

<i>Subject Area Committee Name:</i> Developmental Education	
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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.

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
<i>Assess</i>	CT&PS, C	SR, PC			CT&PS, C	SR, PC
<i>Reassess</i>			CT&PS, C	SR, PC		

*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)

- 1) We are opting not to assess the C&ER or CA outcomes. They aren't represented in our CCOGs at this time, nor are they intrinsic to our discipline. In order to do authentic assessment that will be meaningful to our SAC, we prefer to focus on those outcomes the SAC clearly considers relevant to our discipline.

- 2) At this point, our SAC has not made instructional change based on assessment, so it would be inappropriate for us to re-assess this year. However, we currently have a district-wide interdisciplinary task force working on a major changes to our program. We are predicting that 2015-16 might be a good time to re-assess CT&PS and C (outcomes that are at the core of our discipline) so that we

could determine the effects (in any) of upcoming program changes. Hence, we will be assessing and addressing through the 2014-15 cycle.