Outcomes: Self-Reflection

Please consider the following statements and mark whether you agree, somewhat agree or disagree with each one.

The Goal Setting Worksheet I used throughout this term gave me an opportunity to:	Agree	Somewhat Agree	Disagree
1. Set realistic, long-term goals based on my abilities.			
2. Set realistic, short-term goals based on my abilities.			
3. reflect on my academic goals and monitor my own progress			
4. to adjust my actions throughout the term in order to meet my goals, or adjust my goals			
5. identify the steps I needed to take to meet these goals			
6. predict obstacles that might get in the way			
7. deal with obstacles when they occurred so I could keep moving toward my goals			
8. identify and seek out assistance if needed in order to achieve academic success			

9. to meet the goals I set for myself and think about what goals to set next			
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Something I liked or was helpful in this process:

Recommendations for improving the process for future classes:

3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?

- If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.
- Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.

Goal Setting Numbers

Core Outcome: Self-Reflection

Types of Obstacles	Number of students who identified this obstacle
What's been getting in the way?	
Home life/family	71
Reading Material	9
Relationships	11
Procrastination/Lack of motivation	29
Nothing	10
Work	61

Self confidence	11
Waiting for accommodations	8
Friends	11

Types of Assistance	Number of students who indicated this
What would help you complete your goals?	
Friends	21
Keeping up with work	42
Self-discipline/motivation	57
Working less	10
Staying focused	39
More time with teacher/tutor	41
Less stress	12
Different living situation	21
More time to study	18
Money	10
Staying away from friends	12

Did you reach any of your goals?	
Very close	10
No	88
Yes	157
Percentage of students who reached some of their goals	64.5 %

The results show a fairly high percent (64.5%) of student felt they are meeting their own educational goals. Under the category of *Obstacles* to meeting goals work, family and procrastination provided them with the biggest struggles. School materials and accommodations were the least concerns. The *Types of Assistance* the

students felt they needed most were self-discipline/motivation and help from an instructor or tutor. Less stress and money issues ranked at the bottom.

4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).

- *Prerequisite Lessons on goals and goal setting are needed.* In order for students to know if they have met their goals the goals must first be well defined. This can be done using any number of different methods, including the states' OPABS lessons on goal setting.
- *Different Goals for different levels* - Student must know what realistic goals for their educational level are before they can define what they want or expect to achieve in a certain time period. Once educational goals are clearly defined i.e. "I will improve my reading level on the CASAS test from 225 to over 235 by the end of the fall term" then the student can tell that the goals have been achieved.

5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.

- It is necessary to add concrete goals- for the student to achieve - to the assessment instrument, so the student can realistically evaluate their goals.
- Prerequisite goal setting lessons should be added to the ABE curriculum in every class.
- Educational goal setting should be done on an ongoing basis (every term) and in every class, if possible.