

Learning Assessment Plan 2009-2010

SAC: Culinary Assistant Program

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Plan of Action:

Spend one month of class time working with students on thinking critically about their actions. Give them five questions to ask themselves when going about their activities:

1. Is this the right thing to do?
2. Is this the right person?
3. Is this the right place?
4. Am I the right person to do this?
5. Am I doing this to the right person?

Observe students for evidence that they are asking these questions as they go about their workplace and in class discussions.

Completion of Project

As you know, I tried to conceptualize “critical thinking” to something that my students could apply in their daily life activities and decision making. I instructed my students to ask themselves five (or at least the first three major ones) critical questions before they act or make decisions (please see below the handout I prepared for my critical thinking lesson).

CRITICAL THINKING is

- **A self-directed, self-disciplined, self-monitored, and self-corrective thought process.**
- **Based on adequate background information and knowledge, applying reasoning and logical consideration to come up with a sensible action/decision.**

Before acting or making decisions, ask “critical” questions:-

- **Is this the right thing to do?**
- **Is it the right time to do this?**
- **Is it the right place or circumstance to do this?**
- **Am I the right person to do this?**
- **Am I communicating with the right person?**

Expected outcome from implying critical thinking:-

- ❖ **My action/decision should lead to a positive consequence**
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I delivered the critical thinking lessons at the end of the last winter term and review again in spring term. In the final week of spring term, I interviewed all my students individually and had them self-assess themselves on “critical thinking implementation”. I also assessed them according to my own observation. Both my students and I were using the same rating criteria to assess:-

A = Never heard or care about “critical thinking”

B = Learned, but never remember to ask those critical questions before acting or making decisions

C = Familiar with the critical questions but rarely ask self before acting or making decisions

D = Familiar with the questions and ask self those questions once a while

E = Sometimes ask self the critical questions before acting and in decision making

F = Frequently ask self the critical questions before acting and in decision making

G = Most of the time ask self the critical questions before acting and in decision making

Below, the findings after interviewing all my 20 students:-

	<u>BEFORE THE LESSON</u>	<u>STUDENT SELF ASSESSMENT AT THE END OF PROGRAM</u>	<u>MY ASSESSMENT</u>
A	4	0	0
B	2	2	2
C	11	3	2
D	1	3	3
D-E	1	3	5
E	1	5	2
E-F	0	3	5
F	0	1	1

According to the findings, it confirmed that the students could learn and benefit from “critical thinking” lessons.

Furthermore, students reported that “critical thinking” helped them in taking criticism more appropriately; reduce stress; adapt easier to healthy diet; willing to clean-up after self; willing to exercise more often; control mood-swing; able to handle crisis/conflicts in a more positive way; interacting more appropriate with people; getting along better with wife (others); even more willingly to perform house chores at home.

I realized that students’ self-assessment and instructor’s assessment by observation are very subjective and not very scientific. However, those are direct methods and provide a rough picture of learning outcome.

Any questions please call me at x-4305. Lee Fan