

LEARNING TO ASSESS

Fall 2019

Well-Being is Essential for Student Success

Personal Development & Wellness Learning Goal: Fairminded critical thinkers recognize that thinking impacts every aspect of their lives. They take command of their thoughts in order to make healthy choices. They understand that becoming a fairminded critical thinker takes time and practice and commit to continual improvement.

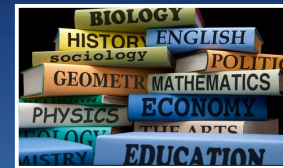


The Personal Development and Wellness rubric was a crucial addition to the General Education Student Learning Outcomes because of the college's commitment to the *whole student* and positive social change. John Dewey (1916) articulated the idea that lifelong learning is “associated living” or the idea that wellness is “not just an individual trait”, but also a “societal trait” (Knefelkamp, L. & O’Brien, J., 2018). PVCC has a critical role to play in the personal development and wellness of its students and employees. While there may be aspects of personal well-being that we have less potential to impact, we can control the learning conditions that can lead to greater levels of well-being. For example, the Personal Development and Wellness rubric includes the dimensions of: Self-Direction, Goals & Purpose, Self-Care, Interpersonal Communication, and Self-Awareness. “To address issues of student well-being, educators, practitioners, and administrators must first truly try to understand who their students are, how their lived experiences inform their learning, and how they struggle to integrate the multiple identity formations that may pull them in many directions” (Knefelkamp, L. & O’Brien, J., 2018).

Dewey, J. (1916). *Democracy and Education: An Introduction to the Philosophy of Education*. New York, NY: The MacMillan Company.

Knefelkamp, L. & O'Brien. (2018). The Whole Student: Finding Balance at the Intersections of Identity and Belonging. *Diversity & Democracy*, Winter 2018, 21, 1.

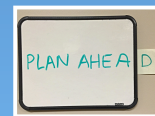
Is Your Syllabus GEA Ready?



When we communicate the value of our general educational learning outcomes to students, we make those skills tangible for them. Consider including a statement in your syllabus which emphasizes the learning outcomes that are core to your class.

You can review sample syllabi statements on the GEA libguide **General Education Learning Outcomes @ PVCC: Resources for Instructors** at

<https://paradisevalley.libguides.com/c.php?g=577372&p=4602648>



Future Assessment Labs:

Wed. Oct. 30, 3:30-4:30
Wed. Dec. 11, 2:00-3:00



Relevant Questions

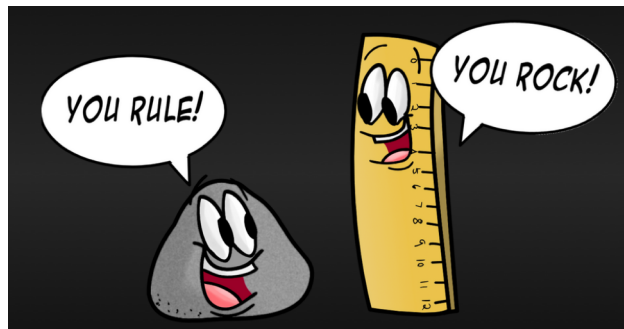
What is your current state of well-being?

What impact does your level of wellness have on your work with students and colleagues?

What could be done to improve employee and/or student well-being?

Assessment Accolades

- RFP GEA participation went up to in **68% 2018-2019** from 52% in 2017-2018.
- Assessment for learning across all modalities (hybrid, online, face-to-face, and honors) has increased since last year.
- The Fine and Performing Arts division used the greatest variety of GEA rubrics and had the highest level of participation increase over the last two years.
- Science, Behavioral Science, English, Com/Hum/Lang., and Business divisions are doing a great job of completing all three phases of the assessment process and documenting it.
- The Assessment for Learning Team (ALT) engaged in meaningful discussions and provided helpful suggestions for improvement.



Learning to Assess: Cocurricular Contexts



Congratulations to Kat Johnson, Mike Ho, and Anne Suzuki for submitting their co-curricular assessment projects using the GEA online tool. Kat assessed self-directed learning during workshops for scholarships, Mike assessed learning related to living in a diverse society through student club events, and Anne assessed integrated learning during Free Speech Week.



We appreciate the efforts of cocurricular learning facilitators to improve student learning beyond the classroom. Although the process of measuring learning can be a messy one, especially in cocurricular contexts, we remain committed to developing strategies with our colleagues in Student Affairs. Student Affairs professionals can “help students articulate their learning, synthesize learning across all experiences, and transfer the learning to a variety of situations after graduation. Student organization advisors and supervisors interact with students in ways not always possible in the classroom. They can promote reflection, challenge conventional thought, and encourage students to take risks. In addition, staff can implement meaningful assessment to capture learning and development.”



Henning, G. & Roberts, D. (2016). *Student Affairs Assessment: Theory to Practice*. Sterling, VA: Stylus Publishing LLC.