

LEARNING TO ASSESS

Volume 12, Issue 2, Spring 2025

Accreditation & Assessment

A Successful HLC Visit and Validation of Assessment Practices



On October 14-15, PVCC hosted a team of Peer Reviewers from the Higher Learning Commission (HLC) for Comprehensive Review as part of the 10-year open pathway for reaffirmation of accreditation. PVCC had a successful visit and was able to demonstrate how the college meets HLC Criteria. In Criterion 4, related to Teaching and Learning: Evaluation and Improvement, the team noted:

- *PVCC heavily involves faculty and students in the assessment process. Interviews on site with faculty and students validate the printed evidence reviewed by the HLC team. There is **substantial participation** in General Education Assessment by Residential Faculty.*
- *The Academic Leadership Team (ALT) is dedicated to further investigating ways to enhance learning outcomes for this demographic. This **comprehensive analysis** exemplifies the use of evidence not only to identify opportunities for improving student learning but also as a means for reflection and validation of the assessment process. PVCC is **encouraged to replicate this approach** in other critical areas of the college.*
- *PVCC fosters a **culture deeply committed to student success**, where the evaluation and enhancement of teaching and learning are essential for delivering effective, inclusive, and high-quality educational experiences that benefit both students and educators.*

Thank you to everyone who submits assessment forms, enters GEA scores, engages in assessment for learning! We are successful because of your contributions 😊



Spring Assessment Labs

Mon. 1/27, 2:00-3:00 pm, E134

Mon. 4/28, 2:00-3:00 pm, E134

ALT Meetings

Wed. 2/26, 3/26, 4/23 (3-4 pm, M197)

Program Review

LW (Data Lab)

Fri. 2/21, 3/21 (Virtual Workshops)

4/11 (PR Template Due)

4/25 (Virtual Showcase 10:00-1:00)

Assessment Deadlines

5/16 Assmt. Forms & GEA Scores

5/30 Division Chair Forms

National Assessment Week

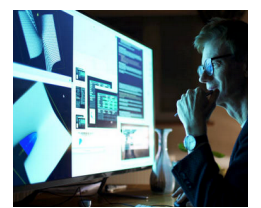
April 7-11 (more details soon)

Have ?'s

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Assessment as Action Research

ALT occasionally gets questions about the connection between research methodologies and assessment at PVCC using GEA Rubrics and the Assess, Intervene, Reassess approach. While assessment is similar to scholarly research, it differs in purpose and structure. According to Dr. Linda Suskie, a leading scholar in assessment in higher education and author of *Assessing Student Learning: A Common Sense Guide*, “Traditional scholarly research is commonly conducted to test theories, while assessment is a form of action research conducted to inform one’s own practice – a craft based... approach...” (p.11). [Action research](#) is practical, informed by theory, and concerned with change and improvement. At PVCC we work to make assessment consequential, have a positive impact on students, and lead to improvement of learning conditions. “Assessment is deciding what we want our students to learn and making sure they learn it” (p.8), so we focus on providing high quality learning experiences and use assessment as action research to help us get there.



Clarifying Faculty Assessment Expectations

Recent changes in the Peer Assisted Review (PAR) Individual Development Plan (IDP) template resulted in requests to clarify faculty assessment expectations. According to the [ALT Charter](#): **Residential Faculty** are expected to complete at least one General Education Assessment project AND one Course, Program, or Co-curricular Assessment project per academic year. Each assessment project should be documented using the forms and/or scoring system in the GEA Online tool (PVCC's Assessment Management Software). If the project fulfills both a General Education and Course/Program/Co-curricular assessment, a second project will not be necessary as long as both types of documentation are completed. **Probationary Residential Faculty** are encouraged to transfer or share assessment forms submitted in the GEA Online Tool to their IDPs. **Service Faculty** are expected to complete at least two assessment projects per year and can choose among course, program, General Education, or co-curricular assessment. Each assessment project should be documented using the forms and/or scoring system in the GEA Online Tool. **Adjunct Faculty** are expected to coordinate with lead faculty and Division Chairs to complete assessment projects that align with division or department goals. Faculty may also develop course or General Education assessment projects of their own. Each assessment project should be documented using the forms and/or scoring system in the GEA Online.

Adjunct Faculty Assess GEA Skills

During the Fall 2024 semester, Susan Bonnell, Adjunct Faculty Coordinator and ALT Rep, led the PURR program, a professional development experience tailored to adjunct faculty and facilitated by Felicia Ramirez, Julie Olander, Paula Crossman, and Jessica Parsons. As part of the program, faculty learned about the GEA skills highly valued by employers and selected specific dimensions on the GEA Rubrics to assess. There was a 100% completion rate of projects and all participants submitted forms in the GEA Online. Congratulations! Elizabeth Stuff (CHM), Amber Feig (DAN), Francis Wiget (CRW), Bradford Knight (MUC), Alan Putzke (BIO), Cory Phelps (EMT), Anya Frashuer (ASB), Mari Collins (CRC), Steven Negron (AJS).



CSHS Dual Enrollment Course Assessment

On November 6, Cactus Shadow High School Dual Enrollment faculty attended a PVCC Critical Thinking and Assessment seminar at the Black Mountain Campus. Faculty discussed challenges in Dual Enrollment courses, strategies for helping students become better learners, and selected a specific course learning outcome to assess. We applaud their engagement and commitment to advancing college level work for high schoolers.

Kristy Zeeb(MAT), Amanda Seaman(MAT), Carrie White(MAT), William Wharton(MAT), Ben Robinson(AVC), Jaime Freedman(ENG), and Jason Schnee (Asst. Principal).



Submit Your Project for the Assessment Awards

The Assessment Awards, funded by the Maricopa Foundation, are open to all PVCC employees. To be considered, complete an assessment project during 2024-2025 year, measure at least one specific learning outcome (chose a General Education, Course, Program, or Cocurricular), and document the project using either the curricular or cocurricular form in the GEA Online Tool.

The deadline to submit your assessment in the GEA Online Tool is **May 16, 2025**.

Winners will be recognized Fall 2025 Learning Week.



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

