



Merritt College



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Communication

At the end of the fall 2015 semester, Merritt College faculty met to discuss their assessment of the Communication Institutional Learning Outcome (ILO). Faculty brought samples of student work and scoring rubrics that allowed us to consider student achievement in the areas of written and oral communication.

The results and action plans are summarized below.

- [Communication Rubric – Oral](#)
- [Communication Rubric – Written](#)
- [Student Work Portfolio](#)
- [Communication ILO article in the Merritt Connection](#) (Feb 17, 2016)

Communication ILO Assessment Meeting December 14, 2015

Participants: Hilary Altman (communication), Nicole Buyagawan (anthropology), Heather Casale (nutrition), Lynsie Falco (English), David Goldwebber (english), Thomas Hart (English), Arja McCray (biology), Sheila Metcalf-Tobin (art), Isela Gonzalez-Santana (english), Tom Renbarger (physics), Jason Seals (african american studies), Jennifer Yates (radiologic science), Mary Louise Zernicke (nutrition)

Present: Jennifer Shanoski (chemistry), Ann Elliott (english), Susan Andrien (english), Clifton Coleman (classified)

134 students were assessed

Rubric identified that the strengths were found in students' abilities to understand the assignments given (84 excellents and 16 goods) and the weaknesses were in the mechanics of the work (57 excellents and 40 goods).

Strengths:

- Comprehensive coverage of the topic
- Students speak in a collegial, collaborative, professional way
- Basic delivery skills (volume, eye contact, enunciation, etc.)
- Ability of students to ask for help and accept feedback
- Organization (clear statements of main points and transitions)
- Writing with passion and purpose; expression of self in a comfortable space
- Applying learned concepts from class
- Creativity & imagination
- MLA format was generally followed
- Engagement with ideas of self and others in the world – students did a good job of learning through revision
- Synthesis of reading in an original way

Areas for Improvement:

- Confidence in public speaking (lack of practice)
- Use of powerpoint to supplement
- Overall organization – not in the most logical order
- Use of credible sources
- Use of advanced language
- Following instructions
- Basic writing skills (grammar, spelling, etc.)

General Discussion:

Contacts

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[Assessment Form \(Taskstream Word Form\)](#)



[Rubric for Evaluating Assessments](#)



[Adjunct Stipend Request Form](#)

- We talked a lot about students feeling safe to share their work and advice.
- Faculty shared a variety of tools that they use including:
 - o Success teams – make students accountable to each other by ensuring that everyone in the team is successful
 - o Peer evaluation with rubrics
 - o Writing process checklists
 - o Building trust and community through pair-share and small group work
 - o Evaluation of outside work
 - o Mindset that proofreading is part of the writing process

Improvements that need to be made:

- Increase student confidence
- Sentence style, craft, and structure
- Analysis and proper citation of sources
- Vocabulary needs to be appropriate for the subject – it needs to be simplified but not eliminated

Actions:

- college-wide rubric for written/oral communication to establish college-wide expectations
- set up a website for students with the rubric and general information on communication assessment
- online submission program that includes an area for editing (and providing comments)
- o online tutoring could be provided so that there's a dialogue between the writer and editor
- o direction for students on what the rules are, who to ask, and what to focus on
 - require students to read aloud – demonstrate how this works by reading a handout
 - provide samples of writing to students
 - communication lab – provide a space, tutors, computers so that students can practice interviewing and presenting
 - contextualized learning – provide more opportunities to write in CTE classes
 - provide opportunities to practice anxiety reducing techniques
 - more low- to high-stakes in-class writing opportunities
 - embed technical vocabulary throughout CTE curriculum

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Friday, Nov. 13, 2015, 12:00-2:00

ILO Assessment Participants:

1. Jenny Briffa (CHDEV)
2. Lawrence Lee (LANHT)
3. Hilary Altman (COMM)
4. Heather Casale (NUTR)
5. Christine Olsen (CHDEV)
6. Jennifer Yates (RADSC)
7. Jennifer Shanoski (CHEM)
8. Jayi Thompson (COMM)
9. Guy Forkner (REAL)
10. Isela Santana (ENGL)
11. Steve Pantell (COUN)
12. Jason Seals (AFRAM)
13. Elaine Wallace (ADJUS)
14. Thomas Hart (ENGL)
15. Susan Andrien (ENGL)
16. Todd Johnson (ENGL)
17. Mary-Louise Zernicke (NUTR)
18. Sheila Metcalf-Tobin (ART)
19. Nicole Buyagawan (ANTHR)
20. Ann Elliott (ENGL)
21. Marty Zielke (COUN)
22. Tom Renbarger (PHYS)
23. Arja McCray (BIOL)

Things to remember: Sign-in sheets, rubrics, sample assignments

COMMUNICATION Assessment Luncheon

Friday, Nov. 13, 2015, 12:00-2:00

- I. Lunch (15 min.)
- II. How do ILOs fit into the college assessment? (15 min.)
 - a. Hierarchy of outcomes
 - b. Mapping of outcomes
 - c. Merritt College ILOs:
 - i. Communication
 - ii. Quantitative Reasoning
 - iii. Information & Computer Literacy
 - iv. Critical Thinking
 - v. Cultural Awareness
 - vi. Civic Engagement & Ethics
- III. Assessment of Communication ILO (30 min.)
 - a. How are we going to do this?
 - b. Use of a common rubric to analyze an assignment
 - c. Reflection questions
 - d. December 14 wrap-up and January Flex Presentation
- IV. Analysis of Assignments (45 min.)
 - a. In groups of 3-4 consider the assignment that you've selected:
 - i. Is it appropriate for measuring the ILO?
 1. If not, is there another assignment that you can use or a way to alter the assignment?
 - ii. Can you use the common rubric to analyze your results?
 - iii. How will you use the rubric to gather data?
- V. Questions (15 min.)

Communication ILO Assessment

Hierarchy of Outcomes

Institutional Outcomes
(ILOs)

Program Outcomes
(PLOs)

Course Outcomes (SLOs)

Mapping of Outcomes

The table below shows each of your courses and their mapping to Merritt College's Institutional Learning Outcomes (ILOs). The shaded boxes represent the ILOs that are mapped to course SLOs (the ILOs are listed below). An "X" represents an ILO that has *not* been mapped to. (Mapping data is from Taskstream.) If all six boxes have an "X" in them, the course has no mapping in Taskstream and that needs to be corrected.

For each course, please indicate if students are at the Beginning (B), Developing (D), or Advancing (A) level with each ILO in the course.

The first line shows an example course with completed mapping for a dummy course.

	ILOs					
	1	2	3	4	5	6
<i>EXAMPLE: MERRITT 1A</i>	<i>B</i>	<i>A</i>	<i>D</i>	<i>X</i>	<i>X</i>	<i>A</i>
CHEM 001A GENERAL CHEMISTRY	A	A	A	X	X	D
CHEM 001B GENERAL CHEMISTRY	A	A	A	X	X	D
CHEM 012A ORGANIC CHEMISTRY	A	A	A	X	X	A
CHEM 012B ORGANIC CHEMISTRY	A	A	A	X	X	A
CHEM 030A INTRODUCTORY INORGANIC CHEMISTRY	D	A	A	X	X	D

Merritt College Institutional Learning Outcomes (ILOs)

⦿ Communication:

Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.

⦿ Quantitative Reasoning:

Apply college-level mathematical reasoning to analyze and explain real world issues and to interpret and construct graphs, charts, and tables.

⦿ Information and Computer Literacy:

Use appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals.

⊗ Critical Thinking:

Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.

⊗ Cultural Awareness:

Through a knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level.

⊗ Civic Engagement and Ethics:

Internalize and exhibit ethical values and behaviors that address self- respect and respect for others with integrity and honesty that will enable success and participation in the larger society.

AFRAM 19
Racism in the United States

Group Assignment

Directions

1. Formulate groups of two or three students (everyone must complete the assignment in a group)
2. Read the article **thoroughly**-*it's probably helpful to take notes*
3. **Discuss** the reading with your group.
4. Answer the reflective questions (below) as a **group**—one sheet of paper for the entire group (everyone's name and contributions should be included)

Reflective Questions

Please answer each question thoroughly-- use information disseminated and discussed throughout the course to support the group's answers.

1. Is the information discussed in the reading relevant to the current racial climate in America? Explain.
2. Are the solutions identified in the reading realistic and obtainable? Please be specific.
3. What important information if any is missing- that would support with undoing racism in America?
4. Should this reading be utilized in teacher trainings? How does this reading support teachers with better serving students?
5. How does the information discussed in the reading relate to some of the material discussed throughout the course?
6. How would this information be utilized in a U.S. institution to support social change and undoing racism?
(Pick a U.S institution and discuss how the information in the reading could be implemented in the institution to support the institution with serving society in an equitable manner)

Grading

This assignment is designed to evaluate students' ability to think critically about racism and formulate insightful explanations.

100 (total possible points)

- 60% Thoughtful and detailed explanations (to the questions)
- 30% Analysis of reading
- 10% Writing Quality

Assessing the Communication ILO – Orientation Lunch

SIGN-IN SHEET

Merritt College

November 13, 2015


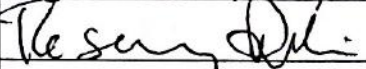
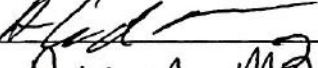

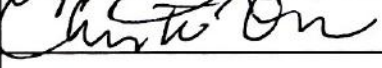
Participant Signature	Print Name	Discipline
MAA	Nicole Buyegawan	Anthropology
Guy Jones	Guy Forkner	Bus
Carl Ogle	Carl Ogle	CTE
ARJA MURRAY	ARJA MURRAY	BIOLOGY
Ann Elliott	Ann Elliott	English
SHERA METCALF TOBIN	SHERA METCALF TOBIN	ART
Todd Johnson	Todd Johnson	English
Thomas Hart	Thomas Hart	ENGLISH
Isele B. Santos	Isele B. Santos	Eng
ELACNE WALLACE	ELACNE WALLACE	CJ ADJUS
Hilary Altman	Hilary Altman	Communication
Jennifer Yates	Jennifer Yates	EdSci
Susan Andrien	Susan Andrien	English
Mary Winters	Mary Winters	Nutr
Lauren Fulton	Jan	Local Hist
Lynsie Falco	Lynsie Falco	Eng
Jennifer Briffa	Jennifer Briffa	CHDEV
Romeo Garcia	Romeo Garcia	Student Services

Assessing the Communication ILO – Orientation Lunch

SIGN-IN SHEET

Merritt College

November 13, 2015

Participant Signature	Print Name	Discipline
	Marty Zielke	Counseling
Jason Sully		African
	Rosemary Deha	Deanth
Tom Renbarger	Tom Renbarger	Physics
Heather Casale	Heather Casale	
ACEDILLO		SPH SPAK
	ANITA MILARE	GIS & BUS
	CHRISTINE OLSEN	CHDEL



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Quantitative Reasoning

– At the end of the spring 2016 semester, Merritt College faculty met to discuss their assessment of the Quantitative Reasoning ILO. Six faculty from a variety of disciplines brought samples of student work and scoring rubrics that allowed us to consider student achievement in this area. An additional five faculty and one classified attended the discussion.

- [Rubric/Scoring Sheet](#)

Quantitative Reasoning Assessment Meeting Summary May 27, 2016

Participants: Jennifer Shanoski (chemistry), Tom Renbarger (astronomy/physics), Fereshteh Mofidi (business), Heather Casale (nutrition), Jennifer Yates (radiologic science), Laura Forlin (landscape horticulture)

Present: Tom Rossi, Ann Elliott, Dan Lawson, Mario Rivas, Susan Andrien, Clifton Coleman (classified)

Summary of Strengths:

- Systematic approach to problem solving
- Unit conversions
- Correct application of complex mathematical equations
- Ability to keep big picture in mind
- Using graphs/creating graphs
- Making tables of data
- Discussion of consequences of wrong numbers

Summary of Weaknesses:

- Analysis of reasonability of results
- Grammar/writing
- Attention to detail – recognizing missing steps in calc. sequence
- Insufficient math skills
- Incomplete research
- Details of graphs: titles, axis labels, data distribution
- Scientific interpretation of data & error analysis

Proposed Actions:

- Inform students of available facilities – computer labs for graphing
- Require students to check-in to ensure that those needing help get it and that time is being managed properly
- Provide additional opportunities to practice computations – do the computations need to be incorporated more into the course
- Development of a math course for LANHT & NUTR
 - Could student groups be conducted with the opportunity to earn extra credit?

Issues That Need to be Addressed and Possible Actions:

- There is no math requirement for LANHT courses
 - Could a 0.5 unit course be developed and added to the certificate requirements?
 - Could we develop math modules?
 - There is a grant that we have to develop an allied health math course – Dan Lawson is part of the committee charged with this and will ensure that biology, chemistry, nutrition, radiology, etc. faculty are included
 - Could we use OER funds to support module development? Mario will determine if this is an appropriate use of funds.
 - Do we have the capacity to develop modules? Tom will ask Courtney

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about building these.

o Jennifer Yates will organize a work group to see what math concepts are common to many disciplines so that we can start with a general module for use in many different disciplines. Could the module branch off into different examples depending on which subject the student plans to study?

– We need a way to incorporate math into courses better

o How do we incorporate number literacy into non-math courses?

§ Dan Lawson heard speakers from OUSD on this – can we invite them to our professional development days in August? Dan will send contact information to Jennifer and Jennifer will contact the PD committee to discuss possibilities for spring

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