

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.

In our assessments carried out in 2010-2011 we came to the conclusion that our WR 121 courses could improve students' attainment of outcomes by focusing more on issues regarding Information Literacy. Changes implemented during the past year included the following:

- In our fall SAC meeting, a panel presented on teaching Information Literacy/Research in Writing 121.
- Also in the fall SAC meeting, SAC participants brainstormed ideas for teaching Information Literacy. A handout of the ideas was created which was circulated to all full and part-time Writing/English instructors.
- A presentation was given at our Winter In-Service day which addressed plagiarism and its relationship to information literacy.
- SAC members have been involved in an ongoing conversation with the DE and ESOL departments in the hopes of streamlining our classes, especially as students move from DE/ESOL to the Writing courses. One issue that we have been addressing is what different departments teach in terms of information literacy.
- Information literacy remains a key intended outcome in our WR 121 CCOG.

For each outcome assessed this year:

2. Describe the assessment design (tool and processes) used.

In keeping with our methodology established last year, we utilized an assessment process that allowed us to assess both multiple PCC Core Outcomes *and* course/program specific outcomes simultaneously. This year, in addition to assessing WR 121, we also assessed ENG 104, Introduction to Literature (Fiction). We expanded our committee to six, three of whom assessed WR 121 and three of whom assessed ENG 104.

WR 121

- 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).

This year we assessed WR 121 essays in terms of five core outcomes. Three members of the committee read each paper and then scored them (on a scale of 1-4). The three scores were then normed. As with last year, we looked for common language and concepts in the existing PCC Core Outcome document and in the language of our WR121 CCOG and the OWEAC WR121 outcomes. The

assessment was direct, as we then looked at the norm of all of the essay scores and determined average levels of mastery for each core outcome.

- 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?

Twenty student essays were evaluated. A blind sampling of students was used (instructors were asked to contribute work from student # x on their course roster) to avoid bias.

- Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report). Where appropriate, identify benchmarks.

The rubric was designed to assess five core outcomes:

- **Critical Thinking & Problem Solving (PCC Core)/Research & Documentation (WR121)**

If a student meets the WR121 outcome of being able to “successfully support a thesis through summary, paraphrase and integrated quotation in a manner that distinguishes the writer’s voice from that of his/her sources”, then she is simultaneously demonstrating that she can “identify, evaluate and synthesize information from sources; distinguish relevant from non relevant data, fact from opinion; determine the extent of information needed; evaluate information and its sources critically; research and analyze data; interpret and use written, quantitative and visual text effectively.”

- **Communication (PCC Core)/Organization & Development (WR121)**

If a student meets the WR121 outcome of being able to “Write well-focused, logically organized, and well- transitioned essays, using introductions, discussion, and conclusions in which the relationship of ideas to the thesis and to one another is clear,” then he is simultaneously demonstrating that he can “Focus on a central purpose, determine audience and write coherent and effective prose; Apply knowledge of the writing process, and Develop and organize a text by using details, examples, data, metaphor etc.”

- **Self-Reflection (PCC Core)/Academic Discourse (WR121)**

If a student meets the WR121 outcome of being able to “Appreciate and reflect on challenging points of view writing; measuring another writer’s viewpoint against personal experience and assumptions and the experience of others, “ then simultaneously she is demonstrating that she can “Examine personal beliefs and measure them against the beliefs of others; understand self as part of a larger community; Respect the beliefs of others; and Understand the role of humor and empathy in human interactions.”

(A copy of the rubric is appended to this document.)

- How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).

Each [set of outcomes was scored on a scale](#) from 1 to 4, using the language of the PCC core outcome proficiency levels:

1 = limited application of knowledge and skills

2 – basic application of knowledge and skills

3 – competent application of knowledge and skills

4 = effective and sophisticated application of knowledge and skills

[The scoring process consisted of each of the three assessors reading and scoring every paper individually; we then met to discuss our scores, tally them and determine the average score for each outcome.](#)

(A copy of the data sheet is appended to this document.)

ENG 104

- 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).

We assessed ENG 104 in terms of three core outcomes. Two members of the committee read each paper and then scored them accordingly (on a scale of 1-4). The two scores were then averaged (see data sheet). As with WR 121, we looked for common language and concepts in the existing PCC Core Outcome document and in the language of our WR121 CCOG and the OWEAC WR121 outcomes. The assessment was direct, as we then looked at the norm of all of the essay scores and determined average levels of mastery for each core outcome.

- 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?

Fifteen student essays were assessed (from five instructors teaching at Rock Creek, Sylvania, Cascade and online). A blind sampling of students was used (instructors were asked to contribute work from student # x on their course roster) to avoid bias.

- Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report). Where appropriate, identify benchmarks.

The rubric was designed to assess three core outcomes:

- **Critical Thinking and Problem Solving (PCC Core Outcome)**

If a student meets the 104 outcome of being able to “Evaluate various interpretations of a text and their validity through reading, writing, and discussion in individual and group responses analyzing the support/evidence for a particular interpretation; Recognize and understand the variety of stylistic choices that authors make within given forms and how form influences meaning. This may

include decisions about theme, image, character, plot, setting, voice, point of view, and figurative language,” then she is simultaneously demonstrating that she can “Identify, evaluate, and synthesize information in a collaborative environment; Weigh connections and relationships; Reason toward a conclusion or application; Evaluate information and its sources critically.”

- **Cultural Awareness (PCC Core Outcome)**

If a student meets the 104 outcome of being able to “Engage, through the text, unfamiliar and diverse cultures, experiences, and points of view, recognizing the text as a product of a particular culture and historical moment; Understand the text within the context of a literary tradition or convention,” then he is simultaneously demonstrating that he can “Identify their own cultural assumptions and those of others; Identify and acknowledge cultural perspectives and values different from their own; Analyze the relationships of individuals and cultures to the history of events and ideas; Analyze how various ethical systems, worldviews, assumptions about the self, and historical contexts impact individual and cultural relationships; Engage in and/or appreciate different forms of creative and artistic expression, connecting personal responses to broader contexts.”

- **Communication (PCC Core Outcome)**

If a student meets the 104 outcome of being able to “Articulate the ways in which the text contributes to self-understanding; Evaluate various interpretations of a text and their validity through reading, writing, and discussion in individual and group responses analyzing the support/evidence for a particular interpretation,” then she is simultaneously demonstrating that she can “Measure the writer’s viewpoint against their own experiences; Focus on a central purpose, determine audience, and write coherent and effective prose using standard English convention; Understand and use writing as a way of thinking and imagining.”

(A copy of the rubric is appended to this document.)

- How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).
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Each [set of outcomes was scored on a scale](#) from 1 to 4, using the language of the PCC core outcome proficiency levels:

1 – limited application of knowledge and skills

2 – basic application of knowledge and skills

3 – competent application of knowledge and skills

4 – effective and sophisticated application of knowledge and skills

[The scoring process consisted of each of the three assessors reading and scoring every paper individually; we then met to discuss our scores, tally them and determine the average score for each outcome.](#)

(A copy of the data sheet is appended to this document.)

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.

In WR 121, students averaged highest scores in critical thinking and communication, both of which are key elements of our classes and of any assignment within those classes. These scores averaged between 2 (basic application) and 3 (competent application) and seemed fitting for a first college-level writing course which is laying the foundation for future development. The normed scores in cultural awareness, community/environmental responsibility, and self-awareness were all lower than 2 (basic application). We see this as a result of three factors: 1. We did not specify a particular type of assignment; therefore, by the nature of each individual assignment, some essays contained more cultural awareness, for example, while others might have contained more self-awareness; 2. Some of these outcomes (for example, environmental responsibility) will in all likelihood be ones that only infrequently and inconsistently receive emphasis in our students' essays; and 3. We believe that taking on all five outcomes for each paper limited our ability to successfully assess each paper; simply put, we were taking on too much (see more on this under Question 5).

More specifically, the normed scores for WR 121 were as follows:

Critical Thinking & Problem Solving: 2.1
Communication: 2.1
Cultural Awareness: 1.8
Environmental and Community Responsibility: 1.4
Self Reflection: 1.5

In ENG 104, students averaged scores between a 2 (basic application) and 3 (competent application) in all three categories (critical thinking, communication, cultural awareness). All three norms were closer to competent application than to basic application. The lowest score was in cultural awareness. In most of the essays we saw good attempts at addressing cultural awareness; many papers that scored lower in this category were simply addressing the text(s) from a non-cultural perspective (for example, focusing on style).

More specifically, the normed scores for ENG 104 were as follows:

Critical Thinking and Problem Solving: 2.87
Communication: 2.75
Cultural Awareness: 2.66

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).

For WR 121, we plan to continue our focus on Information Literacy. In this coming year, we also will make changes to the assessment process itself so that it better suits our needs (see Question 5 below).

For ENG 104, we were satisfied with the scores and don't identify any changes that need to be implemented. However, we plan to make changes to the assessment process for this course as well.

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.

We found that some aspects of the assessment tool were not effective this year, especially for WR 121. If we kept the current methodology, we would limit the number of outcomes we assess, probably focusing on one or maybe two outcomes. This would contribute significantly to the usefulness of the data collected as well as to the efficiency with which we assess student work. We also would probably ask specifically for essays from the end of the term, which would lead to greater uniformity in terms of type of assignment we are assessing.

We are also considering developing a new assessment tool, one in which we approach the assessment more qualitatively instead of quantitatively. We are still in the process of developing this new method, and hope to give it a trial run in the summer and present it at the fall SAC meeting.

Our assessment committee will remain a group of 6 faculty members.

ENG 104 Rubric Data

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	AVG
Critical Thinking & Problem Solving	3.00	4	2.5	2	3.25	3.25	1	4	2.5	3.5	4	2.75	1.5	2.25	3.5	2.87
Communication	2	3	3.5	2.75	2.75	3.5	1.5	3.25	3	3.5	3.75	2.75	1	2.25	2.75	2.75
Cultural Awareness	3.25	3	2.5	1.5	4	3.75	1	4	2	2.5	2.75	2.5	2.5	2.25	2.5	2.66666667
AVG	2.75	3.33333333	2.83333333	2.08333333	3.33333333	3.5	1.16666667	3.75	2.5	3.16666667	3.5	2.66666667	1.66666667	2.79	2.25	2.76

WR 121 Rubric Data

	1	2	3
Critical Thinking & Problem Solving	3//3//2	3//22	2//22
Communication	2//2//2	2//22	222
Cultural Awareness	4//3//3	1//2//2	1//2//2
Environmental and Community Responsibility	2//2//2	1//1//2	1//2//2
Self Reflection	2//2//3	111	211
AVG			

WR 121 Rubric Data (averaged)

	1	2	3
Critical Thinking & Problem Solving	2.66	2.33	2
Communication	2	2	2
Cultural Awareness	3.33	1.66	1.66
Environmental and Community Responsibility	2	1.33	1.66
Self Reflection	2.33	1	1.33

4	5	6	7	8	9	10
3//22	323	333	222	323	332	322
223	213	322	222	323	332	222
2//1//3	4//4//4	2//1//2	2//2//2	3//3//3	2//2//3	1//2//1
1//1//2	2//2//2	1//1//1	1//2//1	1//2//2	1//2//1	1//1//1
112	213	121	121	112	211	112

4	5	6	7	8	9	10
2.33	2.66	3	2	2.66	2.33	2.33
2.33	2	2.33	2	2.66	2.66	2
2	4	1.66	2	3	2.33	1.33
1.33	2	1	1.33	1.66	1.33	1
1.33	2	1.33	1.33	1.33	1.33	1.33

11	12	13	14	15	16	17
322	311	222	312	322	122	111
322	212	221	212	322	322	312
1//1//1	1//1//1	1//1//1	1//1//1	1//2//2	2//2//2	2//2//1
1//1//1	1//2//1	1//1//1	1//1//1	3//3//3	1//1//1	1//1//1
211	322	122	111	222	312	121

11	12	13	14	15	16	17
2.33	1.66	2	2	2.33	1.66	1
2.33	1.33	1.66	1.66	2.33	2.33	2
1	1	1	1	1.66	2	1.66
1	1.33	1	1	3	1	1
1.33	2.33	1.66	1	2	2	1.33

18	19	20	
222	222	122	
322	322	322	
2//2//2	1//1//1	1//2//	
1//1//1	2//2//2	1//1//1	
111	111	111	

18	19	20	AVERAGE
2	2	1.66	2.147
2.33	2.33	2.33	2.1305
2	1	1.33	1.831
1	2	1	1.3985
1	1	1	1.4645

ENG 104/CORE OUTCOME RUBRIC

	Effective and sophisticated application of knowledge and skills 4	Competent application of knowledge and skills 3	Basic application of knowledge and skills 2	Limited application of knowledge and skills 1
<p>PCC CORE OUTCOME <i>Critical Thinking and Problem Solving</i></p> <ul style="list-style-type: none"> Identify, evaluate, and synthesize information in a collaborative environment Weigh connections and relationships. Reason toward a conclusion or application. Evaluate information and its sources critically. 	<p>Judicious and precise interpretations of texts to support a written argument; well-developed awareness of how to effectively present source material for a general academic audience.</p>	<p>Competent interpretations of texts support a written argument; above-average awareness of how to effectively present source material for a general academic audience.</p>	<p>Basic interpretations of texts to support a written argument; some awareness of how to effectively present source material for a general academic audience.</p>	<p>Limited or inaccurate interpretations of texts to support a written argument; below-average awareness of how to effectively present source material.</p>
<p>ENG 104 OUTCOME</p> <ul style="list-style-type: none"> Evaluate various interpretations of a text and their validity through reading, writing, and discussion in individual and group responses analyzing the support/evidence for a particular interpretation. Recognize and understand the variety of stylistic choices that authors make within given forms and how form influences meaning. This may include decisions about theme, image, character, plot, setting, voice, point of view, and figurative language. 				
<p>PCC CORE OUTCOME <i>Cultural Awareness</i></p> <ul style="list-style-type: none"> Identify their own cultural assumptions and those of others. Identify and acknowledge cultural perspectives and values different from their own. Analyze the relationships of individuals and cultures to the history of events and ideas. Analyze how various ethical systems, worldviews, assumptions about the self, and historical contexts impact individual and cultural relationships. Engage in and/or appreciate different forms of creative and artistic expression, connecting personal responses to broader contexts. 	<p>Essay demonstrates sophisticated awareness and analysis of how cultural perspectives and assumptions inform both the writing and interpretations of texts; well-developed appreciation of creative expressions and values that differ from their own.</p>	<p>Essay demonstrates competent awareness and analysis of how cultural perspectives and assumptions inform both the writing and interpretations of texts; above-average appreciation of creative expressions and values that differ from their own.</p>	<p>Essay demonstrates basic awareness and analysis of how cultural perspectives and assumptions inform both the writing and interpretations of texts; some appreciation of creative expressions and values that differ from their own.</p>	<p>Essay demonstrates limited awareness and analysis of how cultural perspectives and assumptions inform both the writing and interpretations of texts; below-average appreciation of creative expressions and values that differ from their own.</p>
<p>ENG 104 OUTCOME</p> <ul style="list-style-type: none"> Engage, through the text, unfamiliar and diverse cultures, experiences, and points of view, recognizing the text as a product of a particular culture and historical moment. Understand the text within the context of a literary tradition or convention. 				
<p>PCC CORE OUTCOME <i>Communication</i></p> <ul style="list-style-type: none"> Measure the writer's viewpoint against their own experiences. Focus on a central purpose, determine audience, and write coherent and effective prose using standard English conventions. Understand and use writing as a way of thinking and imagining. 	<p>Essay is thesis-driven, focused, organized, logical, and coherent, demonstrating sophisticated ability to manipulate the elements of a written academic essay and flexible, above-average</p>	<p>Essay is thesis-driven, focused, organized, logical, and coherent, demonstrating competent ability to manipulate the elements of a written academic essay and flexible, above-average</p>	<p>Essay contains thesis and basic organization, demonstrating basic ability to manipulate the elements of a written academic essay. Ideas may not be entirely logical, flexible, creative, or original.</p>	<p>Essay lacks thesis or organizing principle, demonstrating below-average ability to manipulate the elements of a written academic essay. Ideas are not logical, coherent, flexible, or</p>
<p>ENG 104 OUTCOME</p> <ul style="list-style-type: none"> Articulate the ways in which the text contributes to self- 				

understanding. ➤ Evaluate various interpretations of a text and their validity through reading, writing, and discussion in individual and group responses analyzing the support/evidence for a particular interpretation.	thinking.	thinking.		original.
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Comment [MP1]: This part feels like a bit of a stretch. I'm having a hard time matching anything specific from the 104 outcomes to community responsibility... any thoughts? Maybe we could include some of the info (at the end of the CCOG) which seems to me to relate to community: "speaking and listening reflectively small-group collaboration"

WR121/CORE OUTCOME RUBRIC

	Effective and sophisticated application of knowledge and skills 4	Competent application of knowledge and skills 3	Basic application of knowledge and skills 2	Limited application of knowledge and skills 1
PCC CORE OUTCOME <i>Critical Thinking and Problem Solving</i> <ul style="list-style-type: none"> Identify, evaluate and synthesize information from sources Distinguish relevant from non-relevant data, fact from opinion Determine the extent of information needed Evaluate information and its sources critically Research and analyze data Fix bullet Interpret and use written, quantitative and visual texts effectively 	Judicious and precise selection of sources to support a written argument; sophisticated integration of source data and/or text into the writer's prose; well-developed awareness of how to effectively present source material for a general audience	Competent selection of sources to support a written argument; capable of integrating source data and/or text into the writer's prose; above-average awareness of how to effectively present source material for a general academic audience	Basic ability to select sources to support a written argument; basic understanding of how to integrate source data and/or text into the writer's prose; some attempt to present source material for a general academic audience.	Limited or inaccurate selection of sources to support a written argument; source data and/or text is not integrated into the writer's prose; below-average awareness of how to effectively present source material
WR121 OUTCOME <i>Research and Documentation</i> <ul style="list-style-type: none"> Synthesize sources to support an assertive or argumentative thesis through summary, paraphrase, and integrated quotation in a manner that distinguishes the writer's voice from that of his/her sources 				
PCC CORE OUTCOME <i>Communication</i> <ul style="list-style-type: none"> Focus on a central purpose, determine audience and write coherent and effective prose Apply knowledge of the writing process Develop and organize a text by using details, examples, data, metaphor, etc. 	Essay is thesis-driven, focused, organized, logical, and coherent, demonstrating sophisticated ability to manipulate the elements of a written academic essay and flexible, creative, original thought.	Essay is thesis-driven, focused, organized, logical, and coherent, demonstrating competent ability to manipulate the elements of a written academic essay and flexible, above-average thinking.	Essay contains thesis and basic organization, demonstrating basic ability to manipulate the elements of a written academic essay. Ideas may not be entirely logical, flexible, creative, or original.	Essay lacks thesis or organizing principle, demonstrating below-average ability to manipulate the elements of a written academic essay. Ideas are not logical, coherent, flexible, or original.
WR121 OUTCOME <i>Organization and Development</i> <ul style="list-style-type: none"> Write well-focused, logically organized, and well-transitioned essays, using introductions, discussions, and conclusions in which the relationship of ideas to the thesis and to one another is clear 				
WR121 OUTCOME <i>Academic Discourse</i> <ul style="list-style-type: none"> Appreciate and reflect on challenging points of view through reading and writing; measure another writer's viewpoint against personal experience and assumptions and the experience of others 				
PCC CORE OUTCOME <i>Cultural Awareness</i> <ul style="list-style-type: none"> Identify one's own cultural assumptions and those of others. Identify and acknowledge cultural perspectives and values different from their own. Identify the relationships of individuals and cultures to the history of events and ideas. Analyze how various ethical systems, worldviews, assumptions about the self, and historical contexts impact individual and cultural relationships. 	Effective and sophisticated ability to compare and contrast one's own cultural perspectives, values, and assumptions with those of others; effective and sophisticated knowledge of culturally	Competent ability to compare and contrast one's own cultural perspectives, values, and assumptions with those of others; competent knowledge of culturally biased behavior, practices, and language in the media,	Basic identification and ability to compare and contrast one's own cultural perspectives, values, and assumptions; basic knowledge of culturally biased behavior, practices, and language in the media; basic	Limited identification of one's own cultural perspectives, values, and assumptions; limited knowledge of culturally biased behavior, practices, and language in the media; limited ability to describe the

	biased behavior, practices, and language in the media, including the ability to describe the effects of prejudice on different groups; effective and sophisticated ability to describe, explore, and analyze the assumptions, perspectives, and values of two or more cultural groups, including the ability to formulate theories about how they have been impacted by historical, cultural, or economic events.	including the ability to describe the effects of prejudice on different groups; competent ability to describe, explore, and analyze the assumptions, perspectives, and values of two or more cultural groups, including the ability to formulate theories about how they have been impacted by historical, cultural, or economic events.	ability to describe, explore, and analyze the assumptions, perspectives, and values of a cultural group.	assumptions, perspectives, and values of a cultural group.
PCC CORE OUTCOME <i>Community and Environmental Responsibility</i> <ul style="list-style-type: none"> Analyze community and global issues and develop strategies for informed responses. Identify how natural phenomena impact human activity. Analyze various viewpoints, priorities, and standards regarding how humans interact with the environment and its limitations and resources. Identify how culture affects people's responses to and sense of responsibility toward the community and the environment, including the creation and dissemination of ideas through various media 	Effective and sophisticated identifications of current social and environmental issues, including the identification and recommendation of new and novel causes and solutions to these issues; effective and sophisticated description and critical analysis of one's own role in the broader community, including the impact of one's own daily actions; effective and sophisticated identification and implementation of methods of participation in civic and/or environmental action.	Competent identification of current social and environmental issues, including the identification and recommendation of new and novel causes and solutions to these issues; competent description and critical analysis of one's own role in the broader community, including the impact of one's own daily actions; competent identification and implementation of methods of participation in civic and/or environmental action.	Basic identification of current social and environmental issues, including the identification and of some causes and solutions to these issues; basic description of one's own role in the community; basic identification and implementation of methods of participation in civic and/or environmental action.	Limited identification of current social and environmental issues; limited description of one's own role in the broader community; limited identification of methods of participation in civic and/or environmental action.

Notes

1. The 4 levels of proficiency (top row) are taken directly from the PCC Core Outcomes Sample Indicator levels

<http://www.pcc.edu/resources/academic/core-outcomes/index.html>

2. The three WR121 outcomes are based on outcomes developed by OWEAC in response to the revised AAOT mandate that “ Writing courses must meet the specific course outcomes as identified by Oregon Writing and English Advisory Council. “ (*Oregon Community Colleges Handbook and Planning Guide, “Associate of Arts-Oregon Transfer”* <http://69.30.40.54/handbook/Handbook/ProgramsDegreesandCertificates/Definitions/AssociateDegrees/AssociateofArtsOregonTransferAAOT/tabid/166/Default.aspx>
3. The bulleted descriptions for the 3 PCC Core Outcomes were selected from the specific outcome descriptions (Critical Thinking and Problem Solving; Communication; Self-Reflection) <http://www.pcc.edu/resources/academic/core-outcomes/index.html>. Selection was made by identifying specific descriptions that most effectively correlate to the specific writing outcomes being assessed.