

**2016-2017 AAT (Academic Assessment Team)**

Meeting Schedule

<u>Fall</u>		
August 17, 2016 Learning Week Session	10:30-12:00	KSC 1000
September 21, 2016	3:00-4:00	M197
October 19, 2016	3:00-4:00	M197
November 16, 2016	3:00-4:00	M197

<u>Spring</u>		
January 11, 2017 Learning Week	10:30-11:30	KSC 1000
January 11, 2017 Learning Week	11:30-12:30	TBA
February 15, 2017	3:00-4:00	M197
March 22, 2017	3:00-4:00	M197
April 19, 2017	3:00-4:00	M197

Division AAT Chairs

Co-Chair: Christine Tabone

Co-Chair: Felicia Ramirez

Division AAT Reps

English: Leila Palis

Communication & Humanities: Marilyn Cristiano

Math: Mike Hamm

Science: Jenny Wietz

Behavioral Sciences: Doug Berry

Library: Paula Crossman

Business: Raji Lauffer

Social Sciences: Meggin Kirk

Counseling: Jim Rubin

Health:

Fine Arts: Tomi Johnston

VP of Academic Affairs: Mary Lou Mosley

Dean of Academic Affairs: Denise DiGianfilippo

Institutional Effectiveness: John Snelling

Out of Class Assessment Team Chair: Ellen Hedlund



Academic Assessment Team Meeting  
Wednesday, September 21, 2016 M197 3:00-4:00

- I. Scholarship of Assessment Resource Library
  - a. Discuss possible reference section/research guide
  - b. Materials for faculty and students regarding learning outcomes
  - c. Homework: Find a resource that you think is helpful and email it to Felicia by Oct. 12. (pdf version if possible)
  
- II. NILOA –(Handout)
  
- III. *1d. Current Campus-level Assessment Activities:* Is information on current assessment activities presented in an easily accessible format and understandable to a variety of audiences both on and off campus?
  - a. How is assessment information currently delivered/communicated?
  - b. Are there methods not currently being used that would improve accessibility or clarity of information?
  - c. An overview of the assessment process
    - i. How clear are the instructions for the assessment process?
    - ii. How could we make them more clear and precise?
  
- IV. *1c. Campus-level Assessment Resources:* Does the institution have a centralized location where faculty and staff can access assessment resources? Do faculty and staff use the resources provided?
  
- V. *Next meetings:* Oct. 19, Nov. 16,

Christine Tabone: [Christine.tabone@paradisevalley.edu](mailto:Christine.tabone@paradisevalley.edu)

Felicia Ramirez: [felicia.ramirez@paradisevalley.edu](mailto:felicia.ramirez@paradisevalley.edu)

Assessment of Learning Website <http://www.pvc.maricopa.edu/AL>

GEA Website <http://www2.pvc.maricopa.edu/gea/>

- I. Scholarship of Assessment –resources. The team agreed that creating a research guide on the library website for students and faculty was a good idea. The team feels that GEA information needs to be more accessible and directly communicated with students. Jim Rubin suggested created videos of students sharing what the learning outcomes mean to them. Felicia Ramirez mentioned creating flyers or materials to market the value/significance of general education for students. The team thought that it is good idea to include these materials in CPD 150. AAT reps will gather and email possible resources to Felicia by Oct. 12 to begin developing the research guide.
  
- II. Felicia and Christine presented information about the National Institute for Learning Outcomes Assessment (NILOA) Excellence in Assessment Designation. The team agreed it was a good idea to reflect and analyze assessment strategies/processes. The team is excited to discuss strategies for increased student involvement.

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X	Math	Mike Hamm
	Science	Jenny Weitz
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x	Institutional Effectiveness	Heather Nothrum
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	Guests	



Academic Assessment Team Meeting  
Wednesday, November 16, 2016 M197 3:00-4:00

- I. Scholarship of Assessment Resource Library update
- II. *1c. Campus-level Assessment Resources:* Does the institution have a centralized location where faculty and staff can access assessment resources? Do faculty and staff use the resources provided?
- III. 1b.Campus-Level Assessment Plan:

Campus-level plans for gathering evidence of student learning might include institution-wide approaches that convey how student learning will be assessed, the data collection tools and approaches that will be used, and the timeline for implementation. Campus-level plans may build on the work from program-level plans, but should represent some level of common assessment activities designed to provide evidence of the learning of students across campus. For the purposes of the EIA designation, applicants should provide evidence that the assessment plans across campus are intentionally aligned or scaffolded.

- a. Does the institution have a comprehensive assessment plan at the institution-level? Does the plan include at least some common assessment activities designed to provide evidence of student learning across campus?
  - b. Is the institution-level assessment plan aligned or integrated with, or scaffolded from program level assessment plans? Do review processes of program level assessment plans result in data used to provide evidence supporting the institution-level assessment plan?
  - c. How are stakeholders from programs and departments, including student affairs professionals and students, involved in the development and ongoing review of the plan and results?
- IV. *Next meetings:* Jan 11 10:30-12:30,  
Feb. 15, March 22, & April 19 3:00-4:00

AAT Meeting Minutes: Wednesday, November 16, 2016 M197 3:00-4:00

- I. Research guide update. Paula has started a research guide for GEA. We can be creative with our message about the value of general education. Please send ideas and materials to upload in the research guide. Here is the link. <http://paradisevalley.libguides.com/generaleducation>
- II. Campus Assessment resources: The team agreed that there is a centralized resource for assessment and that it is being effectively used. Mike mentioned that division advertising and leadership can help inform adjuncts of these resources.
- III. The team agreed we need to review our institutional assessment plan and Christine said will look for the old plan in the handbook.
- IV. The team agreed that assessment activities are aligned and there is evidence that student learning is being assessed across campus. Data is used to link course level assessment to program level assessment and from program level assessment to college level. Leila said it is a good idea to look for some examples from program reviews. Program review was recently revised and faculty and staff had input. Faculty continue to direct and drive assessment efforts.
- V. *Next meetings:* Jan 11 10:30-12:30,
- VI. Feb. 15, March 22, & April 19 3:00-4:00

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Next meetings: March  
22 & April 19 3:00-  
4:00

Academic Assessment Team Meeting  
Wednesday, February 15, 2017 M197 3:00-4:00

- I. AAC&U General Education Assessment Conference
- II. Syllabus GEA statement
- III. GEA Library Guide
- IV. *Excellence in Assessment Designation Update*
- V. Campus-level evidence of student learning

“Evidence of student learning includes results of campus-level assessment activities. This may include evidence of indirect (e.g. surveys) and direct (e.g. portfolio) student learning as well as institutional performance indicators (e.g. licensure pass rate). This section should focus on how the institution connects the dots between the multiple layers of assessment activities occurring on their campus. Documentation should specifically address how data and results from multiple assessment activities align or overlap to provide an integrated map of student learning across campus” (NILOA, EIA Designation, p. 21).

- VI. How are gaps addressed when identified? How do we use data to identify gaps? Do we disaggregate data?

Montenegro, E., & Jankowski, N. A. (2017, January). *Equity and assessment: Moving towards culturally responsive assessment* (Occasional Paper No. 29). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

“Yet, the signals education sends to students about what is validated or counts as demonstration of learning can be detrimental and reinforce for marginalized students that they do not belong because their learning ‘doesn’t count.’ What is needed is collaboration, where students, faculty and staff “draw together their life experiences and aspirations with classroom, co-curricular, and community opportunities” (Jankowski & Montenegro, 2017, p. 8).

“Instead of completing exams based on coursework, students were given the option to do a presentation, poster, or debate. Using the alternative assessment techniques “helped mitigate the fact that many first-year students had not been in formal education for some time” allowing them space to demonstrate their learning, not their exam-taking abilities” (Jankowski & Montenegro, 2017, p. 8).

“Culturally responsive assessment is thus thought of as assessment that is mindful of the student populations the institution serves, using language that is appropriate for all students when developing learning outcomes, acknowledging students’ differences in the planning phases of an assessment effort, developing and/or using assessment tools that are appropriate for different students, and being intentional in using assessment results to improve learning for all students” (Jankowski & Montenegro, 2017, p. 10).

“The first step in creating change is analyzing the data by student populations. Disaggregating the data is instrumental in informing changes to higher education. While the data may tell a positive story about overall learning, disaggregation may yield the observation that first-generation students are struggling in a course, female students are making use of resources aimed at supporting their education at disproportionate rates, or Latinx students are not reaching the same institutional learning outcomes as other racial/ethnic groups” (Jankowski & Montenegro, 2017, p. 13).

**Example #1: Marilyn's sent this example**

Student Academic Achievement - General Education Abilities

Estrella Mountain Community College focuses on the enhancement of the student's abilities in many areas. In this course, we will focus on (1) critical inquiry, (2) communication and (3) social, civic and global responsibility. Assignments and discussions in this course will focus on these abilities.

In an effort to support EMCC's mission of providing opportunities to achieve success in educational and personal goals, the General Education Abilities Matrix was developed by our faculty. Please see the link for more details on the abilities we will focus on in our course.

<http://www.estrellamountain.edu/employees/committees/saac/gen-ed-abilities>

**Example #2: Christine's Example**

Assessment of Learning

Assessment at PVCC is an essential component of our commitment to being a learning-centered college. All areas of the college use assessment results to stimulate reflective thinking and conversation that contributes to the continuous improvement of learning. General education assessment involves the college-wide assessment of one of PVCC's general education learning outcomes.

For more information about the assessment process at PVCC, go to

<http://www.pvc.maricopa.edu/assess-learn/general-education-assessment>

**Example #3: Felicia's Example**

General Education Skills

Assessment at PVCC is an essential component of our commitment to being a learning-centered college. Students have the opportunity to improve general education skills such as: Critical Reading, Critical Thinking, Diversity and Global Awareness, Information Literacy, Problem Solving, Oral Communication, Written Communication, Civic Engagement, and Technology. These skills are essential for personal, academic, and professional success. Students should be able to articulate and demonstrate the skills they possess/gain. To learn more -

<https://www.paradisevalley.edu/employees/assessment-learning/general-education-assessment>

Strengths: \_\_\_\_\_

Opportunities to Improve: \_\_\_\_\_

Academic Assessment Team Meeting Minutes  
 Wednesday, February 15, 2017 M197 3:00-4:00

- I. Syllabus GEA statement- The team reviewed three sample statements and discussed creating a sample template to share college wide. We will review the sample the next meeting.
- II. GEA Library Guide- Research guide update. Paula has started a research guide for GEA. We can be creative with our message about the value of general education. Please send ideas and materials to upload in the research guide. Here is the link.  
<http://paradisevalley.libguides.com/generaleducation>
- III. *Excellence in Assessment Designation Update*-AAT will continue to discuss the EIA reflection questions throughout the semester and the Tri-chairs will complete an executive summary for Fall 2017.
- IV. The team discussed how data regarding gaps is used in program review and other areas of the college. Mike shared how the Math Division develop an objectives based learning approach in the higher math classes. The team discussed the challenges of implementing college wide culturally responsive assessment.
- V. March 22 & April 19 3:00-4:00

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	<b>Guests</b>	

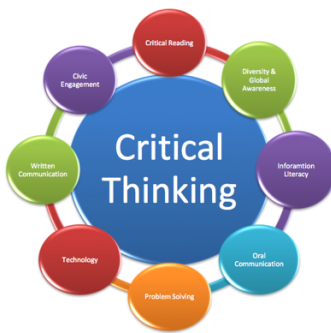




Next meetings:  
April 19 3:00-4:00

Academic Assessment Team Meeting  
Wednesday, March 22, 2017 M197 3:00-4:00

- I. AAC&U General Education Assessment Conference
  - a. Experience
  - b. NILOA will give feedback on report even though we will not officially submit in April.
- II. Syllabus GEA statement



An important part of the learning experience at PVCC is developing general education skills that are essential for personal, academic, and professional success. This class will provide opportunities to further develop: \_\_\_\_\_ (*enter the learning outcomes that your class will address*). PVCC encourages assessment in these areas to stimulate reflective thinking and growth. The ability to articulate the mastery of these learning outcomes is a highly marketable skill. To learn more <https://www.paradisevalley.edu/employees/assessment-learning/general-education-assessment>

- III. *Excellence in Assessment Designation Question*
  - a. Are student learning outcomes externally validated or aligned with external definitions of student learning outcomes?
  - b. Do any of your IC's or partnerships discuss learning outcomes and methods for gathering evidence of student learning?

Academic Assessment Team Meeting Minutes  
 Wednesday, March 22, 2017 M197 3:00-4:00

- I. AAC&U General Education Assessment Conference  
 Marilyn, Heather, Christine, Paula, and Felicia shared their experiences at the conference. NILOA will give feedback on report even though we will not officially submit in April.
- II. Syllabus GEA statement. The team discussed options and agreed to offer three samples for voluntary faculty implementation. Leila and Julie mentioned the importance of students ability to express what they know and can do when interacting with potential employers or transfer programs (ie: W.P. Carey ASU). After the meeting Felicia sent an article regarding this theme:

<https://www.forbes.com/sites/ryanraig/2017/03/17/the-skills-gap-is-actually-an-awareness-gap-and-its-easier-to-fix/#3dff99743ff4>

III. *Excellence in Assessment Designation Question*

The team discussed these questions. Are student learning outcomes externally validated or aligned with external definitions of student learning outcomes? Do any of your IC's or partnerships discuss learning outcomes and methods for gathering evidence of student learning? Marilyn shared that she believes there are additional general education abilities that we are not currently assessing and for which new rubrics could be developed (ie: social science, humanities, fine arts). Felicia mentioned the need for a rubric that can also be used for Out of Class assessment of student personal development and suggested Jim could help develop the rubric. Jim agreed. Raji mentioned that the Business division is gathering information from an advisory board of external stakeholders.

- IV. Learning Week-The team discussed an idea for Fall learning week in which faculty would engage in an interdisciplinary discussion of GEA abilities and ways in which they could be assessed.

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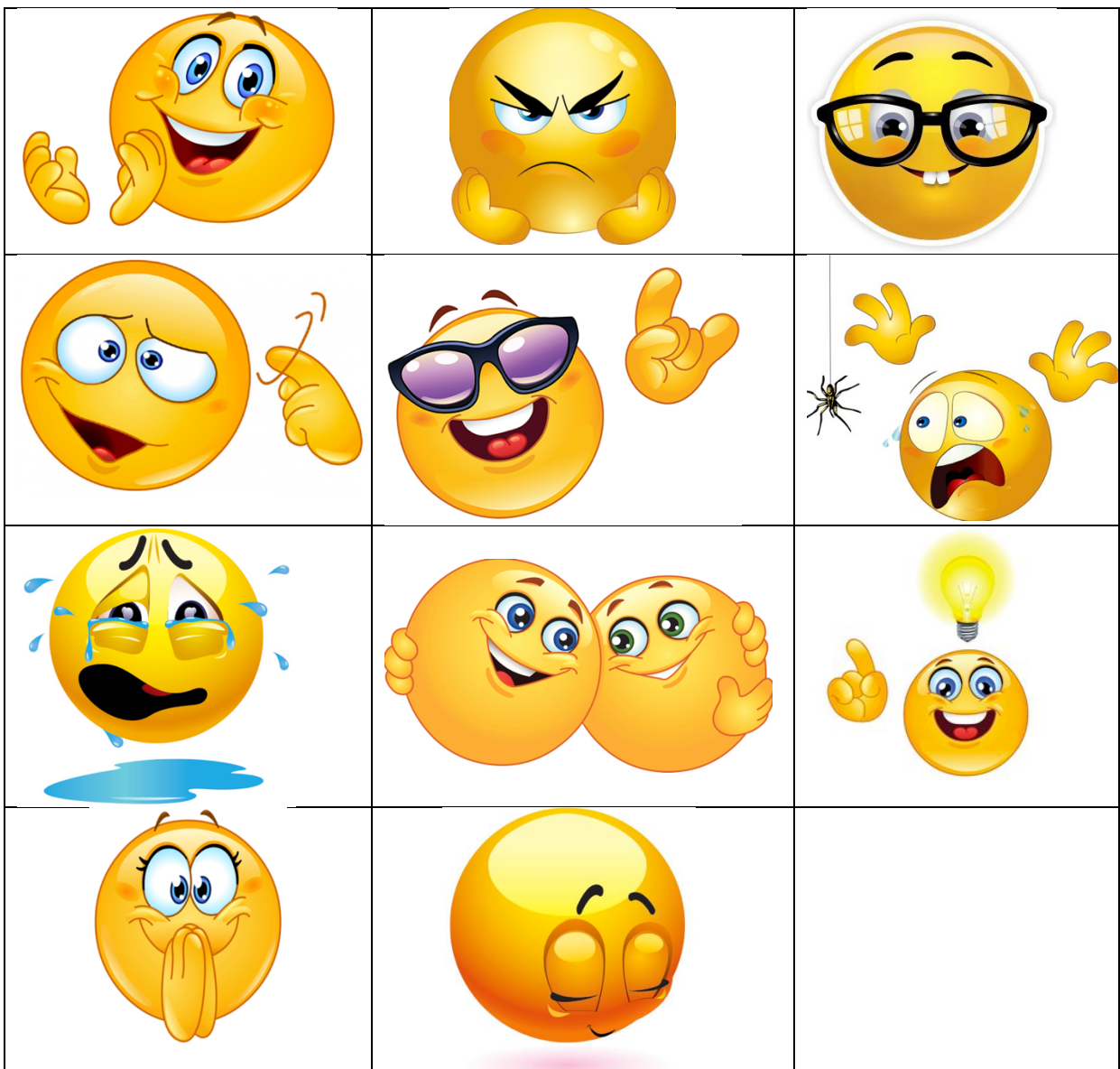


Next meetings: Fall Semester  
 August 8/16/17 Wednesday  
 Learning Week Session and  
 AAT meeting immediately  
 following

Academic Assessment Team Meeting

Wednesday, April 19, 2017 M197 3:00-4:00

- I. Personal Development Rubric Team 2017-2018, Team:
- II. Reminders
  - a. **GEA scores and forms -by May 19<sup>th</sup>.**
  - b. **Division Chairs annual assessment report - by June 1<sup>st</sup>.**
  - c. AAT reps should be available to help with assessment
- III. Emojesment



Academic Assessment Team Meeting Minutes  
 Wednesday, April 19, 2017 M197 3:00-4:00

- I. Personal Development Rubric Team 2017-2018, Team: Jim Rubin (lead), Possible members: Marilyn Crisitano, Walt Thielen, Julie Lazzara, Rowdy Duncan, Dale Heuser, Jenny Weitz, Norma Chander, Mary Early.
- II. Reminders
  - a. **GEA scores and forms -by May 19<sup>th</sup>.**
  - b. **Division Chairs annual assessment report - by June 1<sup>st</sup>.**
  - c. AAT reps should be available to help with assessment
- III. Emojoessment
  - a. Marilyn suggested that guided pathways is an exciting opportunity and suggested inviting colleagues from MCC to present at an AAT meeting next year.
  - b. Mary Lou said she would like to greater integration between AAT and the critical thinking academy. She also requested that the team identify potential HLC committee and steering team members.
  - c. Mike mentioned that the civic engagement rubric was well developed.
  - d. Christine suggested that the college focus more on co-curricular assessment.
  - e. Jenny said the the Professional Science Preparation Program could be used as an example for co-curricular assessment because they use the critical thinking rubric and collect assessment information.

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