MARICOPA COMMUNITY COLLEGES

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Assessment for Learning Team (ALT) Charter

A Vision for Assessment at PVCC: All areas of the College will use assessment results to promote reflective thinking and stimulate conversations that guide learning and drive continuous improvement.

What Makes Assessment Beneficial and Necessary?

Assessment for learning is the cornerstone of PVCC's ongoing effort to be a learning-centered college (O'Banion, 1997) and is in direct alignment with the college's mission statement, vision, core value of learning, and strategic goals. According to O'Banion (1997), "The learning college places learning first and provides educational experiences for learners anyway, anyplace, anytime", it "creates substantive change in individual learners", and is only successful "when improved and expanded learning can be documented for its learners." Assessment at the college occurs in both curricular and cocurricular contexts, and at the class, course, program, and institutional level. The Latin roots of the word assessment, *ad* + *sedere*, "to sit beside" reflect the idea that assessment is meant to guide continual improvement and development over time (NILOA 2019). Assessment for learning is a systematic process and attempt to understand what students are, and are not learning and provide feedback to support and reinforce student learning. While the term *assessment of learning* is used to describe summative assessment efforts to measure how students perform at a single point in time, ***assessment for learning*** frames the assessment process as "an instructional intervention designed to increase, not merely monitor, student learning. It acknowledges the critical importance of the instructional decisions made by students and their teachers working as a team. Assessment for learning motivates by helping students watch themselves succeeding-by helping them believe that success is within reach if they keep striving" (*Schools that Learn*, 2012).

Who Benefits from Assessment?

- **Students-**The primary benefactors of assessment are learners. Good assessment practices enhance educational experiences because instruction can be modified to better meet learners' needs and promote deeper levels of learning. Effective assessment also strengthens the relationship between learner and facilitator because

of the collaborative potential inherent in the assessment processes. Assessment can democratize the classroom and create opportunities for students to claim empowerment through various methods including: clarifying expectations and increasing objectivity with the use of rubrics to create more equitable learning conditions, discussions about relevancy of learning outcomes and learner goals, offering multiple measures of assessment along with student choice regarding how to demonstrate learning, providing personalized feedback and coaching, and fostering self-directedness and agency through self-assessment aligned with direct assessment for learning.

- **Educators-**Assessment for learning is also beneficial for instructors and learning facilitators as a form of reflective practice and professional development. The work of an educator is never done and we are vigilant for opportunities to strengthen understanding of learning theory and practice, enhance learning experiences, improve learning conditions, and develop methods for solving new or difficult instructional problems. Assessment is an area included in the Faculty Evaluation Plan (FEP) process for residential appointive faculty and in the Individualized Development Plan (IDP) for residential probationary faculty as part of the Peer Assisted Review (PAR) process. Faculty are not alone in assessment efforts and learning extends beyond a single class. That is why assessment work is done in collaboration with others including those who teach the same courses, work within the same programs and fields of interest, and leaders of co-curricular activities. Everyone at the college must work as a team to best prepare our students for academic, personal, and professional success, thus **assessment is everyone's responsibility**. The National Association of Student Personnel Administrators (NASPA, Student Affairs Administrators in Higher Education) outlines ten Professional Competency Areas for Student Affairs Educators including the area of Assessment, Evaluation, and Research state, "The Assessment, Evaluation, and Research competency area focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education." PVCC provides professional development to student affairs professionals at the college, supports good assessment practices in student affairs departments, includes student affairs representation on ALT, and promotes collaboration between academic affairs and student affairs.
- **The College-** "The Mission of Paradise Valley Community College is to educate the whole person and to serve our students and our community by providing learning opportunities that are designed to help them achieve their goals." Assessment for learning can be a meaningful and fruitful way to help the college fulfill and document efforts towards accomplishing the mission of educating the "whole person". Measuring the effectiveness of our programs and achievement of student learning outcomes, allows the college to determine the degree to which we are fulfilling our mission and commitment to the students and community. As the

College strives to be more learning-centered, assessment and ALT are critical to achieving the indicators of a learning centered-college.
"A Learning-Centered College Ensures That: (a) Learning outcomes that create substantive change in learners are identified and made explicit. These outcomes drive course, program, and curriculum development as well as delivery of student, academic, and administrative support services. (b) Learning outcomes are assessed for the purpose of demonstrating that learning occurred and to expand and improve learning. (c) Learning opportunities are accessible to learners and offered in a variety of formats and options. (d) A culture of student success exists: student success outcomes emphasize active and engaged learning, connecting to the college environment, goal setting, successful navigation of college processes, and relationship building with faculty, staff, students and peers. These outcomes are made explicit to students."

- **The Community-**The degrees and certificates that the college offers to members of the community and that students count on to transfer to four-year colleges or to work in the community hold value and weight in large part because of assessment and accreditation. PVCC is accredited by the Higher Learning Commission (HLC) (Links to an external site.) and is accountable for demonstrating compliance and assurance that the college meets criteria outlined by the HLC including: Criterion #4 Teaching and Learning: Evaluation and Improvement
    - The institution ensures the quality of its educational offerings.
    - The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.
    - The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

In order for the college to meet these criteria, we must provide compelling and clear evidence of evaluation and improvement. Such evidence includes, annual assessment reports, Assessment for Learning Team (ALT) meeting minutes, and data from the measurement of Student Learning Outcomes. Additionally, some programs, such as Nursing, Paramedicine/EMT, Fire Science, Nutrition and Dietetic Technology, and Early Childhood Education, have special accreditations for which assessment must be documented and reported.

PVCC Core Learning Outcome and General Education Outcomes?

PVCC's Vision states "Paradise Valley Community College (PVCC) aspires to be the higher learning organization of choice by creating engaging lifelong educational relationships that inspire and support all learners to increase their capacity for personal growth and positive social change." To support learners' personal growth, foster positive social change, and cultivate deeper learning, PVCC reinforces the importance of learning to think well and has made Critical Thinking its core learning outcome. It is academically

sound and civically judicious for PVCC, a learning-centered college, to place critical thinking at the heart of everything we do.

For more than a decade, the PVCC assessment program has invested heavily and been deeply involved in inquiry related to critical thinking. We have reviewed and continue to review critical thinking literature and assessment methodologies, conduct research to measure students' critical thinking abilities, engage in the scholarship of teaching and learning, and foster a community of practice centered on critical thinking and assessment of learning.

After evaluating various definitions of critical thinking and analyzing different approaches to teaching and learning critical thinking, we came to the logical conclusion that the Paul-Elder framework was the most suitable and comprehensive model for critical thinking at PVCC. The framework was developed by Dr. Richard Paul and Dr. Linda Elder of the Foundation for Critical Thinking. Their framework is thoroughly explained in academic publications, often cited by scholars in critical thinking literature, and applied at both community colleges and universities for use across the disciplines. The framework consists of the Elements of Thought , which can be used to construct or deconstruct reasoning; the Intellectual Standards, which are applied to assess and improve thinking; and the Intellectual Traits that thinkers can aspire to embody over time (Paul & Elder, 2012). For more information, visit the Foundation for Critical Thinking Website at http://www.criticalthinking.org//

Paul and Elder (2012) defined critical thinking as: "A unique kind of purposeful thinking in any subject area or topic whether academic or personal, in which the thinker systematically and habitually displays intellectual traits such as intellectual perseverance, intellectual humility, intellectual empathy, and fairmindedness takes charge of the construction of thinking with awareness of its elements, such as questions at issue, information, concepts, inferences, assumptions, implications and point of view imposing criteria and intellectual standards on the thinking such as clarity, accuracy, precision, relevance, depth, breadth, logic, and fairness continually improving the quality of thinking making it more clear, accurate, precise; with greater depth and breadth, more logical; more relevant and significant, and more fair" (p. xxxi).The Paul-Elder Framework is exceptional because of the emphasis on fairmindedness, which guides learners and educators to use critical and creative thinking in unbiased and equitable ways. This crucial part of the framework is consistent with the college's mission to "educate the whole person" and foster positive social change. The application of the

framework college wide and infusion of the Intellectual Standards in the General Education Learning Outcomes and Rubrics allow PVCC to place fairminded critical thinking at the heart of everything we do.

There are nine supporting college-wide General Education Learning Outcome areas: Civic Engagement, Critical Reading, Diversity and Global Awareness, Information Literacy, Oral Communication, Personal Development and Wellness, Problem Solving, Written Communication, Technology. In addition to critical thinking, these areas represent knowledge and abilities that educated persons should possess and apply. Contrary to the popular belief that general education is something to "get out of the way", "a waste of time and money", or "not related to my major", general education is the foundation needed to be successful personally, academically, and professionally. According to a recent study by Hart Research Associates (2015), 91 % of employers surveyed "totally agree" that "a candidate's demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than his or her undergraduate major" (p. 6). It is beneficial for the college, employers, members of the community, and especially students to facilitate and assess learning related to general education. Students are encouraged to reflect on, self-assess, and further develop these abilities. Curricular and cocurricular learning facilitators are encouraged to use one or more of the general education rubrics to assess student learning in their courses and to annually report the results online using the GEA tool. The results are compiled, analyzed, and discussed to improve learning college-wide.

Defining Curricular, Cocurricular, and Extracurricular Learning?

PVCC students have the opportunity to engage in meaningful learning experiences through curricular, co-curricular, and extracurricular activities.

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

Assessment Process and Cycle:

Learning facilitators are expected to assess student learning, analyze results, make data-informed decisions to improve learning, and reassess to determine the effectiveness of the changes in the continuing cycle of improvement.

- Residential Faculty are expected to complete at least one General Education Assessment project AND one Course, Program, or Co-curricular Assessment project per academic year. Each assessment project should be documented using the forms and/or scoring system in the GEA Online tool (PVCC's Assessment Management Software). If the project fulfills both a General Education and Course/Program/Co-curricular assessment, a second project will not be necessary as long as both types of documentation are completed.
- Probationary Residential Faculty are encouraged to transfer or share assessment forms submitted in the GEA Online Tool to their Individualized Development Plans (IDPs) for the Peer Assisted Review (PAR) process.
- Service Faculty are expected to complete at least two assessment projects per year and can choose among course, program, General Education, or co-curricular assessment. Each assessment project should be documented using the forms and/or scoring system in the GEA Online Tool (PVCC's Assessment Management Software)
- Adjunct Faculty are expected to coordinate with lead faculty and Division Chairs to complete assessment projects that align with division or department goals. Faculty may also develop course or General Education assessment projects of their own. Each assessment project should be documented using the forms and/or scoring system in the GEA Online Tool (PVCC's Assessment Management Software)
- Academic Division Chairs are expected to complete the Division Chair Assessment Form, a summary of assessment efforts at the end of each academic year, in the GEA Online Tool (PVCC's Assessment Management Software).
- Co-curricular facilitators from both Student Affairs and Academic Affairs are expected to coordinate with the ALT Chairs or an appointed ALT ad hoc team. ALT has identified key co-curricular learning experiences at the college and developed a schedule for assessment of co-curricular learning. Co-curricular learning facilitators are expected to assess student learning outcomes in addition to any program or satisfaction assessment. ALT will assist with the assessment process and and co-curricular facilitators shall complete the co-curricular form in the GEA Online Tool (PVCC's Assessment Management Software)

Types of Assessment Projects

Assessment projects are designed to improve learning and make changes at the class, course, program, and institutional level. Assessment for learning is documented in the GEA online tool, program review, and faculty evaluation (IDP/FEP).

- *General Education Assessment* projects apply dimensions from the GEA Rubrics to measure and improve General Education Learning Outcomes. Results are reported in the class area of the GEA online tool and summarized in the form area of the GEA online tool.
- *Course Assessment* projects may or may not apply dimensions from the GEA Rubrics. Facilitators design projects to measure and improve learning related to course competencies or other content related elements. Results are tracked independently using a tool such as Excel, but still summarized in the form area of the GEA online tool.
- *Co-Curricular Assessment* projects may or may not apply dimensions from the GEA Rubrics. Facilitators design projects to measure and improve learning related to course competencies or other content related elements. Results are tracked independently using a tool such as Excel, but still summarized in the form area of the GEA online tool.
- *Common Course Assessment* projects are collaborative General Education Assessment or Course Assessment projects. These projects often involve collaboration between full-time and part-time learning facilitators with an assessment project leader. All team members enter scores in GEA for general education outcomes and a shared google spreadsheet or google doc for course outcomes.
- *Program Level Learning Outcome* Assessment projects are designed to measure achievement of student learning outcomes for the degree programs and pathways. As part of Maricopa's transition to Guided Pathways, the academic and occupational programs were mapped and program level student learning outcomes were developed for each program by mapping teams.

The Connection Between Assessment and Program Review:

ALT collaborates with Institutional Effectiveness and College Administration to ensure that assessment for learning is properly documented and utilized for the purposes of Program Review. Information regarding assessment of Course, General Education, Co-curricular, and Program level student learning outcomes shall be entered in the GEA Online Tool and transferred or shared as appropriate in Program Review forms according to the established Program Review process and cycle.

The Connection Between Assessment and Budget Process/Strategic Planning:

Results of assessment projects may lead to budget requests. Budget and planning requests are submitted in the Strategic Planning Online Tool (SPOL). Division Chairs, Department Managers, Occupational Program Directors, Deans, VPs and/or others responsible for budget requests are expected to link assessment, which may include assessment of course, program, general education, or co-curricular learning outcomes, to budget requests processed through SPOL.

The Connection Between Assessment and Faculty Review:

All faculty are encouraged to use assessment as part of reflective and professional practice. Residential Faculty can document assessment efforts in the Faculty Evaluation Plan as outlined by faculty policies and according to FEP cycles. Residential Probationary Faculty can document assessment efforts in the Individualized Development Plan (IDP) according to the Peer Assisted Review (PAR) process and cycle as outlined by faculty policies.

PVCC Dual Enrollment Assessment

Philosophy: Assessment is valued as a means of learning and continual improvement across the college, including Dual Enrollment courses. PVCC is charged with providing an equal academic experience regardless of where or how students receive their education, and this includes participating in the same course level assessment activities. The Intergovernmental Agreement (IGA), Maricopa County Community College (MCCCD) Standards, and Higher Learning Commission (HLC) Guidelines describe these requirements as they apply to Dual Enrollment (DE) students.

IGA 6.2 Instructors and Instruction: "School District/Charter School/Private School will ensure that instructors teaching Dual Enrollment Courses provide instruction in accordance with policies, regulations, and instructional standards of College and comply with College assessments."

MCCCD Dual Enrollment Academic Standards [link to documentation]: "Dual enrollment courses must be at a higher level than those courses taught at the participating high school. Course competencies and outlines must meet or exceed MCCCD standards as approved for each course in the course bank. Syllabi, textbooks, and assessment measurements must meet college/ department/ division guidelines and must be approved by the Division/ Department Chair/ discipline faculty. Materials and resources will be consistent with existing Maricopa/ Department/ Division standards for academic rigor."

HLC Dual Credit Guidelines [link to documentation]: "Consistency in course requirements and the assessment of student learning across institutional locations and teaching modalities, along with the availability of student support systems, are important

accreditation concerns with direct linkages to dual credit activity." Regarding Quality Assurance, the HLC outlines five critical elements including element #3. "Expectations for student learning and learning outcomes (Criterion Four) Expectations for student learning and learning outcomes in dual credit courses or programs are consistent with the same courses or programs that the institution offers at the higher-education level.

PVCC Dual Enrollment Assessment Plan, Process, Cycle:
The Faculty Dual Enrollment Coordinator and ALT will collaborate with Division Chairs and DE faculty to measure achievement of relevant course and/or program learning outcomes. The Faculty DE Coordinator will provide a list each year of DE courses to the ALT Co-Chairs. ALT will then coordinate with Division Chairs and provide guidance for effective assessment methods consistent with the promising assessment practices in place at PVCC and in alignment with specific discipline program goals. ALT will provide professional development and/or training to assist Dual Enrollment faculty with assessment. Continuing Education Units (CEUs) may be provided. Dual Enrollment assessments and results are documented using tools provided by ALT. Strategies may include:

- Engaging instructors in an existing/ongoing common course assessment project with other PVCC faculty teaching the same course/program.
- Asking instructors to measure a specific course competency or program learning outcome, discussing results within the department to consider possible interventions and changes to practice.
- Identifying a common activity, assignment, or question to measure learning across DE and non DE courses of the same prefix (may or may not be linked to student grade).
- Crosswalks between official college course competencies and State Standards or AP Units.

How Does ALT Help?

An effective assessment program can be used to substantially improve student learning, nurture learning facilitators professional growth and development, guide curricula design, facilitate institutional improvements, and to validate institutional effectiveness. In short, assessment should be *consequential*, lead to improved student success, and "strengthen institutional performance" (*Using Evidence of Student Learning to Improve Higher Education*, 2015). To that end, the **Assessment for Learning Team (ALT):**

- Recommends, develops, implements, and supports the philosophies, policies, processes, and practices used by the college for assessment and measuring achievement of student learning outcomes.

- 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.
- Is a resource for faculty and staff who undertake assessment initiatives.
- Gathers, makes sense of, and summarizes what practitioners at PVCC are learning about student learning.
- Acts as a clearinghouse and reporting agent for college-wide data on academic achievement in collaboration with Institutional Effectiveness.
- Works to provide a place for honest conversations about what is working, as well as what is not working, in courses, programs, and departments.
- Identifies, analyzes, selects, develops and applies assessment methodologies along with specific requirements of content, form and timing to measure student learning.

Guiding and Enduring Principles in ALT Approach to Assessment:

ALT and the assessment program are considered to be in a state of continuous refinement and improvement that is to be sustained over time throughout the college. While processes or practices may change, the following are guiding principles used to interpret findings, make decisions, draw conclusions, and take action.

- Help PVCC become a more learning-centered college
- Emphasize learning for continual improvement
- Nurture student development, growth, and success
- Use data to inform and stimulate change
- Center on the core learning outcome of critical thinking
- Meet the Higher Learning Commission accreditation criteria
- Communicate in clear, accurate ways
- Be mindful of *Consequential Validity*

PVCC is concerned about the success of all our students; therefore, the college embraces assessment approaches and frameworks that account for student diversity and expose social structures that negatively impact learners. *Culturally Responsive Assessment* has been defined as, “Assessment that is mindful of the student populations that the institution serves, using language that is appropriate for all students when developing learning outcomes, acknowledging students’ differences in the planning phases of an assessment effort, developing and/or using assessment tools that are appropriate for different students, and being intentional in using assessment results to improve learning for all students” (Montenegro & Jankowski, 2017, p. 10). Equity-Centered Assessment, “prioritizes the lived experiences and intersectional identities of stakeholders throughout the assessment process and seeks to address the power dynamics, oppression, and privilege, foster equity, improve student learning, and reshape systems and structures influencing the environments in which students learn” (Heiser, Tullier, and Schnelle, 2021).

When done well, assessment improves learning and serves as a catalyst for social justice. Equity and social justice are ambitious, yet necessary goals for curriculum and assessment design. In an effort to work towards these goals ALT will attempt to:

- Rely on varied sources of data and multiple measures to assess student learning.
- Disaggregate data, when possible, by race, ethnicity, age, first generation status, gender, student income, or other diverse student characteristics.
- Use data to advance more equitable outcomes for all students and structural change where necessary.
- Consider variations in how learners are experiencing the college while accounting for *compositional diversity,* numbers of students from historically underserved groups participating in various learning experiences (Hurtado & Halualani, 2014).
- Understand how learning conditions and assessment design impact students, their goals, and motivation while recognizing, preventing, or removing factors that negatively impact ability to succeed.
- Avoid deficit based, biased, or non-inclusive language in assessment instruments and reports
- Analyze how our own assumptions and/or positionalities influence our interpretation of learning outcomes, assessment results, and planned actions for improvement.
- When accessing or requesting personal identify information, consider whether demographic categories are inclusive
- Regularly review institutional learning outcomes and engage stakeholder groups.
- Be transparent about assessment processes and results.
- Foster inclusiveness and diversity within ALT membership.

Years in Existence:

How Did Assessment Begin at PVCC?

As part of the initial accreditation and self-study process, PVCC began an ambitious plan to assess institutional effectiveness. The college began researching assessment strategies and in 1997 adopted a learning-centered philosophy to answer the question, “how do we know?” Subsequently, “learning” was/is used to inform all decision-making and to guide the development of the College’s programs and services. Formed in 1998, the Student Academic Achievement Assessment Committee (SAAAC) was developed to direct the implementation of a formal assessment plan. Then, in 2003-2004, the college determined that every division should be represented on the assessment committee and changed the name to the Academic Assessment Team (AAT) with the goal to be a coherent, sustainable and overarching system for planning, developing, and implementing strategies and practices that measure student learning. In April 2018, in an effort to be more inclusive and collaborative, the Academic Assessment Team (AAT) merged with

the Out of Class Assessment Team (OCAT) to form the Assessment for Learning Team (ALT).

Assessment for Learning Team (ALT) Structure

Membership:

ALT is jointly led by two faculty co-chairs and consists of one representative from each Academic Division, three representatives from co-curricular areas including Student Affairs and Student Services, and a representative from the Office of Institutional Effectiveness and Research, the Dean of Academic Affairs, and the Vice President of Academic Affairs (VPAA).

Leadership Selection, Roles, Terms, and Responsibilities:

The ALT is chaired by two appointive residential faculty members. Leadership may also consist of two alternative models: (1) Three appointive residential faculty in times of leadership transition, and (2) A tri-chair model with two appointive residential faculty chairs and one Student Affairs chair. The usage of these alternative models are determined by ALT based on assessment goals and needs. Chairs are identified from within the ALT membership in collaboration with the President and VPAA. Chairs normally serve for an extended amount of time (5 or more years). There is no term limit maximum. Leadership service transitions are timed around accreditation cycles and assessment projects. Residential faculty chairs are granted 4.5 load hours that may be applied as either reassigned time or overload.

Leadership Responsibilities:

- Champion assessment for learning in curricular and cocurricular contexts across the college.
- Lead discussions regarding improving learning by communicating assessment data, participation and project results, changes made to improve learning, and updates college-wide including: Learning to Assess Newsletter, Learning Week presentations, Division meetings, President's Leadership Team (PLT) meetings, Student Affairs staff meetings.
- Engage community members through discussions about student learning outcomes, assessment processes, and results including: President's Community Advisory Council (PCAC), Maricopa Assessment Committee, Arizona Assessment Conference.
- Help new and probationary full-time faculty (PAR) understand the assessment process at PVCC.
- Design and promote assessment professional development opportunities across the college.
- Engage in the scholarship of teaching and learning and assessment of learning including: Association of American Colleges & Universities (AAC&U) conferences and publications; HLC conferences, academies, and publications;

National Institute for Learning Outcomes Assessment (NILOA) events and publications; Bringing Theory to Practice (BTtoP) events and publications and others as deemed necessary.
- Lead college efforts to ensure compliance related to the Higher Learning Commission (HLC) Criteria related to evaluation.
- Assist faculty and staff with the development and implementation of assessment projects.
- Review and revise assessment processes for continual improvement.
- Plan and facilitate monthly Assessment for Learning Team (ALT) meetings.
- Serve as administrators, in collaboration with IT, of PVCC assessment management software, the GEA Online Tool, including monitoring, maintaining, recommending updates, and troubleshooting assistance.
- Maintain and update assessment for learning materials including: PVCC Assessment Chronicle, Assessment Website, Assessment LibGuide, GEA Rubric collection, and other assessment handouts.
- Evaluate, recommend, and implement assessment methodologies, tools, and strategies.

Membership Selection, Roles, Terms, and Responsibilities:
A residential faculty representative from each of the academic divisions at the college serves on ALT. Academic division representatives are identified from within each division as determined by division processes. If a division is unable to identify a faculty representative, then the Division Chair will serve as that division's ALT rep. Cocurricular and student affairs representatives are identified by ALT chairs in collaboration with the VPAA and VPSA and invited to serve by ALT chairs. There is no member term limit maximum or minimum, however a minimum two-year term is recommended. Other team members include the Adjunct Faculty Coordinator, Vice President of Academic Affairs (VPAA)/Dean of Liberal Arts and Sciences, Vice President of Student Affairs (VPSA)/Dean of Student Affairs, and the Associate Vice President of Institutional Effectiveness and Research/Senior Analyst.

Team Member Responsibilities:

- Attend monthly Assessment for Learning Team (ALT) meetings and Learning Week sessions.
- Collaborate with the Division Chair/Department Manager to lead and support division/department assessment efforts.
- Support the development and assessment of General Education, Institutional, and content specific student learning outcomes in curricular and cocurricular contexts.
- Review and revise assessment processes for continual improvement.
- Provide assistance to faculty/staff developing and implementing assessment projects.
- Evaluate and recommend assessment processes, tools, methodologies, etc.
- Pilot implementation of general education outcomes and assessment strategies.

- Promote use of general education learning outcomes and assessment for learning.
- Serve on assessment ad hoc committees or project teams as needed.
- Model good assessment practices.

Membership:
Chair,
Chair,
Division Reps & Members:
English:
Communication & Humanities:
Math:
Life Science:
Physical Science:
Behavioral Sciences:
Library:
Business:
Social Sciences:
Counseling:
Health:
Fine Arts:
Nursing:
Student Life:
Student Affairs:
Puma Tutoring Center:
Adjunct Faculty Coordinator
VPAA
VPSA
VP Institutional Effectiveness & Research
Dean of Liberal Arts and Sciences
Dean of Student Affairs

Meeting Schedule:
ALT meets every Third Wednesday of the Month during the academic year and during Learning Week at the beginning of each semester. Additional meetings are convened as needed. A precise meeting schedule is made available at the beginning of the academic year.

Decision Making Process:
The ALT values open dialogue and consensus building. The ALT also collaborates with content experts and stakeholders. Decisions are made, recommendations are advanced, and assessment documents are approved based on a majority vote.

Reports To:
ALT chairs report directly to the Vice President of Academic Affairs and College President. ALT is accountable to the college as a whole and reports on assessment progress, updates, and results during each Learning Week at the beginning of the semester. ALT academic division reps report to their respective divisions.

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