



Assessment of Learning Committee (ALC)

Monday, April 11, 2016

Admin 131 - 2:30pm to 4:00pm

ALC Co-Chairs/SLO Coordinators: Russell Serr and Jenny Simon

Recorder: Isabelle Peña

Attendees:

Academic Affairs ECC – Linda Clowers	Health Sciences & Athletics – Russell Serr
Compton Coordinator – Kendahl Radcliffe	Humanities – Kevin Degnan
Deans' Representatives – Elise Geraghty & Tom Lew	Industry & Technology – Sue Ellen Warren & Bruce Tran
Behavioral & Social Sciences – Janet Young	Industry & Technology Associate Dean – Randal Davis
Business – Ana Milosevic & John Mufich	Mathematical Sciences – Susanne Bucher
Fine Arts – Vince Palacios	Natural Sciences – T. Jim Noyes
Fine Arts Associate Dean – Walter Cox	Compton Division 1 – Hoa Pham

MINUTES

Call to Order: Meeting was called to order at 2:40 p.m.

I. **Approval of Minutes**

Russell S. moved to approve the minutes for the 03/07/2016 ALC meeting; motion was seconded by Kevin Degnan. Motion was carried with corrections (change year in Minutes date and change Workshop dates at the end of the Minutes to the most current ones).

II. **Reports**

A. Fall 2015 Assessment Status – *Russell Serr*

Based on the last reports that were compiled (04.05.2016), the Torrance Campus is almost at 100%. SLO completion is at 95% and PLO completion is at 65% (still a little behind). Great job to everyone for putting their assessments in TracDat. Deans are going to help with getting the last few SLOs and PLOs finished. At the last Academic Senate Council meeting on April 5th, V.P. of Academic Affairs, Dr. Jean Shankweiler, mentioned the good work we are doing with the SLO and PLO assessments and that we should be proud of our progress.

B. Workshops – *Russell Serr*

“Working” Workshops (“Entering Reports in TracDat”): Updated dates for workshops are now posted on the website and Russell S. will also e-mail the dates to everyone and also bring copies to the Facilitator meeting tomorrow.

C. TracDat Update – *Linda Clowers*

“Assignment” feature does work in TracDat. This is a good tool to use for sending tasks, via e-mail, to those who need to complete Follow-Ups. Faculty can also send reminders to themselves by “assigning” these Follow-Up tasks to themselves. Coordinators will go over the details on how to use the “Assignment” feature at the Facilitator meeting scheduled for April 12, 2016.

III. **Critical Thinking ILO (#1) – Jenny Simon**

(Refer to attached document, 4/08/2016 ILO Assessment Meeting Notes with Critical Thinking Rubric)

- A. The Critical Thinking ILO luncheon meeting was held on Friday, April 8, 2016. There were 40+ people who attended.
- B. The group compiled some preliminary data. The average score based on the attached rubric was “2” (Ratings on rubric are: 0=Missing, 1=Developing, 2=Proficient, and 3=Exemplary); the preliminary *average* data fell on “Proficient” across the board.
- C. Had some good discussion; the faculty talked about some of the problems they saw in their students’ work; a lot of them seemed to be with the “Identify” part of the assessment (students were rated in 3 categories—“Identify”, “Analyze”, and “Conclude”), e.g. students had a hard time writing thesis statements, they had a hard time identifying the problem, they just misunderstood what the faculty wanted, or made minimal effort and resorting to one-sentence answers.
- D. Faculty broke out into smaller groups and tried to develop some possible actions to be taken and when we get the final data, we can decide on what the actual actions are going to be. Some of the actions suggested were:
 1. Increasing collaboration among colleagues—faculty seemed to like hearing about how similar critical thinking is across the curriculum and they want more discussion and assignment-sharing, linkage of courses, etc.
 - Kevin D. stated that since a lot us [faculty] teach classes that have Critical Thinking as part of the course objective, he wondered if maybe one of the ways we address this is to share with ALC the results of some of their consistency projects to see if the other divisions would like to implement something similar with courses that are aligned with Critical Thinking; another idea is to foster more smaller but cross-disciplinary partnerships or linked courses.
 2. Students need more space to engage with each other, i.e. a group of tables (instead of benches) where students can sit with each other and talk about what they learned in their class, work on projects together, or share ideas with each other.
- E. ALC discussion:
 1. Help students improve on their writing skills and take advantage of “Writing Across the Curriculum” program that has been approved and funded; Russell S. stated that a common remark from faculty is the weakness of students’ writing skills—even if they could think critically, they couldn’t put it in words.
 2. Linda C. stated there was discussion on the challenge of assessing Critical Thinking. As an Institutional Learning Outcome, we want to make sure that students have Critical Thinking as a skill that can be applied to numerous situations and disciplines as opposed to knowledge of subject matter; we want to assess the students’ critical thinking and independent abilities. One of the ideas that came up at the meeting was “Teaching teachers how to facilitate critical thinking.” For professional development, we might need to include recommendations on how to help faculty facilitate critical thinking.
 3. Linda C. stated that when we do our learning assessments, because we are getting more and more students that lack critical thinking skills, one of the things we need to make sure when do our learning assessment reports is to include the statement that this is the type of student we are getting so we are going to need to have something in place to be able to assist this student and so we can figure out how best to equip our students with this skill. This ties in to Program Review and the requests that we make our Unit Plans;

the more data we have to support it, it is data to support that we need some help to bring students up to the level that they need to be.

4. Vince P. stated that a red flag is that our students are great but are “handicapped”—they are not allowed to learn to think critically in younger grades—we’ve been given students that can’t critically think so we can barely accomplish our goals with them because we don’t have the resources or the training; no one wants to report honestly because if the results are not good, it looks bad on the instructor and they are being judged for doing a poor job in areas that they have no control over. Who is this information going to? The state?
 - Jenny S. stated that the data is supposed to be for us to strengthen our programs; the state looks at completion of degrees, etc. They are more interested in what we are doing than the outcome; the institution (ECC) is more interested in the outcome.
 - Linda C. indicated that from all the information she has received from various accrediting agencies, it is about having the assurance that we are actually engaging in a process to figure out where our gaps are and how we can fill those gaps. They are more interested in making sure that the process is occurring than the actual outcomes. We need to adopt a college-wide culture (administration and faculty) that says we understand where our students are coming from.
 - Vince P. stated that the trend and shift in the faculty and students have changed so much, especially in the last 10 years and all of the people in Administration who have not been teaching for a while are disconnected with the students.
5. Jenny S. indicated that she will propose a Fall Flex Day break-out session with the final data and final decisions on the actions to be taken.

IV. **Community and Personal Development (ILO #3) – Russell Serr**

We will be discussing the next ILO assessment for next [academic] year at our last meeting. Russell S. asked the ALC members to look at what other campuses are doing and bring it to the next meeting and hopefully we can have something to start discussing this assessment in the Fall.

V. **Next meeting – April 25, 2016**

VI. **Adjournment:** Meeting was adjourned at 3:30 p.m.

Spring ALC Meetings Mondays, 2:30 to 4:00 pm Admin 131	Facilitator Training Sessions Tuesdays 1:00 to 2:00 pm Library West Basement, Rm. 19	TracDat “Working” Workshop: Entering SLO Assessments in TracDat Library Basement West	Deadlines
February 8 March 7 April 11 April 25	February 9 March 8 April 12	Wednesday, April 27, 2016, 2-3 pm Thursday, April 28, 2016, 9-10 am Wednesday, May 4, 2016, 3-4 pm Thursday, May 5, 2016, 1-2 pm	Fall 2015 Assessments – February 8, 2016

Attachment: 4/08/2016 ILO Assessment Meeting Notes with Critical Thinking Rubric

ACADEMIC AFFAIRS
 Assessment of Learning Committee
 CRITICAL THINKING ILO [#1] ASSESSMENT
 Meeting Notes



April 8, 2016
 12:00 PM to 2:00 PM
 Admin 131

Presenters/ALC Co-Chairs: Jenny Simon & Russell Serr

Attendees: See attached Professional Development Sign-In Sheet

ILO #1 – CRITICAL THINKING: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

- Identify vital questions, problems, or issues and evaluate solutions.
- Analyze, compose, and assess the validity of an argument.
- Compute and analyze multiple representations of quantitative information, including graphical, formulaic, numerical, verbal, and visual.

AGENDA ITEMS	NOTES																
<p>i. <u>Presentation:</u> Assessment Results (Survey)</p>	<p>J. Simon welcomed the group and presented the meeting as an opportunity for faculty to begin discussions regarding the analysis of the Critical Thinking ILO assessment. Data collection will be completed by the end of the semester, and the results of final data analysis will be available in Fall 2016. The present meeting was scheduled to solicit initial feedback and perspectives from the pilot assessment process.</p> <p>J. Simon reported that many faculty members had responded via SurveyMonkey to the following item related to the pilot assessment:</p> <p>Rank from highest to lowest the average scores for each rubric category (1=highest score, 3=lowest score).</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>1 (highest average score)</th> <th>2</th> <th>3 (lowest average score)</th> </tr> </thead> <tbody> <tr> <td>Identify</td> <td>o</td> <td>o</td> <td>o</td> </tr> <tr> <td>Analyze</td> <td>o</td> <td>o</td> <td>o</td> </tr> <tr> <td>Conclude</td> <td>o</td> <td>o</td> <td>o</td> </tr> </tbody> </table> <p>Based on the survey results and on the averages that faculty had subsequently submitted, J. Simon reported the following findings:</p> <ol style="list-style-type: none"> 1. The survey rankings revealed that the highest average scores were reported for the <i>Identify</i> category, followed by the <i>Analyze</i> category then the <i>Conclude</i> category. 2. According to the data J. Simon had received to date, the average score was: 2.1 for <i>Identify</i>; 2.0 for <i>Analyze</i>; and 2.0 for <i>Conclude</i>. <p>J. Simon noted that there was no “runaway” category and that scores generally clustered around “2,” or “Proficient” based on the scoring rubric. She reminded faculty that the Office of Institutional Research and Planning (IRP) would conduct more formal and comprehensive analysis on the final data; scores are linked to course ID, so data can be analyzed for trends related to student attributes and demographics (e.g., number of units completed, race/ethnicity, gender). As faculty will not receive another roster for final data, J. Simon advised to use the same electronic roster (e.g., clear any pilot data that had been entered) to submit final data directly to Joshua Rosales in IRP.</p> <p>J. Simon also clarified that faculty should only assign a score of zero (0) if the student actually completed the assessment but the response is <i>missing</i> a particular aspect of critical thinking (i.e., Identify, Analyze, Conclude); if a student <i>did not complete the assessment at all</i>, no score should be assigned and the field should remain blank on the assessment roster that is submitted.</p> <p>In response to an inquiry about submitting a single assessment per student, the group briefly discussed the reliability of a single measure of a student’s critical thinking (e.g., student’s actual ability may be skewed by extraneous factors or confounding variables); faculty also noted that students are likely to take the assessment more seriously if midterm or final.</p> <p>J. Simon confirmed the following: ILO assessment to be based on one assignment; faculty may opt to use a final assessment for ILO data (rather than preliminary data from pilot); the selected assessment should be part of the course grade.</p>		1 (highest average score)	2	3 (lowest average score)	Identify	o	o	o	Analyze	o	o	o	Conclude	o	o	o
	1 (highest average score)	2	3 (lowest average score)														
Identify	o	o	o														
Analyze	o	o	o														
Conclude	o	o	o														

<p>II. <u>Discussion:</u> Observations about the Assessment and Results in the Classroom</p>	<p>The group engaged in discussion prompted by comments or questions from participating faculty:</p> <p>Faculty identified areas of difficulty for students and shared examples and best practices from their disciplines</p> <ul style="list-style-type: none"> • Students seem to have a hard time writing a thesis statement • Students struggle to articulate the identified problem, although they often reach appropriate conclusions • Students often make assumptions that the audience knows what the “issue” or “problem” is and fail to explicitly identify it in writing • Students often make “minimal effort” and resort to single sentence responses rather than expounding further to “reveal” their understanding • Faculty shared strategies such as “chunking” assessment prompts to “lead students through the process;” reminding students to assume that the reader has no knowledge of the subject area (to encourage clear identification of the issue/problem and greater elaboration in writing in general) <p>Faculty discussed challenges related to the assessment of critical thinking</p> <ul style="list-style-type: none"> • Are all assessments designed such that students are required to identify problems and reach conclusions using critical thinking skills rather than merely to recall or react to concepts that have previously been addressed in class (e.g., applying their problem-solving skills to novel situations)? • Potential advantages of standardized assessment prompt. Faculty shared what they have heard regarding the experiences of other colleges • R. Serr noted that the goal of assessment is to identify any gaps in students’ critical thinking skills and in the process by which they are measured • J. Simon noted differences in methodology between last assessment and the current assessment (e.g., random selection as a strength in the methodology of previous years; development of rubrics this year to provide guidelines for the current ILO assessment) • R. Serr also noted that the assessment process began earlier this year based on feedback from previous assessments; J. Simon reminded the group that the assessment process will continue to improve as faculty reflect on the process each year • R. Serr reported that there was a “great response” from faculty across the college, and that are approximately 50-60 participants in the Critical Thinking ILO this year <p>Faculty provided feedback regarding the assessment rubric</p> <ul style="list-style-type: none"> • Faculty agreed that the current rubric presents a sufficient number of categories for scoring (including the distinction between elements that are <i>missing</i> vs. <i>low quality</i> responses) and is general enough to apply to multiple disciplines • The group engaged in discussion about the assessment of critical thinking as a skill vs. knowledge of subject matter; faculty noted that one should be able to administer an assessment at the beginning of the semester as readily as the end of the semester, because specific subject matter is not the basis of the assessment • In response to inquiry about whether or not ILO assessment only occurs in academic areas, J. Simon indicated that some of the ILOs reflect other areas (e.g., student services) and are assessed accordingly. L. Clowers added that as they represent “learning outcomes,” the ILOs are generally assessed using data from academic areas and student support services (rather than administration); however, IRP uses a variety of other assessments to measure administrative functions and overall institutional effectiveness.
<p>III. <u>Break-Out Groups:</u> Implications and Actions</p>	<p>In break-out groups, faculty engaged in discussion based on two (2) prompts presented by J. Simon:</p> <ol style="list-style-type: none"> 1) <i>What do we currently do to support critical thinking among students?</i> 2) <i>What could/should we do (or do more effectively) to support critical thinking among students?</i> <p>Each break-out group was provided a large sheet of poster paper to document their ideas in response to the prompts. Following discussion, each break-out group reported back to the larger group. Attached are some of the ideas presented; the poster sheets were collected by J. Simon for possible use during Fall 2016 Professional Development Day.</p>

Sample Responses from Break-Out Group Presentations

What do we currently do to support critical thinking among students?

- General Education (GE) requirement
- Support services (e.g., Writing Center, Reading Success Center)
- SI, tutoring, counseling, other resources
- Thinking “outside the box”
- Peer evaluations
- Class discussions and debates
- Application of theory to real life
- MESA
- Student-faculty interactions (e.g., individual, small group conferences)
- Designing assignments intentionally
- Including critical thinking assignments (e.g., quizzes, exams)

What could/should we do (or do more effectively) to support critical thinking among students?

- Clear assessment prompts
- Teaching teachers how to teach critical thinking
- De-emphasizing mastery of key terms as the hallmark of learning
- Capstone application
- Increasing motivation
- Increasing collaboration among colleagues
- Early assessment of critical thinking and reading skills
- Encouraging student participation in reading workshops
- Smaller class sizes
- Tutors receiving more direction from faculty
- Increased student engagement at the institutional level, including more public spaces for studying
- Teaching faculty critical thinking terms
- Applying the mathematical model
- Implementing writing across the curriculum
- Sharing critical thinking assignments and assessments
- Discussing the transferability of critical thinking skills

ILO #1 – CRITICAL THINKING

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- Compute and analyze multiple representations of quantitative information, including graphical, formulaic, numerical, verbal, and visual.

	0 = Missing	1 = Developing	2 = Proficient	3 = Exemplary
Identify	Introduction or identification of problem is not present	Problem is identified or introduced in minimal or simplistic way	Problem is identified or introduced clearly and with support	Problem is identified or introduced clearly and with all relevant information necessary for full understanding
Analyze	Analysis, solution, or plan is not present	Analysis, solution, or plan presents limited or biased perspective	Analysis, solution, or plan presents effective or comparative perspective	Analysis, solution, or plan presents full, comparative, or original perspective
Conclude	Conclusion or synthesis is not present	Conclusion or synthesis is disconnected or oversimplified	Conclusion or synthesis is clear and connected to relevant information	Conclusion or synthesis is logical, well-informed, and strongly connected to relevant information

¹ Adapted from: Palomar College Learning Outcomes Council, <http://www2.palomar.edu/pages/sloresources/rubrics/critical-and-creative-thinking-rubric/>

El Camino College
Professional Development Office
Sign-In Sheet

Activity Title: Critical Thinking ILO Assessment Meeting

Activity ID: GA1967

Date: Fri Apr 8, 2016

Time: 12:00 pm - 2:00 pm

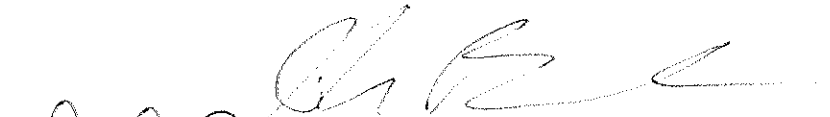
Location: Admin 131

Presenter(s): Jenny Simon, Russell Serr

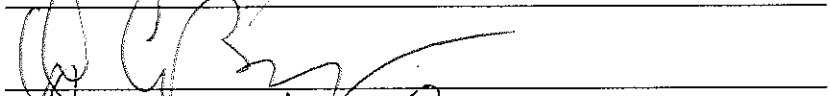
David McPatchell Psychology Center

Enrolled Participants:

1. John Baranski



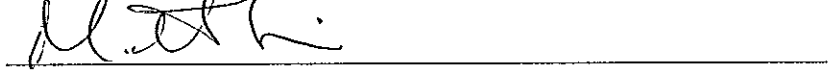
2. Daniel Berney



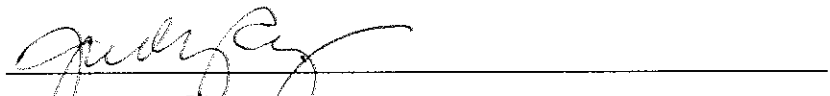
3. Susanne Bucher



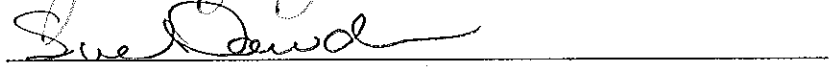
4. Matthew Cain



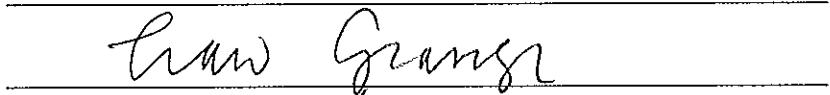
5. Judith Crozier



6. Sue Dowden



7. Nancy Freeman



8. Traci Granger



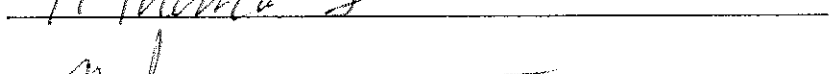
9. Megan Granich



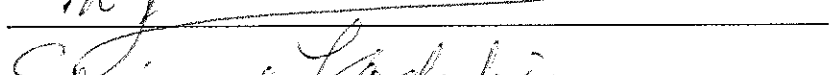
10. Michelle Guta



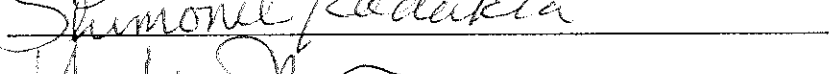
11. Hong Herrera Thomas



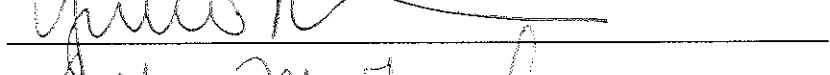
12. Miguel Jimenez



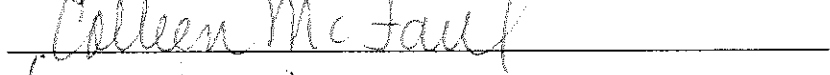
13. Shimonee Kadakia



14. Yuko Kawasaki



15. Colleen McFaul



16. David McPatchell

(see above)

16.5 R. Jon Minei



17. Batish Singhal mathematical science

El Camino College
Professional Development Office

Sign-In Sheet

17. Stephanie Merz

Stephanie Merz (as witnessed by Jenny Miller)

18. Kaysa Moreno

19. Thomas Noyes

T. John Noyes

20. Hoa Pham

Hoa Pham

21. Kendahl Radcliffe

K. Radcliffe

22. Asma Said

@Said.

23. Jane Sandor

Jane Sandor

24. Catherine Schult Roman

25. Susan Taylor

Susan Taylor

26. Joshua Troesh

Joshua Troesh

27. Elyusha Vafaieifat

Elyusha Vafaieifat

Film/Video

28. Janet Young

Janet Young

Additional Participants: Please PRINT your name below. Continue on the back side if necessary.

NORTON, Thomas (Compton) Ed. ENGLISH

Rowan, Darilyn Fine Arts ECC

Willie George Theatre / Fine Arts

Amber Gillis, English, CEC

SATISH SINGHAL, MATHEMATICAL SCIENCE

Zachary Marks, Mathematical Science

Jeffrey McMahon, Humanities

Russell Herr HSA