

Meeting Agenda and Minutes

Meeting Name	Assessment for Learning Team
	9/16/2020 Time: 3:00-4:00 pm
Location	Google Meet
Attendees	ALT reps: Felicia Ramirez, Eric Leshinskie, Stephanie Pollaird, Anne Suzuki, Heather Stevens, Leonard Macias, Paula Crossman, Tomi Johnston, Tony Craig, David Smith, Tom Schmidt, Darra Browning, Meggin Kirk, Jim Rubrin, Mike Ho,
Optional Attendees	

Meeting Purpose

The Assessment of Learning Team (ALT) recommends, facilitates, and supports policies, processes and practices used by the college for assessing learning. ALT is led by faculty and student affairs and consists of representatives from each Academic Division, Student Affairs, Student Services, the Office of Institutional Effectiveness, and Administration. In support of PVCC Strategic Goals located in [Strategic Plan 2018-2022](#) ALT strives to make assessment a sustainable collaborative process that clarifies learning expectations, promotes meaningful dialogue and transparency, uses evidence to improve learning, and facilitates organizational change. (Strategic goal 1.1)The General Education Learning Outcomes help students develop the skills necessary for 21st century workforce demands and assessed across the college in academic, occupational, and co-curricular contexts.(Strategic goal 2.3)

Meeting Agenda

1. Minutes from prior meeting were sent via email
2. Welcome new members
 - a. Lori Anonsen
 - b. Mary Early
 - c. Tereza Dominguez
3. Updates
 - a. Preparing to Teach Online Canvas course Module #6 -assessment
 - b. Labs:

Tues., Sept. 29, 12:00-1:00 pm, <https://meet.google.com/czs-hbcp-ybc>

Wed., Dec. 9, 1:00-2:00 pm, <https://meet.google.com/njg-vfzr-xei>

- c. Leadership
4. Goals & Priorities for 2020-2021
5. **Next Meeting Time: October 21, 2020**

Project Status/Initiatives

Meeting Minutes:

Attendance
Present: Felicia, Mike, Meggin, Jim R., Tony, Darra, Tom, Tomi, Leonard, David S., Paula, John S., Mary E., Tereza, Heather, Lori

1. The team welcomed new members, Lori Anonsen, Tereza Dominguez, and Mary Early.
2. Felicia provided an update regarding the Preparing Teach Online/Hybrid course. Over the summer, Felicia worked with Lynn Clark to update Module #6 Assessment. The module now includes specific information about the assessment program at PVCC and the process for documenting assessment in the GEA Online system.
3. Felicia provided the dates for the upcoming Assessment Virtual Labs and asked reps to please share the details with division faculty. The two labs are Sept. 29 from 12:00-1:00 and Dec. 9 from 1:00-2:00.
4. The team discussed recruiting a new assessment co-chair to serve with Felicia. Interested committee members should contact Felicia to discuss the opportunity and reassigned time for the Spring semester.
5. The team reviewed the list of Goals & Priorities for 2020-2021 and identified projects that will require sub-teamwork. See the chart below.
 - a. Review TACT recommendations and update assessment program with equity in mind.
 - b. Increase co-curricular assessment participation.
 - i. Collaborate with Peer Mentor & Peer Leader programs to develop and complete an assessment plan.
 - ii. Identify 1-2 other significant cocurricular areas for collaboration. (advising, club ed, club z, honors, learning success center)
 - iii. Begin development of a definition for extracurricular.
 - iv. Add 1 or 2 more Student Affairs or cocurricular representatives to ALT.
 - c. Review the district's new First Year Experience (FYE) outcomes and identify ways of measuring the learning outcomes.
 - i. Cross code FYE outcomes with GEA outcomes to identify similarities or gaps.
 - ii. Identify high FTSE FYE classes to target/measure matching outcomes.
 - d. Develop a plan and timeline for GEA 3.0 with Program Learning Outcomes.
 - i. Map timeline with IT and VPAA.
 - ii. Coordinate with CTE Dean to identify and integrate CTE program learning outcomes into GEA Online Tool.
 - iii. Improve student involvement by updating self-assessment inventory tools online.
 - e. Increase GEA participation back to pre-COVID percentage, above 65% participation.
 - f. Update the Information Literacy Rubric (Library request).
 - g. Complete the Faculty Senate request for information from committees.
 - h. Engage in the scholarship of assessment.
 - i. Continue to engage with District Assessment Collaborative and other national assessment groups.

6. Felicia shared a handout for goal making that faculty can use to implement a GEA project using the Personal Development and Wellness Rubric. ALT reps can share with faculty in their division and help coach faculty with assessment projects.
7. Felicia mentioned that Ryan Stone created a video for his PAR mentee about assessment and Meggin asked if it can be shared. Felicia will follow up with Ryan.

8. **Next Meetings:**

October 21, 2020 3:00-4:00

November 18, 2020 3:00-4:00

<https://meet.google.com/nkq-dcdv-gjm> (Fall Virtual Meeting Link)

Action Items			
Task	Team Members	Comments	Due Date
FYE Outcomes	Mike, David, Mary, Jim., Felicia, Darra	Review/Approve Cross Code List, recommend new rubric dimensions. Identify Target Groups Identify resources, tools, projects	
Info Lit Rubric	Paula, Tomi, Meggin, David	Review current rubric, recommend revisions, infuse intellectual standards in any new dimensions.	
GEA	Felicia, Heather	Coordinate with occupational dean, Develop action plan	
Cocurricular Peer Leader & Peer Mentor Assessment	Felicia, Heather, John	Coordinate with Debbie Brown, Diane Chapman, Isaac Torres to develop and carry out assessment plan	
Extracurricular Definition		Mike will send information to ALT to begin constructing a definition	Before Oct. Meeting
TACT recommendations	ALT -all members	Felicia will bring recommendations to next meeting and team will begin to review and plan as needed	

First Year Experience Learning Outcomes

1. Demonstrate characteristics of a productive academic mindset, for example, self-efficacy, self-advocacy, growth mindset, and/or an understanding of the relevancy of academic experience. (Themes: GROWTH MINDSET, SELF- ADVOCACY, SELF-EFFICACY, VALUE OF EDUCATION)
2. Develop personal, professional, and academic connections and relationships to engage in the college community. (Themes: MEANINGFUL CONNECTIONS)
3. Plan and budget for the funding of educational goals using a wide range of financial resources and options. (Themes: FINANCIAL LITERACY)
4. Demonstrate integrity and accountability in alignment with the expectations of the college community. (Themes: ACCOUNTABILITY AND PROFESSIONALISM)
5. Apply at least one self-care strategies that fosters a healthy mind, body, and spirit. (Themes: SELF CARE)
6. Evaluate how background, experiences, and world views impact values, assumptions, behaviors, and relationships with others. (Themes: DIVERSITY OF PERSPECTIVES)
7. Confirm a pathway to educational and career goal attainment through career exploration activities. (Themes: CAREER)
8. Apply student success strategies to identify and work towards personal, academic, and/ or professional milestones. (Themes: SUCCESS STRATEGIES/GOALS)
9. Utilize appropriate campus resources, tools, and opportunities that contribute to educational experience, goals, and campus engagement. (Themes: RESOURCES)

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:aed0efbc-59b1-4951-be7c-a01264b2a6d9#pageNum=1>

Meeting Agenda and Minutes

Meeting Name	Assessment for Learning Team
	10/21/2020 Time: 3:00-4:00 pm
Location	Google Meet
Attendees	ALT reps:
Optional Attendees	

Meeting Purpose

The Assessment of Learning Team (ALT) recommends, facilitates, and supports policies, processes and practices used by the college for assessing learning. ALT is led by faculty and student affairs and consists of representatives from each Academic Division, Student Affairs, Student Services, the Office of Institutional Effectiveness, and Administration. In support of PVCC Strategic Goals located in [Strategic Plan 2018-2022](#) ALT strives to make assessment a sustainable collaborative process that clarifies learning expectations, promotes meaningful dialogue and transparency, uses evidence to improve learning, and facilitates organizational change. (Strategic goal 1.1) The General Education Learning Outcomes help students develop the skills necessary for 21st century workforce demands and assessed across the college in academic, occupational, and co-curricular contexts. (Strategic goal 2.3)

Meeting Agenda

1. Minutes from prior meeting were sent via email
2. First Year Experience outcomes
 - a. Review the cross-coding of FYE outcomes and GEA Rubrics
 - b. Make recommendations -do we need a financial literacy outcome?
 - c. The Top 5 include the following courses and most likely will contain high concentration of first year students. The courses include: ENG101/102, PSY101, MAT151, CIS105.-per John Snelling
3. Information Literacy Rubric Update
4. **Next Meeting Time: Nov. 18, 2020**

Project Status/Initiatives

NA

Meeting Minutes:

Attendance			
Present: Felicia, Mike, Meggin, Jim R., Tony, Darra, Tomi, Leonard, Paula, John S., Mary E., Heather, Lori,			

1. The team reviewed the worksheet for cross coding the Maricopa First Year Experience (FYE) outcomes with PVCC General Education Student Learning Outcomes and offered recommendations for best matches. The agreed that a financial literacy outcome and Career Exploration outcome should be added to the Personal Development & Wellness Rubric. Jim offered to work on a draft on the financial literacy outcome and Felicia will reach out to counseling faculty who teach the career exploration classes for ideas for a career exploration outcome. The team discussed the five highest enrollment FYE

classes, which were identified by John Snelling to be: ENG 101/102, MAT 151, PSY 101, and CIS 105. Team members asked questions of the purpose of the cross coding and potential usage by faculty. Felicia offered that one goal of the cross-coding is to make assessment more functional by using consistent outcomes and language across the college to measure efforts in multiple initiatives. It also helps to identify gaps in the outcomes, meaning areas that are not assessed but are important for student learning. The next steps are to draft the Financial Literacy and Career Exploration Outcomes, open dialogue with faculty teaching the five courses about targeting specific GEA outcomes relevant to FYE learning goals, and ask Marc Varner to create a table in the GEA online tool for FYE outcomes.

2. Felicia mentioned that a future theme will be equity in assessment practices and that the President's Executive Order regarding diversity issues may have some impact on future discussions, but there is a lot that is still unknown.
3. Team reps were asked to check in with their division faculty and see how assessment projects are coming along. Since teaching and learning conditions are so different this semester, we want to be sure that assessment remains an area of focus and that ALT provides any necessary support for faculty.
4. **Next Meetings: November 18, 2020 3:00-4:00**

<https://meet.google.com/nkq-dcdv-gjm> (Fall Virtual Meeting Link)

Action Items			
Task	Team Members	Comments	Due Date
FYE Outcomes	Mike, David, Mary, Jim., Felicia, Darra	Review/Approve Cross Code List, recommend new rubric dimensions. Identify Target Groups Identify resources, tools, projects	
Info Lit Rubric	Paula, Tomi, Meggin, David	Review current rubric, recommend revisions, infuse intellectual standards in any new dimensions.	
GEA	Felicia, Heather	Coordinate with occupational dean, Develop action plan	
Cocurricular Peer Leader & Peer Mentor Assessment	Felicia, Heather, John	Coordinate with Debbie Brown, Diane Chapman, Isaac Torres to develop and carry out assessment plan	
Extracurricular Definition		Mike will send information to ALT to begin constructing a definition	Before Oct. Meeting
TACT recommendations	ALT -all members	Felicia will bring recommendations to next meeting and team will begin to review and plan as needed	

Meeting Agenda and Minutes

Meeting Name	Assessment for Learning Team
	11/182020 Time: 3:00-4:00 pm
Location	Google Meet
Attendees	ALT reps:
Optional Attendees	

Meeting Purpose

The Assessment of Learning Team (ALT) recommends, facilitates, and supports policies, processes and practices used by the college for assessing learning. ALT is led by faculty and student affairs and consists of representatives from each Academic Division, Student Affairs, Student Services, the Office of Institutional Effectiveness, and Administration. In support of PVCC Strategic Goals located in [Strategic Plan 2018-202](#) ALT strives to make assessment a sustainable collaborative process that clarifies learning expectations, promotes meaningful dialogue and transparency, uses evidence to improve learning, and facilitates organizational change. (Strategic goal 1.1)The General Education Learning Outcomes help students develop the skills necessary for 21st century workforce demands and assessed across the college in academic, occupational, and co-curricular contexts.(Strategic goal 2.3)

Meeting Agenda

1. Minutes from prior meeting were sent via email
2. Is there an ALT rep interested in serving as Co-Chair?
3. Assessment updates
 - a. Canvas Assessment Webinar
<https://www.youtube.com/watch?v=LcjaXCtMOI0&feature=youtu.be>
 - b. HLC- New role for Carolyn Miller
 - c. Occupational Program Outcomes meeting with CTE Dean
 - d. Critical Thinking Academy-Critical Thinking for Community College Faculty
 - e. Assessment lab date: Wednesday Dec. 9, at 1:00 pm,
<https://meet.google.com/njg-vfzr-xei>
 - f. From Divisions
4. First Year Experience outcomes for review
 - a. **Career Planning**
Demonstrates an in-depth understanding of the process of career planning by integrating results of relevant self-assessments to identify career options and/or accurately analyzing significant current and future occupational/workplace trends to develop a clear action plan for educational and career goal attainment.
 - b. **Financial Literacy**
Develops clear financial goals and identifies relevant and specific strategies for budgeting, debt management, using financial resources, and/or saving and investing.
5. Discuss implementation ideas: The Top 5 include the following courses and most likely will contain high concentration of first year students. The courses include: ENG101/102, PSY101, MAT151, CIS105.-per John Snelling



6. Instructional adjustments for remote learning-Do we need a simple form to capture faculty efforts to adjust and improve remote learning this semester?
 - a. Challenges encountered
 - b. Fix/solution.
 - c. How it improved learning conditions.
 - d. Additional support/resources
 - e. Do you teach live online, online, both? WebEx, Google, Zoom?

7. Next Meeting Time: Learning Week Spring 2020

Project Status/Initiatives

NA

Meeting Minutes:

Attendance

Present: Felicia, Mike, Meggin, Jim R., Tony, Darra, Tomi, Leonard, Paula, John S., Mary E., Heather, Lori,

1. The team rev
2. **Next Meetings: Learning Week Spring 2021**

Action Items			
Task	Team Members	Comments	Due Date
FYE Outcomes	Mike, David, Mary, Jim., Felicia, Darra	Review/Approve Cross Code List, recommend new rubric dimensions. Identify Target Groups Identify resources, tools, projects	
Info Lit Rubric	Paula, Tomi, Meggin, David	Review current rubric, recommend revisions, infuse intellectual standards in any new dimensions.	
GEA	Felicia, Heather	Coordinate with occupational dean, Develop action plan	
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Extracurricular Definition		Mike will send information to ALT to begin constructing a definition	Before Oct. Meeting
TACT recommendations	ALT -all members	Felicia will bring recommendations to next meeting and team will begin to review and plan as needed	

Meeting Agenda and Minutes

Meeting Name	Assessment for Learning Team
	2/17/2021 Time: 3:00-4:00 pm
Location	Google Meet
Attendees	ALT reps:
Optional Attendees	

Meeting Purpose

The Assessment of Learning Team (ALT) recommends, facilitates, and supports policies, processes and practices used by the college for assessing learning. ALT is led by faculty and student affairs and consists of representatives from each Academic Division, Student Affairs, Student Services, the Office of Institutional Effectiveness, and Administration. In support of PVCC Strategic Goals located in [Strategic Plan 2018-202](#) ALT strives to make assessment a sustainable collaborative process that clarifies learning expectations, promotes meaningful dialogue and transparency, uses evidence to improve learning, and facilitates organizational change. (Strategic goal 1.1)The General Education Learning Outcomes help students develop the skills necessary for 21st century workforce demands and assessed across the college in academic, occupational, and co-curricular contexts.(Strategic goal 2.3)

Meeting Agenda

1. Minutes from prior meeting were sent via email
2. We need a new Co-Chair
 - a. Approval to open option to serve college-wide
3. Assessment updates
 - a. Division Chair and Occupational Program Director Assessment Presentations
 - i. Division Chair Meetings: Monday, March 8th 1:30pm - 3:30pm
 - ii. OPD: Thursday, March 11th 9:00am - 10:00am
 - b. Critical Thinking Academy-Critical Thinking for Community College Faculty
 - c. Assessment lab date: Monday, May 10, 3 pm
 - d. From Divisions?
4. Results of Peer Mentor and Peer Leader Assessment Projects
5. Maricopa General Education Statement Review
 - a. Provide feedback via email by next Wednesday 2/24
6. First Year Experience outcomes for review
 - a. **Career Planning**
Demonstrates an in-depth understanding of the process of career planning; integrates results of relevant formal and informal self-assessments to identify fulfilling career options; accurately analyzes significant current and future occupational/workplace trends; and develops a clear action plan for educational and career goal attainment or for future informed exploration.
 - b. **Financial Literacy**
Develops clear financial goals and identifies relevant and specific strategies for budgeting, debt management, using financial resources, and/or saving and investing.
7. **Next Meeting Time: March 24, 3-4 and April 21, 3-4**

Meeting Minutes:

Attendance

Present: Felicia, Mike, Meggin, Darra, Tomi, Leonard, Paula, Tereza., Mary E., Tom, Lori,

1. We need a new Co-Chair
 - a. The team discussed options for recruiting/inviting a new faculty member to be co-chair with Felicia of ALT. The advantages of having an ALT member were discussed and an ALT member expressed potential interest. So Felicia will follow up with this team member and this agenda item will be tabled until next meeting.
2. Assessment updates
 - a. Felicia will discuss assessment priorities at the upcoming meeting for Division Division Chair Meetings: Monday, March 8th 1:30pm - 3:30pm and OPD: Thursday, March 11th 9:00am - 10:00am.
 - b. Assessment lab date: Monday, May 10, 3 pm
 - c. Leonard shared that the English Division faculty who teach Live Online classes are meeting virtually to share best practices and connect. Darra shared that she completed a COVID related assessment using the Personal Development and Wellness Rubric. Mike shared that he will be attending a virtual assessment conference on May 10 -11. Details can be found at <https://www.nec.edu/higher-education-assessment-conference/>
3. Felicia shared the initial results of Peer Mentor and Peer Leader Assessment Projects being conducted with the collaboration of Diane Chapman, Debbie Brown, Isaac Torres, and the office of Institutional Effectiveness. Results have been positive and indicate that a strong majority of students who are in class with a Peer Mentor report feeling supported, connected, and would like to have a Peer Mentor in future classes. The process of conducting a cocurricular project has been equally fruitful for the coordinators and they continue with the second part of the project this semester as they look for strategic ways to improve their respective programs. Felicia mentioned that assessment leadership has the capacity to manage 2-3 of such projects per year. Club Ed is a great opportunity for cocurricular assessment.

TASK ITEMS

4. ALT members are being asked to review the draft of the recently shared Maricopa General Education Statement (see below) and provide feedback via email to Felicia by next Wednesday 2/24.
5. ALT members are also being asked to review the drafts of the following two new rubric dimensions for the Personal Development & Wellness Rubric to account for the new Maricopa First Year Experience outcomes and provide feedback before the next ALT meeting in March.

a. Career Planning

Demonstrates an in-depth understanding of the process of career planning; integrates results of relevant formal and informal self-assessments to identify fulfilling career options; accurately analyzes significant current and future occupational/workplace trends; and develops a clear action plan for educational and career goal attainment or for future informed exploration.

b. Financial Literacy

Develops clear financial goals and identifies relevant and specific strategies for budgeting, debt management, using financial resources, and/or saving and investing.

6. Next Meeting Time: March 24, 3-4 and April 21, 3-4

MCCCD General Education Statement of Purpose
(31 Jan 2020)

District Curriculum Committee General Education Subcommittee Members:

- Helice Agria, Guided Pathway Mapping Project Manager and Department Chair of the Center for Teaching and Learning, Phoenix College
- Deborah Baker, Instructional Designer, Maricopa Center for Learning and Instruction
- Bill Guerriero, Vice President of Academic Affairs, Chandler-Gilbert Community College
- Julie Holston, SMCC Theatre Faculty and MCCCD General Studies Faculty Representative
- Kimberly Mauldin, SMCC English Faculty and Curriculum Development Facilitator, South Mountain Community College
- Julie Morrison, Psychology Chair & Faculty and Director of the College Assessment & Review Team, Glendale Community College
- David Rubi, Spanish Faculty and Curriculum Development Facilitator, Chair, Communication, Humanities and Languages Division, Paradise Valley Community College

Rationale for the Development of Institutional District (Organizational) Learning Outcomes for MCCCD General Education:

General Education has always been central to the mission of the Maricopa Community Colleges. In 2016, a team convened to examine and update MCCCD's curriculum policies and procedures related to general education. The group noted that the establishment of common institutional learning outcomes would be beneficial; however, it was decided that Guided Pathways, which was just beginning, would likely impact the scope and direction of that process. The idea was tabled with the intention of revisiting after the impact of Guided Pathways could be more clearly ascertained. With the implementation of Guided Pathways, MCCCD colleges agreed to share all newly-developed transfer degrees emphasizes by default, and to consolidate occupational/technical degrees and certificates wherever possible to reduce duplication and to maximize student persistence and completion. This has resulted in a consortium approach to curriculum development with shared program outcomes for student career and transfer goals. To serve the best interest of students, a district-wide

general education statement is needed to unify our philosophies and teach an aligned set of institutional-level learning outcomes.

At the request of the District Curriculum Committee, the General Education Subcommittee conducted a review of general education models and resources from higher education organizations and benchmark institutions. Additionally, the team conducted a crosswalk of the institutional learning outcomes at each of our colleges. As a result of this work, the sub-committee determined that the evidence-based and widely adopted learning outcome framework developed by the Association of American Colleges and Universities (AAC&U) most closely aligns with our general education philosophy and current practices.

Each college is encouraged to (1) include the MCCCDC general education philosophy and outcomes in its catalog, and (2) ~~assure its own statement of general education philosophy or outcomes aligns with the MCCCDC statement.~~ (2) develop a statement about its general education philosophy and/or outcomes in alignment with the MCCCDC general education statement.

A clear, consistent, shared, and transparent understanding of our General Education philosophy also presents many opportunities including:

- reaffirming our commitment to general education and providing a way for us to message to students and community stakeholders the value of the general education experience
- promoting more collaboration and sharing of recommended practices in assessing student attainment of institutional outcomes
- aligning our program, college, and district-wide learning outcomes to meet the expectations of accreditation and compliance partners

Philosophy of General Education:

General Education is present in every aspect of the collegiate experience, providing students with opportunities to explore broad areas of foundational knowledge and essential skills, and preparing them to contribute to society through personal, social, and professional interactions with others.

Institutional (District or Organizational) Learning Outcomes for General Education:

After completing a program of study at the Maricopa Community Colleges, students will demonstrate outcomes from these four categories:

1. Knowledge of Human Cultures and the Physical and Natural World

Focused by engagement with big questions that deal with both contemporary and enduring topics.

Defined as:

- Study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.

2. Intellectual and Practical Skills

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Defined as:

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Reading
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

3. Personal and Social Responsibility

Anchored through active involvement with diverse communities and real-world challenges

Defined as:

- Civic knowledge and engagement - local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning
- Global learning

4. Integrative and Applied Learning

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Defined as:

- Synthesis and advanced accomplishment across general and specialized studies

Next Steps:

- Originally presented Sub Committee recommendations to DCC meeting - ~~February 3,~~ April

- David Rubi moved, Shelley Dennis second for DCC to endorse this proposal. Approved by DCC 2.1.2021.
- Follow-up on the need to include this information in our common pages outside of 2.3.9 - Julie Stiak with Teresa Toney.

Primary Stakeholders:

Group	Who, when, and how	Type of input
CAOC	DCC VPAA membership will bring forward to council and then the CAOC would communicate with their college teams.	What?
Assessment Coordinators	Julie Morrison on the original team could send to the coordinators and MCLI for feedback.	What?
Instructional Councils	Next meeting? How??? Perhaps Jacqui and Camille can share at the end of semester at onboarding sessions?	FYI only.
FEC	How????	What?

Recommended Actions for DCC:

What’s the most logical place to dovetail this work with the Curriculum Redesign Task Force’s work?

Communication/feedback from college Guided Pathway and Assessment teams.

This team needs to discuss modified communication plan: the April meeting is not the ideal time for the first presentation.

KC: Does this apply to certificates, Associates, and transfer pathways? We did have a conversation about this applying to everything because everything we do at MCCCDC is a part of General Education, but do they need to in the smaller programs? They certainly won’t hit comprehensively.

Does every college have Gen. Ed. in their mission? KM will check and confirm.



Action Items			
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Extracurricular Definition		Mike will send information to ALT to begin constructing a definition	
TACT recommendations	ALT -all members	Felicia will bring recommendations to next meeting and team will begin to review and plan as needed	

Meeting Agenda and Minutes

Meeting Name	Assessment for Learning Team
	4/21/2021 Time: 3:00-4:00 pm
Location	Zoom
Attendees	ALT reps:
Optional Attendees	

Meeting Purpose

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Meeting Agenda

1. Minutes from prior meeting were sent via email
2. We have a new Co-Chair!!
 - a. Leonard Macias, ENG Faculty, will begin transitioning to co-chair this summer.
 - b. Met with Dr. Dale, who congratulated Leonard and ALT.
3. Assessment updates
 - a. A team from PVCC attended the HLC conference. (See HLC Conference Notes)
 - b. ALT is invited to attend the IUPUI Assessment Institute (free), Oct. 24-27.
<https://assessmentinstitute.iupui.edu/>
 - c. Assessment lab date: Monday, May 10, 3 pm, please tell your divisions
 - d. Maricopa General Education Statement is still under review. The District Assessment meeting tomorrow will address this topic.
 - e. Discussions beginning about GEA 3.0 update.
 - f. Please check in with divisions, ask how their assessment projects are going.
4. First Year Experience outcomes for review and approval.
 - a. **Career Planning**
 - i. Demonstrates an in-depth understanding of the process of career planning and management; integrates results of relevant formal and informal self-assessments to identify **skills, interests and values for** fulfilling career options; accurately analyzes significant current and future occupational/workplace trends **through utilizing related resources**; and develops a clear action plan for educational and career goal attainment.
 - b. **Financial Literacy**
 - i. Develops clear, **responsible** financial goals and identifies relevant and specific strategies or **tools** for budgeting, utilizing financial resources (ie: **FAFSA, Loans, Grants, Scholarships**), managing debt, and/or saving and investing.
5. Defining Curricular, Cocurricular, and Extracurricular at PVCC

- a. HLC Cocurricular Learning Definition: "Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organizations, athletics, honor societies, career services, etc. " (HLC Criteria for Accreditation: Revisions adopted Feb. 2019, effective Sept. 2020).
- b. PVCC's Definitions: **What is co-curricular learning?** PVCC students have the opportunity to engage in meaningful learning experiences through curricular and co-curricular programs. Curricular learning experiences are offered within academic courses and are reflected on academic transcripts. 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. <https://www.paradisevalley.edu/employees/assessment-learning/cocurricular-learning>

WHAT IS COCURRICULAR?

Learning that occurs outside the classroom – right?

Yes, but it's more than that ...

Curricular	Cocurricular	Extracurricular
Classes	Sponsored by school	Sponsored by school
Credit	Not part of class or other credit work	Not part of class or other credit work
Grades	Opportunity to acquire/demonstrate learning	Likely social or entertainment
Degree/certificate	Similar to "real life" experiences	No defined connections to learning
Includes internships, etc.	Observable/measurable outcomes	

- c. Wanda Baker (HLC Presentation, 2021, SIPI Assessment Director)

Percentage Employers Rating Skill as "Very Important"

	4-year college graduates	High School Graduates
Oral Communications	95%	70%
Teamwork/Collaboration	94	75
Professionalism/Work Ethic	94	80
Written Communications	93	53
Critical Thinking/Problem Solving	92	58
Ethics/Social Responsibility	86	63
Leadership	82	29
Information Technology	81	53
Creativity/Innovation	81	36
Lifelong Learning/Self direction	78	43
Diversity	72	52
English Language	88	62
Mathematics	64	30
Science	33	9



Conference Board et al (2008)

Listening. Learning. Leading.®

- d.
- e. Shared by Mike from NASPA 2012
- f. Draft of Extracurricular Activities Definition:

6. Next Meeting Time: May 12 at 3:00 pm

HLC Conference Notes:

Criterion 4

Affirmations:

- The college upholds enduring principles of assessment as identified by experts.
 - We should stay true to these principles while continuing to learn and grow.
- The college has evidence of "ongoing assessment".
 - We should continue to follow through and reach above 60% full-time participation of assessment of General Education (GEA)/Institutional Learning Outcomes (ILOs)
- The college offers professional development related to assessment.
 - We offer learning week sessions, assessment labs, training at PAR meetings, one-on-one coaching, developed a library research guide, and contributed to an assessment module in the Teaching Online/hybrid Canvas Course. We should continue to enhance & expand assessment professional development. Perhaps bring back Assessment Extravaganza.
- The college is realistic about assessment expectations.
 - We have taken a very practical and customizable approach to assessment. We do not expect faculty and staff to assess everything. We should continue to be flexible and offer guidance on "good practice".
- The college has a consistent language and outcomes for assessment across the college.

- We should continue to expand usage of this consistent language and explicitly address the advantages of consistent assessment concepts, philosophy, or documentation.

Action Items:

- Identify alternative methods for telling assessment stories (ie: 2-4 minutes digital assessment stories) to celebrate and share the good work being done around assessment.
- Develop a plan for mapping cocurricular learning and outcomes in an effort to be more intentional and strategic about cocurricular learning offerings.
 - May include crosswalk of cocurricular learning and GenEd learning outcomes.
 - Review which claims the college is making about cocurricular learning and program identity documents. “What is definitively cocurricular?” Consider a cycle for cocurricular assessment projects and more intentionally link curricular and cocurricular.
 - HLC referenced specifically the Library and Library guides. Think through this idea in ALT and collaborate with Library ALT rep to determine if there is any relevance for PVCC.
 - Pitfalls to avoid: Focusing on number of participants, lack of accountability, no clear goals or outcomes, data coming in too many formats, sending results into a black hole.
 - Identify 1-2 cocurricular programs to assess next year.
- Follow through with ALT goal of defining Extracurricular Learning this academic year. Once process is complete share definitions of curricular, cocurricular, and extracurricular college wide.
- Identify ways to involve students in assessment and consider the integration of e-portfolios.
- Continue discussions in ALT and across college about equity-minded assessment. We could more explicitly state the role of fairminded critical thinking in cultivating equity.
- Could/should we survey graduates about skills used in university/work vs. skills gained at PVCC?
- Consider organizing faculty chairs or a committee for program review to improve process, follow through, support, and consistency when turnover occurs.
- Add resources to the assessment LibGuide (from meta themes session)
- Assessment (I believe) is a topic included in the PVCC hiring process. HLC mentioned using this evidence. Gather a sample of hiring documents at PVCC as evidence.
- Invite ALT to attend Assessment Institute (free). <https://assessmentinstitute.iupui.edu/>

Big Idea worth reflection: “Education is more than an individual good”. (Susan Kahn, IUPUI)

Meeting Minutes:

Attendance			
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Present: Meggin, Tomi, Tony, Mary, Tereza, Jim, Mike, Lori, Felicia,

1. Felicia announced that Leonard Macias will be the new co-chair for ALT and that he will begin making this transition in the fall.
2. Felicia shared assessment news and updates.
 - a. HLC conference notes were reviewed (see the agenda)
 - b. Felicia has registered and invites other ALT members to sign up for the IUPUI Assessment Institute (free), Oct. 24-27. <https://assessmentinstitute.iupui.edu/> If you decide to attend, please let Felicia know.
 - c. Assessment lab date: Monday, May 10, 3 pm, please tell your divisions
 - d. Maricopa General Education Statement is still under review. The District Assessment meeting tomorrow will address this topic.
 - e. Felicia and Leonard met with Corey W. and Marc V. in IT to discuss updating GEA and adding greater functionality and sophistication. ALT will be consulted as a more detailed plan for updates is solidified.
 - f. Please check in with divisions, ask how their assessment projects are going, and let Felicia know if divisions need any additional assistance.
3. The team reviewed the draft of the two new learn outcome dimensions. Team members suggested revisions, reviewed feedback from John McCrudden, Director of Career Services, and eventually agreed upon the following statements. Jim mentioned that the FYE team are working on the FYE course and expects to learn more on Monday. So, Felicia will follow up with Jim to make sure the outcomes are in alignment and then reconnect with ALT. The proposed outcomes are:
 - a. **Career Planning**
 - i. Demonstrates an in-depth understanding of the process of career planning and management; integrates results of relevant formal and informal self-assessments to identify skills, interests and values for fulfilling career options; accurately analyzes significant current and future occupational/workplace trends through utilizing related resources; and develops a clear action plan for educational and career goal attainment.
 - b. Financial Literacy
 - i. Develops clear, responsible financial goals and identifies relevant and specific strategies or tools for budgeting, utilizing financial resources (ie: FAFSA, Loans, Grants, Scholarships), managing debt, and/or saving and investing.
4. The team begin reviewing definitions for curricular, cocurricular, and extracurricular activities. Felicia shared PVCC's existing definitions for curricular and cocurricular and provided a table from a recent HLC Conference presentation that outlined the differences. Mike shared ideas about noncognitive skills and offered examples of extracurricular activities at PVCC. Key concepts such as inclusion, sense of belonging, voluntary, and connectedness, were expressed by various team members. These offer a starting point for constructing an extracurricular definition.
5. **Next Meeting Time: May 12, 3:00**



Action Items			
Task	Team Members	Comments	Due Date
FYE Outcomes	Mike, David, Mary, Jim., Felicia, Darra	Review/Approve Cross Code List, recommend new rubric dimensions. Identify Target Groups Identify resources, tools, projects	
Info Lit Rubric	Paula, Tomi, Meggin, David	Review current rubric, recommend revisions, infuse intellectual standards in any new dimensions.	
GEA	Felicia,	Coordinate with occupational dean, Develop action plan	
Cocurricular Peer Leader & Peer Mentor Assessment	Felicia, Sara M.	Coordinate with Debbie Brown, Diane Chapman, Isaac Torres to develop and carry out assessment plan	
Extracurricular Definition		Mike will send information to ALT to begin constructing a definition	
TACT recommendations	ALT -all members	Felicia will bring recommendations to next meeting and team will begin to review and plan as needed	