

Citrus College GE Assessment Dialogue Report

May 17, 2012

Present:

Area A: Faculty: Dave Kary, Gloria Ramos, Arnold Kondo, Dana Hester

Notes: Chris Pagano

Scribe: Dana Hester

Area B: Faculty: Brian Waddington, Carolyn Perry, Maia Greenwell-Cunningham, Rich Ghidella

Notes: Jerry Capwell

Scribe: Mike Hurtado

Area C: Faculty: Roberta Eisel, John Vaughan, Jack Call, Meg O'Neil

Notes: Autumn Leal

Scribe: Martha McDonald

Area D: Faculty: Alfie Swan, Melanie Anson, Dale Salwak, Pat Lawrence

Notes: Judi Kemp

Scribe: Jim McClain

Area E: Faculty: Nicki Shaw, Cliff Wurst

Notes: Isabel Bellman

Scribe: Lan Hao

Student Services: Michelle Plug, Articulation Officer; Justina Rivadeneyra, Coordinator – Career and Transfer Center; Lisa Villa, Counseling Faculty

Library Services: Lanette Granger, Librarian

Each area group was provided the list of courses in their area. 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:

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:

- 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.

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

GE Assessment Dialogue – Area A

May 17, 2012

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

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?

Students generally meet outcome. They struggle with application, math theory/translation both with science and math-graphing, investigate and explain pretty well. They demonstrate these skills through performance on papers and essays, presentations, concept questions, quizzes, exams, group discussions, and projects.

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

Critical thinking, numeracy/computation, communication, discipline based skills, specifically- the nature of science. Aligns well with GE outcome.

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?

Students well-prepared for critical thinking (we have smaller class sizes). We want to link science-math process. Discuss with math dept to get more application. We can discuss commitment to the GE outcome on convocation and develop a means of assessment at the course level.

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?

Focus on math-science application. Why is it relevant? Predicting, explaining, evaluate results. Students think more about this in lab. Group is a good place to start to get the skill, but by the end, students need to be able to do it on their own. (think, pair, share) Bring these ideas to convocation. Discuss with math and English faculty.

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?

Students find it helpful to have a dedicated STEM counselor. It would be helpful to have counselors attend division meetings to share about how educational plans are developed and the types of career counseling in which our students are interested. It would be good to know if our students are using the Writing Café. Library orientations may be helpful. Two-way communication between us and Library – what they offer and what they need from us.

GE Assessment Dialogue – Area B

May 17, 2012

Mike Hurtado, Carolyn Perry, Brian Waddington, Lanette Granger, Maia Greenwell-Cunningham, Rich Ghidella

B. Social and Behavioral Sciences

Students completing Area B can identify, analyze, and communicate an understanding of self and society through systematic 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?

This is a relatively uninformed exercise, so we feel like we are winging it. Without having representative course outlines available to review, we're not sure we can know if individual course SLO's reflect actual student achievement. How do our tests measure up? Can each of the 8 Social & Behavioral Sciences disciplines fit into the outcome listed above? Are we to change the Area B outcome? Or, are we to modify our individual SLO's to meet this standard? Consensus was that at least one History course outline/SLO adequately met the statement above. Carolyn had just been working on the SLO's for the Soc/Behav Sci. degree, and, yes, those will measure up.

We don't have enough data to substantiate success or failure of our own individual courses. But, our opinion is that they are successful.

Do the CSU/UC requirements lead to sequential course work?

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

Lanette shared her daughter transferred to a 4-year institution who told her that she never had to write a 1-page research paper while she was here at Citrus. Mike reported that students sometimes come back to visit and report that research is where we have a deficit. We think that a transfer student should be able to write a paper and conduct basic research. But, are they really able to?

In an ideal world, could all programs have a specific (and rigid) course sequence to ensure final competency?

Basic research, main concepts, terminology, diversity.

- *Write a significant term paper.*
- *Conduct Research*
- *Application*
- *Identify main points in a document*

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?

What are the important core competencies for a transfer student? Should we tip the semester schedule(s) upside down for a few years and offer only Basic Skills courses until we have a core of competent, upward directed students? Then, could allow them to move on to an upper level... probably not...

Lisa Villa joined. She said that the College Success COUN class has individual chapters on each of the fixed core competencies. While there are recommendations that instruct students to see a counselor at the beginning, there is no firm oversight to ensure that it happens. Is there any way to effectively "force" students to take their ENGL or MATH class that they place into before they are allowed to register in Banner for any other class? This is not a prerequisite. Rather, it's would be some sort of filter in Banner that stops them from selecting any other course unless they commit to a required ENGL or MATH section first.

*Create new Learning Communities by combining different pairs of courses.
Consider discipline-specific English classes 099-103*

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?

Investigation, critical thinking, engage in dialogue – Socratic Method; communication, rather than rote memorization, at the core of curriculum.

Could there be a capstone class that would focus on demonstrating systematic upper-level critical thinking?

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?

Rather than list everything they have to offer, could the Library provide a sheet for each department/division that itemizes 3 top things (big things, most popular) they provide? Once students experience those, then they'd see all of the many others. Library orientation – how students can use the resources to their advantage rather than just the facility. Expand or adjust hours?

Maybe the same suggestion for Counseling?

Other topics:

Staff development to help faculty from all walks encourage critical thinking.

GE Assessment Dialogue – Area C

May 17, 2012

NOTES

JC = Jack Call

M= Meg O'Neil

D=Dale Salwak

R=Roberta Eisel

JV=John Vaughan

R= described the courses: English courses are literature based courses, foreign languages, philosophy courses, dance history class and music theory courses. Reviewed the collective courses as to the type of courses they are dealing with.

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?

R = read #1 question. D = stated he has reviewed all of his SLOs recently and the questions are very fresh and what their results are from his department. R = reminded the group to also think about what was in their respective program reviews. English has recently evaluated SLO objectives. D= there is a link between the SLOs and the GE assessments, all were in agreement. Group = All were in agreement for the course level of assessment and GE outcome. Yes, the outcomes relate to GE outcomes.

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

R= There is a 71% success rate in literature outcome. That is good achievement for outcomes and GE. JC= philosophy 101, 106, and 168 are very successful and have a high success rate percentage. He is unsure of the success rate for Phil108. M= Comm 100 has a success rate of about 70% range, Comm136 and Comm 200 has a higher percentage; about 80%. R= Can we define what we mean by success? Group = all outcomes are in the high 70-80%. R= what can

students show us that they know and can do? What was effective that her department did was they combined the literature courses together and homogenized them and looked for assessments via all tests, instead of using a stand-alone assessment. D= asked Meg, How do you arrive at the assessment in your area? M= by tests and evaluating how successful they did on the rubric. R= what JC used to do was a particular task for students to complete and also does a pre/post test assessment. Asking students: What is your current knowledge? What would you like it to be? How do you think the course did at the end? We are looking for qualitative data. This compliments the other types of assessments such as tests and assignments. M= we have a 10 level rubric with grading and should be able to add up the numbers in order to assess the student. R= you could also have a student weigh in on an experience to compliment what the students have learned. Group = All said yes on question # 2 (GE) and for strat plan (blue sheet). Yes, library is evidence of competencies and skills. Yes, it relates to our core competencies (see above areas). (Buff sheet) R = the group courses have success in communication, computation, global awareness, creative awareness, content, info, etc (core competencies). Group= yes on all areas – on all courses for communication, content material, global, info competency. R= in CurricuNet it is important that all courses don't all end up in all one category. We need to make a distinct definition. We are getting rid of redundant things and cleaning up quite a bit. But these categories are evidence to support our outcomes and success. Dana Hester = (regarding buff sheet #2) students will be compounding on skills across courses. How are we going to plug this into planning?

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?

(John Vaughn joined meeting) JV= this will impact students in a good way. D= it will increase their options. R= since we are a cross discipline group, how can we cross pollinate the GE? JC = we would need to know more of what each other does. JV = the critical thinking skills is an area in need of improvement for dance. JV has questions of how to assess this area. A student takes the knowledge that he is reading/studying and transfers it to a written essay. It is different in our area and we are not able to do practical assessment. The focus of the question is: what will improve area wide success? How do students display college level knowledge? An analysis on comprehension and critical thinking.. R = how to read and interpret a test. D = disentangle the thought process, oral presentation. R = we need to be able to show that students understand what is being taught. Students are being asked to read, write, and understand; comprehension. Group = they need to know what each other teaches in order to cross-pollinate. They agree that all courses in this group are linked together. D= take a Socratic style of teaching; don't just pour information in to students but pull it out of them by asking questions. We can improve this by being Socratic.

- 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?**

JC= essay writing, term papers, and oral presentations. Questions 3 and 4 are about the same. R = help our students to impact their transfer. We could exchange a shared reading list among faculty. D= instructors conducting an occasional visitation between classes. R = agreed with the suggestion of visitation between classes. Sharing syllabi and reading list are an easy thing to do. JV = the ways for course level assessment examples are: essay, research paper, oral presentation. Is there anything else we do that assesses those types of things? JC = we do seminars (oral presentations). D= we need to disentangle the maze of thought. R = we want to model for our students so they can model for each other; scholarly behavior. When a student arrives at a university we want them to have learned the skills of scholarly behavior – text driven thinking, self discipline, focus, preparation (all group agreed). Help students hit the ground running as transfer students. D= the text is the test. R = this is true for all areas – confirmed with by the group. R & D = they know the appropriate behavior, the community of scholars, self-discipline, focus, preparation, note taking, reviewing knowledge, and being obedient to the text. D = remembers during a class visit, Jack had a student read a passage and they focused on the passage throughout the class time with discussion and Jack prompted the students for discussion. R = take a text, explain, and analyze. D = Punctuality is scholarly behavior. JV= encourage punctuality by locking the door after the class starts and do not let anyone in. His class allows 3 tardies which equal to one absence. He gives them a set number of absences and if they reach that number than they drop a full letter grade. Only excuses are jury duty, sickness, and death in the family. It is outlined in his syllabus. D= he does a variety of things. He pretends the class starts earlier than it does. He pretends that his class starts at 8am instead of 820am. He opens with a particular assignment; it depends on the temperament of the class. R= She is a little less firm on punctuality. D= it is disrespectful to the class/instructor to be late. R= she would rather have the student come in as opposed to turning them away. Dale seconds that thinking. JV = if the student at least call, text or email and he will excuse the tardy. Punctuality helps with future jobs and life responsibilities. But instructors have to join the texting bandwagon as a communication media. JV = He spoke with ASCC about success tips. He received a lot of good feedback. D = It would be nice to have more teaching conferences for HS and college students, for example the teaching conference that was offered in the past on promoting the teaching career. Need more professional long-view conferences.

- 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?**

JV = have the library offer more workshops on how to do research, how to use the on-line research resources. R = almost thinks that the library does too much for the students. If an instructor wants to encourage curiosity and exploration, the library needs to enable students to get their hands dirty. A student should have to use textbook research, not just internet research. Students need to talk to people, foundations, and businesses. JC = doesn't use library too much. He asks students to read a book that he has already chosen or gives out copies to the students. He doesn't like to send them to the library because of the specialized topics. R = we need to do more for students to spark their curiosity and develop the fundamental skills. There are wonderful resources out there. Wished instructors could encourage students to dig in on the research, make it an adventure to research on the topic or assignment. JV= dismayed on how many students think research is searching the World Wide Web. The amount of book research is minimal. R= has an example of a student that researched a topic and how the student was excited and found information that Roberta hadn't heard of before. The student was thrilled about her accomplishment. Student services, what do we think about counselors, assessment, placement, student life? D = part of it is making students aware; having visitations, talking about transfer programs, increase awareness (the group agreed). JC= didn't like that a student of his had a counseling appointment in the middle of his class. Question for Michelle Plug: Why do students have counseling appointments in middle of class time? Michelle = because of the high demand for counselors and students not planning ahead. It is the student's choice as to the time the appointment is scheduled. Counseling schedules one week in advance. We tried two weeks in advance but students did not show up. Students wait for the last minute. She clarified that students can schedule an appointment outside of their class time. JC= one student said he had a counseling appointment twice during class. Michelle = student can provide proof of a counseling appointment. JC = he would like to have it be like the honor system and not have to question the students. R = she agreed; professional development. D = the instructor has to stay up to day in their field. R = how can we influence the planning of the college? D = restore the travel fund.

END OF NOTES

Citrus College District
Notes from GE Dialogue Meeting
May 17, 2012- Campus Center East Wing: 2:30 P.M.
Dana Hester- Presenter / Facilitator
Area "D" Summary

Area "D" Math Department Participants:

Jim McClain –Dean of Mathematics & Health Sciences

Alfie Swan – Mathematics Faculty

Pat Lawrence – English Faculty

Lisa Villa- Counseling Programs and Services

Melanie Anson- Speech Faculty Language Arts

Judith Kemp – Note taker

Welcome

Dana welcomed the group of 31 participants assembled at each of five separate department areas. Dana thanked all for their willingness to participate, and explained that today's discussion addresses specific points in the assessment plan.

Three separate sheets (White, Blue and Yellow) were given to each participant at each Area Table A- D)

- **White** - Language and Rationality (drafted 3/18/2010) listed all courses in both English Composition / Communication and Analytical Thinking
- **Blue** - Actual Language and Rationality which follows below:
Students completing 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***
- **Gold – Area D** Summary statements 1 – 5 which follow below:
 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?***

Alfie: Math students who obtain an engineering degree confirm that the program of Math studies readies the student for the higher level degree. Statistics show that most math classes hit the core competencies, but not all. Alfie cited an 80% transfer rate to a four year college.

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

Melanie: Speech courses 101 and 106 prepare students to read, write and speak effectively, however, there is not a tangible measurement of how this same

student performs in the workplace and community context. Instructors were uncertain on this point.

Pat: English 099 and English 100 are now taught through the Learning Center. There is not a one-on-one experience with the Instructor. Tutoring these students, many who do not have the basic skills needed to write effectively is not working. Pat continued that at the present time (week 12 of Spring Semester,) some students are just now able to compose a readable paper or composition which can be graded. The group agreed that stronger emphasis is needed in basic skills.

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

Alfie: Math students should be able to demonstrate analytical thinking and computation both verbally and written.

Melanie: English writing skills should reflect this analytical thinking.

Pat: Many of her students have yet to read a book cover to cover. English grammar and sentence structure are lacking.

Lisa: Lisa Villa teaches Strategies for College Success- COUN 160 coupled with Rich Ghidella's BUS 130- Introduction to Business. This "Learning Community Class" has shown an extremely high success rate (over 90%). Students seem to be better able to assimilate into the college environment through the "learning community". This initial success supports the higher college level sequence of classes.

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?

Pat: We need to evaluate the student's reading comprehension. If the student doesn't understand what they are reading, there is no way they can problem solve or answer questions. Upper division writing tests are a challenge to many students because they don't comprehend what they read.

A high percentage of English 098 students cannot write a sentence. English 099 Introduction to Reading and Composition students aren't making it, as the prerequisite(s) fundamentals techniques of reading and writing have not been mastered.

The group agreed we could improve this success level by re-evaluating the need for prerequisites, encouraging collaborative cross-discipline activities, and focusing on attitudinal preparedness next year.

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

Alfie: College Academic Expectations need to be stressed to incoming students.

Pat: We should assess the students reading level, have them give writing examples, give a math exam, and possibly bring back "College Day" where students actually "attend" each class, review the syllabus with their instructor and focus on "Attitudinal Preparedness" as well as "Academic" skills.

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?*

Melanie / Alfie: Library orientations are very helpful. These orientations introduce students to many advanced data bases that the library subscribes to. They are available at no charge to the students, and are accessible on line from both the student home computer or school.

Jim McLain added that Library orientations in LI-118 for instructors and their classes, are an invaluable benefit. Both the public service librarian (s) and the orientation librarian(s) do a great job.

Reference librarians assist students with their papers as well as introduce new technology like "Prezi" to instructors for use on Blackboard. Librarians also assist students with Blackboard site.

There is an Apple computer lab available to students in the library and numerous Audio Visual resources upstairs.

Several "study rooms" are located on the North side of the library enabling groups of students to meet and work together privately.

Pat, Lisa and the group suggested that library hours could be extended, with increased availability for online work.

Additional hours on Saturdays could be made available for working students.

The consensus of the Area "D" group is that the library is already doing a great job.

Time constraints prevented further discussion regarding utilizing student services to enhance GE outcomes.

Area "D" participants had to leave and Judi Kemp gave a report of the highlights from the group at 4:30 p.m.

Notes/ j k 5/30/12

GE Assessment Dialogue – Area E

May 17, 2012

E. Physical Education

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

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?
Yes. At the end of the semester an assessment consisting of 5 questions based on the five common components of health is given to all lecture classes. The data collected from these assessments indicates students are aware of these five components and are able to answer one specific question correctly.
2. In your opinion, what core competencies/skills should a transfer student be able to demonstrate after successfully completing coursework in your area?
A student should have an understanding of the basic wellness concepts: 6 dimensions- Psycho-social health, Physical (care for self-body), interpersonal/social, environmental, intellectual, & spiritual.
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?
The impact depends on the focus of transfer and completion of local degree. The transfer pattern depends on the school of transfer CSU/UC. One thing we found not really addressed before are the number of non-kinesiology majors that take core kin classes to meet requirements for their major. Tracking of this may be something we need to look into as Kinesiology is becoming one of the most popular major.
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?
Through conversation the idea of finding an assessment with some form of common area is being researched. The goal is to find an assessment which could be used for both adapted Kinesiology and non-adapted kinesiology courses. The assessment would test 5 areas of physical components and data would be collected focusing on the importance of tracking and monitoring improvement and progress.
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?
One idea was increasing faculty awareness of Kinesiology discipline via counseling. Another was requesting faculty promote the use of the library and all it has to offer, by way of incorporating the use of the library in their written assignments.