

Subject Area Committee Name: Composition/Literature

Contact Person

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Document your plan for each of the two Core Outcome assessment projects your SAC will be doing this year in separate Annual Plan forms. If your SAC is using an assessment design that captures two Core Outcomes in a single project, use a separate planning form for each outcome. Complete each section of each form. In some cases, all of the information needed to complete the section may not be available at the time the report is being written. In those cases, include the missing information when submitting your Year-End Report.

- Use separate report forms for each outcome your SAC is assessing.
- Refer to the help document for guidance in filling-out this report. If this document does not address your question/concern, contact your SAC Assessment Coach for additional help.

This report documents your current plan. Your plan may change. If so, include changes to this plan in the Year-End Report.

1. Core Outcome

<p><i>A. PCC Core Outcome:</i> Communication & Critical Thinking</p>
<p><i>B. This Core Outcome might be expressed in your discipline in many ways. What aspects are you specifically investigating this year?</i></p> <p>The committee is engaged in a long-term plan (6-7 years) to re-assess all its writing courses and how they are articulated within our program. We have solicited feedback from our faculty about what we hope our students will learn in Writing 115, and these fall into two primary categories that roughly align with the two chosen core outcomes: 1) The ability to write a strong, cohesive paragraph (communication), and 2) The ability to use writing to facilitate learning (critical thinking).</p>
<p><i>C. Briefly share how your SAC expects this assessment to lead to improved student learning:</i></p> <p>We want to see how well our students are achieving the goals that we state we have for them. If the assessment shows students are not meeting the specified goals, we see this as an opportunity to put our reading of student writing in conversation with other research into our courses that we are currently engaged in as part of our long-term plan. For instance, the answer to a lack of student success may not be something happening in the classroom but rather something happening at programmatic level. But an attention to student success can help us make the appropriate intervention (whether via shared curricula or revised course outcomes) that will best improve student learning.</p>

2. Project Description

<p><i>A. Assessment Context</i></p> <p>Check all the applicable items:</p> <p><input checked="" type="checkbox"/> Course based assessment. Course number(s): WR 115 Type of assessment (e.g., essay, exam, speech, project, etc.): 2 types: 1) Essay/major writing assignment, 2) In-class writing exam</p> <p>Are there course outcomes that align with this aspect of the core outcome being investigated? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, include the course outcome(s) from the relevant CCOG(s):</p> <p><input type="checkbox"/> Common/embedded assignment in all relevant course sections. An embedded assignment is one that is already included as</p>
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an element in the course as usually taught. Please attach the activity in an appendix (provided that publicly revealing this activity will not compromise future assessments or uses of the assignment). If the activity cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

Common – but not embedded - assignment used in all relevant course sections. Please attach the activity in an appendix (provided that publicly revealing this activity will not compromise future assessments or uses of the assignment). If the activity cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

Practicum/Clinical work. Please attach the activity/checklist/etc. in an appendix (provided that publicly revealing this activity will not compromise future assessments). If this cannot be shared, indicate the type of assessment (e.g., supervisor checklist, interview, essay, exam, speech, project, etc.):

External certification exam. Please attach sample questions for the relevant portions of the exam in an appendix (provided that publicly revealing this information will not compromise test security). Also, briefly describe how the results of this exam are broken down in a way that leads to nuanced information about the aspect of the core outcome that is being investigated.

SAC-created, non-course assessment. Please attach the assessment in an appendix (provided that publicly revealing this assessment will not compromise the validity of future assessments). If the assessment cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

Portfolio. Please attach sample instructions/activities/etc. for the relevant portions of the portfolio submission in an appendix (provided that publicly revealing this information will not compromise the validity of future assessments). Also, briefly describe how the results of this assessment are broken down in a way that leads to nuanced information about the aspect of the core outcome that is being investigated:

Other. Please attach the activity/assessment in an appendix (provided that publicly revealing this information will not compromise the validity of future assessments). If the activity cannot be shared, please briefly describe:

B. How will you score/measure/quantify student performance?

Rubric (used when student performance is on a continuum - if available, attach as an appendix – if in development - attach to the Year-End Report)

Checklist (used when presence/absence rather than quality is being evaluated - if available, attach as an appendix – if in development - attach to the Year-End Report)

Trend Analysis

Objective Scoring

Other – briefly describe:

C. Type of assessment (select all that apply)

Quantitative Measures **Qualitative Measures** **Direct Assessment** **Indirect Assessment**

If you selected 'Indirect Assessment', please share your rationale:

D. Which quarter will student artifacts (examples of student work) be collected? If student artifacts will be collected more than once, check all that apply.

Fall **Winter** **Spring** **Other** (e.g., if work is collected between terms)

E. When during the term will it be collected? If student artifacts will be collected more than once, check all that apply.

Early **Mid-term** **Late** **n/a**

F. What student group do you want to generalize the results of your assessment to?

WR 115 students

G. There is no single, recommended assessment strategy. Each SAC is tasked with choosing appropriate methods for their purposes. Which best describes the purpose of this project?

To measure established outcomes and/or drive programmatic change (proceed to section H below)
 Preliminary/Exploratory investigation

If you selected 'Preliminary/Exploratory', briefly describe your rationale for selecting your sample of interest (skip section H below):

The committee is interested in developing a qualitative rubric that acknowledges not only the difficulty but also the inadequacy of traditional rubrics used on writing that differentiate between inextricably connected rhetorical features. Because of the holistic nature of writing assessment that happens in the classroom, this is not a simple task. We're choosing to use this year as an opportunity to refine the rubric for more large scale reading, usage, and generalization by more committee members next year.

H. Which will you measure?

the population (all relevant students)
 a sample (a subset of students)

If you are using a sample, select all of the following that describe your sample/sampling strategy (refer to the Help Guide for assistance):

- Random Sample
- Systematic Sample
- Stratified Sample
- Cluster Sample**
- Voluntary Response Sample**
- Opportunity/Convenience Sample**

The last three options in bolded red have a high risk of introducing bias. If your SAC is using one or more of these sample/sampling strategies, please share your rationale:

1. Estimate the size of the group you will be measuring (either your sample or population size). Often, this can be based on recent enrollment information (last year, this term, etc.):

64 student papers--32 essays, 32 exams. Enrollment in 2012-2013 was 3883 students for four terms of WR 115.

3. Project Mechanics

A. Does your project utilize a rubric for scoring? Yes No

If 'No', proceed to section B. If 'Yes', complete the following.

How will inter-rater reliability be assured (see the Help Guide for more information)?

- 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

Consistency* is generally only recommended when measuring student improvement – not for showing outcome attainment. See the Help Guide for more information.

B. Have performance benchmarks been specified?

A typical benchmark might identify the expected level of student attainment (e.g., “demonstrated” or “present” for a checklist; “mastery/competent/emerging” for a rubric, etc.). In other cases, a benchmark may establish the expectation for the percentage of correct/satisfactory answers/performances (e.g., 90%). Note that both yes and no responses can be reasonable and justifiable.

- Yes (determined by prior assessment results for this or a similar aspect of the outcome being investigated)
- Yes (determined by prior pass/fail rates for the course)
- Yes (determined by post-requisite course expectations within PCC)
- Yes (determined by post-requisite course expectations for transfer institution)
- Yes (other). Describe briefly: High/Middle/Low
- No

If yes, briefly describe your performance benchmarks, being as specific as possible (if needed, attach as an appendix):

We will not pre-determine criteria for each of our benchmarks but will use our calibration (i.e., norming) process to populate the rubric with criteria for each benchmark. We believe this approach is more appropriate to how writing is legitimately valued and assessed both in academic and professional settings. This unorthodox approach is part of what makes this an exploratory study.

If no, what is the purpose of this assessment (for example, this assessment will provide information that will lead to developing benchmarks in the future; or, this assessment will lead to areas for more detailed study; etc.)?

C. The purpose of this assessment is to have SAC-wide evaluation of student work, not to evaluate a particular instructor or student. Before evaluation, remove identifying student information (and, when possible remove instructor identifying information). If the SAC wishes to return instructor-specific results, see the Help Guide for suggestions on how to code and collate. Please share your process for removing identifying information.

Instructors were invited to remove identifying information before submitting student work to the committee. If they did not, the person collecting the material removed instructor names, student names, and CRNs from all documents before sharing with the rest of the committee tasked with reading the work.

D. Will you be coding your data/artifacts in order to compare student sub-groups? Yes No

If yes, select one of the boxes below:

- student's total earned hours
- previous coursework completed
- ethnicity
- other

Briefly describe your coding plan and rationale (and if you selected 'other', identify the sub-groups you will be coding for:

E. Ideally, student work is evaluated by both full-time and adjunct faculty.

Other groups may be appropriate depending on the assessment. Check all that apply.

- PCC Adjunct Faculty within the program/discipline
- PCC FT Faculty within the program/discipline
- PCC Faculty outside the program/discipline
- Non-PCC Faculty
- External Supervisors
- Other:

If available, attach the following: assessment activity (section 2A); rubric/checklist (2B); benchmarks (if needed).