

LEARNING TO ASSESS

Spring 2018

Co-Curricular Learning

Student Involvement Beyond the Classroom



PVCC provides diverse co-curricular opportunities that support student development and enrich students' experience. Assessing and documenting co-curricular learning can help the college better serve students and improve experiences beyond the classroom. Alexander Astin's *Theory of Involvement* has been a point of reference for co-curricular programs in higher education, including Vincent Tinto (2012), who further developed ideas regarding student involvement. According to Astin (1996) involvement is "a powerful means of enhancing almost all aspects of the undergraduate student's cognitive and affective development. The three most potent forms of involvement turn out to be academic involvement, involvement with faculty, and involvement with student peer groups" (p. 126). Because student involvement has a positive correlation with persistence and completion, it is vital that PVCC reflect on and improve the way we engage students outside of class (Storey, 2010).

Astin, A.W. (1996, March-April). Involvement in learning revisited: Lessons we have learned. *Journal of College Student Development*, 37 (2), 123-133.

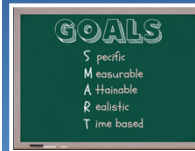
Storey, Katie Lauren, "Bridging the Gap: Linking Co-Curricular Activities to Student Learning Outcomes in Community College Students" (2010). Dissertations. Paper 30.

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

Tips



Student Success: Encourage students to use rubrics to assess their own work. Consider making it a group activity and allow students to make revisions before final evaluation.



Working Together: Ask students to identify 2-4 learning goals and help them make connections to course competencies or GEA learning outcomes

Coming this fall...

- Revised rubrics infused with critical thinking standards:
 - Clarity
 - Accuracy
 - Precision
 - Relevance
 - Depth
 - Breadth
 - Depth
 - Logic
 - Significance
 - Fairness
- A new rubric for personal development

Key Questions Regarding Student Development and Our Role



What is an educated person? What are you doing to help students to develop the disposition of an educated person?

Elder, L. (2005). Critical thinking as the key to the learning college: A professional development model. *New Directions for Community Colleges*, 2005(130), 39-48. doi: 10.1002/cc.194.

30th Anniversary Reflection by PVCC Founding Faculty Member Dr. Marilyn Cristiano



PVCC Faculty have earned many accolades over the last thirty years, and none more important than dedicated champions of student learning. No faculty are more deserving of appreciation than those who have volunteered to serve on and lead the Faculty Academic Assessment Teams.

In the early 90s, PVCC established a Faculty led and staffed Academic Assessment Team in response to a national movement to collect data on student learning. The team set out to document what students were learning, to use the results to inform strategies to improve student learning, and then to close the loop to assess whether these teaching interventions did indeed help.

On the surface, these goals seem noble, reasonable, and doable, but with any research project, comes the daunting task of establishing methods of data collection and analysis that are valid, reliable, and practical. Faculty spent many years of discussion and sometimes vocal debate to decide on different methods of data collection and reporting that would be worth the time and effort of students and faculty alike while meeting the new accreditation criteria.

I am proud that faculty have identified specific general education learning outcomes and assessment rubrics that faculty use to collect student learning data and report on results using an online program developed by PVCC's Institutional Effectiveness and Technology Teams. This assessment method has been lauded by accreditation teams, been presented and well received at national conferences, and most importantly has led to instructional changes that have resulted in the improvement of student learning.

The important and challenging work continues, and we owe a debt of gratitude to the past and present faculty who have served on the Academic Assessment Teams through the years and especially to the Faculty who have stepped up to lead the charge to develop better ways to document and improve student learning.

Higher Learning Commission (HLC) Criterion #4

PVCC is the process of preparing to begin work on the Assurance Argument which is "A narrative in which the institution explains how it meets HLC's Criteria for Accreditation that is linked to documents in the Evidence File" and is then reviewed by HLC Peer Reviewers (*Higher Learning Commission Resource Guide 2017*). Criteria #4 is Teaching and Learning: Evaluation and Improvement which includes assessment of curricular and co-curricular activities. The tri-chairs are Felicia Ramirez, Anne Suzuki, and Christine Tabone. Teammates include: Leonard Macias, Jenny Weitz, Meggin Kirk, Paula Crossman, Dora Ayala, and Leila Palis.

