

**ISLO FORUM ON ISLO #3
CRITICAL THINKING AND PROBLEM SOLVING**

Tuesday, April 12, 2016

3:00 to 4:30 PM

Guthrie Hall

AGENDA

- | | |
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| A. Welcome | Andrea Horigan
Debbie Newcomb |
| B. SLOs and Accreditation | Dr. Greg Gillespie (tentative) |
| D. Introduction to ISLO #3 | Andrea Horigan |
| E. Assessment data summary | Debbie Newcomb |
| F. Critical Thinking & Problem Solving Across the Curriculum | Ted Prell, Criminal Justice
Nathan Cole, Theater Arts |
| H. Group activity and discussion | All |
| I. Conclusion | Andrea Horigan
Debbie Newcomb |

ISLO-3 FORUM

CRITICAL THINKING AND
PROBLEM SOLVING
APRIL 12, 2016

ISLO #3 Defined

Students will recognize and identify the components of problems or issues, examine them from multiple perspectives and investigate the ways to resolve them using reasoned and supportable conclusions while differentiating between facts, influences, opinions, and assumptions.

ASSESSMENT DATA SUMMARY

- Assessments were done:
 - 2014-2015 Academic year
 - Some assessments from 2012
- Findings were reviewed for commonalities & suggestions

Statistics

- 87% of courses reported goal was met (123 out of 142)
- Problem:
 - Performance targets varied substantially:
 - 100% will score 70% or higher
 - 90% will score 70% or higher
 - 80% will score 70% or higher
 - 80% will score 100% correctly
 - 70% will score 70% or higher
 - 70% will perform at meets expectations level or higher
 - 60% will perform at a satisfactory level or higher

Findings of Interest

- Students were able to interpret information provided and present a supported decision.
- Hypothetical critical thinking scenarios are a significant tool.
- A video case analysis was an effective way to demonstrate critical thinking.
- The most successful teaching tool was repetition.

Not Surprising Findings

- Students who regularly attended study groups or used SI tutor, performed better.
- Students are able to perform if they prepare adequately.
- Out of class activities and textbook exercises help students.
- Poorly performing students did not complete homework on a consistent basis.
- Lack of attendance has a negative effect on performance.

Findings of Interest (cont)

- SLO was given weeks after the lesson –students did not retain details.
- Several students were deficient in reading comprehension and writing skills so an oral assessment might be preferable in assessing critical thinking skills.

What not to do?

- Using a final exam grade proved to be a very inaccurate way of measuring this ISLO.
- By the final exam, lower performing students had already withdrawn from the course.

What can you do?

- More repetition is needed for lower performing students without boring the higher performing students.
- Students were able to answer multiple-choice questions but had difficulty expressing complex concepts on essay writing assignments.

Suggestions from faculty

- Review work with students
- Encourage early tutoring
- Introduce critical thinking earlier in the semester
- ***More practice in solving problems across disciplines might be helpful***

Welcome our guest speakers:

Ted Prell, Criminal Justice
Nathan Cole, Theater Arts

Critical Thinking

Do we know it when we see it?
Is there critical thinking here?
If so, where,?

Critical Thinking in Action

Applying the Rubric

- Recognition of issues
- Examination of issues from multiple perspectives
- Evidence - selecting and using information to investigate a point of view or conclusion
- Student's position (perspective, thesis/hypothesis)
- Use of critical thinking to make an informed decision
- Conclusions and related outcomes (implications and consequences)

As a group, score the student's work using the rubric.

<https://www.youtube.com/watch?v=zQRv85v0idQ>

THANK YOU!

WELCOME!!!
 Ted O. Prell
 Office ECT-11; 298-6145
ISLO#3: Critical Thinking and Problem Solving
 Self-improvement
 in thinking
 (by students)
 Through standards
 that assess thinking
 (by instructors)

Critical Thinking – What is it?

- The skills required to succeed in educational or workplace settings where solving problems and making decisions by forming reasoned judgments are important.

<https://www.instructure.com/courses/240147/pages/call-for-critical-thinking-skills-test-ect-11>

Critical Thinking – Why is it important?

- Enables the student to take control of the thinking they are doing in every part of their lives.
- It makes it possible for them to solve problems more effectively and make better decisions.

<http://www.criticalthinking.org/pages/professional-and-personal-development/800>

ISLO-#3
Critical Thinking and Problem Solving:
RUBRIC

Students will:

- Recognize and identify* the components of problems or issues.
- Examine* them from multiple perspectives.
- Investigate* the ways to resolve them using reasoned and supportable conclusions.
- Differentiate* between facts, influences, opinions, and assumptions.

The Scanning, Analysis, Response, and Assessment (SARA) Problem Solving Model is a common approach used by community oriented policing agencies to identify and solve repeat crime and community problems.

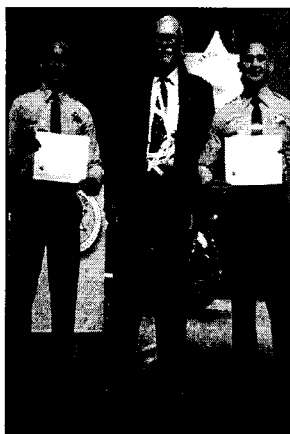
- Scanning:**
 - Identifying recurring problems, the consequences of the problem for the community and the police and prioritizing those problems
- Analysis:**
 - Understanding the events and conditions that precede and accompany the problem and identifying relevant data to be collected.
- Response:**
 - Brainstorming for intervention strategies, choosing among alternative intervention strategies and implementing those strategies.
- Assessment:**
 - Collecting post-response data to determine whether goals and objectives were met.

• Using the SARA problem solving model:
–List the partners (by name) that should (or could) be included in solving the issues in the scenario.
–*Rubric Pt. 2: Examine* them from multiple perspectives.

Using the SARA problem solving model:
–Identify the issues.
–*Rubric Pt. 1: Recognize and identify* the components of problems or issues.
–*Rubric Pt. 4: Differentiate* between facts, influences, opinions, and assumptions.

Using the SARA problem solving model:
–List and explain what information you would use and what strategies you would recommend to resolve the problems you have identified in this scenario.
–*Rubric Pt. 3: Investigate* the ways to resolve them using reasoned and supportable conclusions.

Using the SARA problem solving model:
–Describe the steps you would take to assess the effectiveness of strategies you have implemented.



Ventura Sheriff's
Academy
Graduation
Friday, April 8,
2016
Class #2015-02

The Benefits of having Student Learning Outcomes For Students at Ventura College are:

- **They provide clear and concise statements of the expected knowledge and/or attitudes students are supposed to demonstrate from an assignment, a course, or at the end of a program.**
- **They provide students with a way to articulate the knowledge and abilities that they have gained and to express what they know to others.**
- **They provide clear and concise statements of an expected experience a student will receive from a service program.**
- **They provide students with an awareness of the expected outcome of an assignment, program or service and the criteria upon which they will be assessed.**

***The Benefits of having Student Learning Outcomes
For Faculty and Staff at Ventura College are to:***

- **Assist departments and service programs to initiate a dialogue for improvement of their methodologies or service.**
- **Ensure that appropriate assessment strategies are employed.**
- **Help communicate clear learning goals to their students.**
- **Help improve teaching, learning and communication with students.**

ISLOs (Institutional SLOs) are:

- **Broad educational goals that are shared across campus.**
- **Outcomes every student who leaves VC with a degree, certificate, vocational training, or sufficient credits should be able to do or know.**

- Acting on an anonymous phone call, the police raid a house to arrest a suspected murderer. They don't know what she looks like but they know her name is Jessica and that she is inside the house. The police bust in on a hair dresser, a teacher, a nurse and a secretary all watching TV. Without hesitation or communication of any kind, they immediately arrest the teacher.
- So, how do they know they've got their person?

In July of 2013, River City annexed the community of Valencia Village. This area had previously come under the law enforcement jurisdiction of the River County Sheriff's Department, and now would be policed by officers of the River City Police Department.

Valencia Village had been an independent, self-sufficient community for many years. There is a lot of community pride and they did not want outside interference. Valencia Village had been a farm labor housing camp owned by local ranchers. In the early 1970's, the ranchers attempted to move the residents and reclaim their land. The original 80 residents organized with Ceasar Chavez's United Farm Workers Union, and actually stood with hands joined in front of bulldozers. The original 80 eventually purchased the property from the ranchers, and worked to bring their residences up to code.

Several grants through state and federal agencies were used to improve existing housing and construct additional living areas. It grew to over 160 residences but remained a very cohesive and isolated community. Valencia Village is unique to River City in that its population of approximately 1,000 Latinos is comprised mainly of farm labor workers who fall within a limited income bracket. Valencia Village is managed by the Valencia Cooperative Housing Corporation (VCHC). The cooperative is comprised of an elected, seven member Board of Directors who are elected by each resident in Valencia Village. VCHC is responsible to the residents through the Cooperative's by-laws, as well as to the regulations set forth in the grant provisions of two government agencies. The California State Farmworker Housing Grant Program (FHGP) and the United States Department of Agriculture Fanner's Home Administration (FHA) have issued several improvement and construction grants to the cooperative.

Although Valencia Village had been under the jurisdiction of the River County Sheriff's Department, the problems stemming from crime and miscellaneous calls for service continually impacted River City and their resources. The original strong feelings of community pride became twisted by some residents, and the actions by these residents caused them to develop into a criminal street gang. While the majority of residents were hard working, family oriented people, control of the Village had fallen into the hands of the local criminal street gang known as "Campo" (Camp). "Campo" represents approximately 40 active gang members, mostly between the ages of 12-18, who had exposed residents to constant threats, danger, and crime. They had created an overall feeling of fear throughout the compact village community. Some older adults supported "Campo", as many either had children in the gang or had been gang members themselves. The problems resulting from gang violence, management corruption and neglect on the part of law enforcement and the Village membership had come to a head. At the onset of the annexation, a gang-related homicide occurred in Valencia Village. The River City Police Department vowed to restore law and order in this community.

ISLO-3 RUBRIC FOR CRITICAL THINKING AND PROBLEM SOLVING

Students will recognize and identify the components of problems or issues, examine them from multiple perspectives and investigate the ways to resolve them using reasoned and supportable conclusions while differentiating between facts, influences, opinions, and assumptions.

Performance Target: 70% or more of students will perform at a “Meets Expectations” level or higher

	EXCEEDS EXPECTATIONS 2	MEETS EXPECTATIONS 1	DOES NOT MEET EXPECTATIONS 0
Points	2	1	0
Recognition 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 without clarification or description.
Examination of issues from multiple perspectives	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	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) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Use of critical thinking to make an informed decision	-----	Analyzes situation from relevant and/or safety considerations and selects appropriate action.	Does not analyze situation from relevant and/or safety considerations and does not select appropriate action.
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 inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.