

# ALT Meeting Agenda and Minutes for 2021/2022

## ALT Meeting Minutes for September, 15, 2021:

- a. Felicia shared an invitation to all ALT reps to register for the free assessment institute. IUPUI Assessment Institute (free), Oct. 24-27.  
<https://assessmentinstitute.iupui.edu/>  
Attendees so far include: Felicia Ramirez, Kaitlyn Southerly, (please add your name if you plan to attend)
  
- b. ALT reps were asked to inform their divisions/departments about the upcoming Assessment Labs. The labs are open to faculty and staff- any employees who want help designing assessments, completing assessment forms, navigating the GEA online tool, or using evidence to improve learning.
  - i. Tuesday, 9/28, 2-3 pm  
<https://zoom.us/j/96887731332?pwd=alZ4a2IDNnJmaHQvL3NDNk1ld2dXdz09>
  - ii. Monday, 12/13, 1-3 pm
  
- c. Leonard and Felicia discussed the strategic efforts to provide assessment professional development to new probationary faculty, specifically first year faculty. They will have four workshops this academic year for PAR faculty to guide them step by step through the assessment process and completion of the assessment portion of the required IDP.
  
- d. Leonard is serving on the Seal of Excelencia team and explained the opening workshop themes and issues. The college is pursuing the seal and wants to make sure to coordinate with ALT as appropriate. Leonard will serve as liaison. <https://www.edexcelencia.org/seal-excelencia>
  
- e. Felicia shared about the opportunity to attend the ePortfolio Institute. Dietetic Technology and Fine Arts use portfolios. Tomi shared about the positive and necessary connection to AFA and the portfolio for students. For several years our Assessment for Learning Team (ALT) has discussed how to increase student involvement, self-directedness, and self-reflection. As a High Impact Practice (HIP), ePortfolios could help students take greater ownership of their educational experience at PVCC while showcasing their "signature" work. E-portfolios could also help us solve some current assessment challenges related to the measurement of program level outcomes and cocurricular learning.

With the transition to guided pathways, ePortfolios represent an exciting and critical way for students to further engage with the college and deepen the connection to their Field of Interest (FOI). The institute seems like the opportunity we have been looking for to learn about ePortfolios and develop a solid plan for implementation. Implementing ePortfolios is an ambitious project and the college stands a better chance of making it happen with a structured process like the institute. Eportfolios, we hope, will help with the strategic goals of ensuring high levels of student success, closing equity gaps in gateway courses, increasing the percentage of students who earn an award and or transfer, and increasing modalities and strategies for teaching/learning, while ensuring relevancy. Doug shared: I'd like add something like this to our career website - <https://www.phoenixcollege.edu/sites/default/files/inline/file/11759-10-types-parameters-infographic.pdf> A small team is being assembled (Felicia, Leonard, Mike H., Lynn McClelland, John McCrudden, and Jamie Martic) to participate. Felicia and Leonard will prepare and submit the application. We will learn if we are approved sometime in October. <https://www.aacu.org/events/2022-institute-eportfolios>

f. The team review, revised, and approved the 2021-2022 ALT Goals & Priorities

<https://docs.google.com/document/d/1LHMmc3zi6mSYNttvxjf78NMtJh4Awzywk/edit?usp=sharing&oid=107340376191484856030&rtpof=true&sd=true>

2. The team began reviewing ALT Charter. We will continue to revise and approve the final charter at the October Meeting

[https://docs.google.com/document/d/1Izqfx16mmlG\\_-grwgKdeEtsWh4zv4BqqsZsVijxaxUQ/edit?usp=sharing](https://docs.google.com/document/d/1Izqfx16mmlG_-grwgKdeEtsWh4zv4BqqsZsVijxaxUQ/edit?usp=sharing)

3. ALT reps are asked to connect with their Division Chairs or Department Managers and develop 1-3 clear goals for assessment and increasing participation this academic year. Please be prepared to share at the October meeting.

4. **Next Meeting Times: 10/20, 11/17, 1/12, 2/16, 3/23, 4/20 2-3 pm**

## ALT Meeting Agenda and Minutes for October, 20, 2021:

<b>Meeting Name</b>	Assessment for Learning Team
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	10/20/2021 <b>Time:</b> 2:00-3:00 pm
<b>Location</b>	Zoom
<b>Attendees</b>	ALT reps:
<b>Optional Attendees</b>	

## 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. Assessment updates
  1. ALT is invited to attend the IUPUI Assessment Institute (free), Oct. 24-27.  
<https://assessmentinstitute.iupui.edu/> and pre-recorded sessions:  
<https://assessmentinstitute.iupui.edu/program/prerecorded-sessions.html>
  2. Assessment Labs
    1. Monday, 12/13, 1-3 pm
  3. E-portfolio Institute <https://www.aacu.org/events/2022-institute-eportfolios>
  
3. Review ALT Charter  
[https://docs.google.com/document/d/1Izqfx16mmlG\\_-grwqKdeEtsWh4zv4BqgsZsVijxaxUQ/edit?usp=sharing](https://docs.google.com/document/d/1Izqfx16mmlG_-grwqKdeEtsWh4zv4BqgsZsVijxaxUQ/edit?usp=sharing)
  
4. Co Curricular Learning Plan 3-4 members for sub group,
  
5. **Next Meeting Times: 11/17, 1/12, 2/16, 3/23, 4/20 all 2-3 pm**

Action Items			
Task	Team Members	Comments	Due Date
E-portfolio	Leonard, Felicia		

CoCurricular Mapping			
Division Participation	All reps	Collaborate with the Division Chair, set a goal for increasing participation in assessment for learning.	10/20
Seal of Excelencia	Leonard		

#### ALT Meeting Minutes:

1. New reps Sami (Library), Katherine (Financial Aid), and Jeff (IE) were welcomed.
2. Felicia shared an invitation to all ALT reps to register for the free assessment institute. IUPUI Assessment Institute (free), Oct. 24-27.  
<https://assessmentinstitute.iupui.edu/>

Attendees so far include: Felicia Ramirez, Kaitlyn Southerly, (**please add your name if you plan to attend**)

3. ALT reps were asked to inform their divisions/departments about the upcoming Assessment Labs. The labs are open to faculty and staff- any employees who want help designing assessments, completing assessment forms, navigating the GEA online tool, or using evidence to improve learning.
  1. Tuesday, 9/28, 2-3 pm <https://zoom.us/j/96887731332?pwd=aZ4a2lDNnJmaHOvL3NDNk1ld2dXdz09>
  2. Monday, 12/13, 1-3 pm
4. Leonard and Felicia discussed the strategic efforts to provide assessment professional development to new probationary faculty, specifically first year faculty. They will have four workshops this academic year for PAR faculty to guide them step by step through the assessment process and completion of the assessment portion of the required IDP.

5. Leonard is serving on the Seal of Excelencia team and explained the opening workshop themes and issues. The college is pursuing the seal and wants to make sure to coordinate with ALT as appropriate. Leonard will serve as liaison. <https://www.edexcelencia.org/seal-excelencia>
  
6. Felicia shared about the opportunity to attend the ePortfolio Institute. Dietetic Technology and Fine Arts use portfolios. Tomi shared about the positive and necessary connection to AFA and the portfolio for students. For several years our Assessment for Learning Team (ALT) has discussed how to increase student involvement, self-directedness, and self-reflection. As a High Impact Practice (HIP), ePortfolios could help students take greater ownership of their educational experience at PVCC while showcasing their "signature" work. E-portfolios could also help us solve some current assessment challenges related to the measurement of program level outcomes and cocurricular learning. With the transition to guided pathways, ePortfolios represent an exciting and critical way for students to further engage with the college and deepen the connection to their Field of Interest (FOI). The institute seems like the opportunity we have been looking for to learn about ePortfolios and develop a solid plan for implementation. Implementing ePortfolios is an ambitious project and the college stands a better chance of making it happen with a structured process like the institute. Eportfolios, we hope, will help with the strategic goals of ensuring high levels of student success, closing equity gaps in gateway courses, increasing the percentage of students who earn an award and or transfer, and increasing modalities and strategies for teaching/learning, while ensuring relevancy. Doug shared: I'd like add something like this to our career website - <https://www.phoenixcollege.edu/sites/default/files/inline/file/11759-10-types-parameters-infographic.pdf> A small team is being assembled (Felicia, Leonard, Mike H., Lynn McClelland, John McCrudden, and Jamie Martic) to participate. Felicia and Leonard will prepare and submit the application. We will learn if we are approved sometime in October. <https://www.aacu.org/events/2022-institute-eportfolios>
  
7. The team review, revised, and approved the 2021-2022 ALT Goals & Priorities <https://docs.google.com/document/d/1LHM3zi6mSYNttvxjf78NMtJh4Awzywk/edit?usp=sharing&oid=107340376191484856030&rtpof=true&sd=true>
  
6. The team began reviewing ALT Charter. We will continue to revise and approve the final charter at the October Meeting [ALT Charter draft 1](#)

7. ALT reps are asked to connect with their Division Chairs or Department Managers and develop 1-3 clear goals for assessment and increasing participation this academic year. Please be prepared to share at the October meeting.

**8. Next Meeting Times: 10/20, 11/17, 1/12, 2/16, 3/23, 4/20 2-3 pm**

**Attendance:** Leonard, Felicia, Tomi, David S., Tom, Jim, Kat, Sami, Jeff and Doug

**ALT Meeting Agenda and Minutes for November 17, 2021:**

<b>Meeting Name</b>	Assessment for Learning Team
	11/17/2021 <b>Time:</b> 2:00-3:00 pm
<b>Location</b>	Zoom
<b>Attendees</b>	ALT reps:
<b>Optional Attendees</b>	

**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. Assessment updates
  1. Maricopa Assessment Committee
    1. Making the committee official with charter [MCCCD\\_MAC Charter\\_v1.0](#)
    2. Learning from other college's HLC Visit
      1. How does assessment feed into program review?
      2. How do you know co-curricular is helping students? Who is participating? What are you doing to close opportunity gaps? (equity)

3. How do you know learning is equivalent across modalities? For Dual Enrollment? (need dual enrollment assessment samples).
2. Assessment Labs
  1. PAR 11/19, 2-3
  2. Monday, 12/13, 1-3 pm
3. Review and Approve ALT Charter
  1. Decision Making
  2. Co-curricular cycle and definitions
  3. [https://docs.google.com/document/d/1Izqfx16mmlG\\_-grwqKdeEtsWh4zv4BqqsZsVijxaxUQ/edit?usp=sharing](https://docs.google.com/document/d/1Izqfx16mmlG_-grwqKdeEtsWh4zv4BqqsZsVijxaxUQ/edit?usp=sharing)
4. Co Curricular Learning Plan 3-4 members for sub group, <https://docs.google.com/spreadsheets/d/1zLQfAONROW4NdcqKS4HtRZvFrKs-HBHfGabNv7X-DoY/edit#gid=0>
5. Spring Learning Week
6. **Next Meeting Times: 1/12, 2/16, 3/23, 4/20 all 2-3 pm ?**

Action Items			
Task	Team Members	Comments	Due Date
E-portfolio	Leonard, Felicia  Mike  Lynn  John  Jamie	Felicia will be attending Team lead orientation this week.	

CoCurricular Mapping	Tom Tom Felicia	Tom will reach out to Int. Ed.- Michelle Marion  Tomi will reach out to Chris Scinto about Fine Arts events  Felicia will continue working with Sami, Library	
Division Participation	All reps	Collaborate with the Division Chair, set a goal for increasing participation in assessment for learning.	10/20
Seal of Excelencia	Leonard		

ALT Meeting Minutes:

1. Assessment updates

1. Leonard shared that the Maricopa Assessment Committee, with the approval of Interim Vice Chancellor, Dr. Eric Leshinskie, is working to become officially recognized by the district as a committee. A charter has been drafted [MCCCD\\_MAC Charter\\_v1.0](#) and will be considered at the next VPAA meeting. Felicia and Leonard represent PVCC on the committee, which has been meeting regularly for the last three years, and believe it is a good idea for the group of assessment leaders across the district to be officially recognized and have a greater voice on issues related to assessment at the district level.
2. Felicia shared insights gained from other colleges around the district who had recent HLC site visits. The following questions were posed by HLC peer reviewers at one of the colleges and are important ones for PVCC to reflect on.
  1. How does assessment feed into program review?
  2. How do you know co-curricular is helping students? Who is participating? What are you doing to close opportunity gaps? (equity)
  3. How do you know learning is equivalent across modalities? For Dual Enrollment? (need dual enrollment assessment samples).
3. ALT reps were asked to inform their divisions/departments about the upcoming Assessment Labs. The labs are open to faculty and staff- any employees who want help designing assessments, completing assessment forms, navigating the GEA online tool, or using evidence to improve learning.



1. PAR Friday 11/19, 2-3 pm
2. Monday, 12/13, 1-3 pm

2. Leonard led the team through final discussions of the ALT Charter. The team reviewed and revised elements related to Curricular/Cocurricular/Extracurricular definitions and the decision making process for ALT. The team finalized revisions and it is ready for final approval and submission.

[https://docs.google.com/document/d/1Izqfx16mmlG\\_-grwgKdeEtsWh4zv4BqgsZsVijxaxUQ/edit?usp=sharing](https://docs.google.com/document/d/1Izqfx16mmlG_-grwgKdeEtsWh4zv4BqgsZsVijxaxUQ/edit?usp=sharing)

3. Leonard shared the cocurricular mapping project. ALT is working on mapping the General Education Student Learning Outcomes across cocurricular learning experiences at the college and establishing a cycle for regularly assessing key cocurricular learning experiences. Leonard asked for volunteers to coordinate 2-3 cocurricular assessment projects this academic year. Felicia is working with the Library. Felicia and Leonard will reach out to Meggin Kirk about the Festival of Tales. Tom will contact International Education. Tomi will contact Fine Arts.

<https://docs.google.com/spreadsheets/d/1zLQfAONROW4NdcqKS4HtRZvFrKs-HBHfGabbNv7X-DoY/edit#gid=0>

4. **Next Meeting Times: 1/12, 2/16, 3/23, 4/20 2-3 pm**

**Attendance:** Leonard, Felicia, Tomi, Tom, Darra and Jeff

**ALT Meeting Agenda and Minutes for February 16, 2022:**

<b>Meeting Name</b>	Assessment for Learning Team (ALT)
<b>Date</b>	2/16/2021 <b>Time:</b> 2:00-3:00 pm
<b>Location</b>	Zoom

**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. Assessment updates

1. Assessment Labs\_Monday, 5/9, 1-3 pm
2. Maricopa Assessment Committee: It's official! [MCCCD MAC Charter v1.0](#)
3. PAR projects - PAR faculty showcased their Fall 2021 Assessment Projects.
4. Maricopa General Education Statement will include an updated philosophy and values. Pending District Curriculum Committee approval.
5. ePortfolio Institute: <https://docs.google.com/document/d/1iukrvQKSiBwMeG5pFlsybxPCAbb553ij/edit#>

Goals:

*i. Utilize folio thinking/ePortfolios across curricular and cocurricular learning contexts as an opportunity for students to develop intellectual identity, curate signature work, demonstrate integrated knowledge & abilities, showcase unique life & scholarly experiences, and prepare for future experiences beyond PVCC.*

*ii. Develop an infrastructure/system, including: the identification of an ePortfolio platform, providing instructional training and support for the platform, and offering professional development related to reflective learning, critical & creative thinking, and folio thinking.*

*iii. Start small, identify a specific niche area as a focal point for folio thinking/ePortfolios.*

*iv. Investigate the potential for using ePortfolios to assess pathway program learning outcomes (PLOs).*

1. Co-curricular Learning Plan

<https://docs.google.com/spreadsheets/d/1zLQfAONROW4NdcqKS4HtRZvFrKs-HBHfGabNv7X-DoY/edit#gid=0>

3. HLC:

1. BY the numbers:

<https://drive.google.com/file/d/1iEgkoMINmIZCqbZaAjbvfyXb2kZjLd10/view>Learn

2. Learning from other college's HLC Visit

1. How do you know learning is equivalent across modalities? For Dual Enrollment? (need dual enrollment assessment samples).
4. Bachelor Degree
  1. Context for Bachelor's Degree Work Teams:

The Bachelor's Degree Work Teams are cross-college and functional groups of faculty, staff, and administrators who are leading the way in addressing key questions and producing specific deliverables to ensure our process, policies, structures, and functional areas can support the integration of the baccalaureate into our day-to-day business and systems. The Work Team composition is representative of functional areas needed to inform the deliverables. Every effort will be made to ensure cross-college representation as appropriate across the Work Teams, however, individual teams may not be representative of all colleges. Work Teams will be responsible for engaging with cross-college councils for feedback and guidance to ensure all colleges are part of the critical decisions being made within the Work Teams. Work Team deliverables will be reviewed as necessary by the Advisory Committee and sent to the CEC and Governing Board, if required, for any approvals.

2. Information about the Work Teams and documentation and resources of the work to-date, can be found at the [MCCCD Bachelor's Degree internal web resource](#).
3. **High:** Requires college action. Addressing questions of institutional assessment practice is part of the HLC substantive change application process required for the review and approval of bachelor's degrees.
4. Template Created by Assessment Work Team  
[https://docs.google.com/document/d/1Ko\\_ivA\\_rvc9UV6xdZZKytdPvRBRTpC9Zp0c9uJ9gfGM/template/preview](https://docs.google.com/document/d/1Ko_ivA_rvc9UV6xdZZKytdPvRBRTpC9Zp0c9uJ9gfGM/template/preview)

Sample A: Based on PVCC GEA analytic rubric with clear differentiation between Bachelor and Associate Level Achievement embedded in rubric scale.

Dimension	Score 3 (Advanced)	Score 2 (Intermediate)	Score 1 (Developing)	Score 0 (Beginning)
	Meets or Exceeds Bachelor Level Standards for Competence	Nearing Bachelor Level Standards/ Meets Associate Level Standards for Competence		

<b>Self-Directi on</b>	Demonstrates notable initiative and enterprise by demonstrating agency in the decision making process, affirming a growth mindset, proactively identifying <i>relevant</i> resources and drawing upon resources for improvement and/or seeking feedback followed by execution of strategies gained as result of critical reflection.	Demonstrates <i>significant</i> initiative by taking personal responsibility for decisions and maintaining a growth mindset by using <i>relevant</i> resources and/or examining and implementing useful feedback.	Demonstrates some initiative in at least three areas addressed (taking personal responsibility for decisions, employing growth mindset, etc.) or with limited attempts to take initiative.	Demonstrates little to no initiative in taking personal responsibility for decisions and exhibits a fixed mindset. Does not utilize resources, and/or feedback appropriately.
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Sample B: Based on the *Foundation and Skills for Lifelong Learning VALUE Rubric* with additional glossary for Bachelor/Associates distinction

	<b>Capstone</b> 4	<b>Milestones</b> 3 2		<b>Benchmark</b> 1	0
<b>Initiative</b>	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.	Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Glossary:

At the Associate Level students should be able to achieve the Benchmark and Milestone 2.

At the Bachelor Level students should be able to cumulatively achieve the Benchmark, Milestone 2, Milestone 3, and the Capstone.

Sample C: Based on [Degree Qualifications Profile](#) (DQP) Applied and Collaborative Learning grid for Bachelor and Associate Level work.

Dimension	At the Bachelor Level	At the Associate Level
<p><b>Applied and Collaborative Learning:</b></p> <p>This category emphasizes what students can do with what they know. Students are asked to demonstrate their learning by addressing unscripted problems in scholarly inquiry, at work and in other settings outside the classroom, individually and in teams.</p>	<ul style="list-style-type: none"> <li>• Prepares and presents a project, paper, exhibit, performance or other demonstration linking knowledge or skills acquired in work, community or research activities with knowledge acquired in one or more elds of study or industry, explains how those elements are structured, and employs appropriate citations to demonstrate the relationship of the product to broader conversations in the field.</li>   <li>• Negotiates a strategy for group research or performance to recognize different group member's strengths, documents the strategy so that others may understand it, implements the strategy, and communicates the results.</li>   <li>• Writes a design, review or illustrative application for an analysis or case study in a scientific, technical, economic, business, health, education or communications context.</li>   <li>• Completes a substantial project that evaluates a significant question in the student's field of study, including an analytic narrative of the effects of learning beyond the classroom and in diverse communities, on the</li> </ul>	<ul style="list-style-type: none"> <li>• Applies knowledge and skills acquired in work or employment to academic settings and vice versus, individually and effectively in teams.</li>   <li>• Applies principles of leadership to analyze at least one significant concept or method in the field of study/industry/profession.</li>   <li>• Locates, gathers and/or organizes evidence regarding an issue in a field-based venue beyond formal academic study and offers alternate approaches to addressing it.</li>   <li>• Demonstrates practical skills crucial to the application of expertise for task completion.</li>   <li>• Applies knowledge and skills to address community issues and support the principles of democracy in their profession and life.</li> </ul>

	research or practical skills employed in executing the project.	
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Action Items			
Task	Team Members	Comments	Due Date
E-portfolio	Leonard, Felicia  Mike  Lynn  John  Jamie	Team will participate in the year long institute.	Ongoing
CoCurricular Mapping	Tom  Tomi  Felicia  Leonard	Tom will reach out to Int. Ed.- Michelle Marion  Tomi will reach out to Chris Scinto about Fine Arts events  Felicia will continue working with Meggin Kirk on Festival of Tales  Leonard will continue working with Sami Lange for the Library	May 30, 2022
Division Participation	All reps	Collaborate with the Division Chair, set a goal for increasing participation in assessment for learning.	March 1
Seal of Excelencia	Leonard	Leonard will liaison with the Excelencia Team on behalf of ALT	Ongoing

Please Read	<p>Making Excellence Inclusive (shared by Dr. Dale)</p> <p><a href="https://www.colorado.edu/odece/sites/default/files/attached-files/mei_paper_and_initiative_briefing_summaries_with_urls.pdf?utm_source=ltera&amp;utm_medium=email&amp;utm_campaign=campaign_3666952_ni_Race-on-Campus_date_20220208&amp;cid=rc&amp;source=ams&amp;sourceid=">https://www.colorado.edu/odece/sites/default/files/attached-files/mei_paper_and_initiative_briefing_summaries_with_urls.pdf?utm_source=ltera&amp;utm_medium=email&amp;utm_campaign=campaign_3666952_ni_Race-on-Campus_date_20220208&amp;cid=rc&amp;source=ams&amp;sourceid=</a></p> <p>HLC by the Numbers:</p> <p><a href="https://drive.google.com/file/d/1iEgkoMINmIZCqbZaAjbvfyXb2kZjLd10/view">https://drive.google.com/file/d/1iEgkoMINmIZCqbZaAjbvfyXb2kZjLd10/view</a></p>	March 23
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Attendance						
	<p>Felicia Ramirez</p> <p>ALT Chair &amp; COM/HUM Representative</p>		<p>Leonard Macias</p> <p>ALT Chair &amp; ENG Representative</p>		<p>Doug Berry</p> <p>VPAA</p>	<p>Jamie Martin</p> <p>Dean Academic Affairs</p>
	<p>Jim Rubin</p> <p>Counseling Representative</p>		<p>Meggin Kirk</p> <p>Social Sciences Representative</p>		<p>Open</p> <p>Business Representative</p>	<p>Mary Early</p> <p>Learning Success Center Representative</p>
	<p>Darra Browning</p> <p>Science Representative</p>		<p>Tomi Johnston</p> <p>Fine Arts Representative</p>		<p>Dale Heuser</p> <p>Health Representative</p>	<p>Teresa Dominguez</p> <p>Math Center</p>
	<p>Tom Schmidt</p> <p>Behavioral Sciences Representative</p>		<p>Sami Lange</p> <p>Library Representative</p>		<p>Mike Ho</p> <p>Student Affairs Representative</p>	<p>Open</p> <p>IE Representative</p>

	Guests:		Kara Childs Math Representative		Katharine Johnson Student Affairs Representative		Jennifer Miller Dean Student Affairs
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1. The team recognized Tony Craig (Math) and David Smith (BUS/IT) for their efforts and service during the past years. The team also welcomed new ALT reps Kara Childs (Math) and Jennifer Miller (Dean Student Affairs).
2. **Next Meeting Times: 3/23, 4/20 all 2-3 pm**

### ALT Meeting Agenda and Minutes for March, 23, 2022:

<b>Meeting Name</b>	Assessment for Learning Team (ALT)
<b>Date</b>	3/23/2021 Time: 3:00-4:00 pm
<b>Location</b>	Zoom

#### Meeting Purpose

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#### Meeting Agenda

1. Minutes from prior meeting were sent via email
2. Assessment updates
  1. Assessment Labs\_Monday, 5/9, 1-3 pm



2. Please check in with your division to help increase participation and assist faculty with assessment questions.
3. HLC:
  1. A team from PVCC will be attending the HLC conference March 31-April 5
4. Bachelor Degree
  1. Information about the Work Teams and documentation and resources of the work to-date, can be found at the [MCCCD Bachelor's Degree internal web resource](#).
  2. **High:** Requires college action. Addressing questions of institutional assessment practice is part of the HLC substantive change application process required for the review and approval of bachelor's degrees.
  3. Template Created by Assessment Work Team (Due April 4)  
[https://docs.google.com/document/d/1Ko\\_lvA\\_rvc9UV6xdZZKytdPvRBRTpC9Zp0c9uJ9gfGM/template/preview](https://docs.google.com/document/d/1Ko_lvA_rvc9UV6xdZZKytdPvRBRTpC9Zp0c9uJ9gfGM/template/preview)
  4. ALT Project Folder:  
<https://drive.google.com/drive/u/0/folders/1H4C23S7dxfwxgjoHj83OVb-qvxx92381>
5. Discussion Questions:
  1. *Does PVCC's existing Institutional Learning Outcomes (ILOs) support the offerings of upper division courses and bachelor's degree awards?*
  2. *Who else, at PVCC, should review the ILO (GEA Rubric) revisions?*
  3. *What process do we plan to use for assessing ILO's at Bachelor level? Will we use the same process or do we need to modify existing processes?*
  4. *How do we plan to engage relevant stakeholders in understanding how ILOs are differentiated at associate and bachelor level? Who needs to know and how will we engage them?*
6. Task Item: Rubric Differentiation of ILOs
7. **Next Meeting Times: 4/20 all 3 - 4 pm**

Task	Team Members	Comments	Due Date
Bachelor Assessment	Whole Team	Complete a draft revisions for the assigned rubric by April 1.  <a href="https://docs.google.com/document/d/1YFISjo-Nux-KWr4e7rMCWYYL6xjrtLsEnfxZNAcQYiw/edit">https://docs.google.com/document/d/1YFISjo-Nux-KWr4e7rMCWYYL6xjrtLsEnfxZNAcQYiw/edit</a>	
E-portfolio	Leonard, Felicia  Mike  Lynn  John  Jamie	Team will participate in the year long institute.	Ongoing
CoCurricular Mapping	Tom  Tomi  Felicia  Leonard	Tom will reach out to Int. Ed.- Michelle Marion  Tomi will reach out to Chris Scinto about Fine Arts events  Felicia will continue working with Meggin Kirk on Festival of Tales  Leonard will continue working with Sami Lange for the Library	May 30, 2022
Division Participation	All reps	Collaborate with the Division Chair, set a goal for increasing participation in assessment for learning.	Ongoing
Seal of Excelencia	Leonard	Leonard will liaison with the Excelencia Team on behalf of ALT	Ongoing
Please Read		Making Excellence Inclusive (shared by Dr. Dale)  <a href="https://www.colorado.edu/odece/sites/default/files/attached-files/mei_paper_and_initiative_briefing_summaries_with_urls.pdf?utm_source=iterable&amp;utm_medium=email&amp;utm_campaign=campaign_3666952_nl_Race-on-Campus_date_20220208&amp;cid=rc&amp;source=ams&amp;sourceid=">https://www.colorado.edu/odece/sites/default/files/attached-files/mei_paper_and_initiative_briefing_summaries_with_urls.pdf?utm_source=iterable&amp;utm_medium=email&amp;utm_campaign=campaign_3666952_nl_Race-on-Campus_date_20220208&amp;cid=rc&amp;source=ams&amp;sourceid=</a>  HLC by the Numbers:  <a href="https://drive.google.com/file/d/1iEqkoMlNmIZCqbZaAjbFvYXb2kJzLd10/view">https://drive.google.com/file/d/1iEqkoMlNmIZCqbZaAjbFvYXb2kJzLd10/view</a>	March 23

Attendance							
	Felicia Ramirez		Leonard Macias  ALT Chair & ENG Representative		Doug Berry  VPAA		Jamie Martin  Dean Academic Affairs

	ALT Chair & COM/HUM Representative					
	Jim Rubin Counseling Representative		Meggin Kirk Social Sciences Representative		Open Business Representative	Mary Early Learning Success Center Representative
	Darra Browning Science Representative		Tomi Johnston Fine Arts Representative		Dale Heuser Health Representative	Teresa Dominguez Math Center
	Tom Schmidt Behavioral Sciences Representative		Sami Lange Library Representative		Mike Ho Student Affairs Representative	Open IE Representative
	Guests:		Kara Childs Math Representative		Katharine Johnson Student Affairs Representative	Jennifer Miller Dean Student Affairs

ALT Meeting Minutes:

1. Felicia provided relevant updates and news. The Assessment Lab will be held on Monday, 5/9, 1-3 pm. Here is the link to share with any interested faculty or staff.

Join Zoom Meeting

<https://us06web.zoom.us/j/83868407028?pwd=VkVVUjN5RTNrbnJnNW1BYkVpNkQzZz09>

Please check in with your division to help increase participation and assist faculty with assessment questions.

2. HLC: A team from PVCC will be attending the HLC conference March 31-April 5. Doug shared that the college is in the preliminary stages of preparing for comprehensive evaluation in 2024. ALT reps who are interested in joining the Criterion #4 Team with Felicia and Leonard, should email Felicia.
3. Felicia provided an overview of the Bachelor assessment work tasks and shared resources in the project folder:  
<https://drive.google.com/drive/u/0/folders/1H4C23S7dxfwxgjoHj83OVb-qvxx92381>
4. The team then proceeded to the discussion questions. These questions are from the Program Assessment Documentation Template for Bachelor's Degree.  
<https://docs.google.com/document/d/1ib4GWEE73Rch7NLbKFTsmlZsl1WzqR8wLNnFq6AQL8Y/edit>
5. Discussion Questions:
  1. *Does PVCC's existing Institutional Learning Outcomes (ILOs) support the offerings of upper division courses and bachelor's degree awards?*
    1. We determined that the ILOs need to be modified by creating an additional column in the rubrics for achievement of the outcomes at a Bachelor level.
    2. The team evaluated the list of existing outcomes and considered the outcomes potential for supporting upper division coursework. A team member stated that the outcomes can support upper division work because the college has considered the knowledge/abilities needed for transfer students to be successful at the university level. Background details: The ILO outcomes are a robust collection with over 48 dimensions across nine areas including: Civic Engagement, Critical Reading, Diversity and Global Awareness, Information Literacy, Oral Communication, Personal Development and Wellness, Problem Solving, Technology, and Written Communication. Since 2005, when the college first developed the outcomes, ALT has added to, updated, and strengthened the outcomes. So, the outcomes are current and representative of knowledge and abilities at both the associate and bachelor levels. ALT process for developing new and revising learning outcomes is methodical and thoughtful. The team creates an ad hoc group of ALT members and content area experts to review materials, draft outcomes, and bring the outcomes to the entire ALT committee for review. Samples from other colleges, the AAC&U VALUE Rubrics, and literature related to the content areas were reviewed and used as models where appropriate. While the outcomes support upper division work, the team recognized that 1-2 additional outcomes could be added to address the areas of professionalism (ie: arriving on time, using feedback), fieldwork, and/or work based experiences that would help students prepare for employment upon completion of a Bachelor's degree.
  2. *Who else, at PVCC, should review the ILO (GEA Rubric) revisions?*

Meggin Kirk is the leader of the team for the Bachelor degree, which should also be included. However, since she is part of ALT and involved in these discussions there does not need to be a separate review with that team. Doug shared that other reviewers should include the College President, VPAA & Academic Deans.

3. *What process do we plan to use for assessing ILO's at Bachelor level? Will we use the same process or do we need to modify existing processes?*

The team analyzed existing practices for assessing ILO's and determined that since the processes are solidly grounded in assessment theory and are functioning well at PVCC, then the practices are equally applicable and adequate for assessing ILOs at the Bachelor level.

4. *How do we plan to engage relevant stakeholders in understanding how ILOs are differentiated at associate and bachelor level? Who needs to know and how will we engage them?* The team evaluated whether it was best to share the rubrics with the new Bachelor differentiation metric with the entire college or only relevant stakeholders. It was determined that since the bachelor program is small in number, since it may be confusing to share the bachelor level outcomes with those who do not teach at the bachelor level, and since showing associate level students the bachelor level metric could result in unnecessary confusion or sense of underachievement, the new packet will only be shared with relevant stakeholders. The team determined that relevant stakeholders include the VPAA, Academic Dean, Faculty Chair of Bachelor Degree work team, Chair of the Division housing the Bachelor Degree, faculty who will teach the upper division courses, and students enrolled in the Bachelor Degree program. The VPAA, Academic Dean, and Education faculty chair of the Bachelor Degree Team, are members of the ALT, so they will be engaged in the review process and be informed through ALT meetings and materials. Their input will be documented in ALT meeting minutes and related supporting documents. The faculty who will teach the upper division courses will be engaged in a manner consistent with the methods used to engage faculty in understanding existing ILOs. Engagement strategies include: Information presented in Learning Week Sessions; information shared in the Learning to Assess Newsletter; Division Meetings, Assessment Labs throughout the semester; one-on-one assessment coaching sessions; Assessment Website, GEA Online tool, library guide; and the GEA Rubric Packet which contains the outcomes and rubrics.

- Task Item: ALT needs to clearly differentiate achievement of the ILOs. To collaborate on this effort ALT members were asked to sign up for drafting the bachelor column on one of the rubrics. The level of achievement for each dimension must be elevated to bachelor level achievement and since, PVCC's core learning outcome of critical thinking is integrated in each of the dimensions, at least one intellectual standard must be explicitly included and italicized for easy recognition. The standards, along with their constellations of meaning, are included in the resources to help members draft their differentiation statement.

### *Rubric Revision Sign-Up Table*

Rubric	ALT Members who will work on rubric revision
<b>Civic Engagement</b>	Felicia Ramirez
<b>Critical Reading</b>	Tomi Johnston (would welcome help!)
<b>Diversity &amp; Global Awareness</b>	Darra Browning
<b>Information Literacy</b>	Sami
<b>Oral Communication</b>	Felicia Ramirez,
<b>Personal Development &amp; Wellness</b>	Mike
<b>Problem Solving</b>	Meggin
<b>Technology</b>	Dale
<b>Written Communication</b>	Leonard Macias

Resources:

Intellectual Standards and Constellations:

<https://drive.google.com/drive/u/0/folders/1H4C23S7dxfwxgjoHj83OVb-qvxx92381>

Degree Qualification Profile (DPQ): <https://www.learningoutcomesassessment.org/dqp/>

Blooms Verb Chart: <https://tips.uark.edu/blooms-taxonomy-verb-chart/>

Medicine Wheel:

<https://www.lincolndireproject.org/wp-content/uploads/2019/03/Using-the-Medicine-Wheel-for-Curriculum-Design-in-Intercultural-Communication.pdf>

- Next Meeting Times: 4/20 3-4 pm**

## ALT Meeting Agenda and Minutes for April 20, 2022:

<b>Date</b>	4/20/2021 Time: 3:00-4:00 pm
<b>Location</b>	Zoom

### 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)

### Attendance

<ul style="list-style-type: none"> <li>Felicia Ramirez ALT Chair &amp; COM/HUM Representative</li> </ul>	<ul style="list-style-type: none"> <li>Leonard Macias ALT Chair &amp; ENG Representative</li> </ul>	<ul style="list-style-type: none"> <li>Doug Berry VPAA</li> </ul>	<ul style="list-style-type: none"> <li>Jamie Martin Dean Academic Affairs</li> </ul>
<ul style="list-style-type: none"> <li>Jim Rubin Counseling Representative</li> </ul>	<ul style="list-style-type: none"> <li>Meggin Kirk Social Sciences Representative</li> </ul>	<ul style="list-style-type: none"> <li>Open Business Representative</li> </ul>	<ul style="list-style-type: none"> <li>Mary Early Learning Success Center Representative</li> </ul>
<ul style="list-style-type: none"> <li>Darra Browning Science Representative</li> </ul>	<ul style="list-style-type: none"> <li>Tomi Johnston Fine Arts Representative</li> </ul>	<ul style="list-style-type: none"> <li>Dale Heuser Health Representative</li> </ul>	<ul style="list-style-type: none"> <li>Teresa Dominguez Math Center</li> </ul>
<ul style="list-style-type: none"> <li>Tom Schmidt Behavioral Sciences Representative</li> </ul>	<ul style="list-style-type: none"> <li>Sami Lange Library Representative</li> </ul>	<ul style="list-style-type: none"> <li>Mike Ho Student Affairs Representative</li> </ul>	<ul style="list-style-type: none"> <li>Open IE Representative</li> </ul>
<ul style="list-style-type: none"> <li>Guests:</li> </ul>	<ul style="list-style-type: none"> <li>Kara Childs Math Representative</li> </ul>	<ul style="list-style-type: none"> <li>Kathaerine Johnson Student Affairs Representative</li> </ul>	<ul style="list-style-type: none"> <li>Jennifer Miller Dean Student Affairs</li> </ul>

### Meeting Agenda

1. Minutes from prior meeting were sent via email
2. Assessment updates
  1. Assessment Labs Monday, 5/9, 1-3 pm
  2. Please check in with your division to help increase participation and assist faculty with assessment questions.
  3. Dual Enrollment: Felicia and Leonard attended the Dual Enrollment meeting yesterday and will be following up on a plan for assessment of Dual Enrollment courses in the Fall.
3. We need volunteers (2-4) to help read this year's assessment projects and select the winners of the assessment awards. We will read them over the week of May 23-27. Add your name here if you want to help: Jen Miller, Tomi, Tereza
4. Bachelor Degree
  1. PVCC submitted the template to the district team and will be receiving feedback soon. <https://docs.google.com/document/d/1ib4GWEe73Rch7NLbKFTsmIzsl1WzqR8wLNnFg6AQL8Y/edit#heading=h.edqh5gqwyk>
  2. ALT Project Folder: <https://drive.google.com/drive/u/0/folders/1H4C23S7dxfwxgjoHj83OVb-qvxx92381>
5. Task Item: Review and approval of Rubric Differentiation of ILOs. Let's review the proposed draft.
6. **Next Meeting Times: Learning Week Fall and then as scheduled 3 - 4 pm**

Action Items			
	Members	Items	Date
Senior Assessment	Senior Team	Complete a draft revisions for the assigned rubric by April 1.  <a href="https://docs.google.com/document/d/1YFISjo-Nux-KWr4e7rMCWYYL6xE-nfxZNAcQYiw/edit">https://docs.google.com/document/d/1YFISjo-Nux-KWr4e7rMCWYYL6xE-nfxZNAcQYiw/edit</a>	
Portfolio	Leonard, Felicia  Lynn  Jamie	Leonard will participate in the year long institute.	Ongoing
Curricular Mapping	Leonard  Felicia	Leonard will reach out to Int. Ed.- Michelle Marion  Leonard will reach out to Chris Scinto about Fine Arts events  Felicia will continue working with Meggin Kirk on Festival of Tales  Leonard will continue working with Sami Lange for the Library	30, 2022



ion Participation	ps	laborate with the Division Chair, set a goal for increasing participation in assessment for learning.	ping
of Excelencia	ard	ard will liaison with the Excelencia Team on behalf of ALT	ping
se Read		ng Excellence Inclusive (shared by Dr. Dale)  <a href="http://www.colorado.edu/odece/sites/default/files/attached-files/mej_paper_and_initiative_briefing_summaries_wjfd?utm_source=iterable&amp;utm_medium=email&amp;utm_campaign=campaign_3666952_nl_Race-on-Campus_1220208&amp;cid=rc&amp;source=ams&amp;sourceid=">www.colorado.edu/odece/sites/default/files/attached-files/mej_paper_and_initiative_briefing_summaries_wjfd?utm_source=iterable&amp;utm_medium=email&amp;utm_campaign=campaign_3666952_nl_Race-on-Campus_1220208&amp;cid=rc&amp;source=ams&amp;sourceid=</a>  by the Numbers:  <a href="https://drive.google.com/file/d/1jEgkoMINmZCqbZaAjbfrYXb2kJzLd10/view">drive.google.com/file/d/1jEgkoMINmZCqbZaAjbfrYXb2kJzLd10/view</a>	h 23

Meeting Minutes:

Assessment updates: Felicia shared the following updates.

Assessment Labs\_Monday, 5/9, 1-3 pm virtual: Join Zoom Meeting

<https://us06web.zoom.us/j/88248158004?pwd=bks4QktTTjBSOVNJdG80ckhOb3E0dz09>

Please check in with your division to help increase participation and assist faculty with assessment questions.

Dual Enrollment: Felicia and Leonard attended the Dual Enrollment meeting yesterday and will be following up on a plan for assessment of Dual Enrollment courses in the Fall.

Leonard shared details about the new President's Assessment Award. Deadline to submit the assessment project for consideration for the award is Friday, May 20. Any faculty or staff member who completes a curricular or cocurricular assessment form in GEA will be considered. Submitting a form automatically means you are entered and employees do not need to do anything additional. We need volunteers (2-4) to help read this year's assessment projects and select the winners of the assessment awards. We will read them over the week of May 23-27. Jen M., Tomi agreed to help score and Doug will be included in the selection process once the list of finalists is identified.

Bachelor Degree: PVCC submitted the template to the district team and will be receiving feedback soon. Felicia will share any feedback with PVCC's Bachelor Team and ALT.

Task Item: Thank you to the ALT reps who helped draft the Bachelor level metric for the Institutional Learning Outcomes on the GEA Rubrics (Tomi, Meggin, Dale, Sami, Darra, and Mike). The team reviewed the drafts of some of the rubrics and suggested revisions. The team came to the conclusion that a hallmark of the bachelor level metric is that students are challenged to reach deeper levels of learning through application. The new column should ask students to “do”, “apply”, “produce”, “create”, and/or put to use the knowledge/skills on the GEA rubrics. The team discussed a variety of “deliverables” that students could produce as a way of demonstrating competence in the GEA outcomes. The team discussed the extent of consistency desired across the rubrics and concluded that consistency, and in particular parallel construction of the dimension metrics, within a rubric was necessary. The new column is essentially finished and ALT has successfully differentiated between associate and bachelor level achievement of PVCC’s ILOs/GEA Rubrics. ALT gave approval for Leonard and Felicia to finalize and polish the rubrics by checking for language consistency and construction within dimensions and checking for appropriate level of application across the dimensions at the bachelor level. The polished rubrics will then be shared with the Bachelor Team for the substantive change document that will be submitted to HLC. ALT still has time to make adjustments next year if needed because the outcomes will not be used until upper division courses are offered at the college.

Thank you ALT for another great academic year! Your contributions are greatly appreciated and PVCC cannot fulfill its commitment to improving learning or meet assessment responsibilities without you. Leonard and I appreciate your engagement and dedication to student learning. ALT will adjourn until the learning week of the Fall semester.

**Next Meeting Times: Learning Week Fall and then as scheduled 3 - 4 pm**

