# Citrus College GE Assessment Dialogue Report

## May 23, 2013

**Present:**

**Area A:**     **Faculty: Dave Kary, Astronomy; Gloria Ramos, Physics; Barbara Juncosa, Biology; Christine Goedhart, Biology**

**Area B:**     **Faculty: Jim Woolum, Administration of Justice; LaRynda Peterson, faculty; Michelle Plug, Counseling;**

   **Dana Hester, Dean, Social and Behavioral Sciences;**

   **Notes:  Gayle Allen**

**Area C:**     **Faculty: Jack Call, Philosophy;  Alex Galvan, Music; Roberta Eisel, English; Jim Lancaster, Dean of CTE; Lisa Villa, Counseling**

   **Notes: Isabel Bellman**

**Area D:**     **Faculty: Eric Odegaard, English; Alfie Swan, Math; and Raul Sanchez, Counseling**

   **Jim McClain, Dean of Math, Business, Health Sciences**

**Area E:**     **Faculty: Nicki Shaw, Kinesiology; Alicia Longyear, Athletics Counseling;**


**Student Services: Michelle Plug, Articulation Officer; Raul Sanchez, Coordinator – Career and Transfer Center; Lisa Villa, Counseling Faculty and Academic Senate Vice President/President-elect;**

**Library Services: Sarah Bosler, Librarian**

**Others:  Lari Kirby, Distance Education Supervisor; Jerry Capwell, Academic Affairs; Sam Lee, Dean of Language Arts and Enrollment Management; Irene Malmgren, Vice President of Academic Affairs; Lan Hao, Director of Institutional Research;**

**Note:  Adjunct faculty in Ethnic Studies, Haydee  Urita-Lopez and Monica Killen joined the session near the closing and expressed interest in participating in the future.**

**Each area group was provided the learning outcomes in their area as well as notes from the 2012 GE Assessment Session. The group was then asked to discuss the following questions:**

1. Do your course-level outcomes and assessment reflect student achievement of the GE outcome in your area? How successful are students in achieving this GE outcome?

2. In your opinion, what core competencies/skills should a transfer student be able to demonstrate after successfully completing coursework in your area?

3. How do you think their success in achieving this GE outcome will impact their transfer? Is there anything that we need to think about as a group that could improve area-wide successful outcome achievement?

4. As a group, is there a common skill or behavior that you would like to assess for the next academic year? If so, what is it, and what are some examples of course-level assessments for this skill or behavior?

5. In what ways can the library and our student services be utilized to better enhance student attainment of the GE outcome in your area?

General Summary of Dialogue:

Areas noted the need to communicate more within, between, and among divisions.

Regarding **question 1** – Most areas noted concerns in the area of critical thinking. In some cases, representatives think course revisions are in order to focus more on critical thinking. Along this line, areas identified weaknesses in students' ability to express themselves clearly in writing. These concerns can impact students' ability to meet GE outcomes. As noted last year, some groups expressed concern over the struggle that many students have with course-level outcomes dependent on college success skills. This could be correlated with the fact that most GE courses do not have college-level pre-requisites. Many comments were made about the need for faculty to assist students in reading college level material.

The discussion of **question 2** provides an informal assessment of the college's core competencies. Each area considered the various Citrus College core competencies which include: Communication; Computation; Creative, Critical, and Analytical Thinking/Information Competency; Community and Global Consciousness; Technology; and Discipline/Subject Area Specific Content Material.

**Question 3** addresses how students' achievement of the GE outcomes impacts transfer, and also how each area could improve achievement of the outcome. Most groups agreed that by achieving all of the GE outcomes (A-E), students will have enhanced transfer success. Areas noted the need to communicate more within, between, and among divisions. At least one area suggested the need to consider English 99 as a prerequisite for GE courses and tied this to concerns about students' abilities to write effectively at the college level. Groups commented on the need to expand support services such as the Writing Café, Supplemental Instruction, and other services – and the need to make such services permanent.

**Question 4** calls attention to common skills or behaviors to receive attention in the next academic year. Critical thinking and problem solving skills were identified by multiple groups. Specific examples of assessment were mentioned, including: of scenario-based questions, letters to congress members, and designing a mission to Titan were mentioned. Emphasis on college level vocabulary was mentioned as well.

Groups noted that this would be a good topic for Convocation Day. Also, the need for research data was noted. Making English 99 a prerequisite for GE courses was raised. Groups noted this will need careful, incremental implementation.

**Question 5** invites comments about better use of library and student services to enhance achievement of the GE outcomes. Generally, groups noted the need for longer library hours and expanded student services. Groups commented on the importance of letting the library know about course specifics. Also, the groups indicated the need to help students critically evaluate publically available sites (as opposed to data bases subscribed to by the library. One group suggested working with the library to create reading/viewing lists of novels, DVDs, and other materials and resources such as data bases and links that supplement course materials. There was a suggestion to make more textbooks available for check out and more electronic texts.

Counseling – Groups noted the need to have SEPs include GE courses in the appropriate order of course sequencing. Regarding the Writing Café, groups identified the need for help with specific technical writing skills.

Groups noted the value of addressing these questions throughout divisions. As noted throughout the discussions, representatives value the importance of communicating more within, between, and among divisions.

Specific Recommendations:

1. Consider including other completion patterns with GE in next year's dialogue.
2. Reconstitute the GE committee to take on the session for next year.
3. Instructional faculty can work with the library to develop workshops on evaluating web sites and other publically available electronic materials.

Note: At least one specific research question was generated from the session*: **If students completed a Student Educational Plan, did they follow the recommended path set out in that plan?***

3 Key Findings:

1) The Citrus College core competencies were informally assessed through this dialogue and reinforced as valuable student skills in the local GE pattern (see question 2 above).
2) Reading and writing at the college level is a broad concern. This relates very closely to the competency of critical thinking. College wide attention to the matter of pre requisites seems warranted. Also, discussion between and among divisions regarding common concerns and assessment strategies should be instituted.
3) Information Competency is crucial to student success. Information Competency and Critical thinking need to include the ability to evaluate resources and examine materials critically.

The detailed notes from each area are attached to this report.

GE Assessment Dialogue

May 23, 2013
Area A
Natural Sciences

Members:  Dave Kary, Astronomy; Gloria Ramos, Physics;  Barbara Juncosa, Biology; Christine Goedhart, Biology.

Outcome:

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**A.    Natural Sciences**
*Students completing courses in Area A will be able to investigate and explain physical phenomena through application of empirical knowledge using mathematical and scientific processes and concepts.*

**I.       Biological Sciences**
**II.      Physical Sciences**

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**1.)  Do your course-level outcomes and assessment reflect student achievement of the GE outcome in your area? How successful are students in achieving this GE outcome?**

**Group Answer**

For biological sciences:  need more critical thinking in course outcomes/design.  There is a mis-match between lab and lecture expectations.

For physics and biology:  students still struggle with application and making connections between math and concepts.

**2.)  In your opinion, what core competencies/skills should a transfer student be able to demonstrate after successfully completing coursework in your area?**
1.  Communication              2.  Computation
3.  Creative, critical, and analytical  thinking; information competency
4.  Community/Global Consciousness and responsibility
5.  Technology                    6.  Discipline/subject area specific content

**Group Answer**

Same answer as last year*  with addition of global consciousness.

**\*last year:  see Citrus College GE Assessment Dialogue Report May 17, 2012**

**3.   How do you think their success in achieving this GE outcome will impact their transfer? Is there anything we need to think about as a group that could improve area-wide successful outcome achievements?**

**Group Answer**

Impact:  same as <mark>last year*</mark> –

Improve:  same as <mark>last year*</mark> – need to discuss this concern with Math.  Need to review our GE courses for revision – critical thinking component.

**<mark>*last year:</mark>  see Citrus College GE Assessment Dialogue Report May 17, 2012**

4. **As a group, is there a common skill or behavior that you would like to assess for the next academic year? If so, what is it, and what are some examples of course-level assessments for this skill or behavior?**

   **Group Answer**

   Critical thinking related to scientific reasoning and applying it to science and society issues. Examples:

   - Scenario-based questions
   - Write letter to congress person
   - Design mission to Titan

5. **In what ways can the library and our student services be utilized to better enhance student attainment of the GE outcome in your area?**

   **Group Answer**

   Counseling:  Ed plans with General Education courses in appropriate place in sequence.
   Library:  training in critically viewing publicly available websites (as opposed to databases).

GE Assessment Dialogue
May 23, 2013
Area B
Social and Behavioral Sciences

Members:  Jim Woolum, Administration of Justice; LaRynda Peterson, Faculty; Dana Hester, Dean, Social and Behavioral Sciences; Michelle Plug, Articulation Officer; Gayle Allen, recorder

Outcome:

> **B.    Social and Behavioral Sciences**
> **Students completing Area B courses can identify, analyze, and communicate an understanding of self and society through investigation of social behavior, institutions, and culture.**
>
> **I.        History and Political Science**
> **II.       Behavioral sciences**

1.) **Do your course-level outcomes and assessment reflect student achievement of the GE outcome in your area? How successful are students in achieving this GE outcome?**

   **Group Answer**
   Yes – Different components in different courses
   ~ 75 -90% of students are successful

2.) **In your opinion, what core competencies/skills should a transfer student be able to demonstrate after successfully completing coursework in your area?**
   1.   Communication              2.  Computation
   3.   Creative, critical, and analytical  thinking; information competency
   4.   Community/Global Consciousness and responsibility
   5.  Technology                    6.  Discipline/subject area specific content

   **Group Answer**

   Communication, critical thinking, technology, community/global consciousness

3. **How do you think their success in achieving this GE outcome will impact their transfer? Is there anything we need to think about as a group that could improve area-wide successful outcome achievements?**

   **Group Answer**

   Make them better prepared.  Communication is essential for college success/life skills.

Critical thinking leads to life skills and future college success.
Global consciousness leads to working well in groups, respecting others' beliefs; impact of actions on others.

4. **As a group, is there a common skill or behavior that you would like to assess for the next academic year? If so, what is it, and what are some examples of course-level assessments for this skill or behavior?**

**Group Answer**

Vocabulary leads to written skills leads to oral skills which equals growth in communication.  This requires program coordination .
Suggestion:  at convocation, division assessment in this area.

- May need research to provide data

5. **In what ways can the library and our student services be utilized to better enhance student attainment of the GE outcome in your area?**

**Group Answer**

Reading list with library – *fiction related to course (movies and books)
Links to Amazon
*journals
*DVDs/other databases
Support services – Writing Café – students need help with specific technical writing skills.
Need coordination between divisions with shared skills/resources and career counseling.

*# Research Question –*

*If students completed SEP, did they follow the recommended path?*

Members:  Jack Call, Philosophy;  Alex Galvan, Music; Roberta Eisel, English; Jim Lancaster, Dean of CTE; Lisa Villa, Counseling; Isabel Bellman, recorder

Outcome:

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**C.  Arts and Humanities**

*Students who complete courses in Area C, develop appreciation for, critical understanding of, and the ability to express artistic, philosophical, and cultural sensibilities in historical and contemporary contests.*

    **I.**       **Arts**
    II.       **Humanities**

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**1.Do your course-level outcomes and assessment reflect student achievement of the GE outcome in your area? How successful are students in achieving this GE outcome?**

    **Group Answer**

    The group discussed as a whole their concern regarding the measurement of *appreciation*.  IE: literature and music. Would one measurement for a specific class be quantitative for another? The example used was the measurement for a Music appreciation class as opposed to the measurement of a performance class.  Roberta indicated it would be best to use the college catalog as a tool to determine which  GE courses would be best to use for measurement.  The group came to a consensus that using GE courses that applied to students in obtaining a degree from Citrus and not including transfer requirements to the four year institutions would be best.

    The group concurred that students often lack the ability to express themselves through writing. Students' writing abilities are below college level standards.  This means that in many cases this impacts students' ability to meet outcomes.  Because of this, the group is concerned that this outcome cannot realistically be measured as successful.

**2.In your opinion, what core competencies/skills should a transfer student be able to demonstrate after successfully completing coursework in your area?**
    1.  **Communication**         2.  **Computation**
    3.   **Creative, critical, and analytical thinking; information competency**
    4.   **Community/Global Consciousness and responsibility**
    5.  **Technology**         6.  **Discipline/subject area specific content**

    **Group Answer**  *(Per Roberta – perhaps we should add a new question in this area, given changes in course descriptors.  **\*\*\*CID\*\*\*** )*

The group feels students should meet competencies in the core areas of communication, critical thinking and community and global consciousness.

The group suggests support services should be included to help students achieve college level writing The Writing Café is an example. There may be a need to reconsideration of pre-requisite content review for minimum writing competency.  The group discussed the possibility of requiting English 99 for all lecture classes.

3.  **How do you think their success in achieving this GE outcome will impact their transfer? Is there anything we need to think about as a group that could improve area-wide successful outcome achievements?**

**Group Answer**

Discussion continued regarding the likelihood of success if the English 99 was determined as a mandatory pre-requisite and not a recommended one. The group discussed and agreed upon on how students' lack of writing skills carries over when they transfer to four year institutions and four year programs, even Masters programs.  Although a student may have competency in a subject, he/she will still lack writing skills in higher programs as he/she did at lower lever programs.

4.  **As a group, is there a common skill or behavior that you would like to assess for the next academic year? If so, what is it, and what are some examples of course-level assessments for this skill or behavior?**

**Group Answer**

Yes.

How much improvement would there be if English 99 was a required pre-requisite and not "Strongly recommended" pre-req? Automotive Tech has already begun implementation of  English 99 as a pre-requisite, and Jim Lancaster stated he has seen a significant improvement in retention and success of students.   Dr. Lan Hao was asked to explain to the group the process her office currently uses to measure assessments.   Roberta Eisel explained that the determination to implement a pre-requisite can be made locally via a task-force which is currently active on campus. Alex Galvin gave an example of crossing disciplines to achieve success. He uses math in order to teach rhythm to his students. A concern to consider would be  some classes may not fill if a pre-requisite is implemented as required and not "strongly recommended". Dr. Hao stated implementation must be done in increments in order to obtain success. Implementing this course of action across campus at once would cause failure therefore, small increments in some areas may be the best plan of action.

5.   **In what ways can the library and our student services be utilized to better enhance student attainment of the GE outcome in your area?**

**Group Answer**

The group did not have time to respond to this prompt.

GE Assessment Dialogue
May 23, 2013
Area D
Language and Rationality


Members:  Eric Odegaard, English; Alfie Swan, Math; Jim McClain, Dean of Math, Business, and _____, Counseling

Outcome:

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**D.  Language and Rationality**

*Students completing courses in Area D courses are able to read, write, speak and think creatively in personal, academic, workplace, and community contexts.*

    **I.**        **English Composition**
    **II.**      **Communication and analytical Thinking**
    **III.**     **Mathematics**

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**1.Do your course-level outcomes and assessment reflect student achievement of the GE outcome in your area? How successful are students in achieving this GE outcome?**

    **Group Answer**

    The group concurs that assessment aligns with student learning outcomes with variation based on course content.

2.   **In your opinion, what core competencies/skills should a transfer student be able to demonstrate after successfully completing coursework in your area?**
   **1. Communication**       **2. Computation**
   **3.  Creative, critical, and analytical  thinking; information competency**
   **4.  Community/Global Consciousness and responsibility**
   **5.  Technology**             **6.  Discipline/subject area specific content**

    **Group Answer**

    The group feels competencies 1, 2, and 3 are met strongly;  4 and 5 are met moderately; 6 is met to a lesser degree.

3.   **How do you think their success in achieving this GE outcome will impact their transfer? Is there anything we need to think about as a group that could improve area-wide successful outcome achievements?**

    **Group Answer**

Success in these courses greatly impacts success in transfer.  Expansion of support services like the Writing Café, Supplemental Instruction, and other services is in order to make those services more permanent.

4. **As a group, is there a common skill or behavior that you would like to assess for the next academic year? If so, what is it, and what are some examples of course-level assessments for this skill or behavior?**

**Group Answer**

The group feels a common concern is assessing critical thinking and problem solving strategies (e.g. word problems in math classes).

5. **In what ways can the library and our student services be utilized to better enhance student attainment of the GE outcome in your area?**

**Group Answer**

Longer hours for the library and an expansion of student services are needed.  Also, students need more  text books for checkout and electronic texts.

GE Assessment Dialogue
May 23, 2013
Area E
Physical Education (note: change to Kinesiology)


Members:  Nicki Shaw, Kinesiology; Alicia Longyear, Athletics Counseling;

Outcome:

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**E.  Physical Education (note: change to Kinesiology)**

**Students who complete Area E courses demonstrate personal responsibility, health literacy, and the importance of physical health and wellbeing.**

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**1.Do your course-level outcomes and assessment reflect student achievement of the GE outcome in your area? How successful are students in achieving this GE outcome?**


**Group Answer**

Same as last year*, except that we need to contact Dean Wise or Mary Brawner for 3 unit assessment data.

*last year:  see Citrus College GE Assessment Dialogue Report May 17, 2012

**2.In your opinion, what core competencies/skills should a transfer student be able to demonstrate after successfully completing coursework in your area?**
1. Communication                 2.  Computation
3.   Creative, critical, and analytical  thinking; information competency
4.   Community/Global Consciousness and responsibility
5.   Technology                 6.   Discipline/subject area specific content

**Group Answer**

Discipline specific and communication
Physical activity involvement promotes the development of community group environments.

**3.How do you think their success in achieving this GE outcome will impact their transfer? Is there anything we need to think about as a group that could improve area-wide successful outcome achievements?**

**Group Answer**

Via personal health project –
Self-observation – demonstrates personal responsibility "process" of this project

- Self efficiency
- Plan and implement new behaviors

**4.As a group, is there a common skill or behavior that you would like to assess for the next academic year? If so, what is it, and what are some examples of course-level assessments for this skill or behavior?**

**Group Answer**

In progress.   Working on consensus.

**5.In what ways can the library and our student services be utilized to better enhance student attainment of the GE outcome in your area?**

**Group Answer**

Articulate from Kinesiology to library and student services about course specifics within each course.  Division meetings attendance (reciprocal) to discuss needs and help meet goals.

2012 General Summary of Dialogue #1:

Most areas felt that course-level outcomes and assessment did reflect student achievement of the GE outcome and that the majority of students are successful in achieving the outcome. However, some groups expressed concern over the struggle that many students have with course-level outcomes dependent on college success skills. This could be correlated with the fact that most GE courses do not have college-level pre-requisites.

The discussion of question 2 provided an informal assessment of the college's core competencies, because the core competencies were not provided as a reference. Each area's discussion revealed that Citrus College transfer students upon completion of our local GE pattern should be able to demonstrate the core competencies adopted by the college. The Citrus College core competencies include: Communication; Computation; Creative, Critical, and Analytical Thinking/Information Competency; Community and Global Consciousness; Technology; and Discipline/Subject Area Specific Content Material.

Question 3 addressed how students' achievement of the GE outcomes impacts transfer, and also how each area could improve achievement of the outcome. Most groups agreed that by achieving all of the GE outcomes (A-E), students will have enhanced transfer success. Many faculty suggested that increased inter-disciplinary dialogue about how the outcome is approached at the course-level would improve achievement. Other groups also suggested better utilization of support services and learning communities would help as well.

In discussing common assessment threads, several groups identified college success skills as valuable to assess in relation to the core competencies and GE outcomes. Interdisciplinary dialogues may help to provide agreement on a topic/outcome to assess commonly throughout an area. Faculty dialogue on Convocation during annual program review may provide the avenue for this type of agreement. Most groups indicated that some consensus was possible.

The last question allowed the groups to talk about better use of library and student services to enhance achievement of the GE outcomes. For both types of services, most groups indicated that a better understanding of what is available to students would help them to promote the services. Better communication between divisions/departments and the library and counseling would help everyone to better promote and provide services to our students.

3 Key Findings (2012):

1) The Citrus College core competencies were informally assessed through this dialogue and reinforced as valuable student skills in the local GE pattern.

2) Students enrolled in the local GE pattern may not be at college-level for math, English, and reading. A discussion about college success pre-requisites for some of the higher level GE courses may be warranted.

3) Counseling and library services are critical to successful achievement of GE outcomes. Better communication between divisions/departments and the library and counseling would help everyone to better promote and provide services to our students.