

LEARNING TO ASSESS

Volume 11, Issue 2, Spring 2024

Program Thinking

Measuring Program Learning Outcomes and Improving Programs



Our students are full of potential and have high hopes for the future. They choose PVCC to reach a diverse set of goals and most of those involve completing specific programs of study including the AGEC + transfer, completing a certificate, or graduating with an Associates or Bachelor's Degree. PVCC students browse programs, select pathways, and then focus on short- and long-term goals towards completion. We've developed pathways to help students choose courses mindfully. As we teach, we also have to be mindful that those classes are pieces of the larger program puzzle that students are working on. There are many things to consider:

- To what extent are students achieving the Program Learning Outcomes?
- In what ways are we fulfilling our promises about those programs?
- How can we be more intentional in course or program design to provide a cohesive program experience and help students connect the pieces?

Assessment and Program Review play an essential role in helping us to improve the experience for learners and meet PVCC's obligations to stakeholders. Fortunately, the college has developed tools and processes to help faculty and program directors measure PLOs, make changes, and document the unique stories of learning improvement across the college. To learn more, contact your ALT Rep or Co-Chairs.



Drop-In Assessment Labs
1/29 & 4/29, 1:00-3:00 pm,
In Person @ E144 & Online

PAR Assessment Sessions
Friday, 1/12/24

ALT Meetings
2/21, 3/20, 4/17

Spring Assessments Due: 5/17
Division Chair Form Due: 5/24

Program Review
Meeting: 1/26, 10:00-12:00
Reports Due: 4/12
Celebration/Presentations: 5/3

Have ?'s

Email: Leonard.macias@paradisevalley.edu or
felicia.ramirez@paradisevalley.edu

New GEA Learning Outcome: Student Professionalism

ALT regularly reviews & updates General Education Learning Outcomes. When the college applied for the Bachelors in Elementary/Special Education, ALT identified an opportunity to better serve students' needs and clarify expectations for participation in Work-Based Experiences (WBEs). The team felt that a learning outcome and rubric dimension for Student Professionalism would help support students' development of abilities and mindsets for WBEs and future employment. ALT began drafting the new dimension in Jan. 2023, researched the concept (including its practical usage and historical controversies), consulted with Career Services, and sought feedback across the college. We revised, then finalized it in Dec. 2023 & are pleased to debut it this semester.

Student Professionalism: *Practice professional habits and/or industry standards for success and growth.*

Dimension (2) Score:

Regularly demonstrates effective work habits and professional standards appropriate for the work-based experience (may include: adherence to dress and/or appearance as determined by safety requirements or work site norms with respect to cultural traditions; personal accountability; time management; punctuality; maintaining confidentiality; and respecting the worth/dignity of every individual). Exhibits a notable capacity for improvement by engaging in behaviors that ensure continuous growth in the learning environment including resilience when facing challenges, ability to adapt, fair recognition of limitations, and active requests for support or resources.



Meet Your ALT Rep: Dr. Darra Browning



I am a science faculty member at PVCC. I serve as the lead instructor for our BIO156 Biology for Allied Health classes. I am passionate about infusing various academic and practical skills into my courses, such as critical thinking, study techniques, and how to respond to multiple emergencies like heat stroke, a life-threatening bleed, or a disease outbreak. I am a Purpose Coalition member, a Foster Champion, a Peer Mentor Instructor, and a PAR Mentor. I am excited by the power of purpose and mindset in designing a successful life. One of my favorite assessment projects centered around a self-care assignment that was part of a COVID-19 project in response to the pandemic. Some joys that help me care for my mental health include being outdoors, hiking, camping, nature photography, crafting, and spending time with family and animals.

Submit Your Project for the Assessment Awards

ALT is pleased to announce the continuation of the President's Assessment Award (PAAW), which is funded through the MCCD Foundation. All PVCC employees are eligible to participate. To be considered you must complete an assessment project during the 2023-2024 year, measure a specific learning outcome (choose a General Education, Course, Program, or Cocurricular outcome), and document the project using either the curricular or cocurricular assessment form in the GEA Online Tool. The deadline to submit your assessment in the GEA Online Tool is May 17, 2024. Winners will be recognized Fall 2024 Learning Week.



Top Project \$100, Second place \$75, Third place \$50



| Dimension | Score 2-Excellent |
|---|--|
| Completion | Thoroughly completed all three parts of the form in the GEA Online Tool and answered all questions with specific details to clearly describe the assessment project. |
| Purpose (Part 1, Q 3) | Part one of the form contains a precise statement regarding the purpose of the project, clear description of the opportunity to improve learning, and convincing rationale for targeting the learning area of focus. |
| Use of Data to Make Improvements (Part 2 Q1, Part 3, Q1) | Both a pre and post assessment were administered and data/evidence was collected on both occasions. Accurately analyzed the results and clearly summarized the findings by including specific details regarding scores, student's level of achievement on certain outcomes, and relationship between data and learning area of focus. |
| Interventions & Learning Strategies | Clearly summarizes the results and describes in precise details the intervention strategies used and their effectiveness in improving student learning. There is a clear demonstration of how learning was improved for the area of focus. |
| Impact | Clearly and in precise detail explains how the project impacts future learning outcome practices and justifies if the project will or not be used again. If modifications are necessary, they are clearly described and a detailed plan is provided that accurately demonstrates continued growth. The project's improvements to program level outcomes are clearly articulated and justified in a comprehensive manner. |



Dual Enrollment Assessment

ALT is collaborating with the College's high school partners to measure achievement of course competencies in Dual Enrollment courses. In the Fall, ALT hosted an assessment seminar at the Black Mountain Campus for all Cactus Shadow High School Dual Enrollment Faculty. Projects are currently in progress in ENG, MAT, PSY, and GLG. This Spring, ALT will collaborate with Shadow Mountain High School faculty teaching Fine & Performing Arts courses. We are excited about the opportunity to strengthen the college's connection in the community and enhance the dual enrollment experience.