

# Multi-Year Assessment Plan for CTE

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CTE SACs have the responsibility to assess their degree and certificate outcomes. Outcomes for each degree and certificate can be found [here](#).

In the table below, list each outcome, all the relevant degree(s)/certificate(s), the Core Outcome(s) each maps to, and the schedule for summary data assessment\*. If you have questions about how to complete the form, consult the Help Guide to Completing the Multi-Year Assessment Plan or consult with your LAC coach.

We recognize some SACs have more outcomes than can realistically be comprehensively assessed on a two-year cycle. If this is the case for your SAC, contact your LAC coach to develop an alternative assessment cycle.

\*Summary data is defined as the information relevant to understanding student outcome attainment (e.g., totals, averages, percentages, etc.) for all the degree/certificate outcomes assessed that year. This data can come from various types of assessments (e.g., TSAs, external exams/assessments, internal exams/assessments, and employer assessments).

# Multi-Year Assessment Plan for CTE

## ‡PCC Core Outcomes Codes

Communication (C)    Cultural Awareness (CA)    Community and Environmental Responsibility (C&ER)    Professional Competence (PC)    Self Reflection (SR)    Critical Thinking and Problem Solving (CT&PS)

## Multi-Year Plan

The expectation is that most SACs will be able to complete their outcome assessment cycle in two years and then repeat the cycle. If your SAC needs more time, please consult with your coach to work out an alternate plan (4 years probably representing the maximum length), and add more columns for the additional years. (These plans may need to be reviewed and corrected after two years.)

<p>1. Outcomes</p> <p>2. (add additional rows if required)</p>	<p>Applicable Degree(s)/ Certificate(s)</p>	<p>Core Outcome Code(s) ‡</p>	<p>TSA*</p>	<p>Every Year</p>	<p>2015-2016</p>	<p>2016-2017</p>
<p>1. Demonstrate appropriate strategies and techniques to provide instructional support to students of diverse populations (in terms of using research, individual instruction, small groups and assessment)</p> <p>2. Demonstrate attitudes and behaviors that are appropriate in meeting the needs of diverse populations (in terms of teaching/pedagogy, competence in serving diverse populations and advocacy)</p> <p>3. Apply best practices in classroom management to optimize the potential for student learning (in terms of relationships, environment, instruction and intervention)</p> <p>4. Practice ethical and legal standards of conduct</p>	<p>Paraeducator certificate</p>	<p>C, CA, C &amp; ER, PC, SR, CT &amp; PS</p>	<p>F</p>	<p>X</p>		

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<p>5. Apply technology to support teaching, learning and communication (in terms of skills and proficiencies, and application)</p> <p>6. Meet NCLB academic standards for paraeducators</p>						
<p>1. Explain and promote the purpose and role of different library organizations, based on historical and philosophical foundations of library and information services.</p> <p>2. Analyze and describe the ethical, social, and legal issues (including intellectual freedom, copyright, open access, diversity, and patron privacy) surrounding access to, creation, retrieval, and use of materials and technology.</p> <p>3. Evaluate sources of information, develop and implement effective search strategies, and select and use appropriate information resources to meet user needs.</p> <p>4. Apply standard methods and principles for selecting, acquiring, processing, organizing, maintaining, circulating, preserving, and deselecting library materials.</p> <p>5. Demonstrate the ability to embrace and adopt current and emerging technologies and solve technological problems when appropriate.</p> <p>6. Demonstrate collaborative behaviors, effective communication skills, and the appropriate use of customer service and decision making models, as guided by the ethical principles and core values of the library and information services profession, when working with diverse library groups, including users, colleagues, and other stakeholders.</p>	<p>Library Assistant certificate</p>	<p>C, CA, C &amp; ER, PC, SR, CT &amp; PS</p>		<p>X</p>		

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\*TSA Column: If this outcome is fully assessed by a TSA, mark 'F' (fully) here. Mark 'P' if a TSA partially assesses this outcome and indicate in the appropriate column when the other aspects of the outcome will be assessed. Leave this cell blank if a TSA is not used with this outcome.