End-Of-Year (EOY) Report for Assessment of Outcomes LDC | **2013-2014**

Due Date: 20 June 2014

Submit completed forms and all attachments to <u>learningassessment@pcc.edu</u>

Subject Area Committee Name: Integrated Studies (includes CHLA, HUM, R) - See Note Last Page

Contact Person

Name	e-mail
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Use this form to report the results of your Core Outcome Assessment Projects.

Information and Reminders:

- If you used rubrics/assignments/etc. in this project that were not attached to your Annual Plan for this project, please attach them to this report.
- If you have trouble completing this form, contact your SAC Assessment Coach for additional help. A list of coaches can be found at: http://www.pcc.edu/resources/academic/learning-assessment/sac-resources.html

- **Due: June 20, 2014**; Send to Learning Assessment Council: learningassessment@pcc.edu
- **Subject Line of Email:** End-of-Year Report (or EOY) for <your SAC name> (Example: EOY for MTH)
- **File name:** SACInitials_EOY_2014 (Example: MTH_EOY_2014)

- The End-of-Year (EOY) Report is the last assessment document due this academic year.
- For 2013-2014 a Multi-Year Plan (and Annual Plan) were due January 17, 2014, and the submissions are posted for each SAC under Learning Assessment at the PCC website (http://www.pcc.edu/resources/academic/Assessmentintropage.html). EOY Reports will be posted to the website this summer.
- Information from the EOY Report may be inserted into or summarized in Section 2C of the Program Review Outline.
- SACs are encouraged to share this report with their LAC coach for feedback before submitting.

Rev 5/29/2014

1. Assessment/Re-Assessment Cycle

Which core outcome did you assess for this report?   N/A
A. Which stage of the assessment/re-assessment cycle are you reporting on?   ☐ *Assessment Phase*   ☐ *Re-Assessment Phase* *Have there been any changes from the Annual Plan that was submitted earlier this year?*   ☐ *Yes*   ☐ *No* *If you answered 'Yes,' briefly describe these changes below:*   *If there are major changes to the Annual Plan, please submit a revised plan (file name: <SAC Initials>RevAP_2014).*

2. Results of the Analysis of Assessment Project Data

A. Quantitative Summary of Sample/Population *What is the number of students you actually assessed in this project?* *What is the size of the student population you intend to generalize your results to?*
B. 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? ☐ **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:*   *Use this section if you would like to explain or elaborate on any aspect of your project's norming process*

(optional):

C. Brief Summary of Your Results

If your project measured how many students attained an identified outcome at a specified level (e.g., demonstrated mastery of the outcome at the desired level), report the summary numbers below (choose one):

1. If you used frequencies (the actual number who attained the desired level and the actual number who did not), report those here:

>   *Number who attained the desired level:*
>   *Number who did not attain the desired level:*

Then briefly share any other notable results from this assessment:

2. If your project used percentages of the total to identify the degree of outcome attainment in this project, report that here:

>   *Percentage of those who attained the desired level:*
>   *Total number of students assessed in this project:*

Then briefly share any other notable results from this assessment:

If option 1 or 2 above did not apply to your project, share your numerical results and a brief, verbal summary of them below:

D. If appropriate, attach a more detailed analysis (e.g., rubric scores, trend analyses, etc.) into an appendix to this document. Appendix attached?   ☐ ***Yes***   ☐ ***No***

E. SAC interpretation of the results: In Question 1b of the Annual Plan, important aspects of the core outcome were identified for your assessment. What did the SAC learn about your students' attainment of these aspects of the core outcome?

F. Has all identifying information been removed from your documents? (Identifying information includes student/instructor/supervisor names/identification numbers, names of external placement sites, etc.) ☐ **Yes** ☐ **No**

3. SAC Response to the Assessment Project Results

A. 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 ☐ tools completely inadequate/failure

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).

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).

B. Do the results of this project suggest that 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.

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

4. Follow-Up Plan

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

- ☐ email
- ☐ campus mail
- ☐ no changes to share

- ☐ phone call
- ☐ face-to-face meeting

- ☐ workshop
- ☐ other

If 'other,' please describe briefly below.

B. Is further collaboration/training required to properly implement the identified changes? ☐ Yes ☐ No

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

C. Re-assessment is a critical part of the overall assessment process. This is especially important if academic changes have been implemented. How will you assess the effectiveness of the changes you plan to make?

- ☐ follow-up project in next year's annual report
- ☐ in a future assessment project

- ☐ on-going informal assessment
- ☐ other

If 'other,' please describe briefly below.

C. 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.

The three disciplines within the SAC have all looked at the VALUE Rubrics/Multi-State Collaborative Project as a tool for setting up an initial assessment, since only Religious Studies has ever done assessment, and that sporadically, in absence of a functioning SAC and SAC Leadership. We are all in the process of "catching up" on the work that needs to be done to be ready to do the assessment in Fall 2014, so that we can write our Program Review Document and be ready for that event in April 2015. We will be asking instructors to identify an assignment that can be used to assess one or more of the three areas being assessed in the project, and will also use that same process for our PCC Learning Assessment. It would be very helpful to have a coach available as early as possible for 2014-2015, as we will be developing our multi-year plans in the fall as well.