

Review Group
Essential Learning Assessment
November 10, 2015

A group of faculty, staff and administrators met on November 10, 2015 to review the results of the assessment of Written Communication and Critical Thinking for Essential Learning that took place at the end of the spring, 2015 semester.

The group was composed of members from the Assessment and Essential Learning Committees and those present were: Kurt Haas, Kate Dreiling, Lisa Driskell, Steve Werman, David Weinberg, Laureen Cantwell, Suzanne Lay, Bette Schans, Shanell Sanchez and Tim D'Andrea.

Upon review of the results of the assessment as well as the VALUE rubrics used, the group presents the following findings and suggestions:

- Validity of the review
 - Findings demonstrated a larger score gap between reviewers of Written Communication versus Critical Thinking assessment. In the future, calibration of the artifacts must be done using previous papers as examples where the overall criteria demonstrated a 3 or better, a 2, or a score of 1. The hope is that the reviewers will then be able to score the artifacts more efficiently to narrow the spread.
 - Additionally, any artifacts that have a large difference between reviewers either need to have a third reviewer read the artifact or eliminate the artifact from the total number.

- Information Literacy
 - Lower scores as well as comments from the assessment reviewers may indicate a concern regarding students' knowledge of citing resources in essays. This group suggests that there should be a broad campus discussion across the curriculum on the topic of information literacy and when the topic should be introduced in the classroom.

- Written Communication
 - Two discussions centered around Written Communication
 - The scores averaged 2.26 across the criteria. This is milestone 1 compared to a benchmark score and seems appropriate for this level of student.
 - Should artifacts from ENGL 111 be assessed separately from other EL courses since this is the introduction into writing at the college level? Should this assessment be used as a baseline? Currently we combine all artifacts from the English composition courses with other EL courses for assessment. This may be a discussion again after assessment for this fall.
 - When do we obtain papers or written communication assessment from the Milestone or upper division courses for comparison? We can potentially do a pilot assessment of some Milestone artifacts in spring, 2016 and then an actual assessment in fall, 2016.

- Critical Thinking
 - It appeared that the assessment scores were closer from all reviewers across all criteria.
 - The scores for all criteria averages 2.18 which demonstrates the first milestone versus a benchmark score for students in Essential Learning courses. A comparison of upper division artifacts scores would also be beneficial.
 - The concern for information literacy was also part of the critical thinking assessment discussion. Again, there should be discussions with faculty across the curriculum in light of the fact that the Assessment Committee is currently writing a draft outcome for Information Literacy.