LEARNING TO ASSESS

Spring 2019

Critical Thinking

A Central and Unified Effort



Students bring unique experiences and understandings to PVCC. Here they encounter diverse learning opportunities that further challenge and deepen their thinking. Sometimes, for students, learning can seem disconnected across disciplines/departments and unrelated to daily life. In order to make learning relevant and integrative, students need a systematic way of thinking about the various subjects and problems they encounter. Facilitators need a clear and consistent language that reinforces sound reasoning and enhances understanding of the content. "We postulate that there are at least nine intellectual standards important to conducting affairs of everyday life", which are clarity, precision, accuracy, relevance, depth, breadth, logic, significance, and fairness (Elder & Paul, 2008, The Thinker's Guide to Intellectual Standards into the GEA rubrics makes critical thinking central to general education and fostering critical thinking becomes a unified effort.



There are many changes in the GEA rubrics. It is a good idea to familiarize yourself with the rubrics and newly added intellectual standards.

Be Sure To:

- Update assignments that aligned with GEA learning outcomes
- Make new copies of rubrics that you share with students
- Update GEA related syllabi information
- Share the new rubrics with adjuncts
- Discuss the rubrics with students
- Contact ALT rep with questions



MCLI hosts the 6th Annual AZ Assessment Conference at GCC on March 8-9, 2019. Keynote speakers include: Dr. Natasha Jankowski (NILOA, Director) and Dr. Terrel Rhodes (AAC&U, VP)



Assessment Extravaganza

In September, 28 participants from Academic and Student Affairs attended the Assessment Extravaganza. The event celebrated the

power of assessment to uphold the promises we make to students, democratize learning, and improve professional practice. Participants discussed assessment strategies and developed an assessment project plan



Trending Data

Percentage Difference Between Students with Zero PVCC GenEd Courses and 11 or more PVCC GenEd Courses			
	2015-2016	2016-2017	2017-2018
Civic Engagement	NA	-20.3	+26.6%
Critical Reading	+10%	+11%	+16%
Critical Thinking	+19%	+9.3%	+13.6%
Diversity & Global Awareness	-2%	+5%	+30%
Information Literacy	+16%	+6%	+33%
Oral Communication	+17%	+23%	+16%
Personal Development & Wellness	NA	NA	NA
Problem Solving	+16%	+14%	+8%
Technology	+28%	+13%	+6%
Written Communication	+14%	+6%	+21%



Assessment Goals

- Reach a minimum of 70% RFP participation in GEA for 2018-2019.
- Increase the number of faculty completing all three phases of the assessment process and documenting the results in a clear way using the form in the GEA online tool.
- Increase collaboration through common assessment projects.
- Reinforce continual improvement through assessment in Program Review & PAR.
- Continue to engage faculty and staff in meaningful conversations to improve learning.
- Be deliberate in the offering, planning, & assessment of cocurricular learning opportunities.



Marc Varner, AKA "GEA MAN"

GEA's High Tech Hero

If you have ever had the privilege of working with Marc Varner, Software Developer Senior, you would know that his favorite super hero is Iron Man. But for us, Marc is a high-tech super hero-GEA MAN. Over the years, Marc has played a significant role in the assessment process at the college. According to Marc, "The GEA website has been one of the more exciting and challenging projects that I have been involved with during my career at PVCC. The original program written by George Matthew involved some complex data archiving and statistical analysis. As new features such as pre and post testing and new rubrics were developed I worked to integrate these new items into the GEA web programming." We are grateful to Marc for developing and maintaining assessment technology. Thank you for your dedication and answering the call when we need help!