What Will We Learn About Our Students?

NSE Assessment (Session 1):
The Academic Plan Assignment for MEP

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Overview

- Introduction to the NSE Assessment
- Assessing for Critical Thinking
- MEP Assignment and Activity
- Faculty Role in Assessment
- The Tool to Assess (BlackBoard Rubric)

We will be able to…

- Introduction to the NSE Assessment
  - ✓ Recognize components of the NSE Program Evaluation
  - ✓ Identify outcomes of the NSE
- Assessing for Critical Thinking
  - ✓ Compare indicators of critical thinking
- MEP Assignment and Activity
  - ✓ Apply the steps students follow to complete the assignment
- Faculty Role in Assessment
  - ✓ State how assessment improves your work
- The Tool to Assess (BlackBoard Rubric)
  - ✓ Use the assignment feature in Bb to collect student work
  - ✓ Use the digital rubric uploaded within Bb to grade

NSE Program Evaluation Assessment

Results are not used
…to grade students
…for faculty evaluations
…to limit access to programs

Results are
…from sampled students
…representative of faculty on all campuses
…evidence of the measures that faculty create and implement

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Types of Assessments

Course-Level Assessment

- Assess student learning outcomes at the end of the course

- Assign a grade to individual students

- Grading often involves only one faculty member who is teaching the course

Program-Level Assessment

- Assess student learning outcomes at the end of the program

- Evaluate aggregate student artifacts for purposes of program Improvement

- Evaluation involves faculty teams across the program/discipline

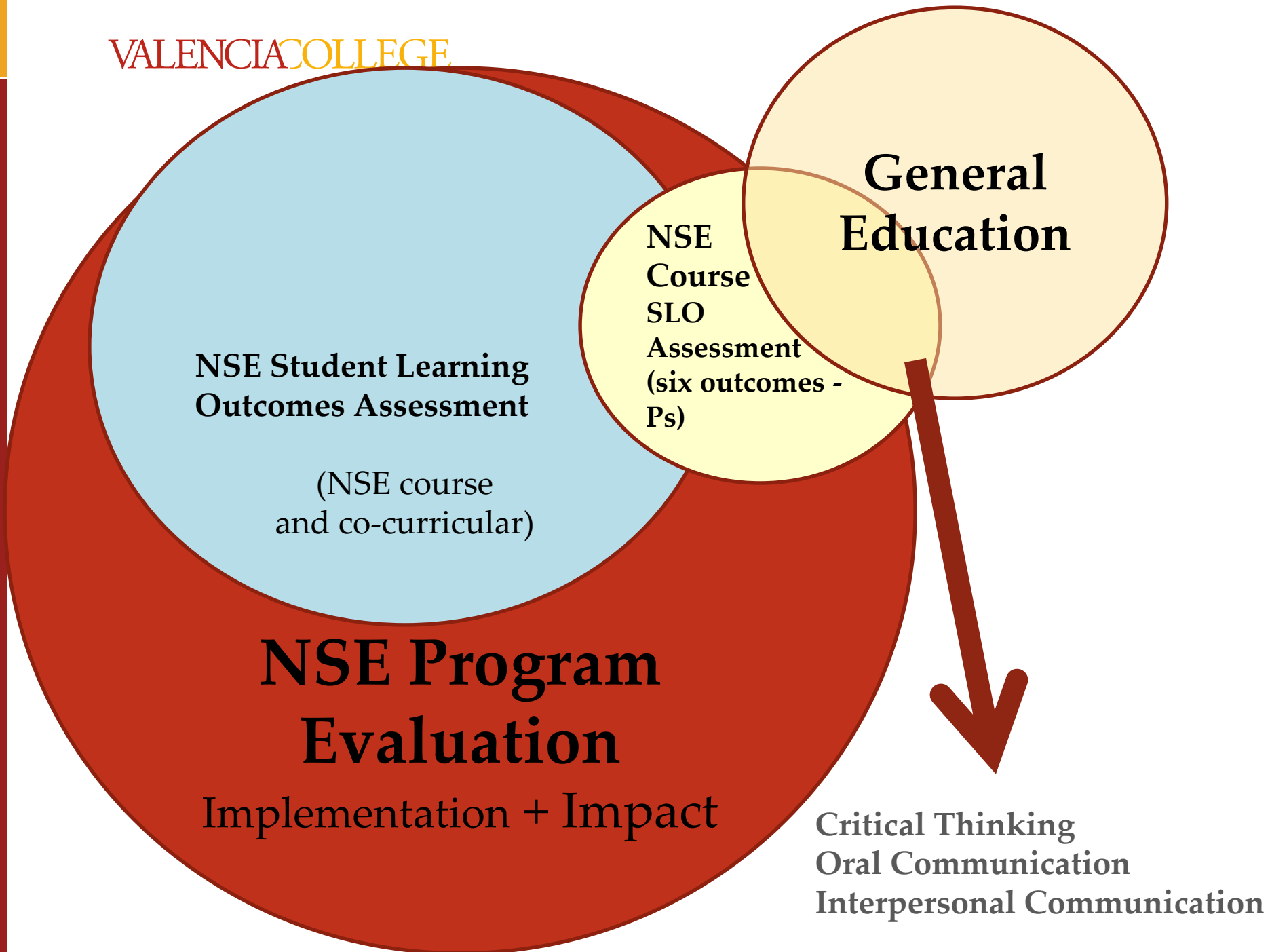**NSE Student Learning Outcomes Assessment**
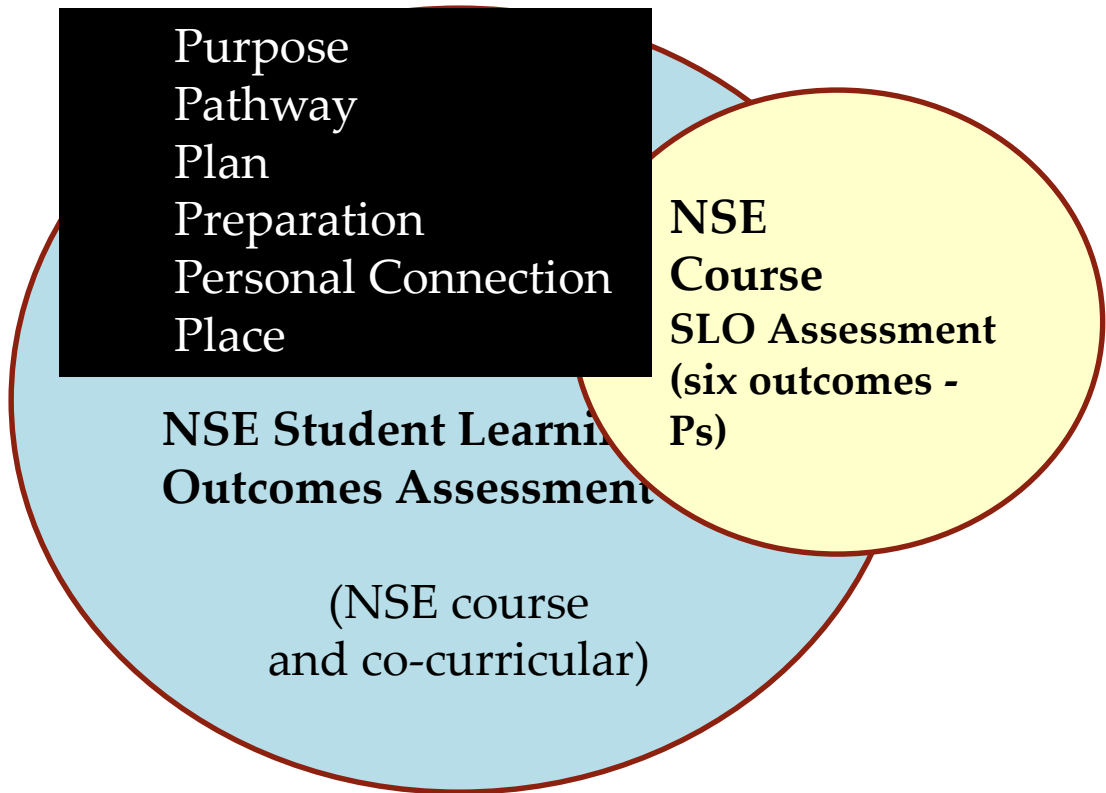
(NSE course
and co-curricular)

Purpose
Pathway
Plan
Preparation
Personal Connection
Place

**NSE
Course
SLO Assessment
(six outcomes -
Ps)**

**NSE Student Learning
Outcomes Assessment**

(NSE course
and co-curricular)

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Purpose
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NSE
Course
SLO Assessment
(six outcomes - Ps)

General Education

NSE Student Learning Outcomes Assessment

(NSE course and co-curricular)

engage Valencia as a place for learning and community.

Implementation + Impact

Critical Thinking
Oral Communication
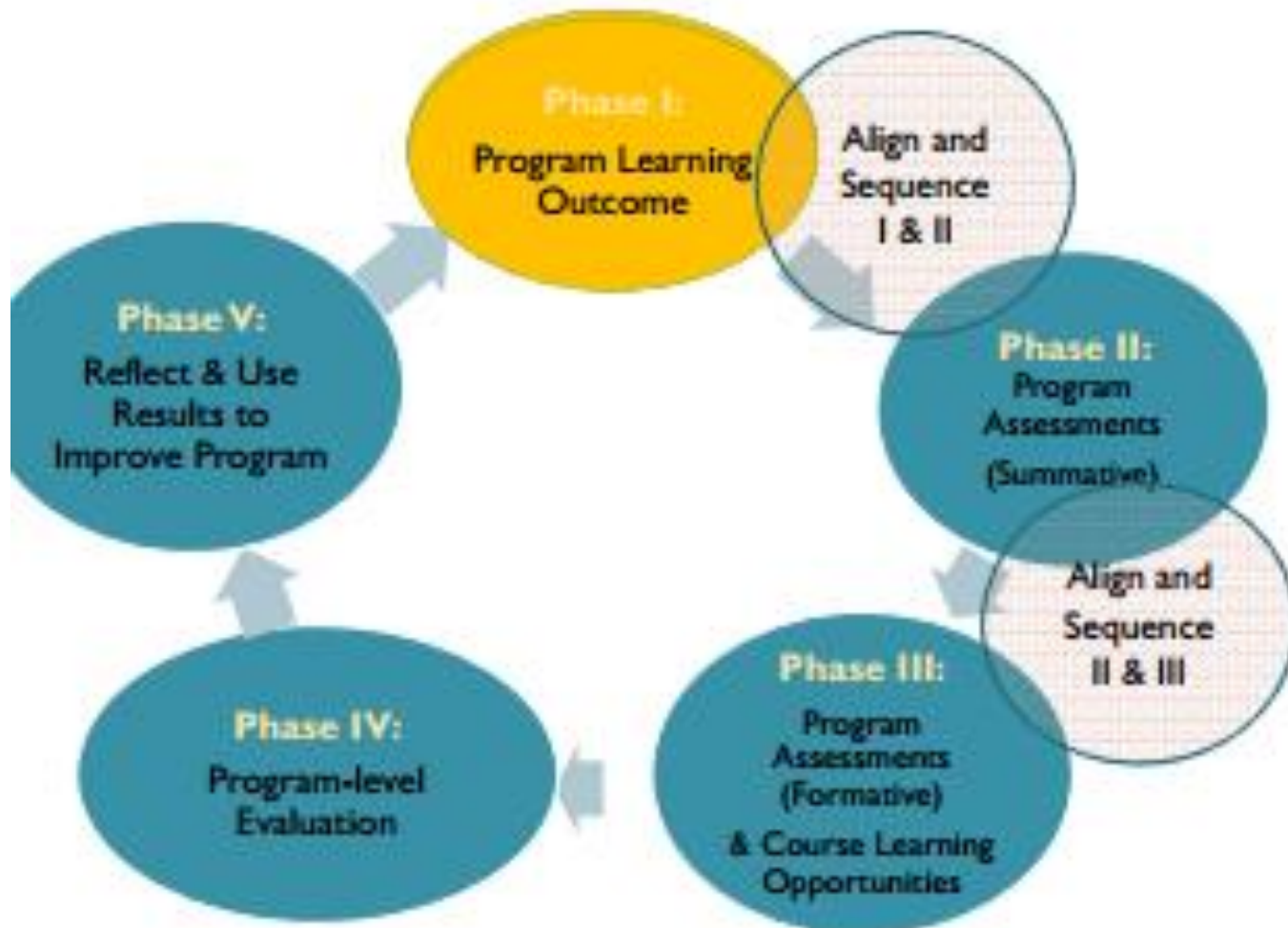Interpersonal Communication

Assessing For Critical Thinking

In order to have evidence of critical thinking,

we need to…

• define it

• identify some elements

• compare models

• designate indicators

• create a tool

| General Education Learning Outcomes	Critical Thinking	Communications			Humanities Assignment with Checklist Randomized Sample	Mathematics Exam Randomized Sample	Science Exam All Students	Social Science Exam Randomized Sample
		NSE Assignments with Checklist Randomized Sample	English Assignment with Checklist Randomized Sample Comp I & II	Speech Assignment with Checklist Randomized Sample				
Critical Thinking								
Quantitative Reasoning						X — All Gen Ed Math Classes		
Scientific Reasoning							X — All Gen Ed Science Classes	
Written Communication			X		X			X
Oral Communication		X		X				
Interpersonal Communication		X		X				
Ethical Responsibility								X
Cultural & Historical Understanding					X — All Gen Ed Humanities Classes			
Information Literacy			X		X			X

Phases of Assessment

Critical Thinking is applying systematic thinking based on evidence across disciplines, for example, from poetry to chemistry. We *think critically* by evaluating assumptions in light of data, trying to create explanations, and considering appropriate action steps *(Brookfield, 1987)*. The ability to think critically, in relation to problem solving, is high among employer expectations.

Richard Paul's *(1995)* comprehensive model lists seven key components of critical thinking:

- Purpose
- Key Questions
- Data
- Concepts

- Implications
- Assumptions
- Point of View

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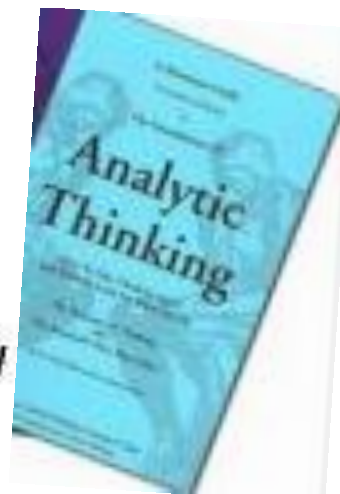
Critical thinking
occurs
in context
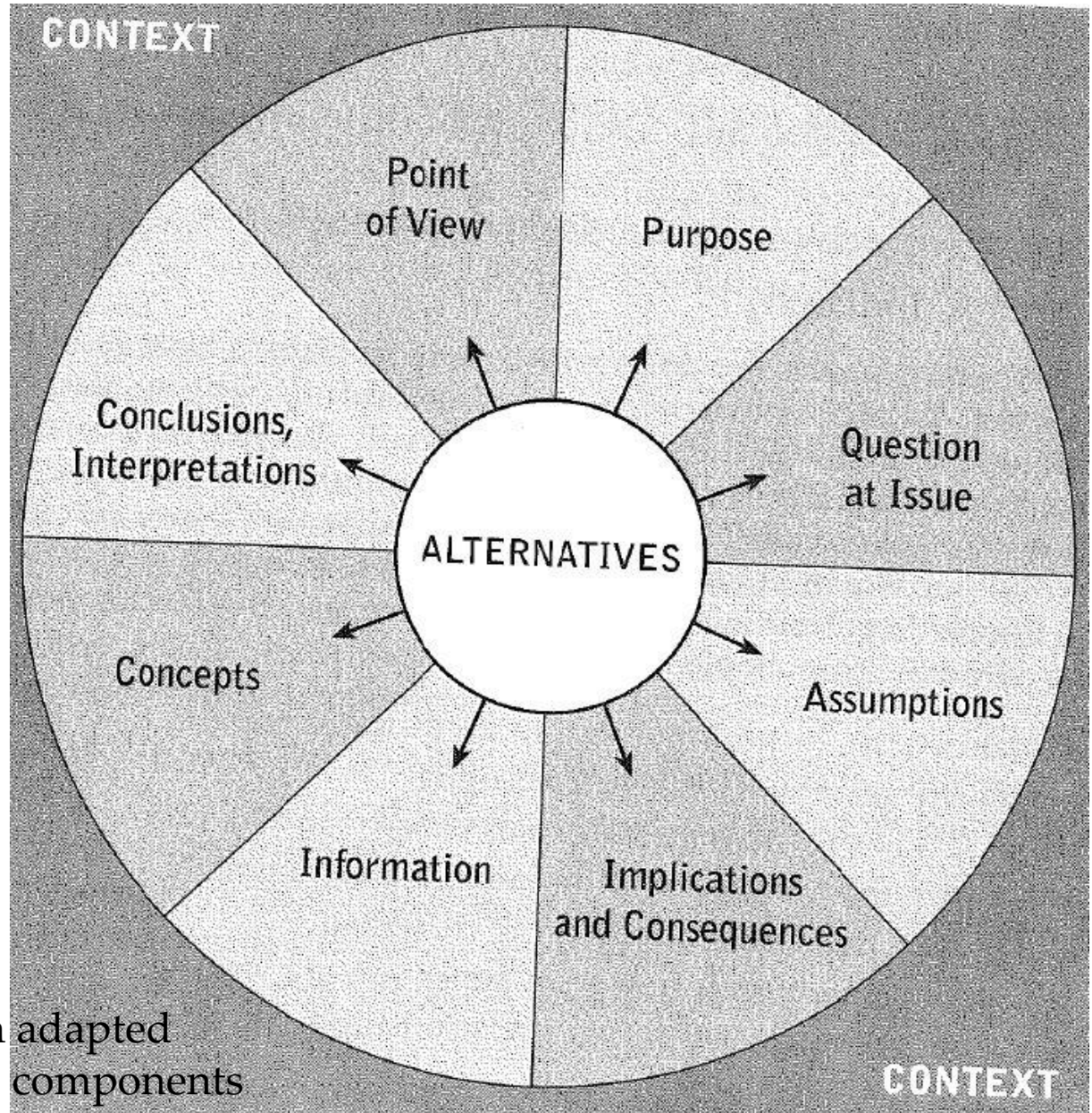
Gerald Nosich adapted
Richard Paul's components

General Education - Checklist Items

For each of the items below, please indicate whether the student's writing demonstrates relatively competent mastery of the skills in question. Recognize that this is not an *overall* judgment of competence or a question of whether the student should pass or fail. Evaluate each item individually.

- Select YES if the student's writing demonstrates competency in the specific skill fairly consistently.
- Select NO if the student's writing does not demonstrate competency in the specific skill at all or is very inconsistent.
- Select N/A (not applicable) if it is unclear whether the assignment called for demonstration of a specific skill.

Overall, this student:		Yes	No	N/A
A1 Critical Thinking - Influence of Context	Influence of Context			
A2 Critical Thinking – Bias	Bias			
A3 Critical Thinking – Use of Evidence	Use of Evidence			
B1 Information Literacy – Selection of Sources	Selects credible, relevant material from which to summarize, paraphrase, and/or quote			
B2 Information Literacy – Integration of Sources	Effectively integrates source material with original ideas/writing			
B3 Information Literacy – Citation of Sources	Properly attributes sources using in-text or parenthetical citations			

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

AACU — Association of American Colleges and Universities

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. ... questioned	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others'	Identifies own and others' assumptions and several relevant contexts when presenting a	Questions some assumptions. Identifies several relevant contexts when presenting a ... more aware of others' ... one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into	Specific position (perspective, thesis/hypothesis) takes into account the	Specific position (perspective, thesis/hypothesis) acknowledges different	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Overlay labels:
- Evidence
- Influence of Context and Assumptions
- Student's position
- … Bias

My Education Plan Assignment and Activity

Step 1 – Select Major and Compare Institutions

Step 2 – Action Plan Reflection

Step 3 – Research Degree, Prerequisites & Plug into

AA Program Handout

Step 4 - Complete My Education Plan

Faculty Role in Assessment

When we engage in assessment activities we can…

- more readily notice areas in need of improvement.
- commit to emphasizing instruction related to specific outcomes.
- play a critical role in helping establish a community of practice.
- participate in the continuous cycle of improvement which makes us more aware of the successes and necessary improvements.

Questions about your role…

New Student EXPERIENCE

Tell Your Story – Imagine Your Future – Start Living Your Future

Your role is important…

- The Valencia community will begin to understand what the students are experiencing and learning as a result of the NSE.
- Faculty, staff, and administrators will be able to have conversations about best practices in implementation.
- The evaluation activities will support continuous improvement of the experience for both faculty and students.

Upcoming Opportunity…

General Education Critical Thinking and Assessment Session and Workshops - Oct. 10, 2014

East AM
Session Location: 6-110
8:30- 9 am light breakfast
9 am - 10 am critical thinking
            10 am - noon
(A) Multiple Choice Question (MCQ) - 6-110 (2 PD) or

(B) Essay Question Development - 6-217 (2 PD)

West PM
Session Location: 11-106
1:30- 2 light snack
2 pm - 3 pm critical thinking
            3 pm - 5 pm
(A) Multiple Choice Question MCQ - 11-106 (2 PD) or

(B) Essay Question Development - 11-216 (2 PD)

RSVP - http://www.tiny.cc/Oct-10

BlackBoard

What's next…

Final Story Project: General Education Assessment Training

- October 15, 2014: 6pm-8pm at Lake Nona Campus or
- October 17, 2014: 9am-11am at West Campus