

Multi-Year Assessment Plan for LDC

<i>Subject Area Committee Name:</i> Chemistry	
<i>SAC Contact's Name:</i> Jim Schneider	<i>Contact's e-mail:</i> jschneid@pcc.edu

Lower Division Collegiate (LDC) SACs have a collective responsibility for the development of students for the transfer and general education degrees (AAOT, AS, ASOT and AGS). These degrees have the college's [Core Outcomes](#) as their basis.

LDC SACs are encouraged to think broadly about how content in their discipline reflects the Core Outcomes. Whenever possible, each SAC should substantially address and assess all six of the Core Outcomes in at least one of their courses. If in the careful professional judgment of the faculty all of the Core Outcomes are not relevant to that SAC's academic mission, the SAC may choose to address and assess only four of the six Core Outcomes.

The standard approach to Core Outcome assessment at PCC is "assess - address – reassess." While SACs are free – and encouraged - to assess the Core Outcomes in ways that make sense to them, this basic assessment model should followed:

1. identify an area of concern regarding the student attainment of a specific aspect of a Core Outcome as it is reflected in your discipline
2. assess that area of concern
3. address your findings (if called-for)
4. reassess the Core Outcome using the same or similar assessment method/process when appropriate

The last step is central to the improvement model. Whatever model you use, Always ask: did our response help?

A SAC is expected to assess (or reassess) at least two outcomes per year. If all six outcomes are assessed, the cycle should be complete within six years (note that SACs who assess fewer outcomes will have a shorter cycle). However, some flexibility in the 'two per year/all six within six years' is allowed. For instance, a SAC may choose might choose to 'assess-address-reassess' a single core outcome within a calendar year: essentially conducting two similar assessment projects on the same outcome in the same year.

Multi-Year Assessment Plan for LDC

Some SACs may need more time to communicate and coordinate changes resulting from assessment. In these cases, a three-year time-frame for the “assess-address-reassess” process may be called-for. Check the Help Guide and your LAC coach for details.

PCC Core Outcomes

Communication (**C**)

Cultural Awareness (**CA**)

Community and Environmental Responsibility (**C&ER**)

Professional Competence (**PC**)

Critical Thinking and Problem Solving (**CT&PS**)

Self Reflection (**SR**)

Multi-Year Assessment Plan*

Use the abbreviations above to fill-in the table below.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Assess	C	C (CH 242 Pilot Study)	CT&PS	PC	C&ER	C
Reassess	C&ER	Rewrite Course Core Outcomes	C	CT&PS	PC	C&ER

*Using the standard model, SACs assess two core outcomes each year while cycling through all of the relevant Core Outcomes. Use the assess – address – reassess model whenever that model coincides with your SACs considered judgment.

Comments (Optional)

We are following the approved plan set forth by Wayne Hooke and Susan Wilson, as approved by Kendra Cawley, to do the following:

A summary of what Wayne Hooke (LAC chair) and Jim Schneider (CH SAC Chair) discussed in terms of SAC involvement and output for 2014-2015:

involve multiple faculty members for each CCOG change

Multi-Year Assessment Plan for LDC

ensure that courses on the general education list have some outcomes aligned with the core outcomes

ensure that outcomes are assessable (or moved to aspirational outcomes section)

begin developing benchmark performance levels for outcomes (requires a rubric, checklist, etc. and some coordination about acceptable assignments)

submit a brief plan in November and a progress report at the end of the year (including successes, difficulties, and tips for other SACs)

and, if possible, conduct a very small, informal pilot study of one of the planned changes (an assessment of one outcome on a limited scale--as small as one or two instructors in a single course).

Additional proposal from Susan Wilson, CH SAC coach, in terms of how to divide the workload over the next four years:

2014-2015: Do program review and the written report for same. Rewrite outcomes for all chemistry sequences (I believe there are four--counting CH 221H through 223H). For assessment, do limited-scale pilot study as described above.

2015-2016: Do program review presentation in October. Do full assessments.

2016-2017: Do full assessments. Rewrite course outcomes for non-sequential courses (the six excluded from the 2014-2015 project).

2017 - 2018: Do full assessments.