

# LEARNING TO ASSESS

Spring 2017

## Critical Reflection

*Examining Assessment Theories in Practice*



Over the years, we have worked to make assessment meaningful, learning-centered, and functional. Reflection plays a significant role in making decisions and planning. This year, AAT is focusing efforts on critical reflection of the assessment process. To guide our thinking, we are referring 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. AAT plans to complete and submit the application this semester.

### Tips



**Using Data:** Consider using trending data results to determine future assessment projects. GEA has data going back to Fall 2010.



**Keeping Adjuncts Updated:** Include adjuncts by developing common assessment projects or hosting an assessment results discussion.

### Point to Ponder

#### Etymology of Engagement:

The Middle English word, engage, means “pledging one’s life” and charming someone into becoming an ally.

“We want students to share our enthusiasm for our academic discipline and find our courses so compelling that they willingly, in fact enthusiastically, devote their hearts and minds to the learning process.”

Barkely, E. F. (2010). Student Engagement Techniques: Handbook for College Faculty. John Wiley & Sons, Inc.: San Francisco.

### Your AAT Co-Chairs are wondering...



Are there regular faculty and staff development activities designed to promote best practices in understanding, developing, implementing, communicating and using campus-level evidence of student learning? Do faculty and staff use the resources provided?

How are campus policies and procedures regarding faculty and staff review processes structured to provide support or recognition for faculty and staff working to improve or advance their assessment practices?

*Questions are from EIA Designation Packet Domain #4, Campus-Level Assessment Resources*

## Trending Data

Number of Students Assessed from 2010-2016 Using GEA Rubrics							
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Total
Technology	570	746	828	1,057	1,087	607	4,895
Problem Solving	762	1,603	1,184	1,504	1,235	1,051	7,339
Written Communication	820	538	1063	970	834	612	4,837
Oral Communication	718	345	817	703	635	678	3,896
Information Literacy	241	100	224	143	441	413	1,562
Critical Thinking			557	533	722	995	2,807
Diversity & Global Awareness			172	632	173	129	1,106
Critical Reading					724	528	1,252
Civic Engagement							
	3,111	3,332	4,845	5,542	5,851	5,013	27,694

### A Common Course Assessment in Counseling

Congratulations to the Counseling Division on an exemplary course assessment project. The following excerpt is from the Division Chair Assessment Report by Jim Rubin.

*“Several instructors of CPD150: Strategies for College Success addressed the learning outcomes students being able to identify and describe their career self-assessment traits (such as personality and skills), their career goals, the range of skills needed to reach their goals, and resources for career support. They administered a pre-test (week 2) and post-test (week 15). The result was that students increased their confidence (from pre to post) by 20-24% on all 4 dimensions (describing or identifying career self-assessment, skills, goals, and resources). In addition, for all 4 dimensions students were in the 80-85% range for confidence in their post-scores.”*

### Welcoming a New Academic Assessment Team Chair

During the Spring and Summer 2017 sessions, Christine Tabone, Felicia Ramirez, and Paula Crossman will serve as Tri-Chairs for AAT. Starting in Fall 2017 Felicia and Paula will work together as Co-Chairs.

Paula has been a member of AAT for 2 years and is also part of the Critical Thinking Academy. She uses GEA to assess students in IFS201 Research in the Digital Age class. She has also been involved in a district-wide assessment of the Ask-A-Librarian chat service, to measure service quality, as well as, students' proficiency in using sources after receiving assistance from a librarian. Paula enjoys collaboration and has worked with several faculty at PVCC (i.e.: EDU, ENG, PSY, ARH, CRE, etc.) to incorporate the information literacy rubric into specific assignments. Fostering student success is one of her top priorities and she looks forward to learning about how best to do so at PVCC.

