

LEARNING TO ASSESS

Fall 2016

Civic Engagement

Positive Social Change Conceptualized

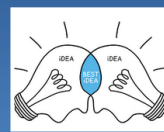


Positive social change is a valuable, important, and unique part of PVCC's mission. We recognized the need to conceptualize positive social change so that it can be taught, learned, and measured. For this reason, AAT developed the Civic Engagement Rubric which is aligned with educational research and 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).

Tips



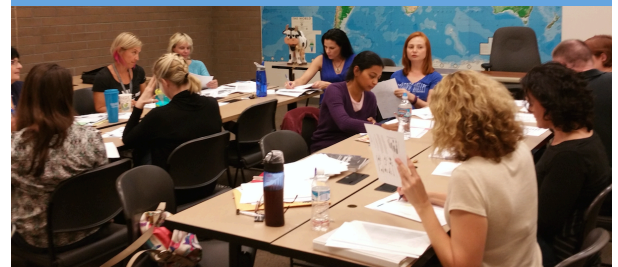
Plan: Identify your assessment project and complete part one of the form.



Keep Adjuncts in the Loop: Consider developing a common assessment for a course with multiple sections. Identify a team leader and involve other faculty.

Critical Thinking Academy

Members of the academy spent time reading, discussing, and completing activities related to high order thinking. This fall, faculty will bring this new knowledge into the classroom and implement new activities to foster critical thinking. Academy work was inspired by the ideas of Dr. Richard Paul and Dr. Linda Elder.
<http://www.criticalthinking.org/>



Your AAT Co-Chairs are wondering...

Should community colleges teach values? If so, *which values*? If not, *why not*?

How can you bring the ideals of civic engagement into practice?

What is the connection between critical thinking and civic engagement?

Summary of 2015-2016 GEA Results



- Overall participation in assessment declined.
- All GEA rubrics were used for pre/post testing.
- There is an increase in collaboration through common assessments.
- 62% of all assessment reports were complete (all 3 phases).
- 71% of RFP participated.

Participation by Division Results for Fall 2015 - Spring 2016

Division/Department	Critical Reading	Critical Thinking	Global Awareness	Information Literacy	Oral Communication	Problem Solving	Technology	Written Communication	2015-2016 TOTAL	2014-2015 TOTAL
Behavioral Science	11	5	3	1	0	0	0	0	20	24
Business/Info Technology	2	6	0	2	1	3	23	4	41	56
Communication/Humanities	4	6	1	0	25	0	0	3	39	59
Counseling and Personal Dev	0	0	1	2	2	0	1	4	10	19
English	11	20	0	8	2	0	1	11	53	38
Fine and Performing Arts	1	7	2	7	4	24	13	3	61	68
Health and Exercise Science	2	8	3	6	6	4	2	4	35	54
Library	0	3	1	4	0	0	2	2	12	3
Mathematics	0	1	0	0	0	43	0	0	44	61
Out Of Class	0	0	0	0	0	0	0	3	3	2
Science	5	11	2	2	2	11	2	4	39	64
Social Science	0	0	0	0	0	0	0	0	0	19
Total	36	67	13	32	42	85	44	38	357	467

GEA Sections by Class Format			
Format	2013-2014	2014-2015	2015-2016
In-Person	183	281	224
Online	34	48	30
Hybrid	11	17	10
Learning Community	0	2	1
Honors	11	22	10

GEA Participation				
Term	2012-13	2013-14	2014-15	2015-16
Total Faculty	156	117	121	108
Total Sections	288	229	348	268

Division Discussion

To make learning integrative, PVCC needs to be explicit about the connections of ideas and abilities across disciplines and make assessment cohesive across the college.

How can your division collaborate with other divisions on GEA projects?

Resources for Civic Engagement

Association of American Colleges & Universities (AAC&U)
<https://www.aacu.org/resources/civic-learning>
 Making Civic Learning Routine Across the Disciplines
 A Crucible Moment: College Learning & Democracy's Future
 Bringing Theory to Practice: The Civic Series

Community College National Center for Community Engagement (Mesa Community College) <http://ccnce.org/>

The Field Guide to Teaching Sustainability
<http://sustainability.psu.edu/learn/faculty-staff/field-guide-teaching-sustainability>

Astin, Helen S. and Alexander W. Astin. A Social Change Model of Leadership Development Guidebook Version III. The National Clearinghouse of Leadership Programs, 1996.

Core Competencies in Civic Engagement: A working paper in the center for Engaged Democracy's Policy Papers Series
<https://www.merrimack.edu/live/files/160-core-competencies-in-civic-engagement>

Academic Assessment Team (AAT)

Thank you to our 2016-2017 AAT members for their support and commitment to assessment!

Division AAT Reps

English: Leila Palis
 Math: Mike Hamm
 Library: Paula Crossman
 Business: Raji Lauffer
 Counseling: Jim Rubin
 Health:

Com & Hum: Marilyn Cristiano
 Science:
 Behavioral Sciences: Doug Berry
 Social Sciences: Meggin Kirk
 Fine Arts: Tomi Johnston

VP of Academic Affairs: Mary Lou Mosley
 Dean of Academic Affairs: Denise Dijianfillippo
 Institutional Effectiveness: John Snelling
 Out of Class Assessment Team Chair: Ellen Hedlund

Division AAT Chairs:

Co-Chair: Christine Tabone
 Co-Chair: Felicia Ramirez