

# Annual Report for Assessment of Outcomes -- EDUCATION

(For Degree, Certificate or Core Outcomes)

**To complete this Assessment Report**, please address the questions below, and send to [learningassessment@pcc.edu](mailto:learningassessment@pcc.edu) by **June 20, 2011**; subject line: REPORT Assessment [SAC]

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in the previous academic year.

**As a result of the 2009-2010 assessment process, we have added ED 264 Portfolio Review II, a one-credit course designed to "add on" evidence for completing AAS in Paraeducation to the coursework in ED 263 which demonstrates completion of the Paraeducation Certificate requirements. Addition of ED 264 to the AAS degree requirements is pending.**

**Another clear result of last year's process was due to the fact that every single student in last year's class needed clarification in understanding what "Local School District Code of Conduct" was and most had not read one. The SAC realized this was not explicitly covered in any classes. Therefore, a practicum assignment was added this year in which the students had to review and report on the Code of Conduct of the school district in which their practicum took place.**

2. Identify the outcomes assessed this year, and describe the methods used.  
What were the results of the assessment (i.e., what did you learn about how well students are meeting the outcomes)?

- a. Describe the method(s) you used.

**Please find attached copy of the Statewide Paraeducator Certificate Rubric including required outcomes. In addition these outcomes map to the PCC Core Outcomes. (See 2<sup>nd</sup> attachment.)**

**Students in the Paraeducator program are required to take ED 263 Portfolio Development as the program "exit" course. The class assists students in compiling and reflecting on work completed as evidence of meeting all of the outcomes for the Statewide Paraeducator Certificate. Students do not receive the certificate without demonstrating mastery of all of the outcomes.**

**Spring term 2011, 8 students registered for the class which was delivered as a hybrid. Students should be within one term of completion before enrollment.**

**The portfolio is assessed using a rubric designed by a statewide panel of community college paraeducator program representatives. This assessment is mandated as part of the Statewide Paraeducator Certificate. At PCC the rubric is applied by a panel of instructors from the Education Department who come to consensus on scores. Evidence of outcomes is rated on a 0-3 predetermined scale with descriptors. Students must attain a 2 or 3 on each in order to pass.**

**b. Results: What did you learn?**

At the end of term, 6 of the 8 students had passed all of the outcomes. The other 2 students have received grades of incomplete. Both of those students have not completed all of their coursework, missing at least 1 practicum experience which is crucial to meeting a couple of the outcomes. Presently the course is only offered once a year; students do not want to wait a full year to graduate.

In general we are very pleased with the achievement of program students. Most had all 3s for the majority of the outcomes. Some minor challenges were evident in expressing the connection between the evidence given and the outcome statements in 2 specific areas.

1. **Research-based methods:** Students did demonstrate they used research-based methods. The problem is they did not universally understand the term “research-based”!
  2. **Advocacy:** Evidence of advocacy was rampant in the portfolios, but some students had difficulty articulating the connection between their actions and the advocacy outcome in the written reflections required.
3. Identify any changes that should, as a result of this assessment, be implemented towards improving students’ attainment of outcomes.

**Changes proposed:**

1. **Information & assignment inserted into ED131 covering “What does it mean to say a teaching method is research-based?”** Faculty discussion and/or inservice on “research-based” vs “best practice” is also recommended.
2. **An explicit assignment covering the meaning of advocacy and examples was recently added to ED 100, Intro to Education.** A few students in the present portfolio class entered the program before the change. In addition ED 100 is the first class most students take. It is recommended to explicitly reinforce the para’s role as advocate into ED 251 and ED 258 or ED 259.
3. **DELIVERY:** The department should explore offering ED 263 Portfolio Development at least twice a year in order to more closely match the program end points for individuals. Student feedback also indicates the strong need for a face to face mentor throughout the process. There is an online shell that could be adapted for use for individuals working with a mentor. Recommendation: department implement changes to the delivery of this course.
4. **PRODUCT:** Another conversation for the SAC to explore: It became evident from time to time we may have students who can obviously demonstrate their abilities in many of the assessed outcomes, but have difficulty expressing and reflecting in writing. In addition, is writing about evidence truly proof that you can do something... for example, “teach a small group?” Are there other “products” to which we can apply the statewide rubric? Should some of the outcomes be directly evidenced by observation?