

2017-2018 AAT (Academic Assessment Team)

Meeting Schedule

Fall

August 16, 2017 Learning Week Session	10:30-12:00	KSC 1000
September 20, 2017	3:00-4:00	M197
October 18, 2017	3:00-4:00	M197
November 15, 2017	3:00-4:00	M197

Spring

January 10, 2018 Learning Week	10:30-11:30	KSC 1000
January 10, 2018 Learning Week	11:30-12:30	TBA
February 21, 2018	3:00-4:00	M197
March 21, 2018	3:00-4:00	M197
April 18, 2018	3:00-4:00	M197

Division AAT Chairs

Chair: Christine Tabone

Chair: Felicia Ramirez

Chair: Paula Crossman

Division AAT Reps

English: Leila Palis

Communication & Humanities: Marilyn Cristiano

Math: Tony Craig

Science: Jenny Wietz

Behavioral Sciences: Julie Lazzara

Library: Paula Crossman

Business: James Loop

Social Sciences: Meggin Kirk

Counseling: Jim Rubin

Health: Karen Fehr

Fine Arts: Tomi Johnston

VP of Academic Affairs:

Dean of Academic Affairs: Denise DiGianfilippo

Institutional Effectiveness: John Snelling, Heather Nothum



Academic Assessment Team Meeting
Wednesday, September 20, 2017 M197 3:00-4:00

- I. Welcome new members
- II. Updates
 - a. Excellence in Assessment
 - b. Critical Thinking Academy
- III. Personal Development Rubric (Jim)
- IV. Rethinking the Critical Thinking Rubric
 - a. Aspiring Thinker's Guide to Critical Thinking
 - b. Homework: Read the guide, compare to PVCC GEA Critical Thinking Rubric

Next Meetings:

October 18, 2017	3:00-4:00	M197
November 15, 2017	3:00-4:00	M197

Paula Crossman: paula.crossman@paradisevalley.edu
Christine Tabone: Christine.tabone@paradisevalley.edu
Felicia Ramirez: felicia.ramirez@paradisevalley.edu

Assessment of Learning Website <http://www.pvc.maricopa.edu/AL>
GEA Website <http://www2.pvc.maricopa.edu/gea/>

AAT Meeting Minutes: Wednesday, September 20, 2017 M197 3:00-4:00

- I. New members, Tony Craig and James Loop, were welcomed to the team.
- II. Felicia and Paula explained the Excellence in Assessment Designation Summary developed from AAT’s 2016-2017 discussions and review the goals for 2017-2018.
- III. Christine and Felicia provided an overview of the Critical Thinking Academy conference.
- IV. Jim Rubin updated the team on the progress on the Personal Development Rubric and presented possible dimensions.
- V. The team’s homework is to read the Aspiring Thinker’s Guide to Critical Thinking and compare the ideas to the existing GEA Critical Thinking Rubric.

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X	Chair	Christine Tabone
X	Chair	Felicia Ramirez
X	Chair	Paula Crossman
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x	English	Leila Palis
X	Communication & Humanities	Marilyn Cristiano
X	Math	Tony Craig
X	Science	Jenny Weitz
X	Behavioral Sciences	Julie Lazzara
X	Library	Paula Crossman
X	Business	James Loop
	Social Sciences	Meggin Kirk
x	Counseling	Jim Rubin
	Health	Karen Fehr
X	Fine Arts	Tomi Johnston
X	Interim VP of Academic Affairs	Denise Dijianfillippo
X	Interim Dean of Academic Affairs	Doug Berry
	Institutional Effectiveness	John Snelling
x	Institutional Effectiveness	Heather Nothrum
	Guests	



Academic Assessment Team Meeting
Wednesday, October 18, 2017 M197 3:00-4:00

- I. Personal Development Rubric (Jim)
- II. Rethinking the Critical Thinking Rubric
 - a. Discuss Homework: Read the guide, compare to PVCC GEA Critical Thinking Rubric
 - b. Review Dimensions

Next Meetings:

November 15, 2017

3:00-4:00

M197

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Felicia Ramirez: felicia.ramirez@paradisevalley.edu

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- I. New member, Tom Schmidt, was welcomed to the team.
- II. Felicia, Christine, and Meggin provided an update on the Personal Development and Wellness rubric. The team working on the rubric will continue meeting and is plans to present a draft to AAT soon.
- III. We discussed the pre-meeting activity to:1. Read the Aspiring Thinker's Guide to Critical Thinking, 2. Review the GEA Critical Thinking Rubric, and 3. Record your observations. Marilyn distributed a handout with her observations and presented her findings. The team had a lively discussion about plans for critical thinking learning outcomes and improving the GEA rubric collection by clarifying their connection to critical thinking abilities and integrating the Intellectual Standards. The team is considering revising the GEA collection by centering all the rubrics around a clear critical thinking concept. The team debated whether or not to there needs to be a stand alone critical thinking rubric or if it should be integrated into the other rubrics.
- IV. In preparation for the next meeting, members will: 1. Review the GEA rubrics (except for critical thinking), 2: Assign an Intellectual Standard (pg. 6-17 on the Aspiring Thinker’s Guide to Critical Thinking) to each dimension.

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

- I. Personal Development Rubric (Jim)
- II. Rethinking the Critical Thinking Rubric
 - a. Discuss Homework: 1. Review the GEA rubrics (except for critical thinking), 2: Assign an Intellectual Standard (pg. 6-17 on the Aspiring Thinker's Guide to Critical Thinking) to each dimension.

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Academic Assessment Team Meeting Minutes
 Wednesday, November 15, 2017

- I. Personal Development Rubric-Felicia updated the team on the progress of the rubric. Jim Rubin will be organizing one more development meeting before the end of the semester.
- II. Rethinking the Critical Thinking Rubric-Christine and Felicia shared the revised rubrics which infused the intellectual standards into the GEA rubrics. The team discussed and made recommendations for the Problem Solving rubric. The team also decided that the Technology rubric needs revision. Paula and James offered to begin work on it.
- III. Plans for spring-
 - a. Complete infusion of intellectual standards in the 1 and 0 scoring areas.
 - b. Revise the Information Literacy Rubric
 - c. Revise the Technology Rubric
 - d. Review draft and finalize Personal Development Rubric

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Academic Assessment Team Meeting
Wednesday, February 21, 2018 M197 3:00-4:00

- I. Updates
 - a. Innovation of The Year
 - b. Critical Thinking Academy progress
 - c. HLC
- II. Co-Curricular Learning
- III. Personal Development Rubric (Jim)

Next Meetings:

March 21, 2018	3:00-4:00	M197
April 18, 2018	3:00-4:00	M197

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Academic Assessment Team Meeting Minutes
 Wednesday, February 21, 2017

- I. Christine, Felicia, and Heather shared their experience of presenting at the District Office for the Innovation of the Year. The Critical Thinking Academy was selected to represent PVCC for the district competition. Felicia and Christine shared that they were surprised that there were no faculty or administrators on the judging panel.
- II. Christine and Felicia also provided updates regarding the Critical Thinking Academy, which the second cohort is half-way through completion, and HLC, which the team has had their first meeting and is in the process of collecting data.
- III. Personal Development Rubric-Jim Rubin summarized the work that the rubric development has been doing and explained the dimensions. A draft of the rubric was reviewed and AAT agreed on the dimensions. A tool is being drafted to help assess the dimension of “Self-care” and will be reviewed at the next meeting, along with the Wellness inventory.

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Academic Assessment Team Meeting
Wednesday, March 21, 2018 M197 3:00-4:00

1. **Some Theoretical Framework:** "...the academic and social should be thought of as nested spheres and not separate boxes;...social communities emerge out of academic activities which are generally social and cooperative in nature" (Bergen, C. & Viscomi, J., 2013, Exploring the association between campus and co-curricular involvement and academic achievement, *Journal of College Student Retention Research Theory and Practice*, p. 33).
 - a. Astin- Theory of Involvement: "...an involved student is one who devotes considerable energy to academics, spends much time on campus, participates actively in student organizations and activities, and interacts often with faculty" (p. 331). Students determine their own levels of involvement, involvement requires energy, and energy students spend is dependent on students' goals, interests, and external commitments.
 - b. Tinto-Interactionist Theory: *academic integration*=students' feelings and perceptions of academic progress & achievement, *social integration*=student's feelings and perceptions of social factors such friendships, interactions with faculty, school enjoyment. Increased commitment, integration, involvement results in increased persistence and completion.
 - c. Schroeder- seamless connections between formal curricular and informal co-curricular "are particularly effective in promoting student success". Students who feel socially attached to college are less likely to leave. Co-curricular activities "...provide an opportunity to learn about a wide array of subjects in a relaxed environment, or in the case of purely social activities, an outlet in which to decompress from the stress of higher education" (p. 332).
 - d. "Institutional attachment emerges from involvement in co-curricular activities; and institutions of higher education that focus on quality, diversity, and breadth of campus programming may reap benefits for both students and institution"
 - e. "Convenient short term engagement characteristic of attending co-curricular events such as speakers and performing artists may attract more students and provide a broader view of student engagement than long-term activities and group membership" (p 340).

2. **Accreditation HLC Criterion related to Co-Curricular:**
 - 3.C.6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.
 - 3.E.1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
 - 4.B.2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
 - 4.B.3. The institution uses the information gained from assessment to improve student learning.
 - 4.B.4. The institution's processes and methodologies to assess student learning reflect good practices, including the substantial participation of faculty and other instructional staff members

3. Sample EMCC “Estrella Mountain Community College provides many opportunities for students to participate in co-curricular programs and activities that enhance and support their academic experience”

<http://hlc.estrellamountain.edu/co-curricular-programs.html>

4. South Dakota State University

“As SDSU works toward a stronger culture of inquiry around student learning, a need exists to expand assessment efforts to include co-curricular activities and units. It is critical that the university community recognize and act on the understanding that the responsibility for student learning is shared across campus. Learning is not restricted to the classroom with many valued outcomes being met as a result of experiences outside the classroom.

“At South Dakota State University, co-curricular activities promote, encourage, and support student learning and success. In partnership with academic curricula, such activities educate the whole student, preparing each student as a life-long learner, an engaged professional, and a citizen of the world. Co-curricular activities typically occur outside of the formal classroom.”

<https://www.sdstate.edu/sites/default/files/Cocurricular%20Assessment%20Plan%205-24-16.pdf>

5. Co-Curricular Learning at PVCC

Co-curricular (A working definition/description)

PVCC students have the opportunity to engage in meaningful learning experiences through curricular and co-curricular programs. Curricular activities are offered within academic courses and are linked to students’ grades and academic transcripts. Co-curricular activities enhance learning and provide opportunities for further exploration, deeper learning, application of academic concepts, personal development, and 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 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.

Some examples of co-curricular learning experiences include:

Student Clubs & Student Government, Tutoring Sessions, Learning Support Center Workshops, Honors Program, Athletics, Fitness Center, Creative Writing Contest & Public Speaking Contest Festival of Tales, Science Symposium, Fine & Performing Arts Events, Mental Health Week

Next Meetings:

April 18, 2018

3:00-4:00

M197

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Academic Assessment Team Meeting Wednesday, April 18, 2018 M197 3:00-4:00

- I. Personal Development Rubric (Jim)
 - a. Wellness Inventory Overview (Tatum)
 - b. Connection to personal dimensions
 - c. Approval to complete Personal Care Assessment Tool in summer
 - d. Approval of Personal Development Rubric

- II. Assessment structure and plan
 - a. Approval to change the name from Academic Assessment Team (AAT) to Assessment of Learning Team (ALT).
 - b. Approval to add a tri-chair to team from Student Affairs
 - c. Discussion of additional reps.

III. HLC Conference Notes and Action Items for Co-Curricular

The following information is based on what we already know and what was learned at the HLC Annual Conference April, 2018.

- a. Continue to work on definition of co-curricular learning.
 - b. Identify key programs to connect with regarding data this semester (Festival of Tales, Honors, Chancellor Forum, M.E.N., Student Life Portfolios, Science Symposium, Pitch Contests). Request that the leaders of the programs complete an assessment form.
 - c. Update GEA for Co-Curricular options (drop down, forms, division).
 - d. Develop template question (Learners engaged in _____ program/activity will be able to know or do _____. We know that they are able to know or do _____ because ____).
 - e. What are existing Co-Curricular Learning Outcomes? Are these visible/known? What promises is the college making regarding co-curricular learning? For every PVCC gathering there should be a purpose. Even if the purpose is to build community, we must be able to show evidence that these goals are being met.
 - f. Provide assessment training for student affairs learning facilitators. (Meeting scheduled for April 24 to share progress. Training being planned for summer in collaboration with Tanisha and Anne).
 - g. Make sure everyone understands it is not enough to track attendance and use satisfaction surveys. There must be evidence of student learning.
- IV. Define Co-Curricular Learning:
- V. Next Meetings: August, Wednesday of Learning Week

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Co-curricular (A working definition/description)

PVCC students have the opportunity to engage in meaningful learning experiences through curricular and co-curricular programs. Curricular activities are offered within academic courses and are linked to students' grades and academic transcripts. Co-curricular activities enhance learning and provide opportunities for further exploration, deeper learning, application of academic concepts, personal development, and 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 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.

Academic Assessment Team Meeting Minutes, Wednesday, April 18, 2018 M197 3:00-4:00

- I. Personal Development Rubric: Tatum presented an overview of the Wellness inventory and answered questions about how the tool is used at PVCC. Team members commented on the significance of valuing health and wellness.
- II. Assessment structure and plan
 - a. The team approved the decision to change the name from Academic Assessment Team (AAT) to Assessment of Learning Team (ALT).
 - b. The team approved adding a tri-chair to from Student Affairs and additional reps.
- III. HLC Conference Notes and Action Items for Co-Curricular: Felicia and Christine shared details from the HLC conference and emphasized the need for a clear assessment plan for co-curricular learning.
- IV. The team reviewed, modified, and approved the following definition for co-curricular learning.

“Co-curricular (A working definition/description)

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	Guests	
	Anne Suzuki	
	Tatum Voeller	