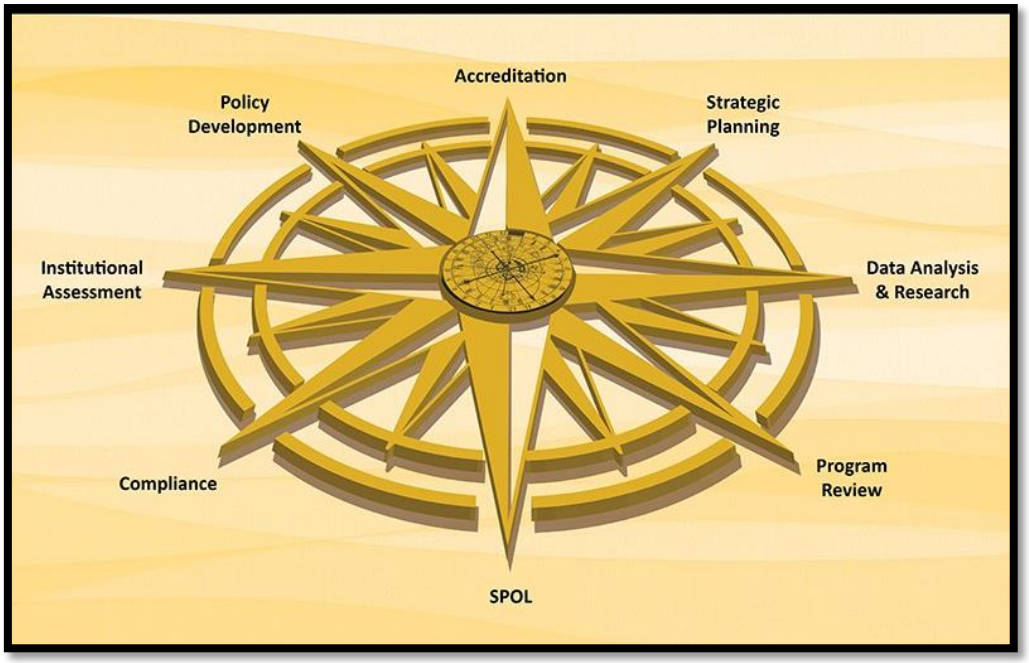
THREE RIVERS COLLEGE

Office of Institutional Effectiveness



College-wide Outcomes Assessment Report 2016-2017

Introduction

All members of the Three Rivers College faculty who teach General Education Courses are responsible for the assessment their courses depending on the selection in a given semester. The faculty researched, created, and adopted four college-wide outcomes. General Education Courses are assess through the College-wide Outcomes in an effort to improve student learning across all programs at the institution.

The findings from these assessments are collected and aggregated by the Office of Institutional Effectiveness. The data are then shared for further analysis with the Student Learning Improvement Committee (SLIC), the Faculty Executive Committee and the faculty-at-large. This 2016-2017 College-wide Outcomes Assessment Report includes the findings, executive summaries as well as Capstone Assessment Exam results as mapped for this collection.

General Education Course outcomes data provides a basis that may help to improve student learning at the institution. The following collection methodology provides an overall portrait of student learning at the institution.

The College-wide Learning Outcomes are:

- **Communication Fluency** – The student will effectively communicate ideas that are clear and coherent.

- **Critical Thinking** – The student will analyze evidence and assumptions to formulate informed judgments and solutions.

- **Cultural Awareness** – The student will identify and analyze one's own culture, the culture of others, and examine the relationship and interactions among different cultures.

- **Information Literacy** – The student will access and use information from multiple sources while evaluating their accuracy and credibility.

As a result of participating in the Higher Learning Commission (HLC), Assessment Academy, members of the Three Rivers College, HLC Assessment Academy Team developed an assessment cycle with a timeline for college-wide assessment and identified the responsible party for each step of the process. This process was approved and adopted by the faculty-at-large.

College Wide Outcomes Assessment Cycle

The College-wide outcomes assessment cycle was created as a product of the Three Rivers College, Higher Learning Commission Assessment Academy Project: Assessment and Program Review for Improved Learning (APRIL) and adopted by the faculty during the 2015-2016 academic year. The assessment cycle allows the institution to take a focused approach to the College-wide Outcomes and for the faculty to be intentional in their efforts to improve student learning across the institution.

Term	Critical Thinking	Communication Fluency	Cultural Awareness	Information Literacy
Spring 2016	Rubric Approved	Rubric Approved	Rubric Pilot	Rubric Pilot
Summer 2016	Rubric Pilot	Rubric Pilot	Collection	Collection
Fall 2016			Collection	Collection
Spring 2017	Collection	Collection	Analyze	Analyze
Summer 2017	Collection	Collection		
Fall 2017	Analyze	Analyze	Implement	Implement
Spring 2018	Implement	Implement	Collect	Collect
Summer 2018	Collect	Collect	Collect	Collect
Fall 2018	Collect	Collect	Analyze	Analyze
Spring 2019	Analyze	Analyze	Implement	Implement
Summer 2019			Collect	Collect
Fall 2019	Implement	Implement	Collect	Collect
Spring 2020	Collect	Collect	Analyze	Analyze
Summer 2020	Collect	Collect		
Fall 2020	Analyze	Analyze	Implement	Implement
Spring 2021	Implement	Implement	Collect	Collect
Summer 2021	Collect	Collect	Collect	Collect
Fall 2021	Collect	Collect	Analyze	Analyze
Spring 2022	Analyze	Analyze	Implement	Implement
Summer 2022			Collect	Collect

College-wide Outcomes Assessment Cycle Timeline

Collection Phase		
Task	**Timeline**	**Organizer(s)**
Course Selection	Cycle: Phase 1 (Drop Date of Previous Semester – Phase II)	Department Chairs & Office of Institutional Effectiveness
Inform Faculty	Drop Date	Department Chairs
Rubric Norming	Between Drop and Finals	Faculty & Office of Institutional Effectiveness
Roster Creation	Monday following attendance verification	Office of Institutional Effectiveness
Data Collection	Due last day of classes	Faculty
Faculty Debrief	Finals Week	Faculty, Office of Institutional Effectiveness, Department Chairs, Student Learning Improvement Committee
Data Compilation	Once data is received, to SLIC prior to next meeting of following semester	Office of Institutional Effectiveness

Analysis Phase		
Task	**Timeline**	**Organizer(s)**
Data given to Student Learning Improvement Committee (SLIC)	First (3) weeks of semester	Office of Institutional Effectiveness
Student Learning Improvement Committee (SLIC) (Results Discussion)	Weeks 4 – 10	Student Learning Improvement Committee (SLIC)

Implementation Phase		
Task	**Timeline**	**Organizer(s)**
Department Meeting with results and Discussion	April/May & November/December	Departmental
Action Plan Implementation Review	Convocation	Departmental
Go Forth and Conquer (contact affected adjuncts, training, SPOL, Curriculum, etc.)	Throughout Semester	Departmental
Executive Summary of Action Plans (Final Progress Report)	Due by last week of classes	Department Chair
Faculty Executive Committee present a synthesis of previous semester's implementation to faculty at large.	September/February Faculty Meetings	Faculty Executive Committee

Course Selection: by College-wide Outcomes

Spring 2016				
Course	Communication Fluency	Critical Thinking	Cultural Awareness	Information Literacy
ECON 211				X
MATH 163				X
PHYS 101				X
FILM 122			X	
HIST 122			X	
BIOL 190			X	
ENGL 222			X	

Summer 2016				
Course	Communication Fluency	Critical Thinking	Cultural Awareness	Information Literacy
CHEM 111				X
ENGL 241				X
BIOL 101				X
ENGL 222			X	
SOCI 111			X	
PHIL 243			X	
HIST 121		X		
BIOL 231		X		
MATH 163		X		
SCOM 110	X			
ECON 212	X			
ENGL 112	X			

Fall 2016				
Course	Communication Fluency	Critical Thinking	Cultural Awareness	Information Literacy
ENGL 112			X	
ARTS 123			X	
ENGL 221			X	
HIST 121			X	
GOVT 121				X
ENGL 112				X
PHYS 101				X

Spring 2017				
Course	Communication Fluency	Critical Thinking	Cultural Awareness	Information Literacy
BIOL 110		X		
PHIL 200		X		
THEA 122		X		
PSYC 111	X			
ENGL 210	X			
ENGL 223	X			

Course Selection: by College-wide Outcomes

Summer 2017				
Course	Communication Fluency	Critical Thinking	Cultural Awareness	Information Literacy
SOCI 111	X			
ECON 212	X			
ENGL 210	X			
SCOM110	X			
HIST 112		X		
BIOL 231		X		
GOVT 121		X		

Explanation of Data

Students may be assessed in multiple sections because a student's performance in one course may be different and is evaluated using a different rubric and the data has value to this evaluation. The analysis of this data includes a weighted average calculation in each quartile; which the results are categorized into quartiles. College outcomes data found in this report use a four-point rubric in which the categories appear as: No Evidence, Novice, Competent, and Mastery. The conversion to an average percent range is detailed in the table below.

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

The calculation for the weighted average is:
(Box 1)(0) + (Box 2)(1) + (Box 3)(2) + (Box 4)(3) = Sum / # of Students = Average

Cultural Awareness Rubric

The student will identify and analyze one's own culture, the culture of others, and examine the relationship and interactions among different cultures.

	No Evidence	Novice	Competent	Mastery
Cultural Self-Awareness **(Understanding one's own cultural values)**	Does not demonstrate an understanding of one's own cultural values and biases. (A minimal explanation of facts is not provided.)	Identifies one's own basic cultural values. (A simple fact-based recognition/summarization is provided without further elaboration.)	Analyze perspectives about one's own cultural values. (Examines the origin and rationale of one's own values without making further implications.)	Assesses impact of one's own cultural values in terms of cultural integration and change. (Makes inferences about how one's own values integrate
Multicultural Awareness **(Understanding other's cultural values.)**	Does not demonstrate an understanding of the values of other cultures. (A minimal explanation of facts is not provided.)	Identifies the values of other cultures. (A simple fact-based recognition/summarization is provided without further elaboration.)	Analyzes perspective of values of other cultures. (Examines the origin and rationale of other cultural values without making further implications.)	Assesses impact of other cultural values within the context of other cultures. (Makes inferences about how the other cultures' values affect the dynamics within those other cultures.)
Intercultural Awareness **(Understanding cultural similarities and differences.)**	Does not demonstrate an understanding of the similarities/ differences among cultural values. (A minimal explanation of facts is not provided.)	Identifies the primary similarities/differences among cultural values. (A simple fact-based recognition/ summarization is provided without further elaboration.)	Compares/contrasts the relationship and interactions among cultural values. (Similarities and differences are clearly identified and discussed.)	Evaluates the relationship among cultural values and assesses the possible outcomes of cultural interactions. (Make inferences and formulate rational conclusions.)

Adopted Fall 2015

Cultural Awareness Data

During the spring, summer, and fall semesters of 2016, a total of 10 courses were selected to assess Cultural Awareness in 17 sections across all modalities; face to face, online, and ITV. A duplicated total of 352 students were assessed.

CULTURAL AWARENESS SAMPLE TOTAL

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Cultural Self-Awareness	13	58	123	158	352	1.9261	**64%**
Multicultural Awareness	11	67	158	116	352	2.0767	**69%**
Intercultural Awareness	16	81	138	117	352	2.0113	**67%**

CULTURAL AWARENESS MODALITY COMPARISON

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Modality	Face to Face	Online	ITV
Cultural Self-Awareness	84%	73%	66%
Multicultural Awareness	76%	75%	55%
Intercultural Awareness	79%	68%	55%

CULTURAL AWARENESS TERM COMPARISON

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Term	16 Weeks	8 Weeks	4 Weeks
Cultural Self-Awareness	77%	53%	70%
Multicultural Awareness	70%	63%	71%
Intercultural Awareness	69%	55%	66%

MODALITY: FACE TO FACE

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Cultural Self-Awareness	0	10	23	56	89	2.5168	84%
Multicultural Awareness	1	10	40	38	89	2.2921	76%
Intercultural Awareness	1	7	40	41	89	2.3595	79%

TERM: 16 WEEKS

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Cultural Self-Awareness	4	39	99	135	277	2.2996	77%
Multicultural Awareness	8	51	125	93	277	2.0938	70%
Intercultural Awareness	9	61	109	98	277	2.0685	69%

MODALITY: ONLINE

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Cultural Self-Awareness	10	29	43	78	160	2.1812	73%
Multicultural Awareness	3	24	65	68	160	2.2375	75%
Intercultural Awareness	10	34	54	62	160	2.05	68%

TERM: 8 WEEKS

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Cultural Self-Awareness	6	13	13	8	40	1.575	53%
Multicultural Awareness	0	12	20	8	40	1.9	63%
Intercultural Awareness	4	14	14	8	40	1.65	55%

MODALITY: ITV

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile
Cultural Self-Awareness	3	19	57	24	103	1.9902	66%
Multicultural Awareness	7	33	52	11	103	1.6504	55%
Intercultural Awareness	5	40	44	14	103	1.6504	55%

TERM: 4 WEEKS

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Cultural Self-Awareness	3	6	11	15	35	2.0857	70%
Multicultural Awareness	3	4	13	15	35	2.1428	71%
Intercultural Awareness	3	6	15	11	35	1.97142857	66%

Information Literacy Rubric

The student will access and use information from multiple sources while evaluating their accuracy and credibility.

	No Evidence	Novice	Competent	Mastery
Access information	Does not access information to accomplish the purpose of the assignment.	Accesses information that fails to contribute to the purpose of the assignment.	Accesses information to accomplish the purpose of the assignment.	Accesses additional information to enhance the purpose of the assignment.
Use information appropriately to accomplish a specific purpose.	Does not use the required sources to accomplish the purpose of the assignment.	Uses the required sources appropriately, but fails to accomplish the purpose of the assignment.	Uses the required sources appropriately to accomplish the purpose of the assignment.	Uses the required sources appropriately to accomplish the purpose of the assignment and makes further inferences/
Evaluate information and sources critically	Does not evaluate information and fails to assess the accuracy, authority, and timeliness.	Evaluates information, but fails to assess accuracy and/or authority and/or timeliness.	Evaluates information to assess accuracy, authority, and timeliness.	Evaluates information to assess accuracy, authority, and timeliness and makes further inferences/ implications.

Adopted Fall 2015

Information Literacy Data

During 2016, a total of 11 courses were selected to assess Information Literacy in 18 sections across the face to face and online modalities. The ITV modality was not assessed due to course offerings. A duplicated total of 311 students were included in the assessment over the three semesters.

INFORMATION LITERACY SAMPLE TOTAL

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Access Information	9	38	141	123	311	2.2154	**74%**
Use information appropriately to accomplish a specific purpose.	10	45	150	106	311	2.1318	**71%**
Evaluate information and sources critically	15	68	165	63	311	1.8874	**63%**

INFORMATION LITERACY MODALITY COMPARISON

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Modality	Face to Face	Online
Access Information	79%	67%
Use information appropriately to accomplish a specific purpose.	74%	66%
Evaluate information and sources critically	66%	58%

INFORMATION LITERACY TERM COMPARISON

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Term	16 Weeks	8 Weeks	4 Weeks
Access Information	74%	71%	100%
Use information appropriately to accomplish a specific purpose.	71%	68%	80%
Evaluate information and sources critically	63%	59%	73%

MODALITY: FACE TO FACE

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Access Information	2	13	75	76	166	2.3554	79%
Use information appropriately to accomplish a specific purpose.	2	20	81	63	166	2.2349	74%
Evaluate information and sources critically	2	35	95	34	166	1.9698	66%

TERM: 16 WEEKS

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Access Information	9	33	133	110	285	2.2070	74%
Use information appropriately to accomplish a specific purpose.	10	39	139	97	285	2.1333	71%
Evaluate information and sources critically	13	61	155	56	285	1.8912	63%

MODALITY: ONLINE

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Access Information	6	15	47	28	96	2.0104	67%
Use information appropriately to accomplish a specific purpose.	6	16	49	25	96	1.96875	66%
Evaluate information and sources critically	8	22	53	13	96	1.7395	58%

TERM: 8 WEEKS

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Access Information	0	5	8	8	21	2.1428	71%
Use information appropriately to accomplish a specific purpose.	0	5	10	6	21	2.0476	68%
Evaluate information and sources critically	2	7	6	6	21	1.7619	59%

* The Information Literacy outcome has not been assessed in the ITV modality at this time.

TERM: 4 WEEKS

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Access Information	0	0	0	5	5	3	100%
Use information appropriately to accomplish a specific purpose.	0	1	1	3	5	2.4	80%
Evaluate information and sources critically	0	0	4	1	5	2.2	73%

Communication Fluency Rubric

The student will effectively communicate ideas that are clear and coherent.

	No Evidence	Novice	Competent	Mastery
Clarity of Ideas	Ideas are not supported with accurate details relevant to the topic.	Ideas are partially supported without regard for accuracy or relevancy to the topic.	With few exceptions, ideas are supported with accurate details relevant to the topic.	Ideas are fully supported with accurate and credible details relevant to the topic.
Coherent Organization	Does not use a pattern of reasoning that communicates consistency and relevancy to the ideas presented.	Uses a pattern of reasoning that lacks consistency and relevancy to the ideas presented.	With few exceptions, uses a pattern of reasoning that is consistent and relevant to the ideas presented.	Uses a pattern of reasoning that is fully consistent and relevant to the ideas presented.
Effective Communication	The purpose or effect of the idea is not apparent.	The purpose or effect of the idea is vague or unclear.	The purpose or effect of the idea can be discerned.	The purpose or effect of the idea is easily understood and clearly conveyed.

Adopted Spring 2016

Communication Fluency Data

During the summer 2016 and the summer and fall semesters of 2017, a total of 9 courses were selected to assess Communication Fluency in 16 sections across all modalities; face to face, online, and ITV. A duplicated total of 284 students were included in the assessment.

COMMUNICATION FLUENCY SAMPLE TOTAL

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Clarity of Ideas	32	28	110	114	284	2.08	69%
Coherent Organization	34	38	118	94	284	1.96	65%
Effective Communication	33	41	104	106	284	2.0	67%

Communication Fluency Modality Comparison

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Total	Clarity of Ideas	Coherent Organization	Effective Communication	# of Students
Face to Face	65%	63%	65%	95
Online	71%	64%	67%	171
ITV	80%	85%	70%	18

Communication Fluency Modality: Face to Face

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Clarity of Ideas	15	10	36	34	95	1.94	65%
Coherent Organization	16	9	39	31	95	1.89	63%
Effective Communication	15	15	26	39	95	1.94	65%

Communication Fluency Modality: ITV

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Clarity of Ideas	17	16	67	71	171	2.12	71%
Coherent Organization	18	28	73	52	171	1.93	64%
Effective Communication	18	23	68	62	171	2.02	67%

Communication Fluency Modality: Online

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Clarity of Ideas	0	2	7	9	18	2.38	80%
Coherent Organization	0	1	6	11	18	2.55	85%
Effective Communication	0	3	10	5	18	2.11	70%

Communication Fluency
Term Comparison

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Total	Clarity of Ideas	Coherent Organization	Effective Communication	# of Students
16 Weeks	65%	63%	65%	91
8 Weeks	79%	66%	80%	69
4 Weeks	81%	82%	72%	66

Communication Fluency
Term: 16 Weeks

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Clarity of Ideas	15	8	34	34	91	1.96	65%
Coherent Organization	16	8	36	31	91	1.90	63%
Effective Communication	15	13	24	39	91	1.96	65%

Communication Fluency
Term: 8 Weeks

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Clarity of Ideas	0	7	30	32	69	2.36	79%
Coherent Organization	0	19	32	18	69	1.99	66%
Effective Communication	0	4	34	31	69	2.39	80%

Communication Fluency
Term: 4 Weeks

Total	No Evidence	Novice	Competent	Master	# of Students	Average	Average Percent (Quartile)
Clarity of Ideas	0	5	27	34	66	2.44	81%
Coherent Organization	0	4	28	34	66	2.45	82%
Effective Communication	0	13	30	23	66	2.15	72%

Critical Thinking Rubric

The student will analyze evidence and assumptions to formulate informed judgments and solutions.

	No Evidence	Novice	Competent	Mastery
Analyze Evidence	Relevance or credibility of evidence is not established.	Recognizes relevant evidence but fails to establish credibility.	Analyzes relevant evidence and its credibility.	Evaluates relevant evidence and its credibility.
Analyze Assumptions	Assumptions are not formulated.	Recognizes relevant assumptions.	Analyzes relevant assumptions.	Evaluates relevant assumptions.
Formulate Judgments & Solutions	Judgments or solutions not formulated.	Formulates judgments or solutions.	Formulates and articulates reasons for judgments or solutions.	Formulates, articulates reasons for, and recognizes potential consequences of judgments or solutions.

Adopted Spring 2016

Critical Thinking Data

A total of 8 courses were selected to assess Critical Thinking using 11 sections in which all modalities were assessed. A duplicated total of 241 students were included in the assessment over the three semesters; Summer 2016, Summer 2017, and Spring 2017

CRITICAL THINKING SAMPLE TOTAL

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Analyze Evidence	43	18	73	107	241	2.01	67%
Analyze Assumptions	53	25	89	74	241	1.76	59%
Formulate Judgments and Solution	55	32	94	60	241	1.66	55%

Critical Thinking Modality Comparison

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Total	Analyze Evidence	Analyze Assumptions	Formulate Judgments and Solution	# of Students
Face to Face	69%	60%	56%	88
Online	68%	63%	55%	136
ITV	49%	22%	49%	17

Critical Thinking Modality: Face to Face

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Analyze Evidence	17	3	25	43	88	2.07	69%
Analyze Assumptions	17	7	41	23	88	1.80	60%
Formulate Judgments and Solution	19	9	40	20	88	1.69	56%

Critical Thinking Modality: ITV

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Analyze Evidence	20	13	44	59	136	2.04	68%
Analyze Assumptions	25	16	45	50	136	1.88	63%
Formulate Judgments and Solution	29	22	51	34	136	1.66	55%

Critical Thinking Modality: Online

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Analyze Evidence	6	2	4	5	17	1.47	49%
Analyze Assumptions	11	2	3	1	117	.65	22%
Formulate Judgments and Solution	7	1	3	6	17	1.47	49%

Critical Thinking
Term Comparison

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Total	Analyze Evidence	Analyze Assumptions	Formulate Judgments and Solution	# of Students
16 Weeks	70%	62%	57%	49
8 Weeks	73%	62%	60%	57
4 Weeks	68%	58%	57%	80

Critical Thinking
Term: 16 Weeks

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Analyze Evidence	7	4	15	23	49	2.10	70%
Analyze Assumptions	11	6	11	21	49	1.86	62%
Formulate Judgments and Solution	12	8	11	18	49	1.71	57%

Critical Thinking
Term: 8 Weeks

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Analyze Evidence	10	1	15	31	57	2.18	73%
Analyze Assumptions	10	2	31	14	57	1.86	62%
Formulate Judgments and Solution	12	2	29	14	57	1.79	60%

Critical Thinking
Term: 4 Weeks

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Analyze Evidence	7	11	35	27	80	2.03	68%
Analyze Assumptions	13	13	36	18	80	1.74	58%
Formulate Judgments and Solution	10	19	36	15	80	1.7	57%

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Student Learning Improvement Committee (SLIC)
Feedback Report for the
Faculty Executive Committee
College-wide Outcomes Data
Cultural Awareness and Information Literacy

2016-2017

Purpose Statement

The purpose of this Executive Summary is for the Three Rivers College, Student Learning Improvement Committee (SLIC) to provide the Faculty Executive Committee with an analysis and feedback of the college-wide outcomes data. The college-wide outcomes project is a part of a three-year HLC Academy Project know as *Assessment and Program Review for Improved Learning* (APRIL). The Faculty Executive Committee has been charged with making recommendations to the academic departments toward the improvement of student learning based on the (SLIC) feedback in this report. This report includes the analysis from the Three Rivers College, Student Learning Improvement Committee (SLIC) on institution-wide learning outcomes data from the spring, summer, and fall terms of 2016 for the college learning outcomes of Cultural Awareness and Information Literacy. Students were assessed in various general education disciplines in several course sections covering all modalities.

Introduction

The Student Learning Improvement Committee (SLIC) is a standing committee of the faculty whose purpose is to provide review and feedback on the results from the student learning outcomes process under the leadership of the Chief Academic Officer in concert with the Office of Institutional Effectiveness. The duties of this committee include the coordination and promotion of student learning outcomes assessment for the purpose of improving student learning of general education, specific programs, and the curriculum as a whole and to ensure these activities are used to improve learning and to provide feedback to faculty on ways to improve student learning and increase student success. Additionally, the committee serves as a peer panel to review and provide feedback on assessment results and learning improvement initiatives.

As tasked, the Student Learning Improvement Committee (SLIC) reviewed the past three semesters worth of college-wide SLO data for two of the four college outcomes of Cultural Awareness and Information Literacy. The assessment data was cross-reference with demographic data to provide a rich overview of the Three Rivers students looking at 18 sub-categories and characteristics of the student data. The results, while providing an in-depth look at the student population, did not produce any significant finding variations between the categories. In fact, many of the data sets were the same. SLIC determined that resources would be better utilized by not continuing the evaluation of all 18 sub-categories and chose to focus on the student learning data where faculty could actually improve student learning such as modality. The findings, analysis, and feedback for improvement found in this report are intended to guide the Faculty Executive Committee in their quest to charge the academic departments with implementing initiatives and projects to improve student learning college-wide.

Analysis and Feedback for Improvement

Cultural Awareness

During the spring, summer, and fall semesters of 2016, a total of 10 courses were selected to assess Cultural Awareness in 17 sections across all modalities; face to face, online, and ITV. A duplicated total of 352 students were assessed. From the results of the SLO data in the table above, it is evidenced that students scored in the competent range for Cultural Self-Awareness with an average score of 64%. Students scored highest in the area of Multicultural Awareness with 69% and a 67% in the criteria area of Intercultural Awareness.

Students who were assessed in the face to face modality for Cultural Awareness scored in the Mastery category for Cultural Self-Awareness at 84%, 76% in Multicultural Awareness, and scored Mastery in the Intercultural Awareness category with 79%. This modality saw the highest scores as compared to the Online and ITV learning environments with the smaller sample size of the three modalities.

The online modality revealed higher sample size and higher scores than ITV with online students performing in the competent category for Cultural Self-Awareness at 73%, Multicultural Awareness at 75%, and Intercultural Awareness at 68% with a sample size of 103 participants. While the ITV modality still scored in the competent range with 66% for Cultural Self-Awareness, 55% for Multicultural Awareness, and 55% for Intercultural Awareness, the percentage scores drop approximately 18% as compared to the face to face modality for Cultural Self-Awareness, 21% decrease in the Multicultural Awareness category as compared to the face to face modality, and a 24% decline in Intercultural Awareness.

Based on the data analysis of the Cultural Awareness outcome, the Student Learning Improvement Committee (SLIC) provided the following feedback in regards to modality:

> "In the overall sample total, students scored in the competent quartile for all three criteria. When comparing modality, students scored the highest in the face to face sections and lowest in the ITV sections. When comparing modality by weeks in the term, students scored higher in the 16 week section for all criteria except

multicultural awareness. This deficit is 1% lower than the 4 week term. However, the 4 week term contained 35 students, the 16 week term contained 277 students."

"Cultural Awareness is being learned at a much greater success rate in traditional and web courses than it is in ITV courses. There does not seem to be a consistent differentiation between the three areas of cultural awareness competency; the discrepancies appear when looking at modality."

"The data shows issues with modality regardless of instructor. Interesting to note, it is mostly taught by full time instructors in this data set. It is obvious that face to face is the best modality but is there something going on with ITV representation that we do not see at this point other than the technology failing."

"Students are doing less well in ITV than in other modalities and that the outcomes for critical thinking are lower than for the other objectives measured."

It should be noted that the external location directors met with the Cabinet on February 28th, 2017 for the External Location Semester Debrief in which each director had the opportunity to discuss challenge areas for the location, improvements to processes in regards to registration, and general operational functions at the location. When asked about their experiences with ITV and scheduled classes, directors commented on the increase in student disruptions that occur in these classrooms, the need to monitor ITV classrooms for these disturbances, and the inconsistency of instructor processes and management styles. These findings can be found in the spring 2017 External Location Semester Debrief meeting minutes housed in the Office of Institutional Effectiveness.

The sample size breakdown for the term lengths are as follows: 16 week courses had a sample size of 277 students, 8 weeks courses were a sample size of 40 students, and 4 week courses had a sample size of 35 students. Students in the 16 week term performed highest of the term lengths by scoring in the mastery category at 77% for Cultural Self-Awareness and competent in Multicultural Awareness with 70% and Intercultural Awareness with 69%. Students who participated in 8 week courses performed the lowest by scoring in the competent category for all three criteria with a 53% in Cultural Self-Awareness, 63% in Multicultural Awareness, and 55% in Intercultural Awareness. Students who participated in the 4 week term courses scored competent in all three

criteria with 70% in Cultural Self-Awareness, 71% in Multicultural Awareness, and 66% in Intercultural Awareness.

In addition to modality being an opportunity for improvement area, the data also shows that students are weakest in the specific rubric criteria of Intercultural Awareness for the Cultural Awareness outcome. Students have difficulty with the higher order thinking domains of Bloom's Taxonomy; specifically in the areas of analysis and evaluation.

Members of SLIC were given worksheets to provide their own feedback regarding the process to which we continue to move students from the "Novice" category to the "Competent" category. Their feedback responses are listed below.

> "[Focus] on the meaning of critical thinking and by offering instruction on the process of thinking critically."
>
> "[Provide greater exposure to multicultural and intercultural artifacts in classes not traditionally associated with them, and introducing instruction in cultural awareness beyond the student's own experience earlier in their academic careers. Cultural awareness is cultivated in multiple setting and over the course of multiple semesters. More exposure and earlier exposure will help move novice scores to competent. Housing these artifacts in academic areas not typically associated with cultural awareness would impact a greater share of students."
>
> "In order for students to successfully be place in the "Competent" category, they must be able to analyze perspectives relating to themselves and others. I believe that students who are more active in class discussion have a better understanding on how to analyze and assess information. The data show students in face to face sections score higher overall in the criteria compared to ITV and web sections. Increasing the requirement for student engagement across all sections could help to ensure students are actively participating in their education instead of passively completing the assignments to earn points. Providing more visuals in the web and ITV sections may also be considered to support other learning styles."

Additionally, members of SLIC were asked to provide feedback regarding the process to which we continue to move students from the "Competent" category to the "Mastery" category. Their feedback responses are listed below.

> “Introduce students to their own data and ask them to think of ways to improve their own experience. Encourage students to share their strategies for success with the class and/or each other. A reflection piece could be added to the course(s) about how each student learns individually. A learning inventory is an example.”
>
> “Mastery requires making inferences. Inferences require critical thinking skills whereby a student (in this case) evaluates and assesses how cultures operate in context with one another. A relatively homogeneous student population will need to look outside itself to find that cross-cultural relationship to analyze. Promoting classes which specifically require students to make decisions and assertions about culture will foster that analysis. Absorbing information about cultural differences will produce competency, while mastery will need to emphasize analysis aimed at demonstrating an assertions about those cultures.”
>
> “Students may be more successful and fall into the “Mastery” category by practicing how to assess impact for themselves and others. If they have not had much experience in this, it will be more difficult to complete the assigned artifact. Providing examples throughout the semester which include multiple levels of Bloom’s and helping them successfully complete those would guide them on how to successfully complete this artifact.”

Lastly, members of SLIC were asked to provide feedback regarding improving overall student learning in the Cultural Awareness outcome. Their feedback responses are listed below.

> “[Emphasize] critical thinking in class discussions and by including examples of it so that, when they are measured for this skill, they can do it more readily, without as much effort.”
>
> “The instructors themselves need to be good cultural awareness coaches. There may be several opportunities for moving these students to the right. Webinars for educators about cultural awareness. Institute class learning interactions and help students analyze successful cultures. Explain the grading rubric for cultural awareness so there is no mystery as to what they are supposed to be doing. They must feel safe to express themselves and it is the instructors’ and institution’s job

to make this happen. Could a new section of Achieve include success coaching as a stand-alone item?"

"Introduce cultural awareness concepts and artifacts in courses where they are not traditionally associated. Everyone expect do encounter different cultures in a World Civilizations or World Literature class. Do something in Biology for example. Illustrate that cultural values and awareness are not just terms associated with arts and humanities."

"Introduce cultural awareness concepts in gen ed. courses taken earlier in degree plan sequences."

"Survey and interview ITV faculty to determine causes for discrepancies in student achievement inside that modality. Foster networking and peer-to-peer professional development between instructors who find successful ITV strategies and those who report struggles"

Additional points of inquiry posed by the members of SLIC include:

- Do we tell all instructors to be aware that the students have more than one class?
- Globally- there is an issue with students of this caliber not looking at the course schedule posted by the instructor but instead look at the calendar so they miss assignments.
- The stepping stones in the assignments in a particular course may not be so obvious to this caliber of student so work can be done to make this more meaningful by course.
- Some students have different experiences in ACAD 101 so this may need to be looked at so all instructors are covering the same lessons in the appropriate fashion. Some ideas that they may not be covering are: 1. Note taking 2. Time management 3. Study and sleep habits 4. Work habits 5. Understanding that the course schedule and syllabus are the “contracts” of the class.
- Can we place progress checks to help the novice move to competent in tough courses?
- Flexible thinking and action pieces to be added to courses- ask what if?
- Many faculty are not making themselves available enough or simply refuse to answer email on the weekends. This may account for a greater amount of loss in this fraction of the student population.
- These students are the weakest about being self-aware. Is there a way to make sure these students are allowed to make drafts and revisions of work they turn in so they can start the process of moving toward better work?

Explanation of Data

Students may be assessed in multiple sections because a student's performance in one course may be different and is evaluated using a different rubric and the data has value to this evaluation. The analysis of this data includes a weighted average calculation in which the results are categorized into quartiles. Both college outcomes data found in this report use a four-point rubric in which the categories appear as: No Evidence, Novice, Competent, and Mastery. The conversion to an average percent range is detailed in the table below.

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

The calculation for the weighted average is:
(Box 1)(0) + (Box 2)(1) + (Box 3)(2) + (Box 4)(3) = Sum / # of Students = Average

CULTURAL AWARENESS SAMPLE TOTAL

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Cultural Self-Awareness	13	58	123	158	352	1.9261	64%
Multicultural Awareness	11	67	158	116	352	2.0767	69%
Intercultural Awareness	16	81	138	117	352	2.0113	67%

CULTURAL AWARENESS MODALITY COMPARISON

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Modality	Face to Face	Online	ITV
Cultural Self-Awareness	84%	73%	66%
Multicultural Awareness	76%	75%	55%
Intercultural Awareness	79%	68%	55%

CULTURAL AWARENESS TERM COMPARISON

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Term	16 Weeks	8 Weeks	4 Weeks
Cultural Self-Awareness	77%	53%	70%
Multicultural Awareness	70%	63%	71%
Intercultural Awareness	69%	55%	66%

MODALITY: FACE TO FACE

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Cultural Self-Awareness	0	10	23	56	89	2.5168	84%
Multicultural Awareness	1	10	40	38	89	2.2921	76%
Intercultural Awareness	1	7	40	41	89	2.3595	79%

TERM: 16 WEEKS

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Cultural Self-Awareness	4	39	99	135	277	2.2996	77%
Multicultural Awareness	8	51	125	93	277	2.0938	70%
Intercultural Awareness	9	61	109	98	277	2.0685	69%

MODALITY: ONLINE

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Cultural Self-Awareness	10	29	43	78	160	2.1812	73%
Multicultural Awareness	3	24	65	68	160	2.2375	75%
Intercultural Awareness	10	34	54	62	160	2.05	68%

TERM: 8 WEEKS

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Cultural Self-Awareness	6	13	13	8	40	1.575	53%
Multicultural Awareness	0	12	20	8	40	1.9	63%
Intercultural Awareness	4	14	14	8	40	1.65	55%

MODALITY: ITV

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile
Cultural Self-Awareness	3	19	57	24	103	1.9902	66%
Multicultural Awareness	7	33	52	11	103	1.6504	55%
Intercultural Awareness	5	40	44	14	103	1.6504	55%

TERM: 4 WEEKS

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Cultural Self-Awareness	3	6	11	15	35	2.0857	70%
Multicultural Awareness	3	4	13	15	35	2.1428	71%
Intercultural Awareness	3	6	15	11	35	1.97142857	66%

Analysis and Feedback for Improvement

Information Literacy

During 2016, a total of 11 courses were selected to assess Information Literacy in 18 sections across the face to face and online modalities. The ITV modality was not assessed due to course offerings. A duplicated total of 311 students were assessed over the three semesters.

The Information Literacy rubric involves three criteria; access information, use information appropriately to accomplish a specific purpose, and evaluate information and sources critically. Students who were assessed scored in the competent quartile range for all three criteria with 74% for accessing information, 71% in using information appropriately to accomplish a specific purpose, and 63% in evaluating information and sources critically. From this data perspective, it is understood that students have the most difficulty in the higher order thinking of Bloom's Taxonomy in the area of evaluation.

Students were assessed in the face to face and online modality for Information Literacy. 166 students were captured in the face to face modality. 96 students were evaluated in the online modality. The ITV modality was not assessed in these three semesters of inquiry, but every effort will be made to include this modality in future evaluations of this college-wide outcome. Students in the face to face modality scored in the "mastery" category of access information with 79%, and "competent" in both using information appropriately to accomplish a specific purpose with 74% and evaluating information and sources critically with a 66%. Those students who participated from the online modality did less well than those in the face to face modality with all three criteria areas scoring in the "competent" quartile. Students scored 67% in access information, 66% in using information appropriately to accomplish a specific purpose, and 58% in evaluating information and sources critically.

Based on the data analysis of the Information Literacy outcome, the Student Learning Improvement Committee provided the following feedback in regards to improving student learning:

> "By and large, students perform at or near the mastery range when asked to access and use information to accomplish a specific purpose, but that competency falls off considerably when it comes to critically evaluating the quality of information

and sources. This indicates a need to wean students off of instructor provided material and toward conducting their own research."

The data was also considered in term lengths with breakdowns being 16 weeks, 8 weeks, and 4 week. The majority of students were evaluated in the 16 week semester time frame with 285 students being identified. These students performed in the "competent" quartile range with 74% in access information, 71% in using information appropriately to accomplish a specific purpose, and 63% in evaluating information and sources critically. There were 21 students who participated in an 8 week summer term. There were no 8 week sessions during a fall or spring semester that have been evaluated at this time. These students did less well in all three areas, but still remained in the "competent" quartile with 71% in access information, 68% in using information appropriately to accomplish a specific purpose, and 59% in evaluating information and sources critically. While students who participated in the 4 week summer session scored the highest in terms of assessment with "mastery" in accessing information with 100%, and using information appropriately to accomplish a specific purpose with 80%, they scored in the "competent" quartile of evaluating information and sources critically with 73%. It is important to note that the 4 week session captured a small population sample of 5 students. At this time, without regard to sample size, students who participated in a 4 week term course scored highest in all three criteria areas of information literacy. Students who participated in a fall or spring semester 16 week course scored less well, but performed better than those students who participated in the 8 week summer term evaluation.

When the members of SLIC were asked about their thoughts regarding moving those in the "Novice" category to the "Competent" category, they provided the following feedback:

"Students must be able to access information for the purpose of the assignment to be placed in the "Competent" category. While students are accessing information, placing them in the "Novice" category, they aren't using it appropriately for the assignment. It may help to review with the student how to use a database and what qualifies as a credible resource."

"[Focus] on the critical thinking objective more rigorously so that students understand precisely what is meant by evaluating information."

> “Increase the areas where students receive instruction in (and are asked to demonstrate awareness of) objective vs. subjective purposes in writing. Guided reading of academic quality sources can help with comprehension, but recognizing subjective bias (for example) will aid them in using information appropriately and in evaluating sources.”

Next, the members of SLIC were asked about their thoughts regarding moving those in the “Competent” category to the “Mastery” category of Information Literacy, they provided the following feedback:

> “Mastery requires students make inferences from the source information. This can be increased by requiring student complete their own research instead of relying upon instructor generated or textbook materials and requiring students compose thesis driven writing. Creation of an assertive thesis in the research process forces students to seek sources whose implications specifically support that thesis.”
>
> “Introduce students to their own data and ask them to think of ways to improve their own experience. Encourage students to share their strategies for success with the class and/or each other. A reflection piece could be added to the course(s) about how each student learns individually. A learning inventory is an example.”
>
> “[Give] students multiple opportunities during the semester to practice evaluating sources and information in order to make it so that they are able to do it with less effort.”

Members of SLIC were asked to provide feedback regarding improving overall student learning in the Information Literacy outcome. Their feedback responses are listed below.

> “Providing students a process on how to successfully progress through the higher levels of thinking could be helpful. The majority of students could access information, but those who scored in “Novice” clearly didn’t know how to apply the information or even if it was related to the assignment. Those who scored in “Competent” could access and use the sources but didn’t make further implications. This could be that students assumed they were completing the assignment by gathering and applying the sources. If a standard is set that they need to make further inferences/implications throughout the semester that can help them be more successful within the assignment.”

"[Offer] multiple opportunities to achieve the objectives that are listed in the rubric."

"The instructors themselves need to be good information management coaches. There may be several opportunities for moving these students to the right. Webinars for educators about information management Institute class learning interactions and help students analyze successful ways of dealing with different kinds of information for the best use of the information. Explain the grading rubric for information management so there is no mystery as to what they are supposed to be doing. They must feel safe to express themselves and it is the instructors' and institution's job to make this happen."

"Enhance requirements for student driven research in classes, emphasize use of academic over popular web sources, remove or limit instructor provided sources from 2nd semester (and higher) classes, include bias awareness instruction as we teach students to conduct research."

Explanation of Data

Students may be assessed in multiple sections because a student's performance in one course may be different and is evaluated using a different rubric and the data has value to this evaluation. The analysis of this data includes a weighted average calculation in which the results are categorized into quartiles. Both college outcomes data found in this report use a four-point rubric in which the categories appear as: No Evidence, Novice, Competent, and Mastery. The conversion to an average percent range is detailed in the table below.

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

The calculation for the weighted average is:
(Box 1)(0) + (Box 2)(1) + (Box 3)(2) + (Box 4)(3) = Sum / # of Students = Average

INFORMATION LITERACY SAMPLE TOTAL

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Access Information	9	38	141	123	311	2.2154	**74%**
Use information appropriately to accomplish a specific purpose.	10	45	150	106	311	2.1318	**71%**
Evaluate information and sources critically	15	68	165	63	311	1.8874	**63%**

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

INFORMATION LITERACY MODALITY COMPARISON

Modality	Face to Face	Online
Access Information	**79%**	**67%**
Use information appropriately to accomplish a specific purpose.	**74%**	**66%**
Evaluate information and sources critically	**66%**	**58%**

MODALITY: FACE TO FACE

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Access Information	2	13	75	76	166	2.3554	**79%**
Use information appropriately to accomplish a specific purpose.	2	20	81	63	166	2.2349	**74%**
Evaluate information and sources critically	2	35	95	34	166	1.9698	**66%**

MODALITY: ONLINE

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Access Information	6	15	47	28	96	2.0104	**67%**
Use information appropriately to accomplish a specific purpose.	6	16	49	25	96	1.96875	**66%**
Evaluate information and sources critically	8	22	53	13	96	1.7395	**58%**

* The Information Literacy outcome has not been assessed in the ITV modality at this time.

INFORMATION LITERACY TERM COMPARISON

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Term	16 Weeks	8 Weeks	4 Weeks
Access Information	74%	71%	100%
Use information appropriately to accomplish a specific purpose.	71%	68%	80%
Evaluate information and sources critically	63%	59%	73%

TERM: 16 WEEKS

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Access Information	9	33	133	110	285	2.2070	74%
Use information appropriately to accomplish a specific purpose.	10	39	139	97	285	2.1333	71%
Evaluate information and sources critically	13	61	155	56	285	1.8912	63%

TERM: 8 WEEKS

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Access Information	0	5	8	8	21	2.1428	71%
Use information appropriately to accomplish a specific purpose.	0	5	10	6	21	2.0476	68%
Evaluate information and sources critically	2	7	6	6	21	1.7619	59%

TERM: 4 WEEKS

Total	No Evidence (0-25%)	Novice (26-50%)	Competent (51-75%)	Mastery (76-100%)	# of Students	Average	Average Percent (Quartile)
Access Information	0	0	0	5	5	3	100%
Use information appropriately to accomplish a specific purpose.	0	1	1	3	5	2.4	80%
Evaluate information and sources critically	0	0	4	1	5	2.2	73%

Summary of Findings

The Cultural Awareness and Information Literacy data indicate that students participating in the ITV Modality do less well than those in the online or face to face modality. Additionally, students in the face to face modality do better than those in the online modality. Specifically, students have difficulty with the modalities found in distance learning delivery. ITV was not evaluated in Information Literacy in this collection.

The data also imply that regardless of outcome, students have difficulty with higher order thinking; specifically Bloom's Taxonomy domains of Analysis and Evaluation as evidence by the rubric criteria as students' progress from "No Evidence" to "Mastery". This is also exhibited in rubric criteria areas of *Intercultural Awareness* for Cultural Awareness and *Evaluate Information and Sources Critically* in the Information Literacy rubric. Specifically, students can identify and use information however have difficulty if asked to research and apply information in the context of the assignment.

This report provides an overview of the results of the spring, summer, and fall semesters of 2016 in the areas of Cultural Awareness and Information Literacy college-wide outcomes. It is a breakdown of the specific areas that the Student Learning Improvement Committee believes need attention. It is the intention of this committee that the information provided will aid and guide the institution moving forward with improving student learning at Three Rivers College.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Student Learning Improvement Committee (SLIC)
Feedback Report for the
Faculty Executive Committee
College-wide Outcomes Data
Communication Fluency and Critical Thinking

2016-2017

Purpose Statement

The purpose of this Executive Summary is for the Three Rivers College, Student Learning Improvement Committee (SLIC) to provide the Faculty Executive Committee with an analysis and feedback of the college-wide outcomes data. The college-wide outcomes project is a part of a three-year HLC Academy Project know as *Assessment and Program Review for Improved Learning* (APRIL). The Faculty Executive Committee has been charged with making recommendations to the academic departments toward the improvement of student learning based on the (SLIC) feedback in this report. This report includes the analysis from the Three Rivers College, Student Learning Improvement Committee (SLIC) on institution-wide learning outcomes data from the summer and fall terms of 2016 and 2017 for the college learning outcomes of Communication Fluency and Critical Thinking. Students were assessed in various general education disciplines in several course sections covering all modalities.

Introduction

The Student Learning Improvement Committee (SLIC) is a standing committee of the faculty whose purpose is to provide review and feedback on the results from the student learning outcomes process under the leadership of the Chief Academic Officer in concert with the Office of Institutional Effectiveness. The duties of this committee include the coordination and promotion of student learning outcomes assessment for the purpose of improving student learning of general education, specific programs, and the curriculum as a whole and to ensure these activities are used to improve learning and to provide feedback to faculty on ways to improve student learning and increase student success. Additionally, the committee serves as a peer panel to review and provide feedback on assessment results and learning improvement initiatives.

As tasked, the Student Learning Improvement Committee (SLIC) reviewed the past three semesters worth of college-wide SLO data for two of the four college outcomes of Communication Fluency and Critical Thinking. The assessment data was cross-reference with sub-categories including modality and semester length. The findings, analysis, and feedback for improvement found in this report are intended to guide the Faculty Executive Committee in their quest to charge the academic departments with implementing initiatives and projects to improve student learning college-wide.

Analysis and Feedback for Improvement

Communication Fluency

During the summer 2016 and the summer and fall semesters of 2017, a total of 9 courses were selected to assess Communication Fluency in 16 sections across all modalities; face to face, online, and ITV. A duplicated total of 284 students were assessed. From the results of the SLO data in the table above, it is evidenced that students scored in the Competent range for the Clarity of Ideas category with an average score of 69%. Students scored lower in the areas of Coherent Organization with an average of 65% and Effective Communication with a 67% all while still scoring in the competent quartile range.

Students who were assessed in the face to face modality for Communication Fluency scored in the competent range for Clarity of Ideas at 64%, 63% in Coherent Organization, and competent in Effective Communication with 65%. This modality actually saw the lowest averages when compared to the Online and ITV modalities. It should be noted that while the averages in ITV were highest, it also had the smallest sample size with 18 students scoring an 80% in Clarity of Ideas, 82% in Coherent Organization, and 70% in Effective Communication. The online modality was more comparable with 171 responses showed students scored 71% in Clarity of Ideas, 64% in Coherent Organization, and in the Effective Communication category an average of 67%; all of which resulted in the Competent quartile range.

Based on the data analysis of the Communication Fluency outcome, the Student Learning Improvement Committee (SLIC) provided the following feedback in regards to modality:

> "Communication fluency is being taught and learned at a high level. We are concerned that the statistics in the 16 week courses fell in relation to the other courses."

> "Aggregate scores indicate overall competency in communication fluency among the sections surveyed. Percentage scores fall solidly in the middle range of competency. This indicates that the majority of students are able to construct effective communication with "few exceptions" in relevancy, consistency, and reasoning structure."

> "It is interesting to note that the *overall* trend in the data indicates the larger the pool of students, the lower the scores go in the results in all three categories in the rubric. For example, the ITV course has the smallest number of students but scored really well on all three sections of the rubric while the Traditional face to face 16 week classes scored the least yet had the highest number of students in the pool of data. The data indicates a larger sample may be needed from ITV. It could also mean that there are more distractions in a larger classroom that is face to face that lasts 16 weeks. It could be that the students will need some sort of stimulation by the faculty to want to take part in the assignment. The assignments themselves may need to be changed or even a sharing of results by the department faculty will reveal what assignments stimulate the students to participate or pay more attention. A sharing of these assignments may lead to better results. Minimizing the distractions should help. A potential is there for any department to standardize the assignment and/or have discussions to minimize any discrepancies in grading the assignments."

> "In contrast to the data from student outcomes in critical thinking, communication fluency seems to be adversely affected by instruction in the face-to-face setting more so than those in ITV classes or online. This either indicates that there is insufficient data and future measurements will show a more rational distribution of outcomes, or that there is something inherently detrimental about taking classes in the traditional setting."

The sample size breakdown for the term lengths are as follows: 16 week courses had a sample size of 91 students, 8 weeks courses were a sample size of 69 students, and 4 week courses had a sample size of 66 students. Students in the 16 week term performed lowest of the term lengths by scoring in the competent category at 65% for Clarity of Ideas and competent in Coherent Organization with 63% and Effective Communication with 65%. Students who participated in 8 week courses scored in the mastery and competent categories with a 79% in Clarity of Ideas, 66% in Coherent Organization, and 72% Effective Communication. Students who participated in the 4 week term courses scored

competent and mastery by placing into Mastery for Clarity of Ideas with 81% as well as Coherent Organization with 82%. Those same students placed in the competent range of Effective Communication with 72% average.

Members of SLIC were given worksheets to provide their own feedback regarding the process to which we continue to move students from the “Novice” category to the “Competent” category. Their feedback responses are listed below.

> “The Novice category is a spread of 26-50%. It appears with this *overall* data set that not enough students in the cohort scored in the novice or no evidence categories to bring the overall scores below competent or mastery. At first glance, it looks as if we have accomplished our mission. However, looking at the total numbers of students who scored at no evidence and novice we have 21.1% (60/284) of students lack a clarity of ideas, 25.3% (72/284) of students do not achieve Coherent Organization and 26.0% (74/284) do not exhibit Effective Communication. So we need to understand that approximately 25% of any set of students we have now are not exhibit the skills necessary to achieve at a college level. Faculty can try to recognize more early that they have particular students struggling so they may need to break down the artifacts in to smaller assignments to aid students in performing better. We may need to recognize that
> a particular artifact may not be working in one modality of a course but works in another modality. This may lead to an opportunity by faculty in the department to review the data and proceed with any necessary changes to the artifact, a new artifact being tried, the smaller lead in assignments being used or potentially all three over time. This particular data set does not have adjunct faculty involved and that may change the parameters of the overall data again. A larger data set is needed to continue to track trends and any changes for a better feel of what is happening in any particular course or department or the college as a whole.”

> “The key skills that distinguish novice from competent in the rubric ask students to establish the accuracy and relevancy of the details toward the purpose of the

argument. Courses should emphasize thesis driven writing and communication to establish the purpose more clearly. Communicating with an aim to support a specific claim rather than simply to collect factual observations/data should help students who struggle to recognize relevancy."

"Without knowing what kind of assignments are offered and how closely they align with the criteria of the rubric used to measure outcomes, it is only a guess that, once again, the outcomes may indicate that the students were not prepared well to achieve competency; more precisely that their outcomes would improve from repetition."

Additionally, members of SLIC were asked to provide feedback regarding the process to which we continue to move students from the "Competent" category to the "Mastery" category. Their feedback responses are listed below.

"There are more competent students in each category of the Communication Fluency rubric than in Novice or No Evidence. The breakdown includes 38.7% (110/284) of the total number of students had Clarity of Ideas, 41.5% (118/284) of the total showed Coherent Organization and finally 36.6% (104/284) had Effective Communication in the competent categories. This is an area where we are trying to stimulate students to achieve more than just getting the answers right. The faculty are trying to ask them to really step up and potentially become life-long learners. The best thing that all faculty can do is be there for them.

There are some strategies to get them more engaged. Some can be discipline specific or course specific.

1. Help them build pieces of a portfolio that they can use for a job interview or even a presentation.
2. Help them polish their soft skills- Excel, PowerPoint, Word, PDF, etc. and remind them that these are great job skills they are building.
3. Build a team concept in class. Group work, discussions, quizzes etc. helps them in the classroom.

4. Help them achieve a relationship with their mentor by including activities where they must meet with their mentor for more than advising.
5. Let them form small groups to “coach” each other. Rotate coaching.”

“The key distinction the rubric makes between competent and mastery is not one of skill; it is one of consistency and clarity. Communication should be “fully” supported and consistent with ideas “easily” and “clearly” conveyed. Courses should emphasize that every sub claim of an argument (every paragraph of an essay, every section of a speech, etc.) be supported with relevant, credible, and accurate supporting details incorporated from authoritative sources. Emphasizing that this support structure is essential in every sub-section of a piece of communication rather than a minimum number of citations for a whole piece of communication, should help eliminate the “few exceptions” in the definitions of competent.”

“However, the repeated exposure to opportunities to demonstrate competency demands that the assessments be designed to assist the student in understanding the objective and to build skills required to demonstrate that they do.”

Lastly, members of SLIC were asked to provide feedback regarding improving overall student learning in the Communication Fluency outcome. Their feedback responses are listed below.

“There is a constant need for faculty ownership of the processes that help the success of their students. Department meetings could be used to assign pairs or groups of faculty with varying strengths and weaknesses together to form learning teams. Teams could report findings at department meetings. Findings could include simple things like shared assignments, new ideas brought in that all shared and the results, etc. These things could be a simple sharing of ideas by each faculty member at department meetings or a sharing on the repository might be the better and faster way to go not to overburden faculty with more meetings and projects. Faculty will need chances for professional development over time so they

can bring fresh ideas about teaching in their discipline into the classroom. A possibility of this might be to bring discipline specific education specialists to campus for workshops for a particular department."

"Create communication assessments which emphasize a claim driven, research based focus while reducing communication assessment which allow students to rely on self-reflection or expository techniques."

Explanation of Data

Students may be assessed in multiple sections because a student's performance in one course may be different and is evaluated using a different rubric and the data has value to this evaluation. The analysis of this data includes a weighted average calculation in which the results are categorized into quartiles. Both college outcomes data found in this report use a four-point rubric in which the categories appear as: No Evidence, Novice, Competent, and Mastery. The conversion to an average percent range is detailed in the table below.

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

The calculation for the weighted average is:
(Box 1)(0) + (Box 2)(1) + (Box 3)(2) + (Box 4)(3) = Sum / # of Students = Average

COMMUNICATION FLUENCY SAMPLE TOTAL

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Clarity of Ideas	32	28	110	114	284	2.08	69%
Coherent Organization	34	38	118	94	284	1.96	65%
Effective Communication	33	41	104	106	284	2.0	67%

Communication Fluency Modality Comparison

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Total	Clarity of Ideas	Coherent Organization	Effective Communication	# of Students
Face to Face	65%	63%	65%	95
Online	71%	64%	67%	171
ITV	80%	85%	70%	18

Communication Fluency Modality: Face to Face

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Clarity of Ideas	15	10	36	34	95	1.94	65%
Coherent Organization	16	9	39	31	95	1.89	63%
Effective Communication	15	15	26	39	95	1.94	65%

Communication Fluency Modality: ITV

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Clarity of Ideas	17	16	67	71	171	2.12	71%
Coherent Organization	18	28	73	52	171	1.93	64%
Effective Communication	18	23	68	62	171	2.02	67%

Communication Fluency Modality: Online

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Clarity of Ideas	0	2	7	9	18	2.38	80%
Coherent Organization	0	1	6	11	18	2.55	85%
Effective Communication	0	3	10	5	18	2.11	70%

Communication Fluency
Term Comparison

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Total	Clarity of Ideas	Coherent Organization	Effective Communication	# of Students
16 Weeks	65%	63%	65%	91
8 Weeks	79%	66%	80%	69
4 Weeks	81%	82%	72%	66

Communication Fluency
Term: 16 Weeks

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Clarity of Ideas	15	8	34	34	91	1.96	65%
Coherent Organization	16	8	36	31	91	1.90	63%
Effective Communication	15	13	24	39	91	1.96	65%

Communication Fluency
Term: 8 Weeks

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Clarity of Ideas	0	7	30	32	69	2.36	79%
Coherent Organization	0	19	32	18	69	1.99	66%
Effective Communication	0	4	34	31	69	2.39	80%

Communication Fluency
Term: 4 Weeks

Total	No Evidence	Novice	Competent	Master	# of Students	Average	Average Percent (Quartile)
Clarity of Ideas	0	5	27	34	66	2.44	81%
Coherent Organization	0	4	28	34	66	2.45	82%
Effective Communication	0	13	30	23	66	2.15	72%

Analysis and Feedback for Improvement

Critical Thinking

A total of 8 courses were selected to assess Critical Thinking using 11 sections in which all modalities were assessed. A duplicated total of 241 students were assessed over the three semesters; Summer 2016, Summer 2017, and Spring 2017

The Critical Thinking rubric involves three criteria; analyze evidence, analyze assumptions, and formulate judgments and solutions. Students who were assessed scored in the competent quartile range for all three criteria with 67% scored for analyze evidence, 59% in analyzing assumptions, and 55% in formulating judgments and solutions.

The sample was further broken down by three modalities; face to face, online, and interactive television. 88 students were captured in the face to face modality. 136 students were evaluated in the online modality and 17 students were assessed in the ITV modality. The ITV modality only consisted of one section of one course and thus is not well represented. This is due to course selection and measures have been created to adjust for this in future semesters. Students in the face to face modality scored in the competent category for all three criteria with the quartile ranges being 69% for analyze evidence, 60% for analyze assumptions, and 56% in formulate judgments and solutions. Those students who participated from the online modality also, in all three criteria areas, scored in the "competent" quartile. Students scored 68% in analyze evidence, 63% in analyze assumptions, and 55% in formulate judgments and solutions. The ITV modality, while small in sample size with 17 students scored in the no evidence and novice quartile ranges with 49% in analyze evidence, 22% in analyze assumptions, and 49% in formulate judgments and solutions.

Based on the data analysis of the Critical Thinking outcome, the Student Learning Improvement Committee provided the following feedback in regards to improving student learning:

"We see a pronounced and consistent reduction in level of mastery as students are asked to move from analyzing evidence toward formulating judgements. While aggregate

scores remain the competent range, student performance on formulating judgments and solutions drops very near novice levels."

"It is obvious from a cursory review of the data that ITV students' outcomes are 20 points lower thus are responsible for bringing down the overall average. Not to make trouble, but it would help to know the reading comprehension scores for ITV students compared to students in other modalities. So, we can see that ITV students do less well than the other students; however, we do not know the reason and the comparison between them and the rest does nothing to inform us of this."

"The critical thinking goals for the students of this college have been set as the following "The student will analyze evidence and assumptions to formulate informed judgments and solutions". The three categories are Analyze Evidence, Analyze Assumptions and Formulate Judgments and Solutions. The total average percentages of the three categories for 241 students were within the Competent Scale of 51-65%. The overall critical thinking data scores were lower than those of the Communication Literacy but critical thinking is a harder set of ideas to get across to students. Students have a fear of getting the answers wrong and are somewhat afraid to embrace the ideas of critical thinking. ITV as a modality scored lower on all three categories of critical thinking compared to other modalities but we as a college have already acknowledged that this is a good area for improvement. There was an outlier in the A versus B session and 16 week sessions where B session and 16 week session scored lower in two of their three categories of the rubric (Analyze Evidence, Analyze Assumptions) and the only clear answer may be that the B session and 16 week students face finals, more end of semester projects, fatigue, life events, etc. than A session."

"Students are doing a pretty good job of analyzing evidence. There is a decrease in analyzing assumptions and even greater decrease in formulating judgments and solutions."

When the members of SLIC were asked about their thoughts regarding moving those in the "Novice" category to the "Competent" category, they provided the following feedback:

“We need to focus on providing opportunities that require students to do more than just analyze. They must be able to make judgements and formulate solutions.”

“To improve competencies, it is imperative first to explain clearly and repeatedly the concept of critical thinking; then to immerse the students in activities that enhance understanding of how to achieve it. In other words, because students likely have not previously been challenged as they are in our courses—in fact, they likely are taught what to think rather than how to arrive at rational conclusions based on evidence—it only makes sense to assume that they will begin with little understanding of the concept. However, if by the end of the course ITV students’ outcomes are so noticeably aberrant, the issue is either the students’ lack of preparation prior to the class so that their outcomes would be the same in whatever modality the course is offered; or it has something to do with the presentation of the objectives for critical thought within the class.”

“One of the big questions among the faulty at large is how to teach critical thinking. At first glance, it looks as if we have accomplished our mission. However, looking at the total numbers of the students (regardless of time or modality) who scored at No Evidence or Novice we have 25.3% (61/241) of students have trouble Analyzing Evidence, 32.3% (78/241) of students do not successfully Analyzing Assumptions and finally 36.0% (87/241) do not Formulate Judgements and Solutions. The biggest thing for students at this level is to have assignments, discussion etc. that help them begin to critically think. The faculty could develop questions that promote deeper thinking for their discipline that would help the students get started. A good way is for them to self-assess to get started. They are always looking for the right answer without engaging their thought processes. This does not mean that they can’t do it- they simply do not trust themselves. Half of the process for this cohort may be the confidence building steps with lower order Bloom’s assignments to get to the higher order Blooms. Group work may facilitate this process. The team approach with peers should allow them to “see” how the process is done and they could start having input without consequence (one of their biggest fears).”

“The number of students falling into novice and no evidence should be taken together in this report due to the high number of no evidence scores in these sections. Taken together, the problems students experience in critical thinking relate to recognizing the

importance of establishing credibility and recognizing the assumptions upon which an argument is based. Remediating this skill will focus on teaching students to distinguish between objective and subjective purposes in writing while composing their own work and while researching the arguments of credible experts. With this recognition, the techniques associated with establishing credibility according to approved style guides can be emphasized in general education communication classes such as public speaking and composition classes."

Next, the members of SLIC were asked about their thoughts regarding moving those in the "Competent" category to the "Mastery" category of Critical Thinking, they provided the following feedback:

"The distinction between competent and mastery in this assessment depends upon students evaluating the credibility and assumptions of evidence in argument and recognizing the consequences of the solutions they propose. Evaluating the credibility and inherent assumptions (i.e. bias) of evidence requires teaching students that verifying source authority is as important as verifying accuracy. This requires a separate and independent research process. Students should be required to research the authors of sources as well as researching the topic at hand. Students should be taught in insert the results of source evaluation into their communication (essays, speeches) as evidence of this evaluation. Recognizing the potential consequences of judgements and solutions is taught through cause and effect reasoning/writing skills. The first step would be to ensure students are being told about this requirement in the assignment instructions. Assignments which ask for evidence based judgements need to emphasize that detailing expected consequences of that judgement is expected."

"The total numbers of the students (regardless of time or modality) who scored at Competent were slightly higher overall than the numbers of students at Mastery level for the combined numbers of students. For overall results, there were 30.29% (73/241) of the students that can Analyzing Evidence, 36.9% (89/241) of the students that are able to be Analyzing Assumptions and finally 39.0% (94/241) that can Formulate Judgements and Solutions based on the information given. To move these students from Competent to Mastery more open ended discussions should stimulate their thinking. They need assignments that utilize the higher order Bloom's taxonomy to stimulate their thinking.

They can debate the pros and cons of any discipline, have word problems, group projects, etc. that ask them key questions to compare and contrast. This may require the faculty to collaborate to find some new or novel basic solutions for their discipline."

"If the problem of low outcomes as presented in the data has to do with the delivery of the objectives for this outcome, this can be remedied to some extent by ensuring that the faculty responsible for collecting the data from an ITV class is fully aware of the implicate difficulties associated with this modality and is prepared to offer exercises to help the students hone this skill. Perhaps as importantly, faculty should be committed to offering a lot of feedback as to how the students either did or did not achieve competency/mastery."

Members of SLIC were asked to provide feedback regarding improving overall student learning in the Critical Thinking outcome. Their feedback responses are listed below.
"My most important comment is analysis is OK, but students are performing poorly, in my opinion, in critical thinking. We should focus on incorporating more critical thinking exercises. Explore more in class sections in the future. I am concerned that we are going to implement changes to courses with 56% of data from online classes. The focus must be on formulating judgements and solutions."
"There should be multiple assignments specifically designed to elicit from the students a demonstration of this objective, delivered by faculty who compensate for the distance between faculty and students inherent in this modality using techniques specifically designed for it."

"Students need to be taught that learning how to critically think is not as daunting as it sounds. They can practice it with simple assignments. Instead of "what you eat is what you are it is more like what you think is what you are". They need to start questioning their own reasoning in small doses to get used to the idea of critical thinking and its rewards. It is possible to include a glossary of critical thinking vocabulary into Blackboard to aid all students in any course to try tackling the concepts. We could simply start by saying to the

students that we are trying to teach them to be open minded and show them real life examples of how this type of thinking will reward them throughout life."

"Instructors need to make expectations clear from the beginning and all instructors need to use the same artifact in each course. Define critical thinking, assumptions, and what is credible may prove to help students understand the expectations of the course. Create critical thinking assignments throughout to build up to the final project. Continue to train, retrain, and encourage faculty to use critical thinking and it's attributes in the classroom." "Emphasize distinction between objective and subjective purposes in both student writing and when evaluating research. Establish consistent expectations for establishing the credibility and authority of research (in addition to its accuracy) in all research based assignments. Revise/Review assignment instructions to include specific requirement that judgements or solutions (i.e. claims) be assessed for potential consequences."

Explanation of Data

Students may be assessed in multiple sections because a student's performance in one course may be different and is evaluated using a different rubric and the data has value to this evaluation. The analysis of this data includes a weighted average calculation in which the results are categorized into quartiles. Both college outcomes data found in this report use a four-point rubric in which the categories appear as: No Evidence, Novice, Competent, and Mastery. The conversion to an average percent range is detailed in the table below.

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

The calculation for the weighted average is:
(Box 1)(0) + (Box 2)(1) + (Box 3)(2) + (Box 4)(3) = Sum / # of Students = Average

CRITICAL THINKING SAMPLE TOTAL

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Analyze Evidence	43	18	73	107	241	2.01	67%
Analyze Assumptions	53	25	89	74	241	1.76	59%
Formulate Judgments and Solution	55	32	94	60	241	1.66	55%

Critical Thinking Modality Comparison

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Total	Analyze Evidence	Analyze Assumptions	Formulate Judgments and Solution	# of Students
Face to Face	69%	60%	56%	88
Online	68%	63%	55%	136
ITV	49%	22%	49%	17

Critical Thinking Modality: Face to Face

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Analyze Evidence	17	3	25	43	88	2.07	69%
Analyze Assumptions	17	7	41	23	88	1.80	60%
Formulate Judgments and Solution	19	9	40	20	88	1.69	56%

Critical Thinking Modality: ITV

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Analyze Evidence	20	13	44	59	136	2.04	68%
Analyze Assumptions	25	16	45	50	136	1.88	63%
Formulate Judgments and Solution	29	22	51	34	136	1.66	55%

Critical Thinking Modality: Online

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Analyze Evidence	6	2	4	5	17	1.47	49%
Analyze Assumptions	11	2	3	1	117	.65	22%
Formulate Judgments and Solution	7	1	3	6	17	1.47	49%

Critical Thinking
Term Comparison

No Evidence	0-25%
Novice	26-50%
Competent	51-75%
Mastery	76-100%

Total	Analyze Evidence	Analyze Assumptions	Formulate Judgments and Solution	# of Students
16 Weeks	70%	62%	57%	49
8 Weeks	73%	62%	60%	57
4 Weeks	68%	58%	57%	80

Critical Thinking
Term: 16 Weeks

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Analyze Evidence	7	4	15	23	49	2.10	70%
Analyze Assumptions	11	6	11	21	49	1.86	62%
Formulate Judgments and Solution	12	8	11	18	49	1.71	57%

Critical Thinking
Term: 8 Weeks

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Analyze Evidence	10	1	15	31	57	2.18	73%
Analyze Assumptions	10	2	31	14	57	1.86	62%
Formulate Judgments and Solution	12	2	29	14	57	1.79	60%

Critical Thinking
Term: 4 Weeks

Total	No Evidence	Novice	Competent	Mastery	# of Students	Average	Average Percent (Quartile)
Analyze Evidence	7	11	35	27	80	2.03	68%
Analyze Assumptions	13	13	36	18	80	1.74	58%
Formulate Judgments and Solution	10	19	36	15	80	1.7	57%

Summary of Findings

Upon examination of the data, it is evidenced that there is a large number of students within the sample who are scoring in the No Evidence and Novice quartile ranges. This sample does not include students who did not turn in the assignment. No Evidence is based on the student's work that simply "missed the mark" and/or did not relate to the task at hand. As this baseline data is being collected, the need to advance students through the quartile ranges of the rubric is apparent. Students are scoring lower in the areas of higher order thinking of Critical Thinking and Communication Fluency in a similar fashion to previously reported outcomes; Cultural Awareness and Information Literacy. Further norming and enhancement of the understanding of the criteria by the faculty is warranted to ensure that we are being consistent across the institution.

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Spring 2017
Capstone Assessment Data
By College-wide Outcomes Report

General Education Capstone – CPST 290

General Education Capstone (CPST 290) is the culminating experience in the 42-hour General Education program at Three Rivers College. Students participate in multiple assessments designed to provide evaluation of student learning of the General Education program. This class should be taken during the student's final semester at Three Rivers, following the completion of a minimum of 36 hours of General Education coursework.

Students participate in a series of exams to evaluate their level of understanding amongst the disciplines. Each individual exam is listed below:

- Communications
- Humanities
- Life Sciences
- Math
- Physical Sciences
- Social Sciences

These six multiple-choice exams provide relevant discipline specific data to the faculty to inform their continuous improvement efforts. The assessments, while administered and analyzed by the faculty under the respective discipline, are also mapped to the four College-wide Outcomes. This report provides the Capstone results as mapped.

Capstone Exam Question Mapping						
Outcome/Discipline	**Life Sciences**	**Physical Sciences**	**Communications**	**Humanities**	**Math**	**Social Sciences**
Critical Thinking	20 Questions	25 Questions		9 Questions	20 Questions	4 Questions
Communication Fluency			25 Questions			
Cultural Awareness				6 Questions		4 Questions
Information Literacy				10 Questions		12 Questions
Total # of Questions	20	25	25	25	20	20

The calculation formula for these data is:

$$\frac{\text{Total Number of Correct Responses}}{\text{Total Number of Questions (X) Total Number of Students}}$$

The following data are from those students who participated in CPST 290 during the Spring 2017 semester.

Spring 2017 Data						
Outcome/Discipline	**Life Sciences**	**Physical Sciences**	**Communications**	**Humanities**	**Math**	**Social Sciences**
Critical Thinking	81.7%	61%		77.4%	73.5%	80%
Communication Fluency			81%			
Cultural Awareness				86%		74.3%
Information Literacy				77.9%		84%
# of Students who took the exam	186	183	193	189	181	190

These data should be interpreted as, “Students who participated in the Life Sciences exam answered 81.7% of the questions correctly.”

Three Rivers College

THE COMMUNITY COLLEGE OF SOUTHEAST MISSOURI

Fall 2017
Capstone Assessment Data
By College-wide Outcomes Report

General Education Capstone – CPST 290

General Education Capstone (CPST 290) is the culminating experience in the 42-hour General Education program at Three Rivers College. Students participate in multiple assessments designed to provide evaluation of student learning of the General Education program. This class should be taken during the student's final semester at Three Rivers, following the completion of a minimum of 36 hours of General Education coursework.

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Outcome/Discipline	**Life Sciences**	**Physical Sciences**	**Communications**	**Humanities**	**Math**	**Social Sciences**
Critical Thinking	20 Questions	25 Questions		9 Questions	20 Questions	4 Questions
Communication Fluency			25 Questions			
Cultural Awareness				6 Questions		4 Questions
Information Literacy				10 Questions		12 Questions
Total # of Questions	20	25	25	25	20	20

The calculation formula for these data is:

$$\frac{\textbf{Total Number of Correct Responses}}{\textbf{Total Number of Questions (X) Total Number of Students}}$$

The following data are from those students who participated in CPST 290 during the Fall 2017 semester.

Fall 2017 Data						
Outcome/Discipline	**Life Sciences**	**Physical Sciences**	**Communications**	**Humanities**	**Math**	**Social Sciences**
Critical Thinking	80.7%	58.5%		75.5%	64%	78.8%
Communication Fluency			81.8%			
Cultural Awareness				80.2%		72.3%
Information Literacy				79.2%		84.2%
# of Students who took the exam	91	90	91	91	86	91

These data should be interpreted as, “Students who participated in the Life Sciences exam answered 80.7% of the questions correctly.”

Communication Fluency

Term	Communication
Spring 17	81%
Fall 17	81.8%

Critical Thinking

Term	Life Sciences	Physical Sciences	Humanities	Math	Social Sciences
Spring 17	81.7%	61%	77.4%	73.5%	80%
Fall 17	80.7%	58.5%	75.5%	64%	78.8%

Cultural Awareness

Term	Humanities	Social Sciences
Spring 17	86%	74.3%
Fall 17	80.2%	72.3%

Information Literacy

Term	Humanities	Social Sciences
Spring 17	77.9%	84%
Fall 17	79.2%	84.2%

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