PVCC Assessment Chronicle

Assessment of student learning is a cyclic process for educational improvement. It is a systematic attempt to understand what students are, and are not learning and to provide feedback to reinforce student learning. An effective assessment program can be used to substantially improve student learning, to facilitate institutional improvements, and to validate institutional effectiveness.

Assessment of learning at PVCC is the cornerstone of the College's ongoing transformation to be a more learning-centered College and is in direct alignment with the College's Mission Statement, Core Value of Learning, and Strategic Issues. Assessment impacts everyone at the College and provides relevant and useful information that ultimately enriches learning for faculty, staff, and students.

VISION of Assessment at Paradise Valley Community College

All areas of the College will use assessment results to promote reflective thinking and stimulate conversations that guide learning and continuous improvement.

The chronology below, compiled from PVCC documents, illustrates PVCC's ongoing efforts to grow and expand its assessment programs throughout the College. Understanding the factors that have shaped assessment at PVCC helps us understand the culture of assessment at PVCC today. It does not provide a map to where we are going, but provides a record of where we have been. It serves to remind us of the lessons learned to help us make wiser decisions about assessment of learning at PVCC in the future.

Revised Summer 2026
Editors: Ramírez, F., Macias, L., Tabone, C., & Kolawkosky, N.

2025-2026

PVCC Case Study

In May 2026, an article was published by the Association for the Assessment of Learning in Higher Education (AALHE's) special issue of the Intersection Journal. Ramírez, F. (2026). ACCELERATE Principles in Action: A Community College Case Study. *Intersection: A Journal at the Intersection of Assessment and Learning*, *7*(2). https://doi.org/10.61669/001c.161775

The article uses the ACCELERATE Principles for Best Practice as a framework for reflection to analyze "existing strategies that reflect the principles was conducted to help illustrate the applicability of the principles and indicate when, where, and how the principles appear across the College's assessment work." ALT Chair Felicia Ramírez presented, along with other authors of the special issue, at the AALHE Conference in June.

ACCELERATE
Assessment Principles for Best Practice

ACCELERATE in Action with Pecha Kucha: Showcasing the Ten Principles

Constance Tucker, Vice Provost, Educational Improvement and Innovation, Oregon Health & Science University
Divya Bheda, Director of Educational Assessment, Santa Clara University
Daniel Kaczmarek, Director of Assessment and Research, University at Buffalo
ACCELERATE: Assessment Principles for Best Practice was created as a contemporary update to the original Nine Principles of Good Practice for Assessing Student Learning (AAHE, 1992, 1996). In this PechaKucha, we bring the principles to life through the Intersection special issue, which features scholar-practitioners applying the ACCELERATE framework in diverse institutional contexts. Through a fast-paced, visually engaging format, we illustrate how the ten principles are enacted to advance learning, equity, and institutional effectiveness. This session highlights stories of collaboration, innovation, and transformation, demonstrating that assessment is not a compliance activity but a catalyst for meaningful change. Participants will leave inspired to identify how these principles show up in their own work and consider ways to contribute to the ongoing ACCELERATE scholarship.

- Target Audience: All Levels

Academic Plan

During the academic year the college worked to develop its first official Academic Plan. Goal six of the plan was related to Assessment. Faculty had the opportunity to review, discuss, and provide feedback on the plan. ALT reviewed and recommended rephrasing 6.1.2 to reflect the idea that ALT members should have the space and opportunity to serve as assessment resources and experts. The feedback was incorporated into the plan.

Goal 6

Strengthen the quality, participation, and impact of assessment and program review to ensure continuous improvement in teaching, learning, and program effectiveness across all academic areas.

Strategies

6.1 Increase participation in assessment of student learning outcomes and use of effective assessment practices to improve learning across all academic programs.

6.1.1 Provide faculty professional development workshops each semester focused on effective assessment practices, use of learning outcome evidence to make informed instructional decisions or changes, and completion of assessment reports.

6.1.2 Empower the Assessment for Learning Team (ALT) to serve as a peer resource to foster collaboration and provide support and guidance that promotes consistent, high-quality assessment practices across the college.

6.1.3 Streamline reporting where possible to reduce administrative burden for faculty completing program review and assessment documentation.

6.1.4 Track and report annual participation rates in assessment activities sharing progress with division chairs and the academic administration.

6.1.5 Celebrate examples of assessment excellence and encourage the sharing of learning improvement stories and faculty collaboration.

Other parts of the plan involve three goals related to the Aspen Institute Unlocking Opportunity project, improving course success, and enhancing academic program review. ALT will collaborate where applicable on these goals.

ePortfolio Competition

ALT invited submissions to the student ePortfolio Competition throughout the academic year and scored in May 2026. This is the third year that ALT has hosted the competition funded by the Maricopa Foundation. The team has worked to increase submissions and continues to strengthen the partnership with EDU Bachelors Program, attending their ePortfolio showcase.

Category #1 Winner: Zoe Ford (EDU) Runner Up: Madilyn Selaya (EDU)

Category #2 Winner: Jester Lumos (AA Creative Writing) Runner Up: Saturn White (AA Emphasis in Sustainability and Environmental Studies)

Assess Arizona Regional Assessment Conference

For the second year in a row, ALT participated in National Assessment Week. On April 10, 2026, PVCC hosted the Assess Arizona Regional Assessment Conference and welcomed assessment leaders from across the state. This was the 7th iteration of the conference and the first since COVID-19.

The conference was a successful gathering with over fifty attendees from thirteen institutions and provided PVCC employees the opportunity to present assessment work, learn about assessment strategies for a diverse set of contexts, and participate in networking activities. The Keynote Speaker, Dr. Divya Bheda, of Santa Clara University, offered inspiring words about the significance of effective assessment in the current context of higher education and facilitated a workshop on applying several different types of program mapping techniques. ALT members assisted with planning and logistics for the conference. The planning team received highly positive feedback in its post event evaluations.

PVCC's ALT played a significant role in reenergizing the statewide assessment network by hosting the conference, building an Assess Arizona Directory and website, and facilitating the handoff of the conference to the team at the University of Arizona next year.

AZ Transfer Summit

On March 26, 2026, Maricopa Assessment Committee Chair, Julie Morrison (GCC) and Advisory Council Member, Felicia Ramírez (PVCC) presented a session titled, *One AGEC Many Palettes: Maricopa's Assessment Leaders at the Canvas*. Each of them demonstrated their respective institutions' approach to general education and then shared some slides with examples from other Maricopa Community Colleges as well. PVCC's GEA work was well received.

FOI Assessment

ALT increased collaboration with Field of Interests (FOI) faculty leads and analysts. Dean Jen Miller asked ALT to provide assistance and feedback on cocurricular projects implemented by each of the FOIs. We anticipate building on this collaboration in the next few years.

MAC

During the 2025-2026 year, the Maricopa Assessment Committee (MAC) worked to collaborate and advance assessment practices across the ten Maricopa Community Colleges. ALT's two Co-Chairs served on the Committee and Felicia Ramirez served on the Advisory Council. MAC won an award in recognition of its collaboration and also produced an annual Impact Report.

The following press release was written by MAC:

MAC Receives Inaugural Constellation Award

We are proud to share that the Maricopa Assessment Committee, known as MAC, has been named the inaugural recipient of the Constellation Award from Embry-Riddle Aeronautical University and the Continuous Improvement Summit. The award honors institutions that do the hard work of alignment by bringing diverse parts of an organization together into a coherent, high-functioning whole.

This recognition reflects the collaborative work of assessment leaders from all ten Maricopa colleges and the District Office, along with the many partners who help connect assessment to academic affairs, student affairs, curriculum, institutional effectiveness, and teaching and learning across the district. In its award letter, Embry-Riddle recognized MAC for transforming work that is often fragmented into coordinated, system-level action.

Over time, MAC has grown from an informal network into a district-recognized committee that helps colleges learn from one another, share tools and strategies, and strengthen assessment and accreditation work across Maricopa. According to MAC's 2026 impact report, that work has included supporting bachelor's degree expansion, developing shared assessment resources, expanding professional learning opportunities, and helping colleges adopt and adapt effective practices with local flexibility.

One especially meaningful part of this recognition is that it celebrates not only what MAC has produced, but also how the work gets done. The committee's model is built on shared problem-solving, practical support, and a commitment to improving student learning across a complex multi-college system.

Dr. Joanne Russell, VPAA Council Liaison to MAC, noted that the award reflects both the strength of the committee's structure and the people who sustain it.

"This award recognizes the collaborative work of colleagues across Maricopa who are strengthening assessment in ways that are both practical and impactful. From successful HLC reviews to clearer alignment of learning outcomes and stronger program review processes, we are building momentum across the district. MAC has created a space where colleges can learn from one another and advance work that improves student learning. Along the way, the committee has built a strong sense of community and shared purpose, making MAC a meeting members consistently describe as one of the highlights of their month."

We are grateful to everyone across Maricopa who has contributed to this work and helped make MAC a trusted space for collaboration, innovation, and continuous improvement. This award is a meaningful recognition of that shared effort.

Maricopa Assessment Committee (MAC)

Districtwide Assessment Coordination and Impact 2026

Purpose

A district-recognized committee connecting assessment leaders across MCCCD colleges to share tools, solve common assessment and accreditation challenges, ***and strengthen student learning*** through consistent, practical approaches.

At a Glance

10 Colleges + District Office

Monthly Collaboration
8-10 Colleges Represented

11 Bachelor's Degrees Supported

200+ Faculty & Staff Reached
Since Fall 2024

Shared Ownership

- Districtwide space for assessment leaders
- Shared expectations with local flexibility
- Peer support for making assessment meanigbat
- Common language for tellng the assessment story

District Connectors

- Links assessment to key initiatives
- Aligns assessment with planning
- Strengthens continuity across colleges
- Builds relationships for faster coordination

Shared Tools

- Practical, adaptable resources
- Guidance aligned to HLC standards
- Templates & examples that travel
- Supports evidence & improvement

Signature Example: Supporting Bachelors Degrees under Arizona SB 1453

- Assessment alignment for new programs
- Connects outcomes, curriculum, evidence
- Consistent, cross-college approaches

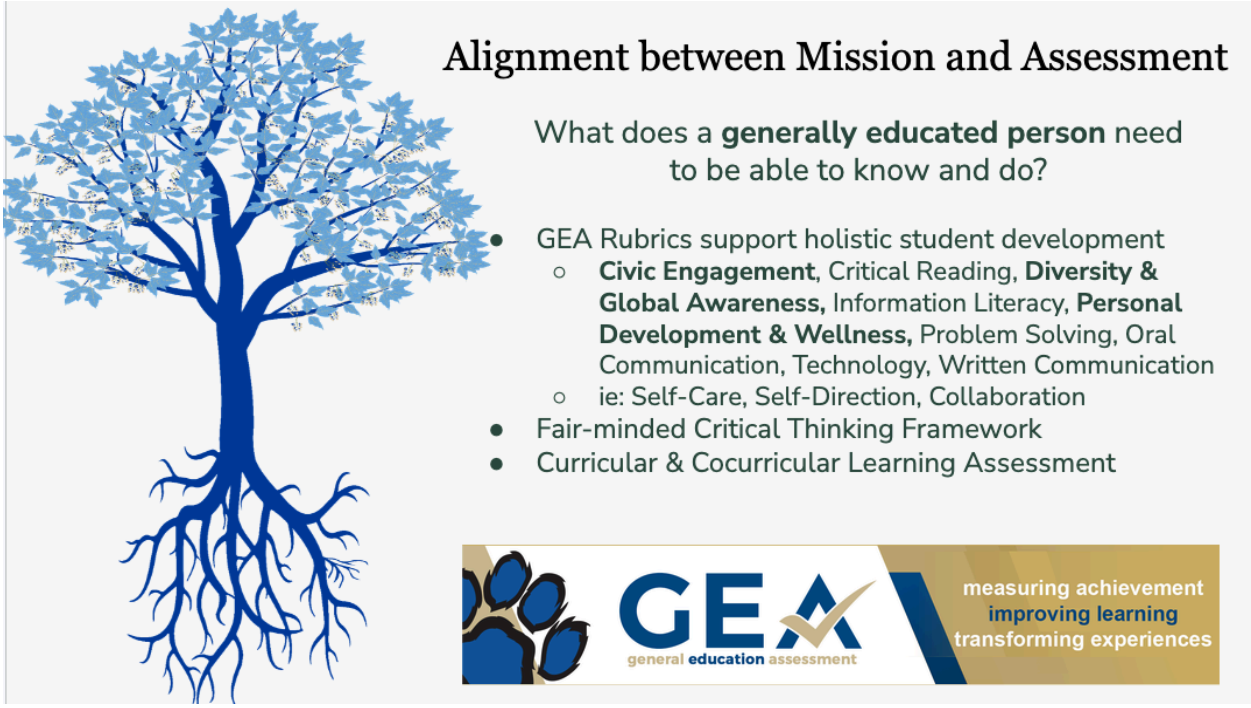
How MAC Works

Operating Model & Growth

- Informal network launched May 2018
- Evolved into district governance
- Statewide & national engagement

Puma Talks

On March 25, 2026, ALT Chair Felicia Ramírez and ALT Rep Mike Ho facilitated a Puma Talk at the request of President Schwartz. The theme was Educating the Whole Student, which is a key concept in the College Mission.



(Image describing GEA rubrics and alignment to college mission with logo and tree)

During this academic year the college reviewed and updated the Mission, Vision, and Values. It was important to revisit the concept of "Whole Student" and its connection to teaching, learning, and assessment was reinforced and eventually reaffirmed in the new Mission, Vision, and Values which were approved by the Governing Board on June 23 and went into effect July 1, 2026.

Updated Statements:

Vision: Where excellence thrives and possibilities become reality

Mission: To educate the whole person, empower individuals, and strengthen our community, through teaching, engagement, and service.

Values: Integrity, Excellence, Community, Wellness

New AGEC Designations Crosswalk

In January 2026, ALT completed a crosswalk between the new Arizona General Education Curriculum (AGEC) designations and PVCC's General Education Assessment (GEA) Rubrics. The Team developed a crosswalk then shared and accepted feedback from faculty across the college during Learning Week. Faculty reported that the rubrics are easy to use and are easy to match outcomes to measure. Overall, that feedback suggested that ALT is on the right track, to stay the course. There was a desire to incorporate "teamwork" better in the GEA Outcomes/Rubrics since data from employer surveys suggests that "teamwork" is a highly desirable skill. ALT will consider this suggestion and since the crosswalk was successful, prepare to integrate the AGEC designations into the GEA online tool accordingly.

ALT Hosts Dual Enrollment Faculty at PVCC

In the Spring semester, ALT provided training to Dual enrollment instructors from three schools: NCHS, CSHS, and SMHS. Instructors were able to tour the PVCC library and tutoring center. The teachers were also able to network with each other and some of the experienced teachers helped the newer ones fill out the Dual Enrollment Assessment sheet. In the past, Dual Enrollment workshops have been held separately for each school and either at the school or at PVCCs Black Mountain Campus. ALT recognized that there are numerous benefits to hosting instructors at the main campus and bringing the schools together to share and collaborate. We plan to make a shift to this type of interactive sessions and will host schools again in the Fall.

PLO Mapping for Program Review

This 25-26 year was a reset year for academic program review. The college is moving to a 4-year cycle ordered by the FOIs/Academic Divisions. ALT coordinated with Divisions scheduled for review in 26-27 and assisted them in completing the Program Learning Outcomes Assessment Matrix to map and align outcomes across the academic program.

Institutional Guidance Audit and Rubric Review

At the request of the Institutional Guidance and Coordination Team of the Maricopa Community Colleges and PVCC administration, ALT completed a review of the Diversity and Global Awareness Rubric. During the District team's DEI audit of PVCC, an item (Diversity Awareness Assessment for Learning) was noted as "potentially problematic" and so further review was requested. ALT reviewed the email request, the Institutional Guidance documents, and completed a review of the Diversity and Global Awareness Rubric. The team determined that no changes are warranted at this time. The Rubric already promotes the idea that "preferences be not based on race, ethnicity, national origin, or gender". Additionally, the team noted that the GEA Rubrics, including the Diversity and Global Awareness Rubric, are aligned to and support the student learning outcomes for course competencies, program learning outcomes, and the new Arizona General Education Curriculum (AGEC) designation of the Institutions of the Americas.

ALT Reads

In effort to increase assessment knowledge and understanding of why ALT has implemented specific assessment strategies, the team began reading and studying the text: Suskie, L. A. (2018). *Assessing student learning : a common sense guide* (Third edition.). Jossey-Bass. This work is commonly accepted as foundational assessment literature among assessment scholars/practitioners across the

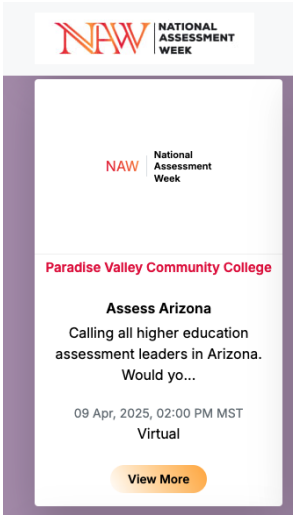
	country and some of our sister colleges' assessment committees had also read the book in recent years. The full text is available for online reading through the PVCC Library. **AI Sub-Committee** ALT formed a sub committee to study the impact of AI in higher education, the implications on assessment, and to determine strategies for infusing guidance about how students can demonstrate AI knowledge/skills into the GEA Outcomes and Rubrics. The group began reading and discussing strategies during the year and plans to continue the work in 2026-2027. **ALT's 1st Assessment Fellow** The team added a new role. The Assessment Fellow was created to strengthen leadership, increase support, and provide professional development opportunities for faculty in the field of assessment. Jenny Hall, Astronomy Faculty, has served many years on ALT and was selected to serve in this role. She assisted with special assessment projects throughout the academic year.
2024-2025	**ePortfolio Competition** In May 2025, ALT hosted its second student ePortfolio Competition funded through the Maricopa Foundation. More students participated than in the first year and ALT hopes to continue to increase participation by reaching out to more programs and collaborating with faculty. Sara Todd Hola was the winner of the Program Prowess Award and was part of the first graduating class from the Bachelor's Degree in Elementary Education. Victoria Olmos Tsosie was the winner of the Puma Tracks Award. Victoria is an award winning dancer and working on her Associates in Fine Arts Emphasis in Dance. Campo Bello- Fall 2023 2nd Grade- Ms. Lovett Field Experience Field experience is an important part of any education degree program. Field experience hours are integrated with content from coursework and designed to allow the teacher candidate to observe and interact with experienced teachers, K-12 students, support staff, and administrators in diverse school environments and to participate in professional development activities. It is also an opportunity to make connections that may open the door for a student teaching placement and/or employment. Before student teaching, field experience hours require teacher candidates to be placed with mentor teachers in elementary and special education classrooms to make connections and apply what they are learning in the program. Field

Victoria Olmos-Tsosie

ACDA

One of the perks about being in the Paradise Community College dance program is that I am able to participate in the Annual American College Dance Festival. This experience is a conference for dance students across the United States to join for a one week long dance conference. Faculty and student have the opprotunity take classes, observe the works of others, perform, and create new connections. During ACDA 2025 in Laramie, WY, I was able to showcase an original work "Alchemist" for the formal concert. Formal concerts are held everyday and performers/ choreographers recieve feedback afterwards from renouned dance artists. Alchmist had the great honor of being recognized at the ACDA Gala concert where 12 pieces out of 40+ are chosen for special recognition. To go even further, this piece was then invited to be showcased in Washington, DC for the National American College Dance Festival. This is the first time a dance work from PVCC's students or faculty has ever been recognized at the national level.

This same piece had the honor to carry the title for 1st place in Best Choreography at the 2025 Artist if Promise Competition. It carries the title for 2nd place in Best Performance.



National Assessment Week: Assess Arizona

On April 9, 2025 PVCC and the ALT Co-Chair, Felicia Ramirez hosted an event for National Assessment Week. Dr. Ramírez is a Southwest Regional Rep for National Assessment Week and organized a virtual session: “Calling all higher education assessment leaders in Arizona. Would you like to connect with other assessment scholars/practitioners across the state? Join us during National Assessment Week to explore ways to connect, support, and collaborate as we work to improve learning in AZ.” The event was well attended by assessment professionals across Arizona and a key decision was made to revive the Arizona Regional Assessment Conference. The last conference was in 2019 (hosted by MCLI and GCC). PVCC will host the conference in 2026.

AI in Assessment

During 2024-2025, ALT discussed the implications of AI on teaching, learning, and assessment. The team read and deliberated how to respond to the changes resulting from AI and came to two conclusions. First, the team decided to add two questions to the curricular assessment forms used by faculty in the GEA Online Tool: Are you using Artificial Intelligence (AI) to help you design your assessment project? Yes/No and Are you using Artificial Intelligence (AI) to help you write your assessment form? Yes/No. The team will begin gathering results from these questions to determine the extent that faculty are using AI to design assessment and/or write assessment reports. Secondly, the

team decided during the 2025-2026 academic year, ALT will work on integrating AI into the GEA rubrics in some capacity to help guide assessment of students' abilities to effectively approach/use AI.

Civic Engagement Rubric Highlighted in HLC Leaflet

The January 2026 edition of the HLC Leaflet publication included an article titled "*Civic Engagement Momentum Building at HLC Institutions*" which highlighted PVCC's Civic Engagement GEA Rubric.

Higher Learning Commission

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Focused Group Outcomes

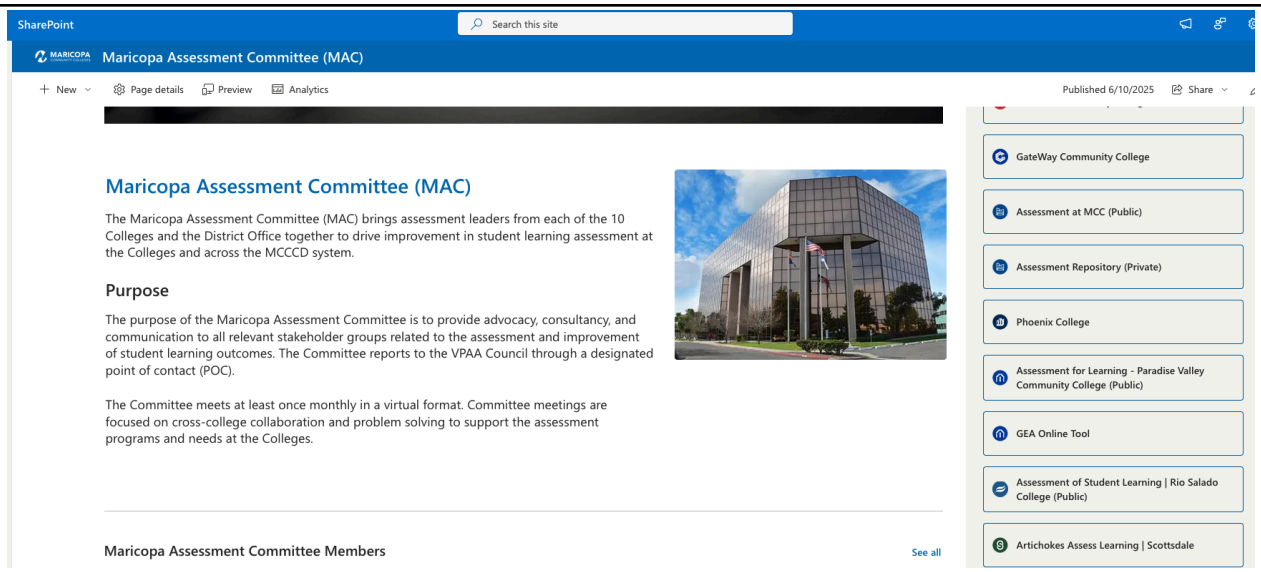
Encouraged by the results of the survey, HLC invited a small group of respondents to participate in focus groups in November 2024. While the discussions were organized around the dimensions of CLDE's framework, common themes surfaced, including: the centrality of civic engagement to institutional mission, its presence in general education requirements, challenges in implementing programs in rural locations and on non-residential campuses, issues navigating political climate, and student development.

Several institutions remarked during the focus groups about the importance of civic learning to whole student development. As Gina Cinali, Associate Vice President of Strategic Planning and Institutional Effectiveness at Paradise Valley Community College, observed:

"Commitment to the community is not just in the name of our college. It is also about making sure that students understand that we do not just encourage a narrow focus on a specific issue or a specific course or major. The education they will get at our institution will prepare them not only for their first job or task, but also for their last, as we are committed to nurturing and creating this well-rounded person. The *cura personalis* ethos – the focus on the whole person - is very central to our mission." (See also: https://www.paradisevalley.edu/employees/assessment-learning/civic-engagement)

Maricopa Assessment Committee (MAC)

ALT continued to collaborate with other assessment leaders across the district and Dr. Ramirez, ALT CO-Chair, served on the Advisory Council for MAC. She led the efforts to create an assessment website on the Maricopa committee's sharepoint intranet, which officially went live in May 2025.



HLC Visit and Reaffirmation

ALT has a long and strong history of heavy involvement with accreditation work at the college and ALT Chairs wrote Criterion #4 for the assurance review on the past three accreditation cycles. A team of HLC Peer Reviewers conducted a site visit at the college in October 2025. ALT was well prepped, participated in mock interview sessions, created an assessment fast facts infographic, attended meetings for Criteria #3 and #4, and the ALT Co-Chair attended a one-on-one “Office Hours” session. Overall the visit was very successful, the reviewers determined that PVCC met all criteria, and the college’s accreditation status was reaffirmed. The next Assurance Review will be in 2028-2029 and the next Comprehensive Evaluation will be at the end of the ten-year cycle in 2034-2035.

Higher Learning Commission

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January 10, 2025

Dr. Jana Schwartz
President
Maricopa Community Colleges-Paradise Valley Community College
18401 N. 32nd St.
Phoenix, AZ 85032

Dear President Schwartz:

This letter serves as formal notification and official record of action taken concerning Maricopa Community Colleges-Paradise Valley Community College (the institution) by the Institutional Actions Council (IAC) of the Higher Learning Commission (HLC) at its meeting on January 6, 2025. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC continued and reaffirmed the accreditation of Maricopa Community Colleges-Paradise Valley Community College with the next Reaffirmation of Accreditation in 2034-35.

In taking this action, the IAC considered materials from the most recent evaluation and the institutional response (if applicable) to the evaluation findings.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for the institution to review and manage information regarding its accreditation relationship. Chief Executive Officers and Accreditation Liaison Officers may download the ISR Report in Canopy at https://canopy.hlcommission.org.

Within the next 30 days, HLC will also publish information about this action on its website at https://www.hlcommission.org/Student-Resources/recent-actions.

Please note: Revisions to HLC's Criteria for Accreditation and Assumed Practices will go into effect on September 1, 2025. Institutions will be evaluated against these revised HLC requirements for all reviews conducted after that date, including reviews related to previously assigned monitoring. Institutional reports submitted on or after September 1, 2025, or institutional reports or Assurance Arguments for visits that will take place on or after September 1, 2025, should be written to the revised version of the Criteria or Assumed Practices as applicable. More information, including a crosswalk between the current and revised versions of the Criteria, is available on HLC's website at https://www.hlcommission.org/criteria.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison, Karen Solomon. Your cooperation in this matter is appreciated.

Sincerely,

Barbara Gellman-Danley

Employees celebrated with each other and enjoyed a fun ride around campus!

BBA Visit and Approval

September 23, 2025 ALT participated in the joint HLC visit at Scottsdale Community College to approve the college's Substantive Change Application for the second Bachelor's degree since the passing of AZ Senate Bill 1453-the Bachelor of Business Administration in Accounting. The visit went well and Peer Reviewers noted that assessment was an area of strength at PVCC. The BBA was approved and the College will begin offering the new program in Fall 2025. "Program Purpose: The Bachelor of Business Administration (BBA) in Accounting is designed to provide students with advanced skills in accounting, including but not limited to financial accounting, taxation, managerial accounting, auditing, and forensic accounting. Students will develop a strong understanding of ethical and regulatory requirements for accounting professionals. Graduates of the program will be prepared to sit for Certified Public Accountant (CPA) and Certified Management Accounting (CMA) examinations and can pursue careers as accountants, financial managers, tax professionals, budget analysts, auditors, and fraud examiners."

PURR-Adjunct Professional Development

ALT was asked by the Adjunct Faculty Coordinator, Susan Bonnell, to facilitate a session for the Professional Adjunct Workshop Series. On 9/6-9/7, ALT facilitated the session *Teaching Highly Marketable Skills and Dispositions with PVCC's GEA Rubrics*. Adjuncts designed GEA assessment plans, implemented them, received feedback during the Wrap-up session on November 22/23, and submitted the project using the curricular assessment forms in the GEA Online Tool. The sessions were a success and one of the participants, Anya Frashuer (ASB222) ended up winning the Top Adjunct Assessment Award for the year.

Program Review and ALT

During the 2024-2025 year, ALT continued to strengthen ties with Program Review. Training sessions were offered monthly and included assessment coaching and feedback on Program Learning Outcomes (PLOs) mapping and measurement.

Cocurricular Assessment

Veterans' Services and the Intercultural Center collaborated on cocurricular assessment projects throughout the academic year. Both areas measured key student learning outcomes along with other metrics to improve students' experiences. Christina Calderon focused on improving students abilities to effectively use their Veteran benefits. Sheena Mata investigated students' usage of college resources and understanding of first generation ideas. Projects were submitted in the GEA Online Tool.

Assessment Champions Breakfast

During Fall Learning Week 2024, ALT hosted a special Assessment Champions breakfast to celebrate excellence in assessment and recognize the 2023-2204 Assessment Award Winners.

Wednesday • August 14, 2024 REGISTER HERE

8:30 - 9:00 Assessment Champions Breakfast

9:00 - 10:00 KSC1000A
Assessment Strategies for Improving Learning and Honoring Student Voice
Felicia Ramirez and Leonard Macias

Tracking student progress over time and gauging growth can be challenging tasks. Join us to discuss recent results and explore strategies for improving learning that empower students. What classes do PVCC graduates tend to be assessed in the most? Which essential skills do graduates score highest/lowest on? How are students who part of various demographic groups tend to score on GEA Rubrics? In this session we will share ALT's Report on PVCC Graduates' Achievement of General Education Assessment (GEA) Learning Outcomes, develop plans for Fall assessment efforts, and recognize excellence in assessment as we celebrate the faculty President's Assessment Award Winners and the Student ePortfolio Competition Winners.

10:00 - 10:15 KSC1000A
Break - Breathing Exercise with Tatum Bailey

10:15 - 11:30 KSC1000A
Program Review Orientation
Felicia Ramirez and Leonard Macias

This session is required for all Division Chairs, Program Directors, and Faculty who be conducting Program Review during the 2024-2025 academic year. We will explain the program preview process, timeline, and required elements; demonstrate how to complete the Program Assessment Matrix for your program(s); and get you started with the Program Review Template.

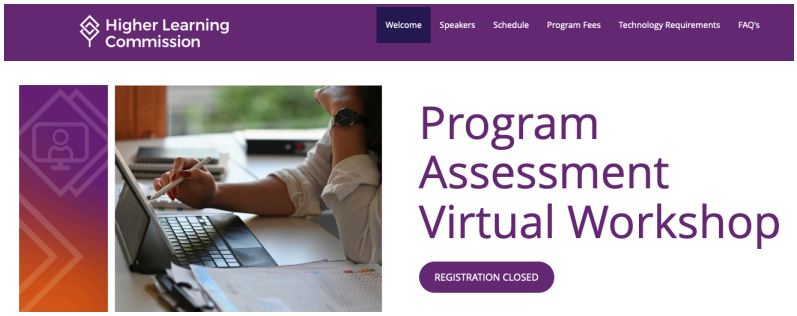
2023-2024

Year 3 PAW Winners During Fall Learning Week, ALT recognized the 2022-2023 faculty winners of the President's Assessment Award (PAW).

Presentations: Faculty Senate, President's Leadership Team: In October, ALT presented assessment information to the Faculty Senate. Assessment updates, goals, and ways to get involved

were shared. ALT leadership also presented twice to PLT to discuss assessment priorities, share results, and garner support for assessment initiatives.

HLC Program Assessment Virtual Workshop



In November, ALT leadership participated in the four part workshop. According to HLC, “This virtual workshop series will further your understanding of practical and meaningful assessment of student learning in academic programs. Through lectures, discussions, and structured activities, gain the practical knowledge and skills to lead the development and implementation of a program assessment plan in your academic discipline. Objectives: Gain knowledge of meaningful assessment of student learning in academic programs. Leave with the ability to engage others on campus in developing an effective program assessment plan.” Strategies learned during the workshop were shared with ALT and will be applied to enhance the college’s program assessment practices.

Dual Enrollment

ALT reached a new milestone with Dual Enrollment Assessment and hosted in-person assessment professional development workshops with all high-school partners. A suite of training materials specifically tailored for Dual Enrollment faculty were developed and applied.

Cactus Shadows High School: November 1, 2023 and January 24, 2024

Shadow Mountain High School (FPA/VPAA): February 14, 2024 and March 26, 2024

ALT offered Continuing Education Units (CEU) for those who attended the workshops and issued certificates. We had 100% participation from all Dual Enrollment Faculty. DE faculty learned about assessment, the process at PVCC, and designed, implemented, and documented a course assessment. Additionally, CSHS faculty developed cross-walks between PVCC course competencies and AZ State/AP Units for DE classes. The meetings with DE faculty were a great help to bridge the gap between assessment at the college and high school and strengthened the relationship between college and its partners. Faculty assessments were archived by ALT and added for consideration among other

college assessments for the President's Assessment Award (PAW). In March, ALT leadership participated in the college's Dual Enrollment Advisory Meeting and shared progress as well as ideas for improving Dual Enrollment processes.

RFA Assessment Updates ALT leadership provided feedback to the Residential Faculty Administration Collaboration Team (RFACT) on the revisions for the Residential Faculty Agreement (RFA) about assessment and recommended that "assessment reports" should be added to Faculty Chair duties Article 7.4.4. and that "learning outcomes assessment" should be added to the PAR Reflections in Article, 17.2.4. The colleges cannot meet HLC Criteria for Accreditation without assessment, therefore it should be explicitly addressed by RFACT and College Plans. The feedback was implemented in the red line drafts for both of those sections (see pgs. 45 and 109) and is pending approval.

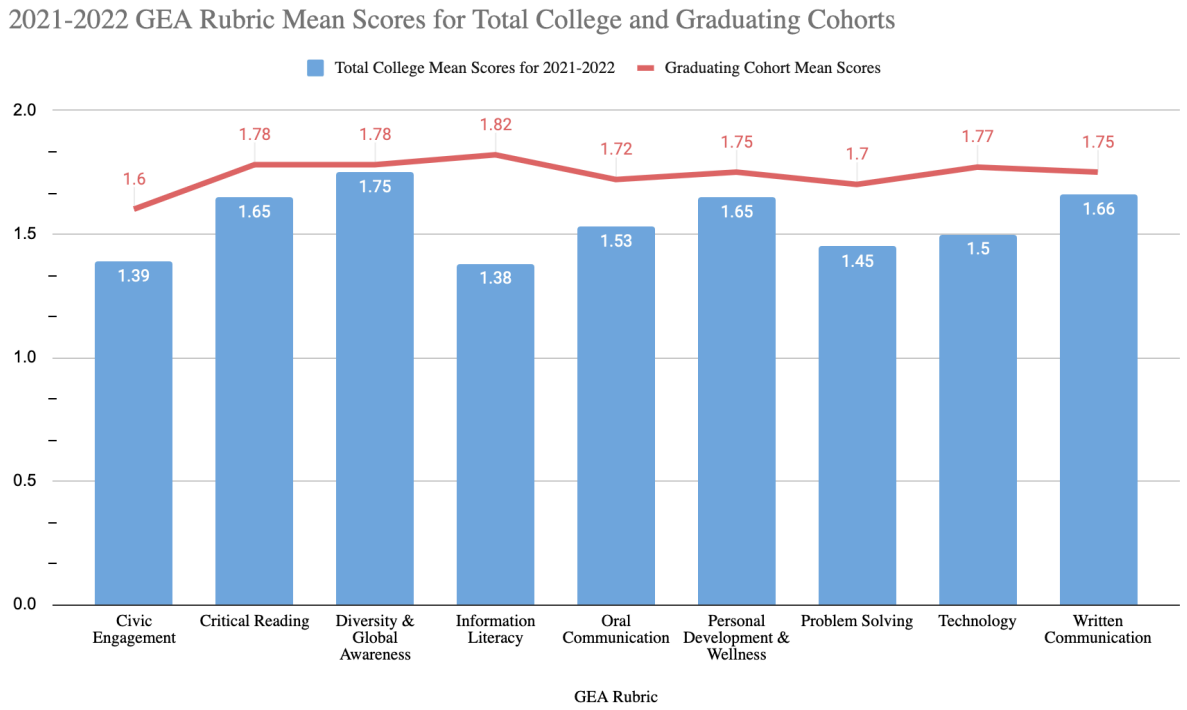
Adjunct Faculty Coordinator Added as Member of ALT ALT discussed the option of adding an adjunct rep to the team, voted to approve the new rep, and welcomed Susan Bonnell as the first Adjunct Faculty Coordinator rep to ALT.

White Paper on Academic Program Review ALT Co-Chairs have become increasingly involved with program review and worked to make clear/effective links between review and assessment. In Spring 2024, they drafted a White Paper on Academic Program Review and recommended a change in practice. ALT discussed the white paper and recommendations for improving Academic Program Review. We discussed why change was needed and what the new team membership may consist of. Continued collaboration with VPAA and IE is essential and the consensus was that faculty should be leading the process. The team voted to approve the recommendations and endorse the perspective in the white paper. Felicia and Leonard then shared the recommendation college-wide in the CTLEE March Newsletter and with the Faculty Senate, who voted and approved the recommendation in March. The Administrative team then reviewed the recommendation and it was officially approved by Interim President Jana Schwartz in April 2024. The next steps are to organize the Program Review Team and develop a charter.

Graduate Analysis

During the Fall-Spring Semesters, ALT collaborated with IT (Marc Varner) and IE/IR (Michael Tyler) to analyze learning outcome data for the 2021-2022 graduating cohorts. The results were largely positive and three key conclusions: *#1: Disaggregation of learning outcome data is feasible, viable, and fruitful., #2: Distribution of level of achievement of outcomes was the same across demographics for nearly all*

GEA Learning Outcome areas., #3: An equity gap seems to exist between Hispanic students and Non-Hispanic students in the GEA area of Written Communication.



Ramírez, F., Tyler, M., Macias, L. & Varner, M. (2024). *ALT Report on PVCC Graduates' Achievement of General Education Assessment (GEA) Learning Outcomes*. Paradise Valley Community College.

MAC

ALT continued its collaboration with the Maricopa Assessment Committee throughout the academic year. We discussed strategies for program assessment, general education changes, and accreditation efforts. ALT Co-Chair, Felicia Ramírez served on the Advisory Council and met with the new MCCCD Provost to discuss MAC issues, including program review.

New GEA Dimension: Student Professionalism

ALT has been working to develop a student professionalism dimension for the GEA rubrics, since the team identified the need for a work-based experience outcome to help students, especially those in Bachelor level programs, to prepare for careers. In Fall, the team finalized the new dimension and added it to the Personal Development and Wellness Rubric.

Learning Outcome: Practice professional habits and/or industry standards for success and growth.

Dimension	Score 3 (Advanced) Meets or Exceeds Bachelor Level Standards for Competence	Score 2 (Intermediate) Meets Associate Level Standards for Competence	Score 1 (Developing)	Score 0 (Beginning)
Student Professionalism	*Consistently* demonstrates exemplary 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 *strong* capacity for improvement by initiating 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.	*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.	Occasionally 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 some capacity for improvement, needs direction or guidance towards behaviors that ensure continuous growth in the learning environment.	At times demonstrates effective work habits and/or regularly demonstrates ineffective work habits 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 limited capacity for improvement and/or dismisses opportunities for growth.

Arizona General Education (AGEC)

ALT continued to monitor the changes and updates regarding the new AGEC designations and criteria. We collaborated with IT to develop a plan for applying the new AGEC to the GEA Online Tool and continue to measure general education learning outcomes across the general studies program.

ePortfolio Competition

PVCC ePortfolio Competition

Celebrating the creative work and intellectual growth of PVCC students. Empowering them to tell the story of their unique educational journeys through an electronic portfolio.

All students currently enrolled in at least one PVCC class may apply.
The top ePortfolio selected for each category will receive **$100** & be featured in the College's Fall Learning to Assess Newsletter.
All submissions receive a Certificate of Recognition.
The submission deadline is **May 1, 2024 at 9:00pm.**

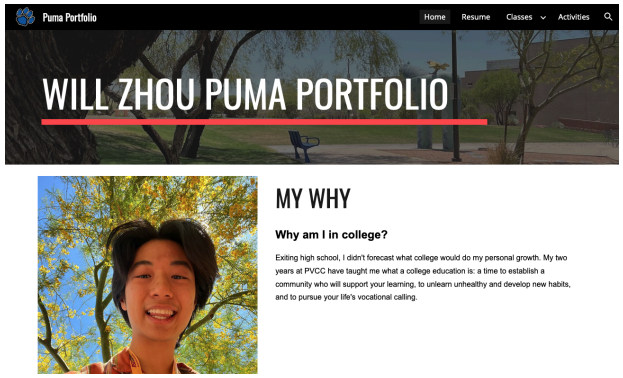
Submission Form: https://forms.gle/trc9Q4HxWsZbKwtF7

Categories: Students may choose to submit to ONE of the two categories.

Category #1 (Program Emphasis)
Puma Program Prowess
Description: Submissions in this category should showcase and demonstrate the knowledge and skills gained over time in multiple courses and/or in learning experiences out of class that lead to the completion of a specific degree, certificate, pathway, FOI, or transfer plan. Students should reflect on experiences and include artifacts that may be from any of the following: related coursework, assignments, self-assessments, activities, club involvement, leadership, service, internships, or any other relevant academic endeavors. Students can read more about what students are expected to learn in each of their respectives programs on the college's Degrees & Certificates by Name website. Click on a specific degree and then look for the section titled "What You'll Learn…This pathway map will help you gain the expertise needed to"…(followed by a list of outcomes)

Category #2 (Skill Emphasis)
Puma TRACKS *True Reflections and Assessments of Core Knowledge and Skills*
Description: Submissions in this category should showcase and demonstrate the development of highly valuable skills and dispositions achieved over time in classes and/or in learning experiences related to PVCC General Education areas including: Civic Engagement, Critical Reading, Diversity & Global Awareness, Information Literacy, Oral Communication, Personal Wellness & Development, Problem Solving, Technology, and Written Communication. More detailed descriptions of these types of skills can be found in the GEA Rubric Packet and GEA Skills Inventory. Students do NOT need to address all of the GEA areas, only those which are most relevant to their experience. In the ePortfolio, students should reflect on experiences and include artifacts that may be from any of the following: related coursework, assignments, self-assessments, activities, club involvement, leadership, service, work-based-experiences, or any other relevant academic endeavors.

ALT completed the ePortfolio Institute in the previous academic year and developed the Puma Portfolio template. ALT needed a way to promote usage of the templates, showcase excellent student work, and empower students to curate and select work that demonstrates how they meet learning outcomes. In Spring 2024, ALT hosted its inaugural student ePorftolio Competition. The Team secured funding from the PVCC Fund for Excellence and in May, an ad hoc group of ALT reviewed and judged the student submissions and selected two winners.



New Programs: BBA and Paralegal

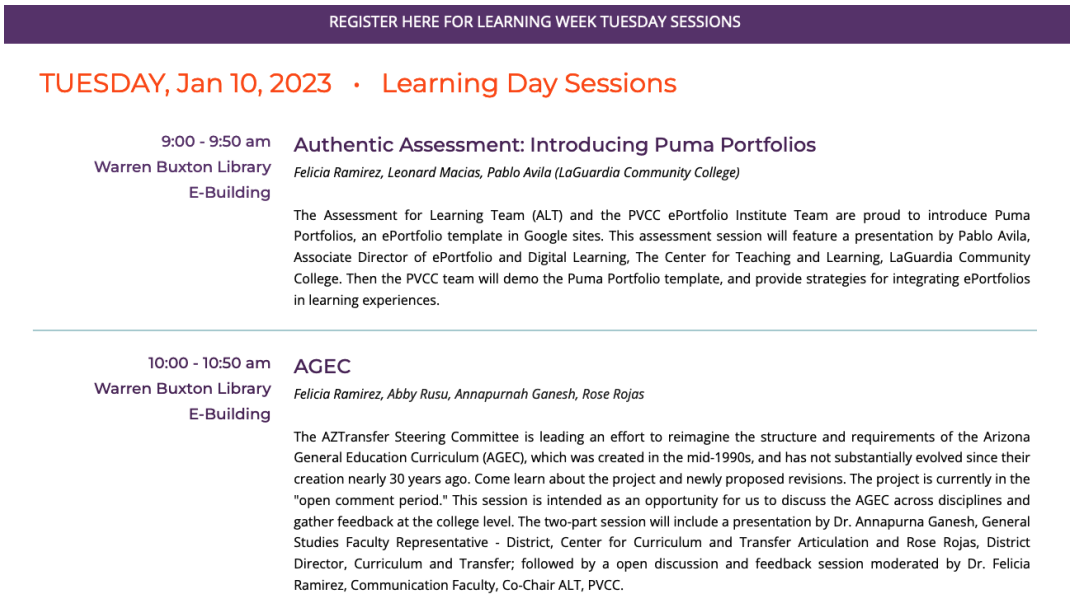
During the academic year, ALT assisted with the assessment planning and completion of assessment sections for the HLC Substantive Change documents for the Paralegal program and PVCC's second Bachelor's Degree, Bachelor of Business Administration in Accounting. The new programs are pending approval.

Collaboration with Puma Tutoring Center

During the academic year, ALT collaborated with the Puma Tutoring Center to assess cocurricular learning that occurs at the center and to begin plans for measuring the effectiveness of Supplemental Instruction (SI) in key courses in connection to the Title III grant the center received.

2022-2023

Year 2 PAW Winners: During Fall Learning Week, ALT recognized the 2021-2022 faculty winners of the President's Assessment Award (PAW). The session included an ePortfolio focus and presentation from our ePortfolio Institute mentor, Pablo Avila.



ePortfolio Institute and the Puma Portfolio

ALT completed the year-long AAC&U ePortfolio Institute and in collaboration with the CTLEE developed the Puma Portfolio template. A Puma Portfolio is an ePortfolio created using Google Sites that allows students to document, deepen, and reflect on learning experiences during their time at Paradise Valley Community College. Puma Portfolios have many benefits for students and the college. As a High Impact Practice (HIP) and means of authentic assessment of learning, Puma Portfolios empower students to curate "signature" work that demonstrates directly the knowledge, skills, and dispositions they have gained as a result of learning experiences across curricular and cocurricular learning experiences, as well as how they feel about the collective experiences, and the ways in which the experiences/abilities/knowledge influence their hopes for the future. ALT hosted a special Puma Portfolio seminar for EDU faculty in Summer 2023 to help them integrate eportfolios into the program.

MAC Presentation to ICs

Assessment Leaders on the Maricopa Assessment Committee (MAC) gave a presentation to Instructional Councils, :Big A- Assessment with Julie Morrison (GCC), Ty Welborn (PC), and Felicia Ramírez (PVCC). The presentation included important information about measuring Program Learning Outcomes (PLOs). The information was added to the Assessment Resources on the PVCC Assessment Website. Slides

ALT Helps Get HLC Approval for PVCC's First Bachelor Degree

The Higher Learning Commission (HLC) peer reviewers spent a day and a half with the Bachelor's Team across the district to review the level of readiness to offer bachelor's degrees. During the interviews, PVCC's ALT leadership responded to a variety of questions including: How does PV train new faculty regarding assessment? How does PV differentiate between AA program outcomes and BA program outcomes? Also, how is there one assessment plan that all the colleges follow? Some of the items the visiting HLC peer reviewers commended us on were: Demonstrated passion of our faculty and staff for their work and clear excitement to offer these new degrees, Committed and knowledgeable staff, Student enthusiasm for the new degrees, Strong commitment from our District and College leaders to support changes across colleges, Strong resources in the areas of technology and teaching and learning, and a strong industry and community partnership. PVCC received HLC approval in December of 2023.

Spring HLC Site Visit to PV's Black Mountain Campus

The HLC visit to the Black Mountain Campus and the Fire Academy was a success! ALT leadership assisted with the assessment section of the site visit. Dr. Claudia Douglass, the HLC Peer Reviewer, enjoyed her meetings with all of the PV faculty and staff, and she left with a very positive view of PVCC. She was impressed with all the services provided to the learners and the focus on the success of the learner. In addition, she spoke very positively of her meeting with the academic teams related to curriculum development and assessment.

ALT Featured in National Publication

In the Spring of 2023, Dr. Ramirez (ALT Co-Chair) collaborated with other assessment scholars/practitioners across the U.S. as part of the equity team for the Grand Challenges in Assessment Project.

Part of the team authored an article for the Association of the Assessment of Learning in Higher Education (AAHLE) published April 3, 2023.

Phillips, G.A., Wu, S., Bloom, J.D., Jones, J.M., Janetski, B.K., Fu, J., Billman, J., Ramirez, F.A., & Opocyynski, R. (2023). Assessment professionals as change agents: Enhancing equity in our own backyard. Emerging Dialogues in Assessment. https://www.aalhe.org/emerging-dialogues---assessment-professionals-as-change-agents--enhancing-equity-in-our-own-backyard

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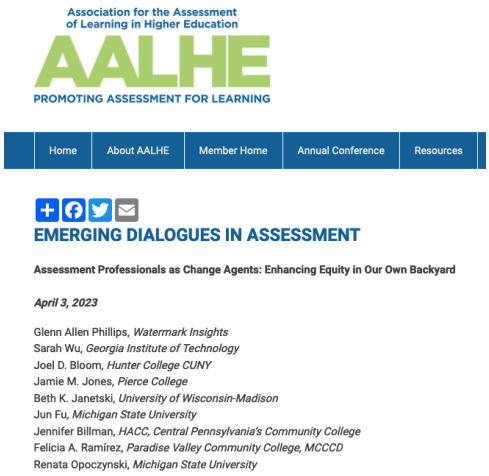
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EMERGING DIALOGUES IN ASSESSMENT
Assessment Professionals as Change Agents: Enhancing Equity in Our Own Backyard
April 3, 2023
Glenn Allen Phillips, Watermark Insights
Sarah Wu, Georgia Institute of Technology
Joel D. Bloom, Hunter College CUNY
Jamie M. Jones, Pierce College
Beth K. Janetski, University of Wisconsin-Madison
Jun Fu, Michigan State University
Jennifer Billman, HACC, Central Pennsylvania's Community College
Felicia A. Ramírez, Paradise Valley Community College, MCCCD
Renata Opoczynski, Michigan State University

PVCC was highlighted in the following section of the article:

At Paradise Valley Community College (PVCC), assessment professionals took advantage of an exercise in creating standard operating procedures to infuse an equity mindset in their work (Ramírez & Macias, 2022). As assessment scholars have pointed out “An assessment process that is not mindful of equity can risk becoming a tool that promotes inequities, whether intentional or not” (Montenegro & Jankowski, 2020). Therefore, the college’s Assessment for Learning Team (ALT), consisting of representatives from across academic divisions, student affairs, institutional effectiveness, and the administrative executive team, reviewed the continuum of equity in assessment and selected definitions for equity-minded assessment and culturally responsive assessment to include in the charter. Using the components and spirit of equity embedded across the continuum, the team developed a list of about a dozen different methods and strategies that would be used including: accounting for compositional diversity; transparency about assessment results; fostering inclusiveness within the committee membership; analyzing how our own assumptions and/or positionalities influence our interpretation of learning outcomes, assessment results, and planned actions for improvement; avoiding deficit based, biased, or non-inclusive language in assessment instruments; and of course disaggregating data. Explicitly outlining strategies that support equity in assessment committee charters, like the one at PVCC, may be a great step towards advancing improvement at the institutional level.
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<td>2021-2022</td>
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PV Sends a team to Excelencia

In Fall 2021 Paradise Valley, in an effort to become a Hispanic Serving Institute, set out to accomplish a Seal of Excelencia. Excelencia in Education is an institution that promotes Latino student achievement, performing research to inform educational policies, and advancing institutional practices. Excelencia is a transformative leader in higher education and in 2019, Excelencia launched the Seal of Excelencia, an independent national certification for institutions intentionally serving Latino students while serving all. Dr. Dale formed a team to send to Excelencia to learn more about the steps to obtaining the seal. ALT
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sent Leonard Macias to be part of the team, and to learn how assessment can be a part of the accreditation process.

ALT part of ePortfolios team

In the Fall of 2021 PV sent a team to the Association of American Colleges & Universities to attend a conference on ePortfolios. The Institute on ePortfolios provides an ongoing opportunity for teams from campuses and/or state systems to develop and implement ambitious strategies for broadening student engagement with ePortfolios. Felicia Ramirez and Leonard Macias were part of the team and joined by Dr. Berry, Mike Ho, Lynn McClelland, John McCrudden and Jaime Martin.

During the year the team created an action plan and learned the philosophy behind ePortfolios and the best practices to implement an ePortfolio program. With the transition to guided pathways, ePortfolios represent an exciting and critical way for students to further engage with the college and deepen the connection to their Field of Interest (FOI).

The action plan revealed three items PV needs to work on: identifying a niche area to start small and focus on, research and gather evidence to support the use of ePortfolios in the area and context that we identify, and identify an ePortfolio platform and develop training materials/professional development to support it.

Continuation of Assessment Labs going remote due to the Covid-19 pandemic

The ALT continued to hold assessment labs virtually twice each semester. The purpose for continuing with this model was to address faculty needs and help create quality remote learning conditions. In addition, the assessment labs provided instruction on assessment to document the dedicated efforts of faculty to respond to the COVID-19 crisis and its impact on learning at PVCC.

ALT Charter Approved

In November the ALT Committee finished reviewing and approved the committee's new charter. The team reviewed and revised elements related to Curricular/Co-Curricular/Extracurricular definitions and the decision making process for ALT. ALT believes the new charter helps to redefine the goals and purpose of the committee's work. The new and revised language should clearly connect assessment with student learning and retention, but align PV's General Education Outcomes to Districts.

District Assessment Committee is official

In spring of 2021 the Maricopa Assessment Committee (MAC), with the approval of interim Vice Chancellor Eric Leshinskie, became officially recognized by the District as a committee. A Charter was drafted and all members contributed in writing it. MAC had been meeting regularly for the last three years, so the committee believes it is a good idea for the group of assessment leaders across the district to be officially recognized and have a greater voice on issues related to assessment on the District level.

Co Curricular Mapping Project

ALT worked on mapping out the General Education Student Learning Outcomes across co curricular learning experiences at the college and established a cycle for regularly assessing learning experiences. ALT will identify two projects per year to focus on, and this year the committee worked with Meggin Kirk on Festival of Tales and with Sami Lange on Dias De Los Muertos.

PV's Bachelor Degree Program

Paradise Valley was one the District's colleges that were selected to start offering a Bachelor's degree in Education beginning in 2024. PVC's Bachelor's Degree Team, in preparation, created a template to help guide Paradise Valley to complete the HLC process for a substantive change - New degree program application for a Bachelor's degree. There are three parts to this template, each designed to support a key area (planning, assessment, program review) of the substantive change application and criteria for accreditation.

It was determined that the Assessment for Learning Team (ALT) would be responsible for Part 1 of this form related to ILOs including revising the ILOs to support upper-division courses and Bachelor's degree awards, ALT Chairs and Education Faculty Meggin Kirk would collaborate on Part 2 of this form related to Program Assessment, and Dean Sandra Hinski and IE rep Carolyn Miller would collaborate on Part 3 related to Program Review. ALT met in February, and March, and will meet in April to work on the project. The team reviewed existing ILOs and their corresponding nine rubrics with 48 dimensions in the GEA Rubric Packet. ALT evaluated the potential for the ILOs to support Bachelor's Degrees and identified any potential gaps.

The team first evaluated the list of existing outcomes and considered the outcomes potential for supporting upper-division coursework. A team member stated that the outcomes can support upper-division work because the college has considered the knowledge/abilities needed for transfer students to be successful at the university level. Background details: The ILO outcomes are a robust collection with over 48 dimensions across nine areas including Civic Engagement, Critical Reading, Diversity and Global Awareness, Information Literacy, Oral Communication, Personal Development and Wellness, Problem Solving, Technology, and Written Communication. Since 2005, when the college first developed the outcomes, ALT has added to, updated, and strengthened the outcomes. So, the outcomes are current and representative of knowledge and abilities at both the associate and bachelor levels. ALT's process for developing new and revising learning outcomes is methodical and thoughtful. The team creates an ad hoc group of ALT members and content area experts to review materials, draft outcomes, and bring the outcomes to the entire ALT committee for review. Samples from other colleges, the AAC&U VALUE Rubrics, and literature related to the content areas were reviewed and used as models where appropriate. While the outcomes support upper-division work, the team recognized that 1-2 additional outcomes could be added to address the areas of professionalism (ie: arriving on time, using feedback), fieldwork, and/or work-based experiences that would help students prepare for employment upon completion of a Bachelor's degree. These outcomes will be developed during the 2022-2023 academic year.

Secondly, the team determined that the ILOs need to be modified by creating an additional column in the rubrics for achievement of the outcomes at a bachelor level. ALT needed to clearly differentiate achievement of the ILOs between the associate and bachelor level. The level of achievement for each

	dimension must be elevated to bachelor-level achievement and since PVCC's core learning outcome of critical thinking is integrated in each of the dimensions, at least one intellectual standard must be explicitly included and italicized for easy recognition. The standards, along with their constellations of meaning, are included in the resources to help members draft their differentiation statement. The Intellectual Standards include: Clarity, Accuracy, Precision, Relevance, Depth, Breadth, Logic, Significance, and Fairness (Paul-Elder, 2019). The team applied language found in the "The Thinker's Guide Intellectual Standards: The Words that Name Them and the Criteria that Define Them" and in particular the *constellations* of the Intellectual Standards. The constellations arrange the "...standards in groupings with what might be considered the 'paradigm' concept in the middle, and related similar concepts around the central concept. Each constellation contains a range of nuanced meanings within a central concept" (p. 17). Each constellation of an Intellectual Standard is paired with its conceptual opposite and synonyms. For example, Clear and its similar concepts of Well-Defined, Explicit, Intelligible, Straight Forward, Perceptible and so on are paired with Unclear and its similar concepts of Vague, Fuzzy, Incomprehensible, Obscure, Vague, and so on. The standards and concepts were applied to clearly differentiate between the various levels of achievement for each dimension on the rubric. To make the infusion of the standards explicit the words used to define the standards and similar concepts are *italicized* in the metric areas of the rubrics. Other resources consulted included: Degree Qualification Profile (DPQ): https://www.learningoutcomesassessment.org/dqp/ Blooms Verb Chart: https://tips.uark.edu/blooms-taxonomy-verb-chart/ Medicine Wheel: https://www.lincdireproject.org/wp-content/uploads/2019/03/Using-the-Medicine-Wheel-for-Curriculum-Design-in-Intercultural-Communication.pdf The ATL committee has begun to create a fourth column for the GEA rubrics to accommodate assessment of PV's new program. The committee's work should be finished by the spring of 2023.
2020-2021	**ALT and TACT Collaborate** In Fall 2020, ALT reviewed the initial Take Action College Team (TACT) recommendations from Summer 2020 regarding equity and inclusion. As TACT moves forward with some of their recommendations, ALT will continue to work with TACT to discuss equity-minded assessment and propose specific steps towards helping the college meet its strategic goals related to diversity. **Continuation of Assessment Labs going remote due to the Covid-19 pandemic** The ALT continued to hold assessment labs virtually twice each semester. The purpose for continuing with this model was to address faculty needs and help create quality remote learning conditions. In addition, the assessment labs provided instruction on assessment to document the dedicated efforts of faculty to respond to the COVID-19 crisis and its impact on learning at PVCC.

	Assessing Peer Mentor and Peer Leader Co-Curricular Program The ALT partnered with Diane Chapman, Debbie Brown, Issac Torres, and the Office of Institutional Research and Effectiveness to assess the Peer Mentor and Peer Leaders Programs. The assessment was performed over the Fall and Spring semesters. The Peer Leaders assessmed their own communication habits by completing a Communication Inventory and learned strategies for improving the way they communicate with students, faculty, and employees at the college. The results of the Peer Mentor assessment were also positive and indicated that a strong majority of students who are in class with a Peer Mentor reported feeling supported, connected, and would like to have a Peer Mentor in future classes. The process of conducting a co-curricular project has been equally fruitful for the coordinators. The project revealed another way the college can provide academic resources to support student learning and success. **Crosswalk of the Maricopa First Year Experience (FYE) Outcomes and PVCC General Education Student Learning Outcomes** The ALT cross-coded Maricopa Community College First Year Experience (FYE) Outcomes with Paradise Valley General Education Assessment Student Learning Outcomes. The main idea behind the cross coding was to make assessment more functional by using consistent outcomes and language across the college to measure efforts in multiple initiatives. In addition, it also helps to identify gaps in the outcomes, meaning areas that are not assessed but are important for student learning. The results of the cross-coding were (1) Alignment between PVCC General Education Student Learning Outcomes and MCCD FYE Outcomes and (2) the recognition of the need to create two new learning outcomes related to Financial Literacy and Career planning.

Student Learning Outcomes

First Year Experience

1. Demonstrate characteristics of a productive academic mindset, for example, self-efficacy, self-advocacy, growth mindset, and/or an understanding of the relevancy of academic experience. (Themes: GROWTH MINDSET, SELF- ADVOCACY, SELF-EFFICACY, VALUE OF EDUCATION)
2. Develop personal, professional, and academic connections and relationships to engage in the college community. (Themes: MEANINGFUL CONNECTIONS)
3. Plan and budget for the funding of educational goals using a wide range of financial resources and options. (Themes: FINANCIAL LITERACY)
4. Demonstrate integrity and accountability in alignment with the expectations of the college community. (Themes: ACCOUNTABILITY AND PROFESSIONALISM)
5. Apply at least one self-care strategies that fosters a healthy mind, body, and spirit. (Themes: SELF CARE)
6. Evaluate how background, experiences, and world views impact values, assumptions, behaviors, and relationships with others. (Themes: DIVERSITY OF PERSPECTIVES)
7. Confirm a pathway to educational and career goal attainment through career exploration activities. (Themes: CAREER)
8. Apply student success strategies to identify and work towards personal, academic, and/or professional milestones. (Themes: SUCCESS STRATEGIES/GOALS)
9. Utilize appropriate campus resources, tools, and opportunities that contribute to educational experience, goals, and campus engagement. (Themes: RESOURCES)

MARICOPA
COMMUNITY COLLEGES

The Maricopa County Community College District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. For Title IX/504 concerns, call the following number to reach the appointed coordinator: (480) 731-8499. For additional information, as well as a listing of all coordinators within the Maricopa College system, visit **www.maricopa.edu/non-discrimination**.

<u>Crosswalk</u> of Maricopa Community College First Year Experience (FYE) Outcomes and Paradise Valley General Education Assessment Student Learning Outcomes

Maricopa FYE Outcome	PVCC GEA Rubric	Rubric Dimension	Outcome Score (2)
nstrate characteristics of a ve academic mindset, for , self-efficacy, self-advocacy, mindset, and/or an understanding levancy of academic experience. GROWTH MINDSET, SELF-ACY, SELF-EFFICACY, VALUE CATION)	Personal Development & Wellness	Self-Direction	Demonstrates *significant* initiative by taking personal responsibility for decisions and maintaining a growth mindset by using *relevant* resources and/or examining and implementing useful feedback.
op personal, professional, and c connections and relationships e in the college community. MEANINGFUL CTIONS)	Personal Development & Wellness	Interpersonal Communication	Proficiently uses communication that is *clear*, *accurate, relevant*, and *fair* to develop positive connections with others (e.g., self-disclosure, language, non-verbal cues, active listening).
	Diversity & Global Awareness	Collaboration	Collaborates *impartially* with others and *fairly* considers their beliefs and perspectives.
nd budget for the funding of nal goals using a wide range of l resources and options. (Themes: IAL LITERACY)	Personal Development & Wellness	Financial Literacy	Develops *clear*, *responsible* financial goals and identifies *specific, suitable* strategies/tools for budgeting, utilizing financial resources (ie: FAFSA, Loans, Grants, Scholarships), managing debt, and/or saving and investing.
nstrate integrity and ability in alignment with the ions of the college community. ACCOUNTABILITY AND SIONALISM)	Technology	Communication Technology	Demonstrates an *in-depth* understanding of electronic communication by composing and sending messages that are *clear* and follow format guidelines. Analyzes the effect of electronic messages on self and others by being appropriate and respectful.
	Information Literacy	Intellectual Property	Shows evidence of *fairmindedness* and a thorough understanding of the various economic, legal, and social implications of using information by: adhering to intellectual property laws and guidelines, *accurately* giving credit to the original ideas of others, and following citation formatting standards with zero or few errors.
at least one self-care strategy ers a healthy mind, body, and hemes: SELF CARE)	Personal Development & Wellness	Self-Care	*Clearly* identifies and applies the practices of self-care related to mind, body, and/or spirit.

	ate how background, ces, and world views impact ssumptions, behaviors, and hips with others. (Themes: ITY OF PERSPECTIVES)	Diversity & Global Awarenes s	Self-Awareness	Explains with *precision* the impact of culture/worldview on self-concept, thoughts, behaviors, and/or values.
		Diversity & Global Awarenes s	Human, cultural, and global contributions	Demonstrates *breadth* of understanding by synthesizing multiple perspectives of how culture shapes and is influenced by aspects of society (ie: arts, literature, institutions, or behavior).
		Diversity & Global Awarenes s	Ethnocentrism and Inclusion	Identifies ethnocentrism and applies *specific* and *logical* strategies to create equitable conditions.
		Problem Solving	Point of View	Demonstrates *breadth* of understanding by acknowledging biases, *fairly* analyzing multiple perspectives, and incorporating alternative *reasonable* viewpoints.
	rm a pathway to educational and bal attainment through career ion activities. (Themes: R)	Personal Developm ent & Wellness	Career Planning	Demonstrates an *in-depth* understanding of the process of career planning and management; integrates results of *relevant* formal and informal self-assessments to identify skills, interests and values for fulfilling career options; *accurately* analyzes *significant* occupational/workplace trends through utilizing *related* resources; and develops a *comprehensive* action plan for educational and career goal attainment.
	student success strategies to and work towards personal, c, and/ or professional es. (Themes: SUCCESS GIES/GOALS)	Personal Developm ent & Wellness	Goals & Purpose	Develops goals that include all of the following: worded as positive statements, aligned with a *clear* purpose, are realistic, are measurable, and includes *precise* steps and a timeframe.
	e appropriate campus resources, d opportunities that contribute tional experience, goals, and engagement. (Themes: RCES)	Civic Engageme nt	Integrative Learning	Explained in *depth* how the activity (cocurricular, service learning, campus resource) and course content or program of study (Field of Interest, Major) are connected and included *specific* examples of how the two collectively impact learning, personal growth, or educational goals.

Creation of two new learning outcomes: Financial Literacy and Career Planning

The new learning outcomes resulting from work on cross-coding the FYE Outcomes were drafted, Financial Literacy and Career Planning The two outcomes will be added to the GEA Personal Wellness and Development rubric and launched in Fall 2021.

	Response to District Curriculum Committee proposed General Education Statement The District Curriculum Committee (DCC) proposed revisions to the MCCD General Education Statement. The statement drew concerns from several assessment leaders across the district, including at PVCC. ALT drafted a response to the proposal and will continue to work with the DCC and PVCC administration to develop a statement that best serves students and the college's assessment goals. **Paradise Valley Leadership attends HLC Conference** In April a team of college employees, including assessment leadership, attended the HLC Conference virtually. Attending the virtual conference this year was important as the college's comprehensive review will take place in 2024. It is important for the college to stay on track with collecting evidence and ensuring we meet all HLC criteria. The team of conference participants discussed what was learned in sessions and shared strategies for good assessment practice. A list of affirmations and recommendations was shared with ALT. **New ALT Co-Chair** In Spring 2021 ALT division reps were invited to serve as co-chair. Leonard Macias, ENG faculty agreed to serve and ALT enthusiastically approved. Leonard will begin work in summer 2021.
2019-2020	**Canvas Training** In Summer 2020, the assessment co-chair coordinated with the Center for Teaching and Learning (CTL) to update module #6 in the Canvas Training course *Preparing to Teach Online and Hybrid.* The new module includes information about PVCC's assessment program. Specific details about the importance of assessment for learning, PVCC's approach, and General Education Assessment were included to help faculty better understand how to assess learning and document assessment efforts. **Co-Chair Retirement** At the end of Spring 2020 semester, Christine Tabone, long time assessment advocate and leader retired. Christine lead assessment at the college since 2007 and her contributions are greatly responsible for the college's accomplished assessment program including successful HLC self-studies and assurance reviews. Christine modeled the best of faculty efforts to support learning at the college among students and staff. She believes in students' potential and her students' lives were transformed as they also began to believe in themselves. **COVID-19** In March 2020, the college extended spring break and transitioned to online/remote learning in response to the COVID-19 pandemic. ALT suspended its remaining meetings and labs. Assessment continued at the college, some new COVID-19 surveys were administered by the Office of Institutional Effectiveness and certain divisions. In an effort to reduce stress and information overload during unprecedented events, the ALT chairs did not send assessment notifications that would otherwise customarily be communicated. **Assessment Labs** Building on the success of labs in Spring 2019, ALT continued hosting assessment labs during the 2019-2020 academic year. Three assessment labs were planned each semester including one during learning week to help with planning, one at the mid-term point of the semester, and one during finals

week. The assessment labs provide the perfect opportunity for one-on-one assessment coaching sessions to help faculty and other learning facilitators design effective assessment projects, analyze results, brainstorm ideas for improvement, and report findings. Many of the attendees were probationary faculty or adjunct faculty new to assessment at PVCC.

PARC Scoring Rubric

In collaboration with the PAR facilitator, Julie Olander, the team reviewed the assessment related requirements for the Peer Assisted Review (PAR) process for probationary faculty including the RFP sections addressing the FEP and PAR IDP, a sample rubric from SMCC, a sample from GCC, and a draft of the PVCC Faculty Assessment Support Form. The team recommended that the rubric should be a supplement to the PARC scoring rubric and that it should not be used for the purposes of "non-renewal" or "renewal with concerns" since assessment is not explicitly required in the RFP Areas for Evaluation (3.6.2). Assessment was subsequently listed as a supplementary category on the PARC scoring rubric designed to "support a faculty member's growth".

Instruction: Assessment	Faculty member demonstrates clear understanding and use of the PVCC three-part assessment process.	Faculty member demonstrates some understanding and use of the PVCC three-part assessment process.	Faculty member demonstrates little to no understanding or use of the PVCC three-part assessment process.

Transition to New Committee Website

In the beginning of the Fall 2019 semester, ALT transitioned to sharing agendas and minutes on the newly developed college site for all committee. The chairs also started using the new template for committee agendas and meeting minutes.
https://sites.google.com/paradisevalley.edu/committees/academic-affairs/assessment-for-learning-team?authuser=0

PARADISE VALLEY COMMUNITY COLLEGE
A MARICOPA COMMUNITY COLLEGE

Meeting Agenda and Minutes

Meeting Name	[Name of Committee]
Meeting Date	[Date]
Meeting Time	[Time]
Location	[Location]
Attendees	
Optional Attendees	

Meeting Purpose
Insert Charter and tie this to Strategic Goals located in Strategic Plan 2018-2020

Meeting Agenda
- Minutes
  - Old Business
    -
  - New Business
    -
- Next Meeting Time
  -

Project Status/Initiatives

List any open initiatives

Action Items			
Assigned	Task	Comments	Due Date

GEA Form Revisions

The Assessment for Learning Team (ALT), worked on two major projects involving form revision. The team reviewed the GEA curricular assessment form and revised the form to better capture the assessment process, clarify the information being requested in the form, provide examples of the kind of information that is helpful to report, and to help guide a meaningful process leading to learning improvements. The form was also adjusted to better align with the Peer Assisted Review (PAR) IDP report. ALT coordinated with PVCC's PAR Facilitator, Julie Olander, to ensure that the Curricular forms and PAR expectations for assessment aligned.

Revised Curricular Assessment Form:

PART 1: Describe the assessment plan including a clear purpose and a rationale.

1. Select your division
2. List the course you will assess. For example: ENG 101
3. Select the modality of the course (In person, Online, Hybrid)
4. Are you working with other instructors on this assessment project? If yes, explain. For example: You may be working on a common course assessment project that involves adjunct faculty who teach the same course will collaborate to improve learning across sections of a course.
5. Indicate if this is a General Education or Course Assessment project. A general education assessment uses one or more of the GEA rubrics and the 2,1,0 scoring system in the GEA online tool. A course assessment measures course competencies or other learning outcomes, the rubrics may or may not be applied, and scores are tracked using a separate tracking system such as an excel spreadsheet.
6. If this is a General Education assessment, select the rubric(s) you will be using.
7. What specific learning outcome will be measured?
8. Describe the purpose of the project and provide a rationale. For example: What problem are you trying to solve? How are you hoping to help students? What inspired you to focus on this particular area? Why is it necessary to improve learning in this area?
9. When do you plan to administer your assessment? For example: during week 8, Unit 3, informative and persuasive speeches, a pre at the end of lab 1 and a post at the end of lab 4, the cause/effect essay.

PART 2: Measure achievement of the learning outcome (pre), analyze results, and develop and implement strategies for improvement.

10. Summarize the results of the pre-assessment and described what you learned. For example, how was the average score of a particular dimension, what does the evidence suggest about students' level of understanding or ability to complete certain tasks?

11. Based on the results, what specific changes will you make to improve student learning? For example, how will you provide additional opportunities for students to practice, how could you redesign activities or modify learning conditions, what can be done to enhance students' understanding, or what additional resources at the college can be connected with to improve learning?

PART 3: Measure achievement of the learning outcome (post), analyze results, and reflect on instructional practices.

12. Summarize the results. Were the strategies effective for improving learning?

13. How will this assessment project inform your future practices? For example: Will you use this again? If so, how might you amend it? What your plans for continued growth? How will it inform program level improvements?

HLC Assurance Review

The ALT chairs worked on Criterion 4-Teaching and Learning: Evaluation and Improvement for the Assurance Review, which was submitted June 2019. In July, PVCC received the final report from the HLC reviewed team, which determined all criteria were "Met". The reviewing team offered the following recommendations for assessment:

Criteria 4.a.

1. "The team recommends that PVCC determine how best to track and define success of its graduates who enter the workforce immediately following completion of a PVCC program."

Criteria 4.b.

	1. The team recommends that PVCC's next assurance argument should include "examples of assessment reports compiled by academic division chairs, program leaders, and department managers". 2. "The team recommends that recommends that PVCC document not only that program outcome assessment occurs, but also that assessment is comprehensive across all of its academic program offerings" and specialized program accreditations. 3. "The team urges PVCC to document assessment of program outcomes" The Assessment for Learning Team (ALT) began planning steps to act on these recommendations. ALT Co-chairs called for an update of the GEA system to accommodate better tracking and reporting of program level outcomes. The GEA curricular assessment form and academic division chair form were revised.
2018-2019	**Assessment for Cocurricular Learning Tools** In Fall 2018, the assessment chairs met with Dean of Student Affairs, the Director of Student Life, and the Director of Financial Aid and Veteran Services to discuss strategies for assessing cocurricular learning. The chairs presented a tool/form for Free Speech week and discussed ways to modify the template for other cocurricular learning experiences. A modified version of the tool was developed for financial aid workshops. In the Spring, the work continued and three projects were submitted using the GEA online tool. **District Assessment Collaborative** On October 5 2018, PVCC hosted the district assessment meeting. The assessment co-chairs explained the assessment process at PVCC and showed how the GEA online tool is used to collect, report, and track assessment progress and results. **Critical Thinking Knowledge and Skill Check** In Summer 2018, the assessment co-chairs collaborated with Institutional Effectiveness and Research to develop an assessment tool (Critical Thinking Knowledge and Skill Check) for the pretests and posttests. The tests were administered during the Fall, 2018 semester to students who are enrolled in courses facilitated by participating faculty members of the Critical Thinking Academy. **Rubric Reboot** In Fall 2018, revised GEA rubrics infused with critical thinking standards (the same standards applied in the Critical Thinking Academy) were presented to the college during learning week and feedback was gathered from all divisions in early fall. In October, ALT approved the revisions. In the summer, the assessment co-chairs facilitated a training session on the critical thinking standards during the President's Leadership Team (PLT) retreat. The standards were also introduced during a student affairs meeting. In Spring 2019, the revisions were completed and updated in the GEA online tool. **Assessment Extravaganza** September 28, 2018 Leadership Team: Dr. Doug Berry, Dean of Academic Affairs Dr. Anne Suzuki, Dean of Student Affairs Dr. Felicia Ramirez, Communication Faculty, Co-Chair ALT Professor Christine Tabone, English Faculty, Co-Chair ALT Heather Stevens, Planning and Research Analyst Sr. Rationale: PVCC sends a team each summer to the League

for Innovation in the Community College-Learning Summit. The theme for the summer 2018 summit was assessment. Specifically the summit was to address: "*Assessment for Learning: From Data to Action* At the Learning Summit—Phoenix, your team will uncover ideas about how to strengthen your assessment plan; think together about how to connect mission, learning outcomes, curricula, cocurricula, and data; uncover a pro-social approach to student success on your campus; explore ways holistic assessment strategies can be integrated into a student success agenda; and open up a productive best practice forum for learning and sharing with peer institutions" (Learning Summit). PVCC is making a strategic effort to enhance cocurricular learning through assessment and at the time was making plans to collaborate with student affairs. The ALT co-chairs suggested hosting our own assessment summit to maximize efficiency and contextualize learning. The ALT co-chairs partnered with college administration and the office of Institutional Effectiveness and Research to host the Assessment Extravaganza.

Purpose: The Assessment Workshop Extravaganza will celebrate the power of assessment to uphold the promises we make to students, democratize learning, and improve professional practice.

Ways Participants Can Benefit (Learning Outcomes)
Participants will:

- Conceptualize assessment and how it is applied at PVCC
- Describe academic and co-curricular assessment of learning
- Determine relevant strategies for co-curricular and/or academic assessment of learning
- Provide examples of the ways in which assessment enhances transparency
- Describe the need for developing and communicating clear learning outcomes
- Apply assessment strategies to improve professional practice
- Evaluate the benefits of collaborative assessment projects
- Use the General Education Assessment (GEA) online tool
- Explain how data is used in the assessment process
- Develop an assessment plan for 2018-2019 that includes measurable learning outcomes

Summary of Results:

- 28 participants
- Cost per person $42 vs. $500 per person for Learning Summit (member price).
- $1181 total budget compared to $14,000.
- When checking for understanding:
    - 100% of participants surveyed correctly identified the customization options of the GEA rubrics.
    - 82% of participants surveyed correctly identified that all three parts of the assessment form applies to both general education and course assessment.
    - 82% of participants surveyed correctly identified a specific GEA learning outcome and 22% of those went on to thoroughly describe a specific strategy for applying it in their content areas.
    - 91% of participants surveyed made a clearly connection between assessment and improvement.
- Qualitative Feedback:
    - Assessment can be powerful because
        - "it allows us the opportunity to maximize student learning and be an accountable institution."
        - "It improves practice so that we can provide exceptional teaching and learning opportunities to our students."
        - "It can help us in pointing out areas of improvement, which ultimately affects the

students."

- Many participants indicated that the computer lab time used to help participants design assessment projects and begin part one of the form was the most helpful. "The computer portion (hands on) made everything 'click'"

Recommendations:

1. Plan similar assessment labs in future for "hands on" design.
2. Consider an Assessment Extravaganza next year with a new theme, keep the fun and active learning atmosphere.
3. Follow up with participants who started designing assessment projects (ie: career services and financial aid).

Program Review

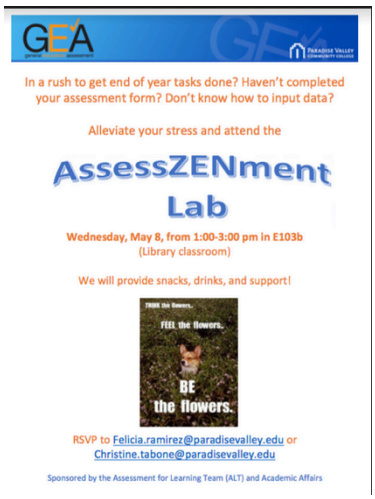
On Jan. 16, 2019, the Dean of Student Affairs, Student Affairs leaders, the Office of Research and Institutional Effectiveness, and ALT chairs met to discuss the program review process for Student Affairs. The program review template was revised and the section regarding assessment was aligned to the assessment form in the GEA online tool.

Phoenix College Visit

Assessment leaders at Phoenix College (PC) requested a demo of the GEA online tool. On April 2, a team from PC visited PVCC. The ALT chairs shared assessment strategies and provided a demonstration of the GEA online tool. ALT will consider the possibility of sharing the GEA online tool with other Maricopa Community Colleges.

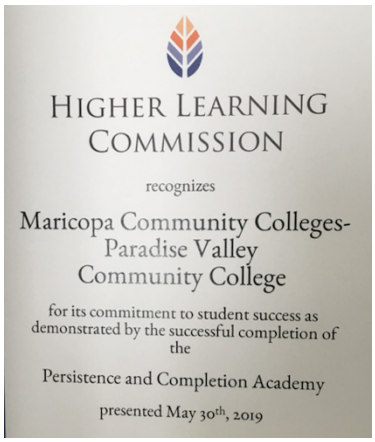
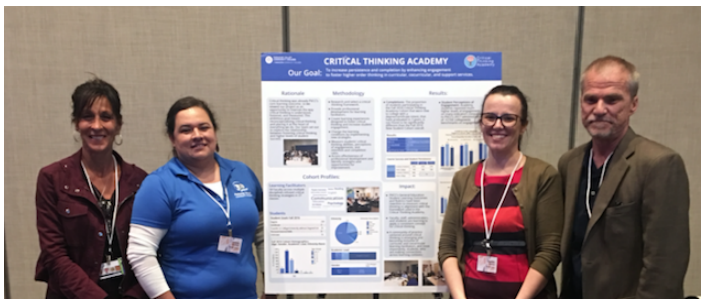
Assessment Lab

During the April ALT meeting, reps suggested that the committee offer a lab workshop to help learning facilitators complete their assessment projects and document the projects in the GEA online tool. On May 8, ALT hosted a lab in the library classroom. The event was successful and ALT plans to expand lab offerings in the next academic year.



HLC Assurance Review

Over the past 2 years, PVCC conducted a self-study in order to write the Assurance Review, due the 4th year of the Open Pathway Cycle. The ALT chairs work on Criterion 4-Teaching and Learning: Evaluation and Improvement. The Assurance Review was submitted June 2019.

	HLC Persistence and Completion Academy In May 2019, the college's team (Dr. Paul Dale, Heather Stevens, Dr. Felicia Ramirez, and Christine Tabone) attended the Final Roundtable in St. Charles, Chicago. The team presented the results of the 4-year project and submitted Part 1 and Part 2 of the Impact Report. The college is making plans to continue the efforts of the Critical Thinking Academy and align with other student success initiatives for the HLC Quality Initiative.  HIGHER LEARNING COMMISSION recognizes Maricopa Community Colleges-Paradise Valley Community College for its commitment to student success as demonstrated by the successful completion of the Persistence and Completion Academy presented May 30th, 2019 
2017-2018	**Personal Development Rubric** During the Fall 2017 semester, AAT agreed to begin work on the Personal Development and Wellness Rubric. An ad-hoc committee was chaired by Counseling faculty and Division Chair Dr. Jim Rubin and composed of representatives from Library, Education, Health & Exercise Science, Student Life, Learning Support Center, English, and Communication. The team reviewed the Foundation and Skills for Lifelong Learning VALUE rubric from the AAC&U and the Personal Development Rubric developed by Tidewater Community College. The team met several times during the fall semester and identified the learning outcomes and rubric dimensions. In Spring 2018, the team completed a draft of the rubric and presented it to AAT. The team agreed that a supplemental tool for evaluating the dimension of Self-Care was a good idea and the ad-hoc committee was tasked with finalizing the supplemental tool. The Personal Development and Wellness Rubric was approved at the April AAT meeting. **Infusing Critical Thinking (Intellectual Standards) into the GEA Rubrics** In preparation, AAT read The Aspiring Thinker's Guide to Critical Thinking and reviewed the GEA critical thinking rubric. Christine and Felicia read an article about infusing the intellectual standards in a critical reading rubric. Leist, C. W., Woolwine, M. A., & Bays, C. L. (2012). The effects of using a critical thinking scoring rubric to assess undergraduate students' reading skills. *Journal of College Reading and Learning*. 43,1 pp. 31-57. Then the team discussed plans for critical thinking learning outcomes to improve the GEA rubrics. AAT decided to eliminate the stand alone critical thinking rubric and instead infuse critical thinking concepts into each of the GEA rubrics. Christine and Felicia revised and shared sample rubrics containing the intellectual standards from Elder & Paul's (2009) The Aspiring Thinker's Guide to Critical Thinking. The team approved the revisions and Christine and Felicia were tasked with updating all the rubrics over the summer and sharing during Fall 2018 learning week. **Innovation of the Year: The Critical Thinking Academy** In Spring 2018, The Critical Thinking Academy was selected as PVCC's innovation of the year and was nominated for the Maricopa Community Colleges' Innovation of the Year. Christine, Felicia, and Heather completed the application and presented at the District Office.

Diversity and Inclusion Committee Strategic Goals

In Spring 2018, Felicia worked with Dale Heuser, co chair of the Diversity and Inclusion Committee to provide assessment data that supported the college's efforts toward strategic goal 3.1 *Enrich learning and organizational effectiveness by increasing diversity and cultural competency of employees of students*. Felicia provided data regarding the usage of the Diversity and Global Awareness Rubric. The trending data indicates an increase in participation of assessment of Diversity and Global Awareness learning outcomes.

Number of Class Sections assessed per year using the Diversity & Global Awareness Rubric:
2017-2018=27
2016-2017=24
2015-2016=13
2014-2015=19
2013-2014=42
2012-2013=17

Courses that used the Diversity & Global Awareness Rubric This Year:
AHR 101
ASB 211
CPD 150
GBS 151
LDR 101
LDR 102
PSY 101
SOC 212

Diversity & Global Awareness

By Term | By Course | By Section | By Division

Diversity & Global Awareness By Term

Term: Fall 2017 - Spring 2018 Submit

Diversity & Global Awareness Results for Fall 2017 - Spring 2018

Number of Students Assessed: 309 Results Including General Education Classes: 209

Category	Average Score				Percent that meets or exceeds standards for competency			
Number of General Education Courses	Overall (309)	0 (100)	1-10 (188)	11+ (21)	Overall	0	1-10	11+
Self-Awareness	1.5	1.4	1.54	1.8	51.22%	50%	50%	80%
Enculturation	0.56	0	1.13	0	12.5%	0%	25%	0%
Collaboration	1.89	1.83	1.9	2	88.97%	88.1%	88.1%	100%
Worldview and Culture	1.93	1.89	1.92	2	85.19%	77.78%	83.78%	100%
Ethnocentrism and Inclusion	1.44	0.88	2	0	62.5%	25%	100%	0%
Intercultural Communication (Verbal, Nonverbal and/or Written)	2	2	2	2	100%	100%	100%	100%
Human, cultural, and global contributions	1.17	1.19	1.11	1.63	43.33%	47.06%	41.03%	50%
Relationships	1.56	1.5	1.5	2	56.25%	50%	50%	100%

Cocurricular Learning

For the past few years, AAT has coordinated with OCAT (Out of class assessment team) to assess cocurricular learning and document the results. Both teams recognized the need for improvement and alignment with General Education Assessment. In preparation to define cocurricular learning, AAT researched existing theoretical frameworks. Some Theoretical Framework studied included:

- "...the academic and social should be thought of as nested spheres and not separate boxes;...social communities emerge out of academic activities which are generally social and cooperative in nature" (Bergen, C. & Viscomi, J., 2013, Exploring the association between campus and co-curricular involvement and academic achievement, Journal of College Student Retention Research Theory and Practice, p. 33).
- Astin- Theory of Involvement: "...an involved student is one who devotes considerable energy to academics, spends much time on campus, participates actively in student organizations and activities, and interacts often with faculty" (p. 331). Students determine their own levels of involvement, involvement requires energy, and energy students spend is dependent on students' goals, interests, and external commitments.
- Tinto-Interactionist Theory: academic integration=students' feelings and perceptions of academic progress & achievement, social integration=student's feelings and perceptions of social factors such friendships, interactions with faculty, school enjoyment. Increased commitment, integration, involvement results in increased persistence and completion.
- Schroeder- seamless connections between formal curricular and informal co- curricular "are particularly effective in promoting student success". Students who feel socially attached to college are less likely to leave. Co-curricular activities "...provide an opportunity to learn about a wide array of subjects in a relaxed environment, or in the case of purely social activities, an outlet in which to decompress from the stress of higher education" (p. 332).
- "Institutional attachment emerges from involvement in co-curricular activities; and institutions of higher education that focus on quality, diversity, and breadth of campus programming may reap benefits for both students and institution"
- "Convenient short term engagement characteristic of attending co-curricular events such as speakers and performing artists may attract more students and provide a broader view of student engagement than long-term activities and group membership" (p 340).
- South Dakota State University, Overview of Co-Curricular Assessment
- Estrella Mountain Community College, 2011 HLC Self Study Report
- Accreditation HLC Criterion related to Co-Curricular:
- C.6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.
- E.1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
- B.2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co- curricular programs.
- B.3. The institution uses the information gained from assessment to improve student learning.
- B.4. The institution's processes and methodologies to assess student learning reflect good practices, including the substantial participation of faculty and other instructional staff members

After studying cocurricular learning, AAT drafted a working definition of cocurricular learning and a list of examples of cocurricular learning experiences at PVCC. In April 2018, the team approved the following working definition:

PVCC students have the opportunity to engage in meaningful learning experiences through curricular and co-curricular programs. Curricular activities are offered within academic courses and are linked to students' grades and academic transcripts. Co-curricular activities enhance learning and provide opportunities for further exploration, deeper learning, application of academic concepts, personal

development, and well-being. Co-curricular learning experiences complement students' curricular work and promote positive connections among their peers and with faculty, student service specialists, program directors, and other college professionals. Students may exercise greater levels of self-direction and freedom since they may choose which co-curricular activities to engage in and to what extent they are involved.

Some of the action items identified by the team related to cocurricular learning were:
a. Continue to work on definition of co-curricular learning.
b. Identify key programs to connect with regarding data this semester (Festival of Tales, Honors, Chancellor Forum, M.E.N., Student Life Portfolios, Science Symposium, Pitch Contests). Request that the leaders of the programs complete an assessment form.
c. Update GEA for Co-Curricular options (drop down, forms, division).
d. Develop template question (Learners engaged in ____ program/activity will be able to know or do ____. We know that they are able to know or do _____ because ___).
e. What are existing Co-Curricular Learning Outcomes? Are these visible/known? What promises is the college making regarding co- curricular learning? For every PVCC gathering there should be a purpose. Even if the purpose is to build community, we must be able to show evidence that these goals are being met.
f. Provide assessment training for student affairs learning facilitators. (Meeting scheduled for April 24 to share progress. Training being planned for summer in collaboration with Tanisha and Anne).
g. Make sure everyone understands it is not enough to track attendance and use satisfaction surveys. There must be evidence of student learning.

AAT becomes ALT
In April 2018, AAT in effort to be more inclusive and collaborative, the team agreed to merge with OCAT and change its name from the Academic Assessment Team (AAT) to the Assessment for Learning Team (ALT). The team approved the addition of a third chair, formerly chair of OCAT and additional representation from student affairs. Christine and Felicia were tasked with updating committee documents to reflect the changes.

Critical Thinking Academy
In Fall 2017, a second cohort started the year-long Critical Thinking Academy. The group consisted of faculty from English, Business, Science, Communication, Reading; the Advising department; ACE; Hoop of Learning; Center for Teaching and Learning; Student Affairs; Honors; ClubEd; and Administration. The participants completed the pre-academy survey in Canvas. Then the group attended a 2-day Critical Thinking Conference on September 14-15 at PVCC that was facilitated by Dr. Linda Elder, President of The Foundation for Critical Thinking. This was the second time that Dr. Elder facilitated training at PVCC. The 2nd cohort continued to meet once a month and submit assignments in Canvas. By the end of the spring semester, faculty had developed critical thinking assignments and activities for a specific course and prepared to implement them for Fall 2018. To make information accessible and affordable, the college purchases an electronic license for The Aspiring Thinker's Guide to Critical Thinking. Felicia and Christine completed the HLC Persistence and Completion progress reports for the project.

District Assessment Collaborative
During the Spring 2018 semester, Felicia and Christine met with the assessment coordinators at the other Maricopa Community Colleges. The group discussed assessment progress at their respective institutions, shared challenges, and considered possible collaboration and hosting The Arizona Assessment Conference.

	HLC Annual Conference In Spring 2018, the assessment co-chairs and other members of the college attended the HLC annual conference. The co-chairs were asked to serve on the steering team for the Assurance Argument and oversee Criterion 4-Evaluation. At the conference, the chairs attended sessions relevant to cocurricular learning and upon returning compiled a list of recommendations for improving assessment at PVCC.
2017-2016	During Spring 2017 AAT was led by three chairs, Paula Crossman, Christine Tabone, Felicia Ramirez. During learning week, the tri-chairs discussed strategies for making general education learning outcomes explicit for students including. A handout was provided that connected the college's learning centered philosophy with methods for communicating the value of general education and being explicit about how general education abilities will be assessed. Paradise Valley Community College (PVCC) aspires to be the higher learning organization of choice by creating engaging lifelong educational relationships that inspire and support all learners to increase their capacity for personal growth and positive social change. **PVCC aspires to be a learning-centered college and ensure that**: ● Learning outcomes that create substantive change in learners **are identified** and **made explicit**. These outcomes drive course, program, and curriculum development as well as delivery of student, academic, and administrative support services. ● Learning outcomes are assessed to demonstrate that learning occurred and to **expand and improve learning**. ● Learning opportunities **are accessible** to learners and offered in a variety of formats. ● A culture of student success exists-outcomes emphasize active and engaged learning, connecting to the college environment, goal setting, successful navigation of college processes, and relationship building with faculty, staff, students and peers. These outcomes are made **explicit to students.** (O'Banion, Terry. A Learning College for the 21st Century. Phoenix, AZ: Oryx, 1997. Print.) **Reflection:** What are you doing to involve students in general education assessment? How do you inform them of the importance of general education? ----------Use the acronym **PVCC** to help you make GEA learning outcomes explicit to students. **Provide** the GEA Rubrics, course competencies, and learning outcomes for assignments. Also, **provide** feedback as part of formative assessment to help students improve. **Validate** the significance of general education, model general education abilities, and help students understand that improvement is obtainable and that students play a vital role in assessing their own knowledge and skills. **Communicate** information about assessment and describe related GEA abilities in the syllabus, talk to students about your assessment projects, and share the results. Listen to students and look for opportunities to enhance learning. **Connect** assignment objectives to GEA outcomes. **Connect** GEA abilities to students' past, present, and future experiences, to beyond class situations, to other disciplines, to employment & community involvement, and to becoming the person students want to be. Members of AAT attended the Association of American Colleges and Universities (AAC&U) General Education Assessment Conference-*Design Thinking for Student Learning* from Feb. 23-25 in downtown Phoenix. Themes included: using design thinking to empower learners, "capturing learning beyond traditional transcripts in ways that are meaningful to employers", making general education personally relevant for students, and examples from the winning institutions of the *Excellence in Assessment*

Designation (NILOA).

On April 4, 2017, the AAT Chairs, Felicia Ramirez and Christine Tabone and Institutional Effectiveness Coordinator, Heather Nothum, presented at the Higher Learning Commission (HLC) Annual Conference. The session was titled Dynamic, Harmonious, and Consequential Assessment.

On April 28, 2017, the Critical Thinking Academy had a results session. Participants were given class results and overall results. Participants discussed the results, interpretation of results, and potential ways to enhance the academy experience. Below are highlights from results of the Classroom Survey of Student Engagement (CLASSE). "**What is CLASSE?** CLASSE is a classroom-level adaptation of NSSE developed by Bob Smallwood of the University of Alabama and Judy Ouimet of Indiana University Bloomington. NSSE has authorized this approach to examining student engagement at the classroom level. Institutions using CLASSE enter a no-cost licensing agreement to administer CLASSE surveys on their own campuses. Classroom-level insights about the quality of student engagement can aid institutional efforts to enhance the adoption of engaging educational practices. CLASSE results can help pinpoint engaging pedagogical practices, shape teaching and learning experiences, and inform faculty development activities. CLASSE is a useful complement to institution-wide student engagement results provided by NSSE and faculty results from the Faculty Survey of Student Engagement (FSSE)" (Center for Postsecondary Research-Indiana University School of Education, 2016). CLASSE was used as part of the Improving Metacognitive Awareness and Intellectual Engagement (Post Survey) administered at the end of Fall 2016. The results consist of responses from 214 students in 13 sections (2 sections of COM 225, 2 sections of PSY101, ENG 108, EDU 222, AST 112, CRE101, PHI 101, PHY 112, ARH 100, IFS 201, and CIS). References Classroom Survey of Student Engagement (CLASSE). (2016). Center for Postsecondary Research- Indiana University School of Education.

CLASSE Report Highlights

- **92%** of the students said the experience in the class contributed "very much" or "quite a bit" to their knowledge, skills, and personal development in the area of "**thinking critically and analytically**". The next highest skill set was 70%, which was "understanding people of other backgrounds".

Higher Order Learning

- Within the engagement indicator of *Higher Order Learning* approximately 80% or more of students said that during the class, "very much or quite a bit" of the coursework emphasized the all of the areas asked about including:
  - "Evaluating a point of view, decision, or information source" (79.9 %)
  - "Forming a new idea or understanding from various pieces of information (80.8%)
  - "Applying facts, theories, or methods to practical problems or new situations" (81.3%)
  - "Analyzing an idea, experience, or line of reasoning in depth by examining its parts" (81.7%)

Reflective & Integrative Learning

- Within the engagement indicator *Reflective & Integrative Learning* 78% or more of the students said that during the class, they "very often or often"
  - "Learned something changed the way you understand an issue" (78%)
  - "Tried to better understand someone else's views by imagining how an issue looks from his or her perspective" (79.4%)
  - "Connected ideas from your courses to your prior learning experiences and knowledge" (84.1%)

	Collaborative Learning ● The items within the engagement indicator *Collaborative Learning* received the lowest percentages of all the engagement areas. Academic Challenge ● On a scale of 1-7, 61.2% of the students said the class "very much" (scale 6/7) challenged them to do their best work. ● Only 35.5% of students said they "very often" or "often" "prepared two or more drafts of a paper or assignment before turning it in Students were also asked abut their level of interest in GEA Learning Outcomes ● 80% or more of the students indicated they were "very interested or somewhat interested" in learning more about all of the GEA outcomes including: o Ability to use information in effective ways (92.5%) o Ability to analyze information in order to solve problems (91.1%) o Ability to clearly explain information you have read (90. 6%) o Ability to clearly and accurately explain ideas in writing (90.1%) o Ability to interact effectively in a diverse, multi-cultural and global society (87.4%) o Ability to efficiently use technology (85.9%) o Ability to fairly address issues of private and public concern (85.9%) o Ability to effectively develop and deliver an oral presentation (82.7%) o Ability to apply a systematic process to thinking (80.4%) * this outcome had the highest percentage of "neither interested or uninterested" at 14%.
2016	Beginning in the Fall 2016 semester, AAT focused its efforts on critical reflection of the assessment process. To guide our thinking, we are referred to the Excellence in Assessment Designation Packet developed by National Institute for Learning Outcomes Assessment (NILOA) in partnership with the Association of American Colleges and Universities (AAC&U). The framework consists of eight domains (1) the diversity of groups and individuals engaged in assessment activities; 2) student learning outcomes statements; 3) assessment plans; 4) assessment resources; 5) current assessment activities; 6) evidence of student learning; 7) use of student learning outcomes results; and 8) growth and improvement plans. This process continued into the Spring 2017 semester. In October, the AAT co-chairs presented to the President's Community Advisory Council (PCAC). The meeting demonstrated the college's commitment to communicate with external stakeholders and incorporate feedback. The presentation emphasized the importance of general education abilities and specifically the work being done to foster critical thinking. PCAC members enthusiastically supported the need to help students further develop general education skills and validated the importance of critical thinking in the workplace. Additionally, PCAC members favored the emphasis on fairmindedness. The Critical Thinking Academy continued during the Fall 2016 semester. Faculty implemented their projects and administered the pre and post tests. At the end of Spring 2016, a new General Education learning outcome was added. Positive social change is a valuable, important, and unique part of PVCC's mission. We recognized the need to conceptualize positive social change so that it can be taught, learned, and measured. For this reason, AAT developed the Civic Engagement Rubric which is aligned with educational research and theory. The

Association of American Colleges and Universities offers the following definition, “Civic engagement is ‘working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.’ (Excerpt from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, p. vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community” (Civic Engagement VALUE Rubric). AAT developed a new Civic Engagement General Education Rubric. The yearlong development of this rubric was challenging and prompted lively discussion and debate during AAT meetings. We reviewed the Civic Engagement Value Rubric from AAC&U, the Civic Engagement Project Report Rubric from The Washington Center for Internships and Academic Seminars, and the Engagement Rubric from Weber State University Civic. Additionally, the AAT Co-Chairs read Bringing Theory to Practice Monographs: The Civic Series by AAC&U. The final draft was approved by AAT in May. In the Fall 2016 Learning Week session, AAT introduced the new Civic Engagement Rubric.

During the Spring 2016 Learning Week, the AAT Co-Chairs hosted the all-employee convocation, which focused on critical thinking and was attended by 250-300 employees. The keynote speaker was Dr. Linda Elder of The Foundation for Critical Thinking. The event was highlighted in the Points of Pride Blog. “Tuesday, January 12, 2016, Convocation was held in the KSC Patayan Room. Featured speaker Dr. Linda Elder presented her theory of critical thinking development that illuminates the relationship between thinking and affect, and the barriers to critical thinking. Dr. Elder is an educational psychologist, co-author of four books and a prominent authority in the field of critical thinking. Her thought-provoking presentation generated lively discussion, and got the semester off to a learning-centered start.” http://www.pvpride.blog.pvc.maricopa.edu/critical-thinking-educator-speaks-at-spring-convocation/

The all employee convocation was followed by an intensive training session for faculty, led by Dr. Linda Elder. Approximately 50 faculty participated and three guides from the Foundation for Critical Thinking were given to participants.

- The Aspiring Thinker’s Guide to Critical Thinking
- A Guide for Educators to Critical Thinking Compe
- How to Improve Student Learning

The special convocation marked the beginning of the Cri

Critical Thinking Academy

Background Information:
Research suggests while access to college has improved, success in college lags (Tinto, 2012). PVCC has made a strategic decision to improve student persistence and completion rates. PVCC is part of the Higher Learning Commission (HLC) Persistence and Completion Academy. Tinto 2012 states “To succeed students need a roadmap…” (p. 17) Puma Pathways was created to better integrate student services and academic affairs. Tinto 2012 further suggests, “Since pedagogies of engagement have

been shown to improve student success within the classroom, and in turn, to increase student retention and completion, one might expect wide use of such methods" (p. 77). Engagement in learning activities that students see as meaningful may lead to greater motivation to succeed. Our study will focus on intellectual engagement in and out of the classroom. Our goal is to improve student persistence and completion rates by engaging students in deeper learning through critical thinking activities. PVCC has administered the Critical Thinking Assessment Test (CAT) on three separate occasions over the last five years. CAT was developed by Tennessee Tech University as part of a National Science Foundation (NSF) grant. CAT is a 15-question assessment that requires written responses and measures two major CT skill sets. Faculty score the CAT tests and Tennessee Tech U. uses a random sample of CAT scores from PVCC to verify scoring accuracy. Results from CAT show that teaching critical thinking requires a deliberate effort on the part of faculty. Research from Paul, Elder, & Bartell 1997 suggests that faculty may lack knowledge about the critical thinking process and how to implement critical thinking instruction. The Critical Thinking Academy will provide PVCC employee participants training related to the thought process and critical thinking instruction.

References:

Paul, R., Elder, L., and Bartell, T. (1997). California Teacher Preparation for Instruction in Critical Thinking: Research Findings and Policy Recommendations California Commission on Teacher Credentialing, Sacramento California, 1997. Foundation for Critical Thinking.

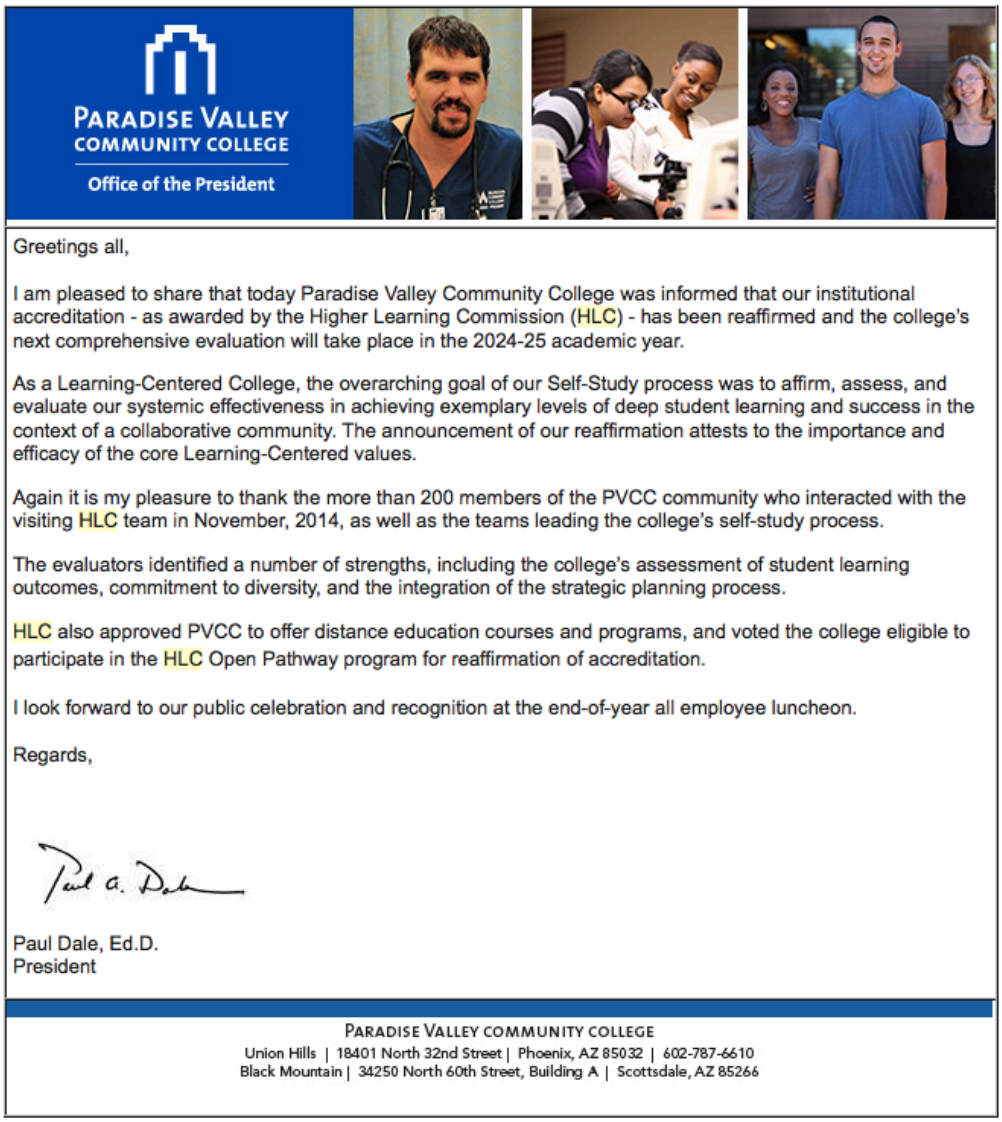
Paul, R., Elder, L., and Bartell, T. (1997). Study of 38 Public Universities and 28 Private Universities To Determine Faculty Emphasis on Critical Thinking In Instruction. Retrieved from http://www.criticalthinking.org/pages/research-findings-and-policy-recommendations/506

Tinto, V. (2012). Completing College: Rethinking Institutional Action. Chicago: University Chicago Press.

Project Description:

Our goal is to improve student persistence and completion rates by engaging students in deeper learning through critical thinking activities. Deeper learning occurs when students make meaningful connections to course content as opposed to memorizing information. The first phase of the project includes professional development, through a Critical Thinking Academy, to help faculty and staff better understand critical thinking and how to integrate critical thinking into their instruction. During the second phase, faculty and staff will implement what they have learned in their classes or interactions with students to encourage metacognition (thinking about thinking), also referred to as reflective practice, and improve students' ability to think critically. We hope to demonstrate that a deliberate focus on critical thinking and reflective practice will result in various positive outcomes for students, employee participants, and the college as a whole: increased awareness of personal thinking habits, improved critical thinking skills, increased ability to master discipline specific content and think as a scholar within that discipline, recognition of how course content applies to real world situations, greater appreciation for general education courses, and stronger motivation to successfully complete a course and/or sequence of courses. The employee participant group will include approximately 15-17 faculty and 2-3 staff. We will administer a Critical Thinking Academy Pre/Post-Survey to the employee group. The pre and post survey is adapted with permission from Dr. Linda Elder's Commission Study Protocol for Interviewing Faculty Regarding Critical Thinking. Informed consent form will be provided to all employee participants prior to both surveys. The surveys will be completed in canvas anonymously. This employee group will then complete training sessions. These include Critical Thinking Training with Dr. Linda Elder from the Critical Thinking Foundation and follow up discussion sessions Each faculty member will identify one course for Fall 2016 as an Academy Course. The employee group will develop two critical thinking applications and one reflective practice activity. Throughout the semester, faculty will implement their critical thinking applications and reflective practice activities. Finally, the employee group will complete the Critical Thinking Academy Post-Survey. The study was submitted to the MCCD Internal Review

	Board (IRB) and received approval.
2015	One of the Spring 2015 projects was to complete the longitudinal study using CAT. During Learning Week Fall 2013, we administered the CAT for the third time. AAT agreed to use incoming Freshman student athletes as a cohort for a longitudinal study of our general education program. Approximately 100 student athletes took the pretest. Spring 2015 was the fourth semester at PVCC for the cohort. Upon reviewing the list of students, we found that we had a total of 82 pretests. Two participants were eliminated because the students were not part of the cohort. 39 students were still enrolled at PVCC during the Spring 2015 semester; of that 39, 20 students (baseball, softball, track & field) from the original cohort completed the CAT post-test. We encountered several challenges including: student schedules, athletic calendar, requirement that the test be proctored, contacting students, and incentivizing them. To overcome these obstacles we had multiple test dates (4), we created a formal invitation from the office of the President that was given to the coaches to deliver, we made reminder phone calls to all the students, and worked with the Athletic Director to find a time when students could test together as a team. Additionally we provided food (pizza) and door prizes (four $10 gift cards). Faculty scored the CAT tests on May 12, 2015. The results showed that PVCC cohort students scored significantly lower on CAT question #7. Identify additional information needed to evaluate a hypothesis- than the national community college average. PVCC cohort students scored significantly higher on CAT question #15. Explain how changes in a real world problem situation might affect the solution. PVCC cohort overall CAT mean was 13.57 and the national community college mean was 13.48. When comparing pre and post-test results, PVCC cohort students made significant gains on question #6. Provide alternative explanations for spurious associations (+.76), question #11. Use and and apply relevant information to evaluate a problem (+.83), and question #15. Explain how changes in a real world problem situation might affect the solution (+1.23). Overall, post-test mean score improved significantly (+.71). Based on these results, we concluded that the PVCC student cohort made significant gains in critical thinking skills during their two year time frame attending PVCC. On April 3, 2015, the AAT Co-Chairs, Felicia Ramírez and Christine Tabone, presented at the Arizona Assessment Conference. In May, the college received official news that our accreditation was reaffirmed. Below is the email notification from Dr. Paul Dale.



PARADISE VALLEY COMMUNITY COLLEGE

Office of the President

Greetings all,

I am pleased to share that today Paradise Valley Community College was informed that our institutional accreditation - as awarded by the Higher Learning Commission (HLC) - has been reaffirmed and the college's next comprehensive evaluation will take place in the 2024-25 academic year.

As a Learning-Centered College, the overarching goal of our Self-Study process was to affirm, assess, and evaluate our systemic effectiveness in achieving exemplary levels of deep student learning and success in the context of a collaborative community. The announcement of our reaffirmation attests to the importance and efficacy of the core Learning-Centered values.

Again it is my pleasure to thank the more than 200 members of the PVCC community who interacted with the visiting HLC team in November, 2014, as well as the teams leading the college's self-study process.

The evaluators identified a number of strengths, including the college's assessment of student learning outcomes, commitment to diversity, and the integration of the strategic planning process.

HLC also approved PVCC to offer distance education courses and programs, and voted the college eligible to participate in the HLC Open Pathway program for reaffirmation of accreditation.

I look forward to our public celebration and recognition at the end-of-year all employee luncheon.

Regards,

Paul Dale, Ed.D.
President

PARADISE VALLEY COMMUNITY COLLEGE
Union Hills | 18401 North 32nd Street | Phoenix, AZ 85032 | 602-787-6610
Black Mountain | 34250 North 60th Street, Building A | Scottsdale, AZ 85266

During the Fall 2015 Learning Week, we reported on the GEA results from the 2014-2015 year.

- The number of class sections increased by 34% from the previous year.
- The number of Honors sections increased by 50% and online sections increased by 3%
- Adjunct participation remains low.
- Approximately 67% of Full-Time Faculty entered scores for GEA rubrics in 2014-2015.
- Scores were entered for the rubrics 468 times during 2014-2015.

During the Learning Week session, the AAT Co-Chairs facilitated an activity that asked faculty to determine the relevancy of skills measured by the Critical Thinking Assessment Test.

Critical Thinking Skills: Select one of the courses you teach. Review the list of skills.
Identify if the skill is relevant for the course and if you measure it. If the skill is measured, briefly describe how in the space provided.
Division: Course: GEA Rubrics used in this course:

Relevant √	Measured √	Skills
		1: Summarize a pattern of information without making inappropriate inferences.
		2: Evaluate how strongly correlational-type data supports a hypothesis.
		3: Provide alternative explanations for observations.
		4: Identify additional information needed to evaluate a hypothesis or particular explanation of an observation.
		5: Evaluate whether spurious relationships strongly support a claim.
		6: Provide alternative explanations for spurious relationships.
		7: Identify additional information needed to evaluate a hypothesis/interpretation.
		8: Determine whether an invited inference in an advertisement is supported by information.
		9: Provide relevant alternative interpretations of information.
		10: Separate relevant from irrelevant information when solving a real-world problem.
		11: Analyze and integrate information from separate sources to solve a real-world problem.
		12: Use basic mathematical skills to help solve a real-world problem.
		13: Identify suitable solutions for a real-world problem using relevant information.
		14: Identify and explain the best solution for a real-world problem using relevant information.
		15: Explain how changes in a real-world problem situation might affect the solution.

CAT Critical Thinking Skills developed by Tennessee Tech University

Results from the longitudinal CAT study were shared (See above).

AAT reviewed and updated the Information Literacy General Education Rubric and decided to make it available for Fall 2016.

2014

During the Spring 2014 Learning Week session, we focused on the Technology Rubric and several faculty shared assessment projects using the Technology Rubric. AAT completed the Glossary of Terms for the Diversity and Global Awareness Rubric. This
Glossary of terms was created to enhance understanding of diversity related terms and help faculty/staff more effectively use the Diversity and Global Awareness Rubric. AAT reviewed and approved the glossary at the meeting on March 26, 2014.

The Critical Reading Rubric was completed and will be presented college wide during Fall 2014 learning week.

AAT Co-Chairs, Felicia Ramírez and Christine Tabone, presented at the HLC Conference in Chicago, April 12, 2014. The session was titled, Overcoming Assessment Challenges: The Custom Design Approach.

In May 2014, a group faculty scored the CAT pre-test, which was administered to approximately 100 student athletes in the Fall.

In Fall 2014, the new pre/post option was made available in the GEA online tool. Faculty can select dimensions from one or more of the general education rubrics for a pre/post assessment project. A pre-test can be administered at the beginning of the semester or at the start of a unit and the score is entered in GEA. The next step is to review the results in GEA, identify areas of weakness, and determine a strategy/treatment to improve learning. After implementing the treatment, faculty should administer a post-test and record the score in GEA.

	During the Fall 2014 semester, AAT participated in the HLC self study process. The site visit occurred from November 17th to the 19th of 2014. AAT was one of the groups that the visiting team met with. Two members of the visiting team, Dr. Bill Lamb and Dr. Sue Bajt, posed compelling questions that were answered in a genuine and thorough manner. The meeting was an informative and positive experience. Members of AAT shared valuable insights regarding the college's assessment practices. The visiting team facilitated a great conversation. During the closing session the visiting team congratulated the college on a successful self-study. The team specifically pointed out PVCC's assessment of student learning. Dr. Linduska stated that the assessment process is clearly faculty driven and owned. She also pointed out that the assessment process at PVCC should serve as a model for other colleges.
2013	During Spring 2013 Learning Week, we had an assessment session that covered fall assessment results, a detailed explanation of part three of assessment form, which answers the question "Did your strategies work? How do you know?", and highlighted the Critical Thinking Rubric. In Spring 2013, we administered the CAT (Critical Thinking Assessment Test) for the second time. We identified five high impact courses (Critical reading, public speaking, English 102, physics and calculus). Faculty administered a pre-test, developed supplemental critical thinking materials, and then administered a post-test. The team of faculty discussed their projects, reviewed results, and discussed strategies teaching critical thinking skills. One theme in particular emerged, which was faculty noticed a need to take a more deliberate approach to teaching critical thinking and using more consistent language. The group felt this idea needed to be further developed. We developed Division Chair Assessment Form Instructions that were made available online. These instructions were developed to assist and new and returning division chairs with completing their annual assessment report. The instructions included strategies for how division chairs can capture examples of how faculty are "closing the loop" with assessment. In Fall 2013, The first version of the Learning to Assess Newsletter was developed and published. The one page, double-sided newsletter will be published biannually. It was designed to share assessment results, highlight assessment projects, feature a specific learning outcome, provide helpful suggestions for assessment projects, and any other updates or changes to the assessment process. Copies were passed out during learning week and it was also sent out electronically for those who could not attend. During Learning Week Fall 2013, we administered the CAT (Critical Thinking Assessment Test) for the third time. AAT agreed to use incoming Freshman student athletes as a cohort for a longitudinal study of our general education program. Approximately 100 student athletes took the pretest. AAT created two subcommittees to work on a glossary of terms for the Diversity and Global Awareness Rubric and for the development of the Critical Reading Rubric. On October 22, 2013, Felicia Ramirez presented a summary of the assessment process and description of the GEA Online tool to the MCCD Governing Board. http://www.youtube.com/watch?v=FRj1nF_GOXg (presentation begins at minutes 2:25:58)
2012	The new Diversity and Global Awareness and Critical Thinking rubrics are presented during AAT's spring Learning Session. AAT demonstrates how to obtain results from the GEA system for each general education learning outcome disaggregated by term, course, section, and division, as appropriate. (Individual faculty members cannot access results for other individual faculty members, for example.) AAT believes that faculty and staff are using assessments to improve learning, but attempts

	to share and archive that information have been challenging. To that end, participants are grouped by divisions and asked to record how their divisions have used assessment results to improve learning. Examples are to be included in the Division Chair's 2012-2013 Annual Report. In the future, AAT wants to ensure that division chairs have full disclosure and feedback from their faculty when they write their annual division assessment reports, so divisions are encouraged to schedule a meeting each semester or each year to share and record assessment activities and results. AAT begins work on updating PVCC's Mission and Vision of Assessment statements. The following statements are approved by AAT in the fall of 2012. **VISION of Assessment at Paradise Valley Community College** All areas of the College will use assessment results to promote reflective thinking and stimulate conversations that guide the continuous improvement of learning. **MISSION of Assessment at Paradise Valley Community College** The **PVCC Academic Assessment Team** creates a culture of inquiry and evidence by providing meaningful, manageable and sustainable assessment strategies and practices to measure learning. Assessment results are used to inform and implement changes to improve learning. The GEA team wins the District's Innovation of the Year award for its development of the online system for entering and compiling general education assessment results.
2011	During spring's AAT Learning Session entitled, "Assessment Made Easy," faculty and staff are updated on the CAT. Participants also share examples of General Education assessments, provide suggestions on how to apply the rubric to existing assessments, and receive additional training on the use of the new GEA online system. CAT is administered in the spring semester as planned and graded by a diverse group of faculty at the beginning of the following summer. That group agrees that in order to improve students' critical thinking skills, the College should develop a rubric to assess critical thinking skills. All the CAT scorers elect to serve on a Critical Thinking team the following academic year to develop a rubric and other strategies to improve learning. Also in the spring, the College administered the *Community College Survey of Student Engagement* (CCSSE) for the third time. Compared to PVCC's 2007 scores, all five benchmark scores (Active and Collaborative Learning, Student-Faculty Interaction, Student Effort, Academic Challenge, and Support for Learners) improved. PVCC's score in the Active and Collaborative Learning category was above the 2011 CCSSE cohort mean and PVCC's scores were two to three points below the mean across the other four benchmark categories. There were many other interesting findings (see www.paradisevalley.edu/ccsse/reports) including the fact that all five benchmark scores for PVCC's developmental classes were above the CCSSE mean cohort scores. The Academic and Out-of-Class Assessment Teams complete a SWOTT (Strengths, Weaknesses, Opportunities, Threats, and Trends) analysis in the spring. AAT strengths include a well-defined, collaborative, faculty driven assessment process with administrative participation and support. The College uses multiple assessment measures and results are shared routinely and used to improve student learning. Weaknesses include the continuing confusion and misunderstanding about the benefit, language, validity, and reliability of college-wide assessments. OCAT strengths include consistent leadership, assessment plans and reports are reviewed on a regular basis and feedback and

	suggestions for improvement are provided, and it is a collaborative committee with representation from out-of-class areas as well as AAT. Weaknesses include lack of participation in all out-of-class areas and validity of data is sometimes questionable. CAT results are disseminated during AAT's fall Learning Session. PVCC's average CAT score of 15.36 compares quite favorably with the average CAT score for community colleges of 13.48 and the average CAT score for lower division students at 4-year institutions of 13.66. General education completers scored consistently, and generally, significantly higher on all questions than entering students. General Education Assessment results from PVCC rubrics are not available for review during the fall Learning Session because the programmer for the new online system is on medical leave. AAT presents the revised Faculty/Staff Assessment Report forms and reports that they are working to make both this and the Division Chair Assessment Report form available online soon. To address the issue of assessing other general education learning outcomes, AAT agrees to develop a diversity/global awareness rubric in addition to the critical thinking rubric. Work groups are formed to identify the learning outcomes and to develop a new rubric for each outcome. Work continues through the semester with ongoing feedback from AAT and the new rubrics are approved by the end of the semester.
2010	During spring's AAT Learning Session entitled "Assessment 2010: Moving Beyond Your Content Area," the revised written and oral communications rubrics are presented. Since the revised rubrics are simpler and less discipline-specific, faculty are challenged to try a new rubric in addition to or in lieu of the one(s) they currently use. In addition, AAT presents the newly developed general education checklist for students to use to determine and report the number of general education courses they've completed. The new reporting template for faculty to use in reporting general education assessment results is also presented. These changes will enable AAT to easily track assessment results based on students' progress through the district's General Education program. During the spring semester, the Academic Assessment Team uses feedback from the College to totally revamp the technology rubric. In addition, AAT chairs begin work with IT staff to develop an online system for reporting general education assessment results. In the spring, AAT members agree that it is time to strengthen PVCC's assessment of general education learning outcomes by supplementing PVCC's rubrics with a nationally normed assessment. Sister college, Glendale Community College, gives a presentation outlining their use of the *ETS Proficiency Profile* for college-wide assessment. Coincidently, one of HLC's keynote speakers at the annual conference validates AAT's assessment plan by speaking to the difficulty of using a single type of assessment both to drive improvements and to provide accountability to external stakeholders. The speaker acknowledges that while rubrics generally provide the kind of information needed to improve learning, external stakeholders generally prefer a nationally normed test. After further research, PVCC elects to measure PVCC's core general education learning outcome, critical thinking, using the Critical Thinking Assessment Test. Developed, refined, validated, and disseminated by Tennessee Technological University with partial funding from the National Science Foundation, CAT is selected for the following reasons: ● The skill areas assessed by the CAT are closely aligned with the abilities PVCC uses to define critical thinking. ● CAT is faculty-driven. Scored by each institution's own faculty, it is designed to increase faculty awareness of students' weaknesses and the effectiveness of current teaching practices and to stimulate discussions on how to improve development of students' critical thinking skills. Thus, it is aligned with PVCC's philosophy of using assessments to improve learning.

- The test format (a short answer essay test emulating a diversity of real-world tasks that require critical thinking skills) engages students and reveals their underlying thought processes. This gives faculty a more accurate assessment of critical thinking than multiple-choice tests.
- Train-the-trainer workshops, a detailed scoring guide and training module, evaluation by a minimum of two faculty scorers, and rescoring of a random subset of tests by Tennessee Tech's Center for Assessment and Improvement of Learning help ensure accuracy and reliability of assessment results.
- Much work has been done to ensure the validity of the CAT.
- National user norms have been developed for four-year institutions and community colleges.
- CAT is sensitive to class and course effects and suitable for value-added analyses.
- CAT can be administered in a typical one-hour class.

During AAT's fall Learning Session, faculty review and analyze results which, for the first time, include data disaggregated by the number of PVCC general education courses successfully completed. Results from assessment using the new technology rubric are also reviewed. The consequential and systemic validity of assessment results using PVCC's rubrics is discussed:

- **Consequential validity** refers to an analysis of the intended/unintended consequences of score-based inferences to properly evaluate the validity of an assessment system. (Messick, 1989, Shepard, 1993,1997)
- Assessments have **systemic validity** if they encourage behaviors on the part of teachers and students that promote the learning of valuable skills and knowledge, and allow for issues of transparency and openness, that is access to the criteria for evaluating performance. (Frederiksen and Collins, 1989)

GEA general education assessment

Also during the Learning Session, faculty and staff are trained to use the new online system for reporting general education assessment results (GEA). The new system not only increases flexibility of use and accuracy of results, it also greatly enhances the College's ability to analyze results:

- Faculty no longer need to poll their students to determine the number of PVCC general education courses they have taken. The new system automatically and accurately populates this field.
- Assessments can easily be customized.
    - Faculty and staff may choose the applicable dimensions from any or all of the general education rubrics. This is particularly relevant to the technology rubric since each dimension relates to a different type of technology (mathematical, presentation, research, electronic communication, and word processing) and it is unlikely that all of these would be pertinent to a single assessment but highly likely that specific dimensions could be included in assessments using other rubrics.
    - Faculty can customize their scoring scales. Rather than a simple three point scale (0, 1, and 2), faculty can enter data in halves or quarters (such as .25, .50). This easily enables scorers to use a 5- or 9-point scale which allows for "in-between" scores and provides more precise results.
- Faculty can retrieve the compiled results for their courses immediately. This will enable them to easily track their individual results from year to year and determine whether the strategies they've implemented have resulted in improved scores.
- The electronic database, connected to SIS, will greatly increase the College's ability to analyze and report results. Prior to this, the Director of Research has entered all results into an Excel spreadsheet by hand to compile college-wide results. Occasionally he was able to meet special

	requests for disaggregated results, but he did not have time to do this routinely. GEA administrators (division chairs and AAT co-chairs) can now respond easily to requests to disaggregate data by any of the given fields: class, instructor, course, semester, program, and so on. A form is developed to help faculty focus on key assessment elements to share during their division meetings and becomes the basis for the development of a new *Faculty Assessment Report*. In an ongoing attempt to simplify assessment processes at PVCC, the revised Faculty/Staff Assessment Report forms are simpler and direct faculty to focus on the key elements of assessment. The forms have three parts to be completed at three different times during a classroom assessment or general education assessment. In Part I, the assessment plan is described. In Part II, assessment results are shared and strategies to improve learning are described. In Part III, faculty and staff explain how they know whether or not the strategies they've implemented to improve learning have worked. The report forms are approved by AAT and presented during AAT's Learning Session the following fall. As the College begins to reassess its program review processes, AAT in collaboration with Division Chairs helps to clarify the language of assessment at PVCC by defining a program at PVCC as "a structured set of learning experiences with predetermined measurable outcomes," such as a degree or certificate program, the general education program, or a sequence of developmental curriculum, etc. PVCC receives a grant to administer the Critical Thinking Assessment Test (CAT) and two faculty members, including one of AAT's co-chairs, attend the CAT's Train-the-Trainer workshop in November. AAT decides to use a pretest-posttest design to identify the strengths and weaknesses of the College's General Education program. AAT will test a cohort of entering students who have taken no general education courses students (students enrolled in PVCC's Strategies for College Success course) at the beginning of the spring semester in January. At the end of the spring semester, AAT will test a cohort of students who have successfully completed at least eight general education courses (selected from students enrolled in upper level General Education classes in Physics, Calculus, Communications, & English at PVCC). A national search is conducted and a new Director of Research and Institutional Effectiveness, John Snelling, is hired to fill the position which had been vacant for more than a year.
2009	During spring's AAT Learning Week, AAT presents the agreements and issues gleaned from the Compelling Questions and announces the following plans to address the issues: ● AAT will begin work on providing more meaningful results, particularly at the institutional level, by disaggregating results, possibly by cohorts. For example, AAT wants to be able to compare the results of new students who have taken little or no general education courses to the results of those who have taken many general education courses. This will entail changing the existing reporting template to possibly include student ID's. AAT is hoping that this will enable the College to determine what courses the students have taken, as well as when and where they took them. ● AAT will explore use of existing data to develop benchmarks and to set targets. ● After soliciting college-wide feedback, AAT will revise the Technology rubric which does not seem to be working as well as the others. ● AAT begins to address conflicting opinions over the current three-point scale. After strong advocates on both sides of the issue present their rationale, AAT solicits college-wide feedback on the issue. ● AAT will explore other assessment options, not to replace the General Education rubrics, but to supplement them.

- AAT will work to improve consistency in scoring assessments and, hence, inter-rater reliability. Again, faculty and staff are encouraged to replace each rubric's rather generic language with more specific language that is appropriate to their specific assessment. Specific examples are provided. Faculty also participate in a scoring activity designed to improve consistency in scoring. For each General Education learning outcome, a sample assessment is distributed for the participants to review and score. Clickers are used to summarize results. Results of participants' scoring turn out to be quite consistent. Where differences occurred, AAT reps provide rationale for their scores and differences are discussed to encourage consistency in scoring.

To provide complete faculty leadership and to ensure smooth transitions in faculty leadership, the College decides that AAT will be chaired by two faculty co-chairs rather than by one faculty co-chair and the Director of Research. The Director of Research will, of course, continue to support assessment of student learning by evaluating data and developing knowledge about trends, changes, and findings of note. A second faculty co-chair is selected at the end of the spring semester.

To date, general education assessment results have been aggregated college-wide, making it impossible for PVCC to determine whether or not PVCC graduates are competent in each of the general education areas or to determine whether or not there is a significant change in assessment results as students move through PVCC's General Education program. To make the results more meaningful, spring assessment results for problem solving are disaggregated by the number of general education courses successfully completed by each student. These results are presented during the fall AAT Learning Week Session in addition to the usual format for presentation of spring assessment results. Results are stunning – showing dramatic improvement across levels of general education curriculum completion. Faculty are encouraged to similarly disaggregate their own data. Other issues are also addressed during this Learning Week Session:

- Many faculty members assess general education learning outcomes in both the fall and spring semesters though the College only collects results for the spring semester. AAT announces that they will begin collecting both fall and spring general education assessment results.
- AAT also demonstrates how faculty can develop use a six-point scale and still report results on a three-point scale.

Learning session activities focus on questions and clarifications regarding class assessments, general education assessments, program reviews, and development of a new Technology rubric. Results of this learning activity indicate a need for the AAT to clarify the language of assessment at PVCC. Consequently, AAT chairs send e-newsletters to all faculty and staff the following spring to address frequently asked questions regarding assessment, such as:

- What is the difference between classroom assessment and general education assessment?
- What is the difference between a competency and a learning outcome?
- Why does PVCC use rubrics to assess general education learning outcomes rather than nationally normed tests?

Although it was agreed that disaggregating problem solving assessment results by the number of general education courses completed provides more meaningful results, the Director of Research acknowledges that he does not have the time or resources to replicate this process for individual faculty, courses, or learning outcome using the current system. Therefore, AAT begins work on development of new scoring template to include the number of general education courses successfully completed by each student. A checklist of General Education courses is also developed to enable students to

	accurately determine and self-report how many general education courses they have successfully completed. In the fall, AAT concludes that the General Education Learning Outcomes teams, which had been so instrumental in developing assessment materials, analyzing assessment results, facilitating learning session breakouts, and helping faculty develop assessments, have completed their charge. They disband in the fall, to be replaced with ad hoc committees as needed. AAT finalizes revisions of the written and oral communications, making them simpler, shorter, and more applicable to all disciplines.
2008	During spring's AAT Learning Week session, the new assessment website is unveiled. Faculty and staff share how they have used assessment results to improve learning and small groups discuss assessments in each general education area. In March, the required Progress Report on assessment addressing the Higher Learning Commission's concerns is accepted by HLC. It identifies a number of areas where the College intends to concentrate assessment efforts in the future: • Expanding faculty participation, especially adjunct faculty • Providing assessment training and support, especially adjunct faculty • Evaluating assessment of courses delivered through alternative delivery formats • Defining and assessing learning outcomes at degree and certificate levels • Strengthening Out-of-Class assessment activities • Considering additional general education outcomes • Increasing student involvement and awareness of assessment • Reviewing the general education rubrics and assessment processes for needed improvements • Continuing discussions about assessment findings and results • Implementing and monitoring improvements based on assessment results • Developing a more systems-based view of assessment that includes class/course, program, general education, out-of-class, and student engagement perspectives to gain a more complete, holistic picture of student learning. The twelve **Indicators of a Learning-Centered College** identified in 1998 are updated and reduced to eight in 2008, and criteria are drafted for each. 1. Learning encompasses students, employees and the organization. 2. Learning outcomes are identified and made explicit and serve as the centerpiece for program and curriculum development as well as development and delivery of student, academic, and administrative supportive services. 3. Outcomes are assessed for the purpose of demonstrating that learning occurred and for continuous program and course improvement. 4. Learning opportunities are accessible to learners and offered in a variety of formats and methodologies. 5. Student success outcomes emphasize active and engaged learning, connecting to the college environment, and relationship building with faculty, staff, students and peers. 6. The College's systems (policies, procedures, structures, technologies, strategic planning, budgeting and institutional effectiveness processes) and environments are designed and evaluated in terms of their support of learning. 7. Supported by Employee and Organizational Learning programs, the College's employees demonstrate a commitment to continuous learning. 8. Research about learning and learners is routinely considered and systemically incorporated into the College's learning processes, programs and services.

PVCC faculty and staff present "Assessment is Everyone's Responsibility: Paradise Valley Community College's Collaborative Assessment Efforts" at the NASPA International Assessment and Retention conference in June. Power point slides and a short video are available on PVCC's assessment website at www.pvc.maricopa.edu/al-archive/examples.html The presentation highlights how out-of-class areas contribute to general education at PVCC and provides examples of general education learning outcomes in Career Services and Student Life. A chapter on assessment of out-of-class learning by Dr. Paul Dale, Vice-President of Learning Support Services, is published in *National Good Practices in General Education Assessment Study*.

During AAT's fall Learning Session, faculty and staff participate in learning activities designed to clarify the meaning, value, and purpose of "general education" and the assessment of general education. Spring assessment results are presented and individuals reflect on the strengths, weaknesses, and implications for learning and teaching, provide recommendations for improving learning and the assessment process. Groups prioritize recommendations and develop timeframes and responsibilities for implementing recommendations.

In an effort to develop a more inclusive and comprehensive assessment resource, members of the Out-of-Class and Academic Assessment Teams collaborate during the fall to combine their respective assessment manuals into a single *Assessment Handbook*. Revisions are completed in December and the second edition is distributed. Success in out-of-class assessment at PVCC is enhanced through collaboration between academic and out-of-class faculty and staff and integration of assessment resources, such as PVCC's website and *Assessment Handbook*.

Also in the fall, after three cycles of assessment, AAT begins an evaluation of the general education assessment tools and processes. The committee develops a set of ***Compelling Questions*** and solicits college-wide feedback. An analysis of the results indicates a common consensus that the use of rubrics to assess general education is generally leading to improvements in learning; it also provides the AAT with valuable feedback on how the tools and processes can be improved. The findings fall naturally into two categories: areas where there is general college-wide agreement and issues that need to be addressed.

Agreements:

- Rubrics (except for Technology) reflect what we want our students to know.
- Rubrics reflect where learning is strongest at the class level.
- Faculty have identified specific strategies to improve learning.
- The identified strategies have been implemented.
- Student learning has improved; the on-going process of improvements will continue.
- Results are being used to improve learning.
- Pre- and post-test comparisons can be used now.
- We can provide disaggregated results.
- Use in multiple areas adds to consistency.

Issues:

- How can we make results more meaningful at the college level? Investigate tracking cohorts, identify student variables, disaggregate data results, improve inter-rater reliability.
- Some are using the assessment as a learning tool or a one-shot assessment.
- The Technology rubric needs to be revised.
- Need to continue to improve the process.
- Need to further improve participation and collaboration, especially adjunct participation.

	● Should we change the scales? Should they relate to A – F grades? We need to clarify the purpose of the scales and work for more consistency in applying them. ● Should we assess other general education learning outcomes? ● Can we compile results for fall assessments? ● Should we set benchmarks to establish goals? ● Should we look at other types of assessment? Based on these results, AAT decides to continue the current assessment process and begins to address the related issues. To encourage adjunct faculty to participate in general education assessment, a packet entitled *Assessment of General Education Learning Outcomes, Guidelines For PVCC Adjunct Faculty,* is assembled and distributed during the following fall Adjunct Faculty Orientation. It continues to be updated and distributed to all adjuncts every semester during both the fall and spring Adjunct Faculty Orientations. PVCC informs students about the College's general education learning outcomes and rubrics in several ways. Students learn about the general education learning outcomes and rubrics in the required College Success courses, faculty members share the general education rubrics with students as part of their learning activities, an increasing number of faculty include information about the general education learning outcomes and assessment in their course syllabi, and posters outlining the dimensions on the Problem Solving rubric are created and posted in math classrooms and the Learning Support Center.
2007	January's "iCanThink: General Education Outcomes Assessment 2007" Learning Week session continues to train faculty and staff for upcoming General Education assessment. To improve reliability, faculty are encouraged to develop assessment specific rubrics by specifying how the scoring criteria for each dimension applies to their specific assessment. New residential faculty members are required to participate in the Collegial Support Partnership Program (CSPP). The program lists three specific learning outcomes, one of which is "Implement state of the art learner-centered active learning and assessment methods." To that end, AAT co-chairs facilitate one of the six annual meetings to explain the College's course and general education assessment processes, review the general education learning outcomes and rubrics, and help new faculty use one or more of the rubrics to assess student learning of general education learning outcomes. This practice continues today. In February, four Out-of-Class Assessment **Study Hall** sessions are held for Learning Support Services and Administrative Services staff to receive assessment assistance. An assessment awards process is designed to share best practices, encourage further participation, and thank faculty who had advanced the assessment process. In February the first academic assessment recognition winner is announced. Also in February, the National Association of Student Personnel Administrators (NASPA) West newsletter includes an article on assessment of student learning outcomes by PVCC's Vice President of Learning Support Services and Out-of-Class Assessment Coordinator entitled "Paradise Valley Community College's Journey to Assess Student Learning Outcomes." In March and April, the College again administers the Community College Survey of Student Engagement (CCSSE) to help PVCC assess institutional practices and student behaviors that are highly correlated with student learning and retention. CCSSE data show that between 2005 and 2007 scores

in two of the five benchmark categories (Active and Collaborative Learning and Student-Faculty Interaction) improved. Scores in the other three benchmarks (Student Effort, Academic Challenge, and Support for Learners) decreased. All five benchmarks were below the benchmark mean score for the 2007 CCSSE cohort.

Participation in general education assessment increases significantly in spring 2007. Faculty participation nearly doubles with 72% of residential faculty and 12% of adjunct faculty submitting general education assessment results.

General Education Assessment Activities	Spring 2006	Spring 2007
Academic Sections Assessed	89	303
Out-of-class Projects Assessed	3	5
Written Communications	39	82
Oral Communications	22	38
Information Literacy	14	89
Problem Solving	9	57
Technology	8	42

During the summer, the Director of Research collects and compiles the General Education Learning Outcomes assessment data. During July and August, faculty from the Academic Assessment Team once again preview the General Education Learning Outcomes assessment data in preparation for fall discussions on resulting program improvements. The General Education Team leaders consider the following in preparing for these meetings:

What did we find out in the assessment of learning?
- Strengths identified in rubric dimension scores
- Weaknesses identified in rubric dimension scores
- Implications of results on learning and teaching

What should we do based on the assessment of learning?
- Discussions on possible improvements
- Recommendations listed on possible improvements
- Priorities of these recommendations
- Timeframes for implementing recommendations
- Responsibilities for implementing recommendations

Did the general education assessment process work?
- Participation levels in each general education area
- Rubric content and use
- Changes listed to improve process
- Recommendations summarized

All full-time faculty are required to submit an annual *Assessment Project Report* which asks in what course(s) the assessment was implemented, what assessment strategy was used, what challenges were experienced implementing the assessment tool, how the results of the assessment were analyzed, what changes were suggested and/or implemented as a result of the assessment, how the faculty member's understanding of and involvement in assessment was enhanced that year, how the faculty member's progress in assessment was limited that year, and how additional progress and participation in the assessment of student learning can be facilitated. In June, academic division and out-of-class assessment reports are collected and analyzed.

The College maintains it leadership role in out-of-class assessment. Dr.Marilee Bresciani presents an all-day workshop, *Out-of-Class Learning Outcomes Assessment*, for faculty and staff. In July,

	Vice-President Paul Dale presents "Using Assessment of General Education Outcomes to Bring an Out-of-Class Learning-centered Model to Life," at the Evaluating Institutional Learning-centeredness Conference, San Diego, CA. "Paradise Valley Community College: General Education Case Study," by Paul Dale, is published in *Assessing Student Learning in General Education* (pp.125-145), Bresciani, M.J.(Ed.), Bolton, MA: Anker Publishing Company. During the AAT Assessment Tuesday Learning Week session, entitled, "Implementation of General Education Rubrics – What Did We Learn and What Can We Do To Get Better?" faculty and staff again examine the general education assessment results and brainstorm suggestions to improve student learning in each area. Suggestions are collected by the General Education Teams and summarized into a list of actions plans. Progress continues as improvements are implemented. The importance of scorer reliability in using the rubrics is discussed and continuing efforts are made to provide examples of the different performance levels for the general education rubrics to assist faculty and staff in attaining consistency. With only two years worth of data, it is still too early to know if differences are due to inexperience with the scoring criteria, irregularities due to other circumstances, or deficiencies in teaching and learning. Other assessment related sessions presented during fall Learning Week included a presentation of CCSSE findings and "English Division Assessment Day!" a training session for English faculty using the written communications rubric. In the fall of 2007, a new **Assessment Coordination Team,** led by the Director of Institutional Research, is created and charged with integrating all levels of assessment, evaluation, and review at the College. In addition to the Director of Institutional Research, team membership includes PVCC's three Vice Presidents who collectively oversee the coordination of assessment activities at the College, the Director of Research, the Faculty Assessment Chair who provides direct leadership to the Academic Assessment Team and the General Education Assessment Teams, and the Out-of-Class Assessment coordinator who chairs the Out-of-Class Assessment Team. This core leadership group meets at least once each semester to communicate about current assessment activities, identify areas of focus, support projects, monitor improvement efforts, and transfer results into strategic planning. In September, the General Education Teams are given two tasks: to review spring data and identify a number of action areas (what, who, when?) to improve learning and to identify ways to increase faculty participation. The Out-of-Class Assessment team continues to refine the assessment templates for out-of-class assessment and AAT holds three Study Hall sessions in November to help faculty and staff develop general education assessments. A new assessment website is designed at http://www.pvc.maricopa.edu/AL to provide easy access to PVCC's comprehensive resources for the College's new general education assessment tools including learning outcomes for each general education area; sample assessments; rubrics and rubric scoring sheets; assessment guidelines; assessment results; and contact information for current members of the Academic Assessment Team, the General Education Assessment Teams, and the Out-of-Class Assessment Team. It also includes current forms, a calendar of assessment activities and the online version of the *Assessment Handbook*. The planning and development documents on the old assessment site (pvc.maricopa.edu/AI) are archived on the new website.
2006	January's AAT Learning Week session, "Implementing Rubrics for Learning," provides training for faculty and staff on the use of the new rubrics for General Education assessment. Faculty members planning to use the general education rubrics during the spring semester are asked to complete a

General Education Participation Report. (This practice continues until the reporting system goes online in 2010.) Faculty specify the following in their Participation Report:

- which general education learning outcomes are to be assessed;
- how the assessment will be integrated into the course or program;
- how processes were changed to facilitate the assessment;
- how students were prepared for the assessment; and
- how the rubric will be used in the course or program.

Based on feedback, additional training on implementing the rubrics is scheduled for February. General Education Learning Outcome work group members review Participation forms and follow up as needed.

Other assessment related sessions during January's Learning Week include a session entitled, *Student Engagement Best Practices,* based on CCSSE findings, and a session entitled *Why Good Teaching Matters*, by Kati Haycock, Director of The Education Trust.

In March, Dr. Maggie Culp presents an all-day assessment workshop entitled *Developing Student Learning Outcomes in Student Affairs*. Out-of-class managers are asked to review the *Student Learning Outcomes for Student Affairs at MCCCD 200*6 report, paying particular attention to their respective program areas and respond to nine questions. They are also asked to read Jonathan Mueller's *Authentic Assessment Toolbox* and to respond to various questions. Lively discussions ensue and participants leave the workshop with lots of good information and additional tools and strategies to assist them with their future assessment projects. Also in March, Paul Dale, Vice-President of Learning Support Services presents a session entitled "Assessing General Education Learning Outcomes in the Out-of-Class Experience" at the NASPA National Conference. In April, PVCC's "Out-of-Class Assessment Initiative: Validating the Total Student Learning Experience" is awarded the Maricopa County Community College District Innovation of the Year. In May, Administrative Services and Learning Support Services Divisions hold a Joint Assessment Retreat to review the purpose of assessment, how to write and measure student learning outcomes, and to share best practices. Attendees explore expectations of assessment activities, how to use results, and plans for improvements. In June, Paul Dale, Vice-President of Student Support Services, presents "Assessing Student Learning Outside the Classroom," at the NASPA International Assessment and Retention Conference.

By the end of May, 89 academic sections and three out-of-class projects have submitted scored rubrics and the College has collected its first comprehensive data for all five of the general education rubrics. Faculty members from each division have participated.

General Education Assessment Activities	**Spring 2006**
Academic Sections Assessed	89
Out-of-class Projects Assessed	3
Written Communications	39
Oral Communications	22
Information Literacy	14
Problem Solving	9
Technology	8

	The Director of Research and Planning compiles the results for each general education area and reports to the Academic Assessment Team in the summer. In July, AAT's General Education Team leaders preview the General Education Learning Outcomes assessment data to extract conversation points and prepare for the all-faculty and staff discussions during fall's AAT Learning Week session. During the fall Assessment Tuesday session, faculty and staff review the general education assessment results and, following an initial individual reflection exercise, brainstorm implications and suggestions to improve student learning in each area. The General Education Teams and the Academic Assessment Team collect and review faculty and staff recommendations and during the fall, draft Action Plans to implement changes as a result of the spring General Education Learning Outcomes assessment. Several short-term objectives are implemented immediately while others remain in progress. Division-specific assessment sessions follow in English, Communication/Humanities, Counseling, Business/IT, and Mathematics. During the fall 2006 review, assessment data suggested that grammar/mechanics and MLA format were areas that needed improvement in teaching. To be consistent and helpful in the instruction of MLA format, assessment data were used to develop teaching and learning strategies for the English Division, the Learning Center, and the PVCC Library. Based on a commitment to increase the integration of program- and class/course-level assessment, the English Division Chair completely revises the English Division rubric, assessment instructions, and assessment report forms to create an English Division Assessment notebook that offers guidelines for conducting the ENG101 and ENG102 assessment. In October, during an Assessment Workshop for Learning Support Services and Administrative Services staff, templates are developed for out-of-class assessment plans and reports. During 2006-2007, nineteen Learning Support Services departments submit out-of-class assessment plans and thirteen submit reports documenting their results. The reports are reviewed by the Out-of-Class Assessment Team (formerly Out-of-Class Assessment Steering Committee). Assessment results contribute to noticeable program improvements and assist in the planning process for the next year. Staff members are encouraged to use general education rubrics when appropriate. The Academic Assessment Team works with division chairs in the fall to increase the number of sections participating in the spring 2007 General Education Learning Outcomes assessment. The *Assessment Handbook* is published and distributed in November. The **Director of Institutional Effectiveness**, Laurie Pemberton, is hired to focus on college planning, research, and assessment. The responsibilities of the Director of Research and Planning are realigned, with the purpose of providing leadership for building the infrastructure for faculty involvement in assessment. In addition, the Faculty Assessment Coordinator is provided released time to partner with the Director of Research and Planning in establishing the College's comprehensive assessment program. Vice President Paul Dale presents "A Mosaic Collection of Student Learning Outcomes for Student Affairs," at NASPA's Regional Conference in November.
2005	AAT regroups to begin the development of college-wide assessment tools to measure five general education learning outcomes: information literacy, oral communication, problem solving, technology, and written communication. Five work groups, each chaired by two AAT representatives, are established to develop the tools and implementation strategies for measuring these general education

	learning outcomes in multiple courses throughout the College, to identify evaluation methods, and to discuss how results can be used to identify curriculum and instruction revisions to improve learning. AAT members will continue to meet twice per month – once with their General Education work group and once with the entire Academic Assessment Team. In addition to the two AAT members, each General Education Learning Outcome work group will have at least two additional residential faculty members from different disciplines. AAT members begin recruiting other faculty members to their work groups. Work on e-portfolios is presented to AAT for consideration by the work groups. AAT reviews the Division Assessment Reports and division representatives from each division agree to meet with their division chair to provide comments on their progress. In February, PVCC administers the Community College Survey of Student Engagement (CCSSE) to help PVCC assess institutional practices and student behaviors that are highly correlated with student learning and retention. After the 2005 CCSSE results are reviewed by all of the college departments and divisions, each area develops a "CCSSE Action Plan." The purpose of the plans is to identify areas where services and programs could be improved in the context of one or more of the CCSSE benchmarks. Several new programs are introduced as a result of this planning process including: a career and academic planning process for student athletes developed jointly by Academic Advising and Athletics; a revision of the adjunct faculty evaluation tool that aligns the CCSSE benchmarks with teaching behavior and class practices; an English composition writing guide; and several new collaborative learning strategies in English. The Health & Exercise Science Division develops several best practice strategies and a document called *Suggested Strategies for Student Engagement*. Learning Support Services departments are incorporating student success strategies into their operational and assessment plans to encourage student participation in all areas, especially Academic Advisement, Career Services, Computer Commons, Financial Aid, and the Learning Support Center. Additionally, Information Resources Technology Services (IRTS) works to create the infrastructure needed to increase access to new technologies (i.e., wireless connectivity and computers outside the Computer Commons). The Vice-President of the Learning Support Services Division awards the first assessment cup for best practices in out-of-class assessment of student learning outcomes. This becomes an annual award. In spring 2005, PVCC again completes its self-study and evaluation. After a visit from the Consultant-Evaluators in February, the Higher Learning Commission approves the recommendation for a 10-year accreditation, with a required Progress Report on assessment of student learning due March 1, 2008. Progress Report Requirements: In the progress report, the Higher Learning Commission requests an account of advances on the following: …the full implementation of the assessment of outcomes of student learning, including evidence: (1) that assessment is being used in all program areas and by all faculty to improve teaching and learning; (2) that assessment of general education has developed measurable objectives; (3) that assessment practices inform and involve students; and, (4) that assessment is providing feedback to programs and is being used to improve student learning. PVCC's general education learning outcomes statements were complete at the time of the 2005 comprehensive visit, but the rubrics were not. In 2005, Paradise Valley Community College had not translated the general education learning outcomes into performance measures that could be directly assessed in ways that allowed a meaningful summation of assessment results across programs and degrees. It did not appear that assessment activities at Paradise Valley Community College had moved adequately beyond the course level to division/program-level and degree-level assessment.

PVCC has excelled in the assessment of student learning in the out-of-class environment. The HLC visiting team made special note of the exemplary out-of-class assessment of student learning. "PVCC has a very robust out-of-class assessment process that could serve as a model for other institutions." "Rubrics have been developed . . . and based on student scoring, staff meet with faculty and discuss program improvement." ". . . PVCC has recognized that student learning occurs both within and outside the classroom, and that support offices augment and complement the teaching and learning that takes place within the classroom."

Based on HLC recommendations, the College makes a major commitment to provide leadership for full implementation of the assessment of outcomes of student learning. The College's administrative structure is reorganized to advance and support assessment at all levels. The College reallocates funds from a vacant position to create Director of Institutional Effectiveness line whose primary responsibility is to focus the College on assessment, research and planning.

During the summer, AAT members draft PVCC's *Assessment Handbook*. The handbook provides the meaning, language, purposes, expectations, structures, levels, tools, processes and timelines, examples, and resources for assessment throughout the College. It is reviewed, published and distributed to all faculty and staff in fall 2006.

In the fall, the PVCC's Board-Approved New Employee Orientation presentation reviews assessment at PVCC and related processes. This practice continues today. Division-specific assessment training is held for residential and adjunct faculty in English, Communication/ Humanities, and Developmental Mathematics. CCSSE findings are presented to faculty and staff in a Learning Week presentation and the Vice President of Learning presents "Assessment as the Cornerstone to a Learning-centered College" in September.

In August, an Out-of-Class Assessment Coordinator, Ellen Hedlund, is hired to assist managers in developing plans to assess student learning outside of class, identifying assessment tools, and developing implementation strategies. In September, the new coordinator forms an Out-of-Class Assessment Steering Committee. The purpose of the Out-of-Class Steering Committee is to recommend, facilitate and support policies, processes, and practices used by the College for assessing student learning in the Student Affairs and Administrative Services Divisions. Assessment data are used regularly to systematically inform and implement changes leading to improved out-of-class student learning. Chaired by the Out-of-Class Assessment Coordinator, membership includes Vice-Presidents of Administrative Services and Student Affairs, several department managers from Administrative Services and Student Affairs, the Director of Institutional Effectiveness, the Director of Research, and the Faculty Academic Assessment Coordinator. The team develops the following Guiding Principles and Roles and Responsibilities.

Guiding Principles

- Assessment will focus on student learning and be guided by the College Mission and Strategic Issues.
- Since student learning occurs outside of the classroom, assessment will try to collaborate with curricular and co-curricular programs and align with general education assessment efforts.
- Administration, staff, students, and other constituents will engage in assessment as a collaborative process and involvement by all constituents will be encouraged.
- Assessment results will focus on program improvement and commensurate change and will not be used for individual staff evaluation.
- Assessment results will be used on an ongoing basis to identify program/activity strengths and develop plans for program/activity changes that enhance student learning.

Roles and Responsibilities

- Establish the framework for out-of-class assessment at PVCC.
- Determine the expectations and timelines for out-of-class assessment.
- Be consistent with existing practices and Academic Assessment Team efforts.
- Promote and encourage assessment of appropriate General Education outcomes in out-of-class areas.
- Support out-of-class assessment through mentoring, sharing best practices, reviewing assessment results and monitoring efforts.
- Work to ensure that results from assessment of student learning are used to guide the College's activities and its continuous improvement.
- Review and provide feedback to department managers regarding their assessment plans and reports.
- Recognize and reward assessment achievement.

The College continues its leadership role in out-of-class assessment. "Connecting Academic and Student Affairs to Enhance Student Learning and Success." Dale, P., & Drake, T.(2005, Fall) is published in Helfgot, S., & Culp, M.(Eds.) *Community College Student Affairs: What Really Matters. New Directions of Community Colleges*. Number 131. San Francisco: Jossey-Bass. Work continues with the out-of-class assessment groups in using the general education rubrics in their assessments.

AAT reviews the third faculty Year-End Assessment Reports and finds overall response rates have improved and there is an improvement in residential faculty involvement. AAT distributes the *Division Chair Toolbox* to division chairs in August. The toolbox contains the expectations, deadlines, and reports connected to student assessment for 2005-2006. Division-specific assessment training is held for residential and adjunct faculty in English, Communication/Humanities, and Developmental Mathematics.

During the fall semester, the five General Education Learning Outcome teams, facilitated by two AAT members, work on designing a rubric and accompanying materials to assess student learning in one of the general education areas: Written Communications, Oral Communications, Information Literacy, Problem Solving, and Technology. The rubrics must be flexible enough to be cross-disciplinary, yet specific enough to provide reliable and valid data to gauge student performance levels in each of the five general education learning outcomes.

As the General Education Teams work on the rubrics, AAT develops the assessment standards and processes. AAT establishes a consistent 3-point performance scale for each dimension where 0 = the student does not meet minimum standards for competence; 1 = the student needs improvement; and 2 = the student meets or exceeds minimum standards for competency. It is important to note that the rubrics are not intended to measure excellence, but rather standards of competence. AAT members agree that the rubrics should be distributed to students before implementation. Faculty members implementing the rubric will submit their completed scoring sheet to the Assessment Office and all data entry and statistical analysis will be done by the Director of Research and Planning.

In October, the rubrics are approved by the Academic Assessment Team, thus establishing performance standards for General Education Learning Outcomes in five key areas. Student learning is to be measured annually using each of these rubrics. The objective is for every graduate of PVCC to be competent in each of these areas.

	With the exception of the Problem Solving Team, General Education teams define the core courses where each of the general education learning outcomes is explicitly taught to facilitate a pretest-posttest design. The Problem Solving Team purports that it is counterproductive to single out "core" courses as the main vehicle for supporting any particular general education learning outcome because it is important to convey the message that every general education course should provide opportunities for students to further develop their general education abilities and that thoughtful and precise communication skills, problem solving skills, information literacy, and technology will result from the accumulation of skills woven throughout the entire general education curriculum. This team recommends comparing the scores of students who have taken few, if any, general education courses to those who have taken most of the general education core curriculum to document "value added." In November, the General Education assessment timeline and process are finalized and, with input from General Education Learning Outcome groups and division chairs, courses are selected for spring assessment. Training on the use of the rubrics is to occur during AAT's Spring Learning Week session; data will be collected from each general education area during the spring semesters, compiled and previewed during the summer, and analyzed by faculty during AAT's Fall Learning Week Session. Based on assessment results, faculty will develop plans to improve learning, implement them in the fall, and reassess the following spring to determine the efficacy of the interventions. With minor modifications, this process continues today and AAT continues to hold half-day college-wide assessment workshops every semester during Learning Week. The College devotes Tuesday morning of each Learning Week to assessment. No competing workshops are scheduled and all faculty and staff are expected to attend and participate in Assessment Tuesdays. Sessions engage faculty and staff in discussions about assessment in general with spring sessions focusing on training in the implementation and use of general education rubrics and fall sessions focusing on analysis of assessment results and development of plans to improve learning. Additional sessions during Learning Week frequently discuss other aspects of assessment, such as written communications, oral communications, student engagement, etc. To set the stage for program-level assessment, PVCC's program review process is expanded after the 2005 HLC comprehensive evaluation visit. In consultation with the appropriate vice president, each division chair or work unit manager identifies programs within their division or department for PVCC's program review purposes. Examples of programs include a group of courses that result in a degree or certificate, a transfer sequence, or a combination of discipline-specific courses. PVCC recognizes that program review is not synonymous with program assessment. The program review process solicits information on learning outcomes, competencies, and an assessment profile. Learning outcomes and course competencies are considered for each course in the program. The program review describes how student learning is assessed and how assessment information is used by faculty and staff to enhance student learning. Program reviews are scheduled on a five-year cycle. Between 2005 and 2007, twelve program reviews are completed and fourteen programs reviews are in-progress.
2004	The College continues to be actively involved in assessment activities. AAT leaders facilitate assessment workshops for national organizations, serve as panelists for district forums, meet with division chairs, present assessment information at learning sessions, division, division chair and Senate meetings, and attend district assessment meetings. In January, AAT presents two Learning Week Sessions. The "Adjunct Faculty and Assessment: What will you do?" session is attended by 30 adjunct faculty, some of whom become involved in subsequent AAT sponsored assessment activities. During the *Three Assessment Projects: Good Ideas for You* presentation, faculty share a template they developed to make the development and reporting of course outcomes explicit and simple. Faculty and staff also participate in a variety of assessment workshops and assessment sessions at local and national workshops and conferences.

All full-time faculty members are expected to be involved in using assessments to improve student learning. The Year-End Survey of Assessment Activities is revised and administered to all full- and part-time faculty members in April to determine individual involvement in assessment initiatives and assessment training opportunities. Survey *results* show a significant increase in the number of faculty, particularly adjunct faculty, involved in assessment training, assessment conversations, course mapping, and assessment projects. Following Janice Denton's and other college-wide training sessions in assessment, individual faculty in various disciplines have developed Primary Trait Analyses to assess and improve learning.

A review of December's 2003 Annual Division Assessment Reports indicates that divisions are in various stages in the development of assessments. The Math Division has developed a mission statement, department goals, learning outcome statements, an assessment plan, an assessment template, a data/numeracy rubric and a student survey. However, some divisions are using more of an evaluation than an assessment and others are not assessing PVCC's general education learning outcomes. Since the division chairs have requested feedback and AAT agrees that this is important, the team develops a *Rubric for Evaluating Division Assessment Progress*. In its first attempt to provide useful, formative feedback on division assessment activities, each AAT member assesses five Division Assessment Reports. In addition to providing specific evaluations and recommendations to each division on their assessment efforts, AAT finds the following:

- progress in all divisions in the development of assessment projects and initiatives,
- few reports of results of implementation or changes from results,
- a need for more cross-discipline efforts to assess the broader *institutional* general education learning outcomes,
- a need for an assessment report that is more formative and consultative in assisting divisions and departments to generate assessments that are meaningful and useful at all levels of the institution,
- a need for further refinement of what genuine, *formative* assessment is—and that the "end" of any and all assessment is not compliance, but the ***use of assessment data to improve instruction***, and
- a need for AAT to provide clearer expectations about the depth and breadth of division, department, and course level assessment initiatives and their relation to institutional needs.

See *Fall 2003 Division Assessment Progress Report* for a detailed report of the Academic Assessment Team's comments.

Continuing its effort to develop a meaningful institutional-level assessment of general education learning outcomes, in March AAT disseminates a *survey* to all faculty to provide data that would drive an institutional-level initiative to assess written communications. The majority of respondents report that writing is a required component in their courses, that quality of writing is graded, although generally not with a rubric or scoring guide, and that they would consider using a rubric and attending learning sessions on improving student writing in their classes.

During the *Summer Assessment Institute* in May, four teams of full-time and adjunct faculty develop many assessment tools including:

- a template to align the college level learning outcomes, division level learning outcomes and course competencies,
- a "universal" writing rubric,
- a problem solving rubric designed to assess problem solving in the counseling process, but transferable to many other disciplines, and
- a Cross-Discipline Rubric for the Assessment of Communication: Speaking.

The fall Learning Week presentation, entitled *Talkin' and Writin': Assess 'em Anywhere* showcases the rubrics for assessment of writing and speaking developed during the Summer Assessment Institute.

During the fall, AAT again discusses other college-wide assessment strategies including exit surveys, standardized tests, and e-portfolios, but maintains that more meaningful results can be obtained by aggregating general education assessment data gathered by faculty and staff throughout the College using a data collection tool such as TracDat. There is general agreement that AAT members take a leadership role in facilitating General Education Learning Outcome work groups to address each individual general education learning outcome.

AAT uses a method adapted from the *Outcomes Primer* (Stiehl & Lewchuck, 2002) to show connections between the course description and competencies established by the MCCCD Instruction Councils and the general education learning outcomes identified by the College. This results in the development of a *Course Outcome Guide*, to accompany assessment project reports, which asks faculty members to distinguish between intended outcomes and competencies by identifying each of the following in the courses assessed:

- Prerequisites – *What must the student be able to do before engaging in this work?*
- Concepts and Issues – *What must the student understand to demonstrate the intended outcome?*
- Skills (competencies) – *What skills must the student master to demonstrate the intended outcome?*
- Assessment Tasks – *What will the students do in here to demonstrate evidence of the outcome?*
- Intended Outcomes – *What do the students need to be able to DO "out there" for what this course will prepare them?*

AAT continues to work on providing clearer expectations. AAT encourages divisions to revise their mission statements to include assessment, to include assessment as an agenda item for every division meeting and to identify learning outcomes that are general to all course offerings in their division. AAT instructs division chairs to authentically assess what they and their colleagues believe to be most important to the improvement of learning within their division/program(s) and to be guided by two principles: 1) Every RFP faculty member (and adjunct faculty where possible/necessary) should be engaged in authentic assessment activities on a regular or routine basis, and sometimes that engagement may be with individual, department, program, or cross-discipline initiatives; and 2) Divisions should develop assessment programs that get at important General Education Learning Outcomes across courses, and across disciplines when possible. AAT conveys assessment expectations in a *Division Assessment Report Memo*, a *Division Chair Assessment Expectations* document and a redesign of the *Division Assessment Report* format. The report asks division chairs to respond to the following expectations:

- Expectation 1: How many (number and percentage) of your residential and adjunct faculty are actively participating in at least one assessment project?
- Expectation 2: Describe your progress in identifying courses in which **general education learning outcomes** are either taught or used as part of the curriculum (i.e., "course-mapping").
- Expectation 3: On which of the **general education learning outcomes** are you concentrating your assessment efforts?
- Expectation 4: Describe your progress in identifying **course-specific learning outcomes** in your division and on which of your course-specific learning outcomes you are concentrating your assessment efforts.
- Expectation 5: Describe the tools you are using in the assessment of general education or course-specific learning outcomes.

	• Expectation 6: Describe your progress in actually using your assessment tools for discussing results and making instructional improvements. • Expectation 7: How have you interacted with your division's AAT representative in furthering your division's assessment efforts? • Expectation 8: How has your division participated in developing strategies and tools for assessing college-wide general education learning outcomes? In addition each division is instructed to compile a notebook containing the division chair's *Division Assessment Report* and the separate assessment forms submitted by individual faculty members or groups of faculty members, listing the learning outcomes assessed, a copy of the assessment instrument, and a summary of results. AAT decides that chairs can evaluate their own progress without the committee doing a scoring exercise. The Dean of Learning will review the reports and provide guidance to the division chairs to improve assessment activities. The AAT members will serve a role similar to the consultant-evaluators with the HLC; they will continue to initiate conversations about assessment within divisions and be available to answer questions, provide clarifications, and give support to the division chairs.
2003	SAAAC commits to providing one or more Learning Sessions each semester devoted to assessment at PVCC. (The week prior to the start of each semester at PVCC is called Learning Week. Multiple learning sessions are offered concurrently to provide a wide variety of professional development opportunities for faculty and staff.) In January, the College brings Janice Denton, Raymond Walters College, University of Cincinnati, to campus to facilitate a five hour workshop on Primary Trait Analysis. Fifty-five faculty and staff are trained in the use of this classroom-based assessment strategy. Other assessment sessions include "Writing Good Learning Outcomes Statements," and "Closing the Feedback Loop on the English 101 Assessment." PVCC mathematics faculty members present the *Math Assessment Program* at the District Student Academic Achievement Committee's annual Assessment Forum. In February, the Dean of Learning Support Services presents the *Out-of-Class Assessment Plan* and *SAAAC Core Outcomes*. These two documents will help measure the effectiveness of service programs. In 2003-2004, each department in Learning Support Services develops assessment plans and engages in measuring student learning outcomes. During the spring, SAAAC agrees that every division should be represented on the assessment committee, approves a logo for the PVCC Assessment Initiative, changes the name of the Student Academic Achievement Assessment Committee (SAAAC) to **PVCC Academic Assessment Team (AAT)**, develops the *PVCC Assessment Initiative* website to serve as a resource and repository for assessment documents, issues and initiatives, and revises the Mission, Vision, and Assumptions statements: *I.* ***Vision* of the Paradise Valley Community College Assessment Initiative** The PVCC Assessment Initiative will be a coherent, sustainable and overarching system for planning, developing, and implementing strategies and practices that measure student learning. The Assessment Initiative will encourage academic programs, learning support services and administrative services to use assessment results to stimulate reflective thinking and conversation that will contribute to the continuous improvement of student learning. *II.* ***Mission* of the Academic Assessment Team**

The PVCC Academic Assessment Team, with representatives from each academic division, supported by the Office of Planning, Research and Assessment, recommends, facilitates and supports policies, processes and practices used by the College for assessing student learning. The Team is a resource for faculty and staff who undertake assessment initiatives and a clearinghouse and reporting agent for college-wide data on academic achievement. In collaboration with academic divisions, assessment methodologies are developed and specific requirements of content, form and timing are established to measure student learning. Assessment data will be used to inform and implement changes leading to improved student learning.

III. ***Underlying Assumptions*** **of the Academic Assessment Team**

The academic assessment portion of the PVCC Assessment Initiative will be:

- The cornerstone of a commitment to become a more learning-centered college;
- Focused exclusively on the continuous improvement of learning;
- Developed by faculty teams;
- Viewed as an essential element of the College's instructional program;
- Focused on the core learning outcome of critical thinking;
- Tailored to the specifics of each course, discipline, or division;
- Considered to be in a state of continuous refinement and improvement;
- Conformed to the Higher Learning Commission accreditation requirements;
- Communicated in simple and clear ways;
- Implemented and sustained over time throughout the College.

The Academic Assessment Team, chaired by a Faculty Assessment Coordinator, consists of faculty members, the Dean of Learning and the Director of Research and Planning. The team meets biweekly and continues its effort to build a culture of assessment at PVCC by developing shared expectations, encouraging meaningful assessment practices and establishing a common language of assessment. Each assessment team member continues to actively work to dialog with colleagues about assessment and is expected to share these conversations at each committee meeting. The AAT chair attends Division meetings to answer questions and encourages Division Chair leadership with the assessment initiative.

To clarify expectations for assessment, AAT prepares a *Recommended Process for an Individual Assessment Project* and distributes it to all residential faculty. AAT continues to solicit feedback from divisions via the *Division Level Assessment Progress Report*, which details assessment goals, assessment projects and the other assessment progress within divisions.

During the fall Learning Week session entitled "*Celebrating Assessment: What have we done? Where are we going? What can you do?"* AAT reviews the past year's activities and shares assessment projects activities and reports, including those from the first annual survey of faculty assessment activities. AAT encourages faculty to follow the cyclic process illustrated in the logo: Plan, Measure, Learn. Faculty members are instructed to identify the general education learning outcomes that are most important in the courses they teach, write measurable learning outcome statements, determine or develop a measuring instrument, assess, and use results to identify interventions to improve learning.

After reviewing the Division Level Assessment Progress Reports, AAT revises the report forms to emphasize division follow-up on previous initiatives, to clarify the language of assessment at PVCC, and to solicit learning outcome statements for assessments. The new *Division Assessment Report* forms are distributed to chairs in October and are due in December. It is suggested that divisions develop their own mission statements that include assessment.

	In November, AAT completes the HLC's "Assessment of Student Academic Achievement: Levels of Implementation" matrix to rate how thoroughly assessment is integrated into the culture at PVCC. Seven of the eight patterns are average-ranked in the "Making Progress" category; only one, "Student Involvement" is categorized as "Beginning Implementation. This is an improvement over the assessment that was done two years prior when the majority of the Patterns were ranked in the "Beginning Implementation" category. In December, PVCC's Higher Learning Commission liaison, Dr. Mary Breslin, meets with AAT and comments on HLC's expectations for PVCC to demonstrate improvements in learning based on assessment results during the self-study visit.
2002	In February, the Strategic Planning Committee approves the College's assessment plan. As a first emphasis to expand assessment beyond the class/course level, PVCC concentrates its assessment efforts on general education. One of the emphases of the College is preparing students for successful transfer to a four-year university, usually one of the three public universities in Arizona. Thus, general education is core to the mission of the College. Maricopa County Community College District general education statements have already been established and a general education curriculum exists throughout the degree and certificate programs offered. The College uses the district's general education statements as starting points and crafts its own general education learning outcomes to be in full alignment with the district objectives, yet more focused on the College's unique student population, mission, and learning-centered philosophy. PVCC identifies critical thinking as the **core general education learning outcome**. To begin the assessment of critical thinking, the College identifies **four main supporting learning outcomes**: communication (listening, reading, speaking, and writing), information literacy, problem solving, and technology. In the summer of 2002, faculty research ten methods of assessment (student portfolios, electronic portfolios, institutional portfolio, standardized/national exams, pre/post tests, locally developed one-shot items, capstone experiences/courses, classroom based assessment, surveys, and other indirect measures), outlining examples, costs, advantages and disadvantages, and implementation issues. While recommending an assessment plan with multiple measures, the team suggests moving toward a classroom-based approach to provide a sustainable, meaningful assessment system. Classroom-based assessments provide the following advantages: ▪ Assessments contribute to student learning and provide students with opportunities for self-evaluation. ▪ Assessments can be collected within the classroom, not simply for convenience, but because of the opportunity this provides to use already in-place assignments and coursework for assessment purposes. ▪ Classroom based assessment is ideally the best for yielding meaningful data, for allowing students the chance to receive feedback and respond it to, for helping individual instructors improve, and for its respect of teachers' abilities to assess all phases of student learning. See *Assessment Methodologies* for the team's review and recommendations. To ensure alignment between the curriculum offered by PVCC and the general education outcomes, summer work also entails creating a course-mapping matrix to align general education learning outcomes and general education courses taught at PVCC. Data is interpreted and presented during a fall Learning Week sessions. Divisions review and complete the matrix in the fall. This spreadsheet (see *PVCC General Education Course Mapping*) details each course in the general education curriculum and the expected general education outcomes.

	Out-of-class Assessment: In the fall of 2002, with a commitment to refining student affairs policies and procedures to maximize student learning, departments in the Learning Support Services Division draft learning outcome statements. During the 2002-2003 year, Academic Advising, Center for Distance Learning, Financial Aid, and Media Services pilot assessment measures and use results to improve learning and service productivity. In December, SAAAC publishes a document entitled *Using Assessment to Improve Learning and Teaching at PVCC* which summarizes the rationale, processes, activities, resources, and time-lines for developing an integrated, effective, and sustainable assessment system. SAAAC recommends that faculty utilize classroom-based assessment instruments to measure students' abilities to read, write and, in general, think critically. All full-time faculty are required to report on their assessment activities by completing a *Year-End Summary on Assessment of Learning*. Adjunct faculty are invited, but not required to complete the survey. Divisions are to aggregate, discuss, act on, and report assessment results to SAAAC via a *Division Assessment Progress Report*. This report form, distributed in December, also asks for suggestions for improving the assessment process. Results from these surveys and reports are outlined in the *Academic Assessment Team Chair Report.* SAAAC, in turn, will aggregate, analyze, and evaluate division reports and make recommendations for institutional improvement.
2001	**Philosophical Foundations/Underlying Assumptions**: In 2001, many of the College's efforts towards assessment focus on building context and learning about assessment as a best practice focused on learning. To help the college community better understand the purposes of assessment, the Student Academic Achievement Assessment Committee drafts philosophical foundations defining assessment at PVCC. These foundations are still relevant today. **Underlying Assumptions:** Assessment at PVCC is dedicated to be: ● The cornerstone of a commitment to become a more learning-centered college; ● Focused exclusively on the continuous improvement of learning; ● Developed by teams; ● Viewed as an essential element of the College's instructional program; ● Derived from District and College goals and measures; ● Tailored to the specifics of each course, discipline, division, service, program, or department; ● Considered to be in a state of continuous refinement and improvement; ● Conformed to the Higher Learning Commission's accreditation requirements; ● Communicated in simple and clear ways; ● Implemented and sustained over time throughout the College. In addition, the committee confirms that academic assessment within the Learning Division must be faculty driven. Faculty own academic assessment. They identify the outcomes, specify the means of assessment, and decide what to do with the results. Similarly, an out-of-class assessment model is developed by department managers in the Learning Support Services and Administrative Services Divisions. The intent of the model is to link College goals and objectives, retention principles, and learning outcomes. Thus, everyone at PVCC has a voice in the assessment process and a responsibility for implementing improvements based on the results. The Core Value, Strategic Issues, Twelve Indicators of a Learning-Centered College, and Underlying Assumptions collectively establish a firm foundation for all assessment activities at Paradise Valley Community College. These activities integrally support the College mission and establish accountability.
2000	After much additional research, including attendance at several national assessment conferences (AAHE, IUPUI Assessment Institute, NCA/HLC Annual Meetings), PVCC drafts and approves a new

	Five-Year Assessment Plan to create a systematic, sustainable, assessment process. The emphasis of SAAAC is addressing Strategic Issue #1 – What should PVCC do to become a more learning-centered college? Major tasks to be accomplished are identified for the next five academic years: 2001 – 2002: Plan refined and specific assessment elements identified. 2002 – 2003: Course mapping and data collection methods identified. 2003 – 2004: First data collection and feedback prepared. 2004 – 2005: Second data collection and feedback prepared. 2005 – 2006: Routine assessments and evaluations started. The plan specifies outcomes, strategies, responsibilities and timelines for each of the major tasks to be accomplished in the next five years.
1999-1998	PVCC forms the **Student Academic Achievement Assessment Committee (SAAAC)** in the fall of 1998. Its mission is to develop and direct the implementation of a formal assessment plan. A new assessment plan to assess student academic achievement is prepared, submitted, and approved. SAAAC selects three Assessment Teams to evaluate students' work using holistic scoring criteria: ● Team 1: Language Manipulation ● Team 2: Data and Numeracy Manipulation ● Team 3: Technology Manipulation and Information Access. After reviewing student results and the team reports, SAAAC concludes that the results are not indicative of students' academic achievement and therefore should not be used for budget and strategic planning decisions. SAAAC makes numerous recommendations to improve the process and the assessment plan goes through a second cycle before being changed again in 2000. Results and recommendations are available in the *2000 Assessment Report to the Governing Board.* See the *2001 Writing Assessment Data Matrix* to view scoring results from Summer 2001. Strategic issues are compelling questions used by the College to focus its planning, budgeting and institutional effectiveness systems. To address Strategic Issue #1, "What Should PVCC Do to Become a More Learning-Centered College," the College identifies twelve indicators to systematically measure college progress towards becoming a more learning-centered college. **PVCC'S Indicators of a Learning-Centered College:** 1. *Learning outcomes* have been identified and made explicit. 2. *Learning outcomes* serve as the centerpiece for program and curriculum development. 3. *Learning outcomes* are measured for the purpose of intervention, remediation and continuous improvement. 4. Learning opportunities are accessible to learners. 5. Learning opportunities are offered in a variety of formats and methodologies. 6. Learners are encouraged to develop relationships and connections with faculty, staff and peers. 7. Research about learning and learners is routinely considered and systematically incorporated into the College's learning processes, programs and services. 8. Learning is foundational to the development, delivery and assessment of student, academic and administrative support services. 9. The College's systems (policies, procedures, structures and technologies) are designed and evaluated in terms of their support of learning. 10. Learning serves as the focus of the College's strategic planning, budgeting and institutional effectiveness processes. 11. The College's employees demonstrate a commitment to continuous learning. 12. An employee and organizational learning initiative supports, coordinates and helps integrate employee and organizational learning.

	In its effort to continuously align and improve PVCC's systems, structures, programs and services to further enhance the learning environment, the College focuses on Indicators 1, 3, 6, and 7 for 2000 – 2001.
1997	**Core Value**: The College's Strategic Planning Team develops a unifying philosophy that focuses the entire organization on becoming "a more learning-centered college." Becoming a more learning-centered college involves a transformation in which learning is identified as PVCC's central and compelling core value. Learning at Paradise Valley Community College means increasing the capacity of our students, employees, and the College itself to achieve desired goals. Central to the learning-centered philosophy is the belief that learning should occur in the three dimensions throughout the College: student, employee, and organizational learning. The regular use of assessment results by individuals, departments, divisions, and the College is a significant indicator of being learning-centered because we answer the question, "how do we know?" Subsequently, "learning" is used to inform all decision-making and to guide the development of the College's programs and services.
1996-95	At the time of PVCC's self-study and comprehensive evaluation in 1995, PVCC has just begun the first year of a three-year cycle to assess institutional effectiveness. The evaluation team is concerned that the College's assessment plan will not enable faculty to focus on learning and teaching issues and indicates a need to create a clear plan for the assessment of student academic achievement distinct from the College's plan to assess institutional effectiveness. PVCC begins researching assessment strategies nationwide.
1990	Following a comprehensive self-study and evaluation, the College receives accreditation status on June 22, 1990. The College develops an ambitious plan to assess institutional effectiveness.
1989	Paradise Valley Community College Center applies for initial accreditation from the North Central Association of Colleges and Schools to establish itself as the eighth independent college in the Maricopa County Community College District.
1985	Originally founded by the Maricopa County Community College District as the Northeast Valley Education Center, the proposed College gets its new name: Paradise Valley Community College Center (PVCCC). Purchase of a 90 acres site at 32nd Street and Union Hills is approved, a provost is appointed, and classes begin at a temporary site. PVCCC operates as an extension of its parent institution, Scottsdale Community College.