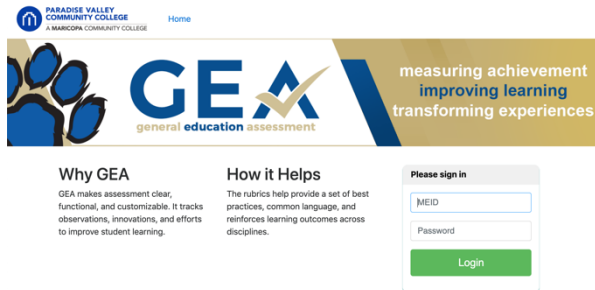


LEARNING TO ASSESS

Volume 9, Issue 2, Spring 2022

Introducing GEA 3.0

GEA Online Tool Upgraded



GEA was developed in 2010 by PVCC's IT and Assessment leaders. In 2012, the GEA Online Tool won Maricopa Community Colleges' Innovation of the Year award and currently PVCC remains the only college in the district to have its own Assessment Management Software (AMS). Over the years, Marc Varner, Software Designer Senior, has supported the application and designed improvements to enhance functionality and meet the increased demand for quantitative and qualitative assessment data. User feedback was used to complete the recent update which includes improved score entering functions, result tables for First Year Experience (FYE) learning outcomes, information icons with explanations of concepts and options, enhanced form saving features, improved Division Chair Assessment Form, and aesthetic upgrades. Work on GEA 3.0 continues and new features will continue to be rolled out into Fall 2022.



Fall Assessment Labs

Tues, Feb. 1, 2:00-3:00 pm

Mon, May 9, 1:00-3:00 pm

<https://zoom.us/j/93148878451?pwd=bzU2U1kzazNVVnJCNnNYYTBlalJlQlQ09>

PAR Assessment Sessions

1/28- 12:00

Email Us:

Leonard.macias@paradisevalley.edu

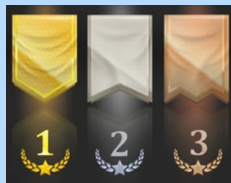
Felicia.ramirez@paradisevalley.edu

ALT Meetings

1/12, 2/16, 3/23, 4/20

President's Assessment aWard (PAaW)

We are pleased to announce a new assessment award! The top three best assessment projects will be selected. All PVCC employees are eligible to participate. To be considered you must complete an assessment for learning project during the 2021-2022 year, measure a specific learning outcome (choose a General Education, Course, Program, or Cocurricular outcome), and document the project using either the curricular or cocurricular assessment form in the GEA Online Tool. Excellence can be demonstrated by completing all three parts of the assessment process, using data to make improvements to learning, applying interventions or learning strategies creatively, and clearly articulating the purpose and impact of the project. The deadline to submit your assessment project in GEA Online Tool is May 20, 2022. Winners will be recognized at the assessment session during Fall Learning Week 2022.



First place \$100

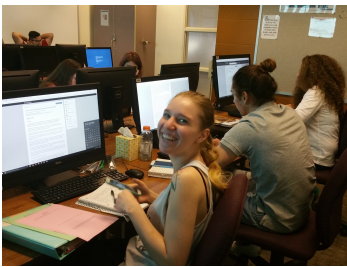
Second place \$75

Third place \$50

Assessment, Intervention, & Improvement

At the core, the reason to assess is quite simple - to improve learning. The goal should clearly be to make informed curricular and pedagogical modifications that lead to deeper levels of learning and higher levels of student success. The easy to remember model of (1) assess, (2) INTERVENE, (3) reassess is embedded in PVCC's assessment processes and GEA documentation forms. Yet, we recognize that this process of assessment on its own does not ensure improvement. Improvement is more likely to occur when we are intentional in assessment design and intrusive in our modifications and instructional approach. Good assessment requires that we focus on improvement throughout the whole process: beginning with the targeting an area for improvement, gathering evidence pre and post intervention, perceiving assessment documentation as the telling of improvement stories, and most significantly, intervening in consequential ways. Below are some examples of instructional modifications and intervention techniques.

Regulation of Learning: Do the students recognize quality work and know whether they are meeting class standards? Ask students to analyze and assess their work. Consider providing a rubric to score their own assignments and help them identify strengths, opportunities for improvement, and a chance to make improvements or develop a plan for improving on the next assignment. Use a feedback tracker worksheet or host an informal mid-semester class reflection. Be real about what is working and what isn't. Create agency by involving students in setting high expectations and empowering them to use the language of the standards evaluated such as depth, clarity, accuracy, relevance, precision, breadth, significance, or fairness.



Meta-skills: Are there skills or knowledge gaps that have become barriers to student learning? Consider what pre-skills or prior knowledge students need to complete assigned tasks. We might assume that students possess certain abilities, but they may have never learned them, simply forgotten about them, or mis-learned them. Even the playing field for students in your class by sharing tips for learning tasks such as critical reading in the discipline, note taking, study guide creation, exam prep, outline writing, tech hardware and software guides, time management tips, or oral presentation anxiety reduction techniques.

Reducing Concept Confusion & Increasing Systems Thinking: Can students accurately explain the big ideas of your course and successfully summarize the system of interrelated ideas in their own words? In order for our students to achieve a deep level of learning we must clearly articulate concepts and provide repeated opportunities for students to practice with them. Consider asking students to construct concept maps and continue to reconstruct them at different points in the semester. For a collaborative approach, split the class into three teams of five. Identify 5 major concepts. In teams of 5, allow students to each choose one concept. Students are responsible for teaching their teammates about their concepts. Give students time to develop their lessons. Then ask all the students in class who chose the same concept to compare lessons and help each other strengthen their lessons. Once students have the opportunity to improve on their concept lesson, then it is time for them to teach it to their teammates.

PVCC Accepted into AAC&U ePortfolio Institute

PVCC is one of 29 institutions nationwide that will be participating in the yearlong ePortfolio Institute hosted by the American Association of Colleges and Universities. Teammates include: Jamie Martin, Lynn McClelland, Mike Ho, John McCrudden, Leonard Macias, and Felicia Ramirez. The team will discern evidence-based theory-to-practice models that connect research and scholarship with effective approaches to developing and utilizing ePortfolios for high-impact learning and programmatic assessment. They will also identify key collaborators/partners and explore methods for adoption and implementation of ePortfolios at PVCC.



Distinguishing Curricular, Cocurricular, and Extracurricular

The Assessment for Learning Team completed its committee charter last semester. As part of the process, ALT developed a new chart for defining and distinguishing different student experiences at the college.

	Curricular	Cocurricular	Extracurricular
Definition	Curricular learning experiences are required activities offered within academic courses for which summative achievement is reflected on academic transcripts. In curricular class contexts, students gain an understanding of discipline specific theories and concepts, apply methods appropriate to fields of interests, and practice valuable general education skills and a mindset necessary for studies at university level, civic engagement, and professional and personal success.	Co-curricular learning experiences enhance learning and provide opportunities for further exploration, critical thinking, application of academic concepts, personal development, leadership, and/or well-being. Co-curricular learning experiences complement students' curricular work and promote positive connections among their peers and with faculty, student service specialists, program directors, and/or other college professionals. Students may exercise greater levels of self-direction and freedom since they may choose which co-curricular activities to engage in and to what extent they are involved. *The HLC defines cocurricular as "Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum."	Extracurricular experiences usually do not have specific learning outcomes. These experiences are often social or entertaining in nature and are meant to provide a sense of belonging and connectedness. These activities are voluntary and often contribute to inclusion and fellowship at the college.
Examples	All 1, 2, 3, 4, or more credit bearing academic and occupational classes offered at PVCC.	Peer Leader and Peer Mentor Programs, Library Events, Learning Success Center Activities, Festival of Tales, Honors Program co-curriculars, Field of Interest (FOI) Events, Service Learning, Career Services Activities, Financial Aid Events.	Student life game or movie events, Welcome tents, Pizza with Professors.
Method for Assessing	Curricular learning must be assessed to meet HLC criteria for accreditation and is measured with course competencies, program level student learning outcomes, and General Education Student Learning Outcomes/Institutional Learning Outcomes (ILOs) and documented in the Curricular Assessment Form in the GEA tool.	Cocurricular learning must be assessed to meet HLC criteria for accreditation and is measured with department, event, or program level student learning outcomes and General Education Student Learning Outcomes/Institutional Learning Outcomes (ILOs) and documented in the cocurricular Assessment Form in the GEA tool. Student satisfaction or level of participation may be measured in addition to learning outcomes, but it is not sufficient for cocurricular assessment on its own.	Extracurricular activities may or may not be assessed as appropriate and aspects such as sense of belonging and engagement at the college are measured by surveys including the Community College Survey of Student Engagement (CCSSE), surveys developed by the college, or student focus groups.

Assessment Resources:

Assessment Website: <https://www.paradisevalley.edu/employees/assessment-learning>
LibGuide: <https://paradisevalley.libguides.com/generaleducation>
GEA Online Tool: <https://community.paradisevalley.edu/gea/>
Need Help? Email: Leonard.macias@paradisevalley.edu or felicia.ramirez@paradisevalley.edu