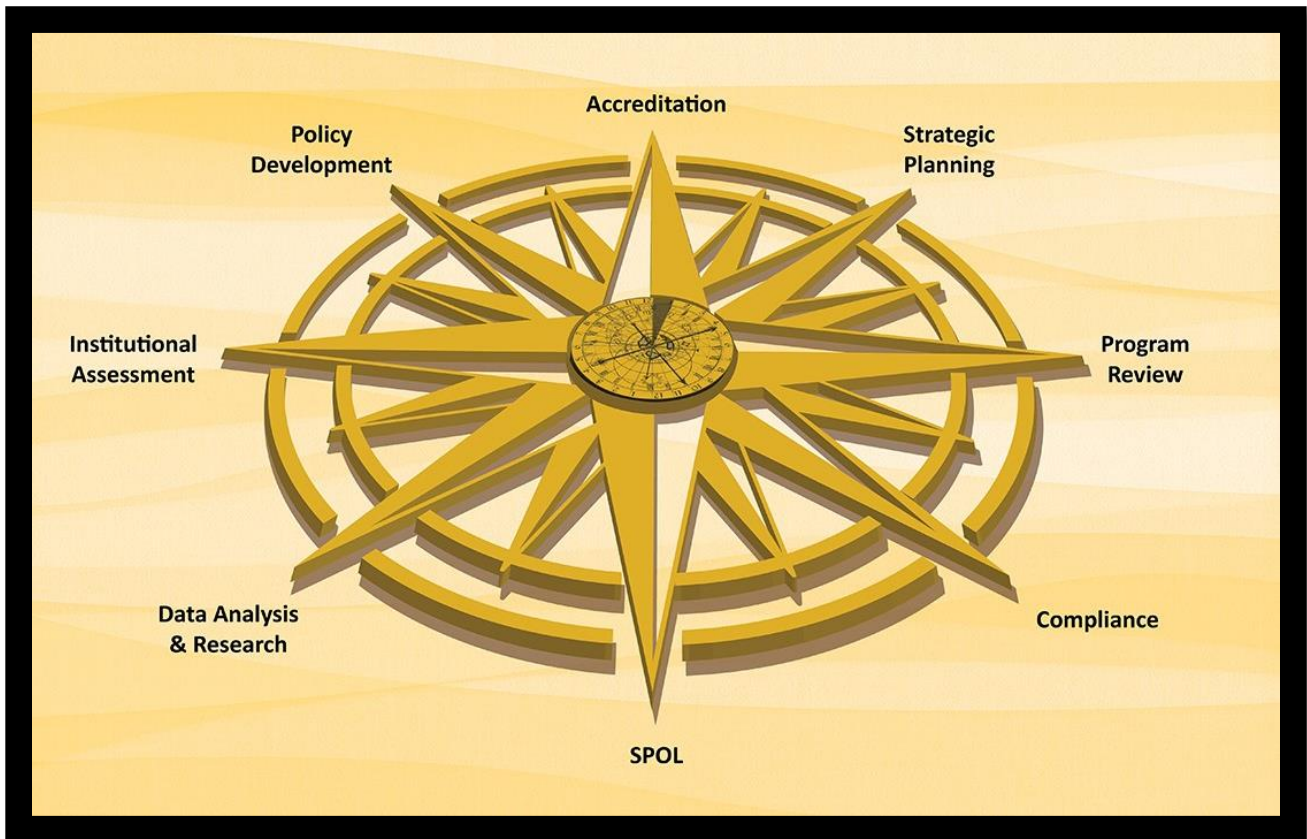


THREE RIVERS COLLEGE

Office of Institutional Effectiveness



College-wide Outcomes Assessment Report

2020-21

Introduction

All members of the Three Rivers College faculty who teach General Education Courses are responsible for the assessment of their courses depending on the selection in a given semester. The faculty researched, created, and adopted four college-wide outcomes. General Education Courses are assessed 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 College-wide Outcomes Assessment Report includes the findings and executive summaries.

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.

Assessment Design & Methodology

For the purpose of college-wide outcomes assessment, the courses used in the collection are from the general education curriculum. Those courses are listed below:

ARTS 123 – History and Appreciation of Art	HIST 112 – American History since 1877
BIOL 100 – Survey of Biology	HIST 121 – World Civilization to the Renaissance
BIOL 101 – General Biology	HIST 122 – World Civilization since the Renaissance
BIOL 102 – Environmental Science	MATH 161 – Mathematical Reasoning and Modeling
BIOL 110 – Human Biology	MATH 163 – College Algebra for Calculus
BIOL 190 – Biology for Majors	MUSC 123 – History and Appreciation of Music
BIOL 231 – Anatomy and Physiology I	MUSC 141 – Theory I, Harmony
CHEM 111 – Introductory Chemistry	MUSC 221 – Music Literature I
CHEM 121 – General Chemistry I	MUSC 222 – Music Literature II
ECON 211 – Principles of Macroeconomics	PHIL 200 – Introduction to Philosophy
ECON 212 – Principles of Microeconomics	PHIL 233 – Ethics
ENGL 111 – College Writing	PHIL 243 – Religions of the World
ENGL 112 – Advanced College Writing	PHYS 100 – Survey of Physics
ENGL 210 – Introduction to Literature	PHYS 101 – Physical Science
ENGL 221 – World Literature to 1600	PHYS 211 – General Physics I
ENGL 222 – World Literature since 1600	PSYC 111 – General Psychology
ENGL 231 – English Literature to 1798	PSYC 243 – Human Development Across the Life Span
ENGL 232 – English Literature since 1798	SCOM 110 – Public Speaking
ENGL 241 – American Literature to 1870	SOCI 111 – General Sociology
ENGL 242 – American Literature since 1870	SPAN 101 – Elementary Spanish I
GOVT 121 – National and State Government	SPAN 102 – Elementary Spanish II
GOVT 233 – International Relations	THEA 120 – History and Appreciation of Theatre
HIST 111 – American History to 1877	THEA 122 – History and Appreciation of Film

NOTE: Students may have been assessed in multiple courses because a student's performance in one course may be different than the same student's performance in another course and that data has value to this evaluation. Thus, the total number of students could be a duplicated headcount.

College-wide Outcomes Assessment Cycle

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.

The diagrams that follow provide more specific details of what occurs in each phase of the cycle.

Collection Phase		
Task	Timeline	Organizer(s)
Course Selection	May/December of Previous Semester	Department Chairs & Office of Institutional Effectiveness
Inform Faculty	May/December of Previous Semester	Department Chairs
Rubric Norming	FT- Faculty: Convocation Week PT – Faculty: 2 nd – 3 rd Week of Semester	Faculty & Office of Institutional Effectiveness
Data Collection Link Email	Immediately after Norming Session	Office of Institutional Effectiveness
Data Collection	Due last day of Finals	Faculty
Faculty Debrief	Embedded in Assessment Link	Faculty, Office of Institutional Effectiveness, Department Chairs, Student Learning Improvement Committee
Analysis Phase		
Task	Timeline	Organizer(s)
Data given to Student Learning Improvement Committee (SLIC)	September/February	Office of Institutional Effectiveness
Student Learning Improvement Committee (SLIC) (Results Discussion)	September/February	Student Learning Improvement Committee (SLIC)
Student Learning Improvement Committee (SLIC) Meeting (Use of Results Recommendations)	October/March	Student Learning Improvement Committee (SLIC)
Summary Report of Findings for Faculty Executive Committee	October/March	Student Learning Improvement Committee (SLIC)
Report out Findings/ Recommendations to Faculty-at- Large	October/March Faculty Meeting(s)	Student Learning Improvement Committee (SLIC) & Faculty Executive Committee
Identify Areas of Improvement/provide recommendation to Department Chairs	May/December	Departments
Data given to Student Learning Improvement Committee (SLIC)	September/February	Office of Institutional Effectiveness
Implementation Phase		
Task	Timeline	Organizer(s)
Department Meeting with Results and Discussion	September/February	Departmental
Action Plan Implementation Review (From Previous Semester)	Convocation	Departmental
Go Forth and Conquer (contact affected adjuncts, training, SPOL, Curriculum, etc.)	Throughout Semester	Departmental
Executive Summary of Action Plans (Final Progress Report)	November/April	Department Chair
Faculty Executive Committee presents a synthesis of previous semester's implementation to faculty at large.	December/May Faculty Meetings	Faculty Executive Committee
Department Meeting with Results and Discussion	September/February	Departmental
Action Plan Implementation Review (From Previous Semester)	Convocation	Departmental

Course Selection by College-Wide Outcome for 2020-21

	Fall 2020		Spring 2021	
	Communication Fluency	Critical Thinking	Cultural Awareness	Information Literacy
BIOL 100 – Survey of Biological Principles		X		
BIOL 101 – General Biology			X	
BIOL 102 – Environmental Science		X		
BIOL 231 – Anatomy and Physiology I		X		
CHEM 121 – General Chemistry I		X		
ECON 211 – Principles of Macroeconomics		X		
ECON 212 – Principles of Microeconomics		X		
ENGL 111 – College Writing				X
ENGL 112 – Advanced College Writing		X		
ENGL 231 – English Literature to 1798	X			
GOVT 121 – National and State Government				X
GOVT 233 – International Relations				X
HIST 111 – American History to 1877				X
HIST 112 – American History since 1877	X			
HIST 121 – World Civilization to the Renaissance		X		
MATH 161 – Mathematical Reasoning and Modeling		X		
MATH 163 – College Algebra for Calculus				X
MUSC 123 – History and Appreciation of Music			X	
MUSC 141 – Theory I, Harmony		X		
PHIL 200 – Introduction to Philosophy	X			
PHIL 233 – Ethics	X			
PHIL 243 – Religions of the World	X			
PHYS 100 – Survey of Physics		X		
PHYS 101 – Physical Science	X			
PHYS 211 – General Physics I		X		
PSYC 111 – General Psychology		X		
PSYC 243 – Human Development Across the Life Span	X			
SCOM 110 – Public Speaking	X			
SOCI 111 – General Sociology				X
SPAN 101 – Elementary Spanish I	X			
SPAN 102 – Elementary Spanish II			X	
THEA 120 – History and Appreciation of Theatre			X	
THEA 122 – History and Appreciation of Film			X	

Explanation of Data

To make action-oriented decisions on the data for improving student learning, it would better serve faculty to review the percentage totals of students who fell within a particular performance level within a competency area of a rubric detailing specific criteria. Viewing this data and using the rubric to review each criteria allows faculty to focus on the knowledge, skills, behaviors, and attitudes that can be improved.

This view of the data should not be the focus for the purpose of improving student learning but provides a point of review when looking at the data longitudinally. All college outcomes data found in this report uses a four-point rubric model.

The nomenclature of the performance levels is labeled as I, II, III, and IV. The Roman numeral classification is used to show ordinal differentiation of student performance with IV indicating performance of fully accomplishing the competency described.

Key Terms and Definitions

Course Types

Hybrid

Hybrid Course is a type of course design that combines traditional face-to-face classroom time with online components for accessing or uploading coursework. A course with 1-79% of the face-to-face component replaced with an online component is considered a “hybrid” course.

Interactive Television (ITV)

Interactive Television (ITV) Course is a type of course design whereby content is delivered through television transmission. The broadcast occurs in real-time from one location and is synchronized with multiple classrooms across the service region to provide instruction at a specifically scheduled course time.

Online

Online Course is a type of course design with 80% or more of the content delivered online. An online course may have limited or no face-to-face classroom meetings; however, testing and other required meetings may occur in a traditional face-to-face setting.

Traditional/Web-Enhanced

Web-Enhanced Course is a type of course design where content is delivered in a “traditional” face-to-face classroom setting. This course type has a web component for accessing course materials such as syllabi, notes, PowerPoints, videos, etc. No replacement for face-to-face course time occurs.

Communication Fluency

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

	I	II	III	IV
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.

*The Roman numeral classification is used to show ordinal differentiation of student performance with IV indicating performance of fully accomplishing the competency described.

Analysis and Feedback for Improvement of Communication Fluency

To assess Communication Fluency during the fall semester of 2020, 24 sections of eight courses were selected in all modalities: face to face, online, and interactive television (ITV). Courses assessed were both 8 and 16 weeks in length. Of these courses, 362 student assessments were collected.

Students were assessed in the three competency areas of Clarity of Ideas, Coherent Organization, and Effective Communication. The level IV performance criteria for clarity of ideas explains that the student will be able to provide *ideas that are fully supported with accurate and credible details relevant to the topic*. 36% (n=131) of students scored in the level III performance range for Clarity of Ideas with 34% (n=124) in level IV, 27% (n=98) in the level II performance range, and 2% (n=9) scoring in the lowest performance range; level I.

The highest performance level criteria for coherent organization describes the IV criteria as students being able to *use a pattern of reasoning that is fully consistent and relevant to the ideas presented*. 35% (n=126) of students scored in the IV performance level range for this competency area while 39% (n=140) scored in the III range. Additionally, 24% (n=87) of students scored in the II performance level while 2% (n=9) scored in the I performance level.

The competency area of effective communication requires students to demonstrate *the purpose or effect of the idea is easily understood and clearly conveyed* as the highest performance level criteria; noted as performance level IV. 33% (n=121) of students assessed demonstrated this ability at the IV performance level while 40% (n=144) did so at the III performance level. Also, 24% (n=88) of students scored in the II performance level while 2% (n=9) did not and scored in the I performance level. Subsequent analysis and breakdowns by modality are also included within the data presented in the following section.

Communication Fluency Assessment Total Collection

	Fall 2020				
	I	II	III	IV	Total
Clarity of Ideas	9	98	131	124	362
	2%	27%	36%	34%	100%
Coherent Organization	9	87	140	126	362
	2%	24%	39%	35%	100%
Effective Communication	9	88	144	121	362
	2%	24%	40%	33%	100%

Communication Fluency Assessment by Modality

Face to Face	Fall 2020				
	I	II	III	IV	Total
Clarity of Ideas	3	46	55	39	143
	2%	32%	38%	27%	100%
Coherent Organization	3	35	58	47	143
	2%	24%	41%	33%	100%
Effective Communication	3	38	58	44	143
	2%	27%	41%	31%	100%

ITV	Fall 2020				
	I	II	III	IV	Total
Clarity of Ideas	0	0	10	19	29
	0%	0%	34%	66%	100%
Coherent Organization	0	6	13	10	29
	0%	21%	45%	34%	100%
Effective Communication	0	6	14	9	29
	0%	21%	48%	31%	100%

Online	Fall 2020				
	I	II	III	IV	Total
Clarity of Ideas	6	52	63	57	178
	3%	29%	35%	32%	100%
Coherent Organization	6	42	63	67	178
	3%	24%	35%	38%	100%
Effective Communication	6	41	64	67	178
	3%	23%	36%	38%	100%

Hybrid	Fall 2020				
	I	II	III	IV	Total
Clarity of Ideas	0	0	3	9	12
	0%	0%	25%	75%	100%
Coherent Organization	0	4	6	2	12
	0%	33%	50%	17%	100%
Effective Communication	0	3	8	1	12
	0%	25%	67%	8%	100%

Communication Fluency Assessment by Course Level

100-Level Courses	Fall 2020				
	I	II	III	IV	Total
Clarity of Ideas	4	42	85	61	192
	2%	22%	44%	32%	100%
Coherent Organization	4	39	94	55	192
	2%	20%	49%	29%	100%
Effective Communication	4	40	94	54	192
	2%	21%	49%	28%	100%

200-Level Courses	Fall 2020				
	I	II	III	IV	Total
Clarity of Ideas	5	56	46	63	170
	3%	33%	27%	37%	100%
Coherent Organization	5	48	46	71	170
	3%	28%	27%	42%	100%
Effective Communication	5	48	50	67	170
	3%	28%	29%	39%	100%

Communication Fluency Assessment by Semester Length

8-Week Courses	Fall 2020				
	I	II	III	IV	Total
Clarity of Ideas	0	3	10	15	28
	0%	11%	36%	54%	100%
Coherent Organization	0	7	15	6	28
	0%	25%	54%	21%	100%
Effective Communication	0	5	14	9	28
	0%	18%	50%	32%	100%

16-Week Courses	Fall 2020				
	I	II	III	IV	Total
Clarity of Ideas	9	95	121	109	334
	3%	28%	36%	33%	100%
Coherent Organization	9	80	125	120	334
	3%	24%	37%	36%	100%
Effective Communication	9	83	130	112	334
	3%	25%	39%	34%	100%

Communication Fluency Trend Data

	Clarity of Ideas				
	I	II	III	IV	# of Students
SU 2016	0%	15%	39%	46%	92
SP & SU 2017	0%	10%	42%	48%	178
FA 2018	3%	18%	56%	23%	189
FA 2019	4%	17%	37%	42%	632
FA 2020	2%	27%	36%	34%	362

	Coherent Organization				
	I	II	III	IV	# of Students
SU 2016	0%	23%	33%	45%	92
SP & SU 2017	1%	12%	50%	37%	178
FA 2018	5%	16%	42%	37%	189
FA 2019	5%	15%	44%	36%	632
FA 2020	2%	24%	39%	35%	362

	Effective Communication				
	I	II	III	IV	# of Students
SU 2016	0%	18%	47%	35%	92
SP & SU 2017	1%	16%	35%	49%	178
FA 2018	2%	14%	56%	28%	189
FA 2019	4%	14%	42%	40%	632
FA 2020	2%	24%	40%	33%	362

Communication Fluency: Instructor Feedback

Instructors who participated in the collection of this data, answered three questions regarding their assessment experience. The questions are:

1. What did you learn from this assessment?
2. Will you make any changes to this course because of this assessment?
3. Additional feedback:

This information is collected to gain insight into aspects of the process that we can improve in future collections and to note any trends from the faculty that may prompt additional training or discussion. The information provided by the faculty who participated in this specific collection can be found in the subsequent section.

What did you learn from this assessment?

The students had about two weeks less than usual, a fact which I feel hurt their development. Since many students typically write about works that are toward the end of the semester, I feel the missing two weeks hurt their ability to revise and use stronger sources.

Made notations in first survey response.

The information that I learned from this assessment parallels the information that I entered for the other course.

Students sometimes struggle with being able to convey their information in a clear and concise manner. The assignment asked them to evaluate three approaches to the Great Depression by comparing and contrasting these approaches. While the students were to discuss all three approaches, some students were only able to discuss two out of the three approaches in a clear and concise manner. Several students provided brief mention of the one approach and quickly moved onto the other two approaches.

Students did a good job of grasping the assignment even though it was online only.

Students engaged effectively with the material.

Essay exams work better to assess student learning in this course.

This assessment revealed the extent to which students reflect upon knowledge they have learned and their ability to express that knowledge coherently

Students had trouble supporting their ideas with accurate and relevant details.

Nothing I didn't already know. Students wait until the last minute to complete the assignment. They don't take communication seriously.

Nothing I did not already know. The majority of the students do not care to put work into these writing assignments. The small number who do well usually have a history of writing and/or work with the Tutoring and Learning Center.

In comparing my face-to-face with my online course, I feel that the online students are more prepared for an APA style paper despite both courses given the same links to resources. Most can form a coherent paper with great information but do not understand APA formatting.

I have noticed that the students in my online course appeared more prepared and knowledgeable regarding APA formatting- though both classes were given the same links for instructions. Because the topic is not an easy one to study and research, some students appear to rush through it.

Honestly, I'm not sure that I learned anything from this particular one. I have participated previously. Having taught Three Rivers students for the last several years, I know that a variety of factors, economic, environmental (for example unstable WiFi), etc., cause our adult students to struggle, especially within the confines of an online class. With even more outside factors this semester, the pandemic, hit to the economy, etc. I am not surprised by these results and honestly would expect them to be much less than they are given current circumstances.

What did you learn from this assessment?

The numbers are good and could be better.

There is more work that needs to be done to improve the numbers.

This online class scored slightly lower on the assessment than face to face classes, and this is usually typical in an online class. There are more students scoring novice across the board in this class, although there are also more students scoring at the mastery level as well. These scores mirror assessments in other semesters in that online courses are often populated by many students who are strong, dedicated, and self-motivated, and they are often populated by students who seem to struggle with the online delivery method.

As in semesters past, organization of thought and structure is the most problematic criterion for this assessment, despite making strong efforts to underscore the importance of organization and the manner in which organization can be achieved. The department has created multiple classroom exercises designed to enhance students' understanding of the concepts of organization, and students excel at those exercises. However, they appear to not be applying those learned skills to a formal speech.

So this semester I added more speaking exercises that emphasized organizational skills. My students overall improved in organization, and in confidence (measured as a part of Effective Communication) because they received a lot of exposure to standing up and giving a speech before being asked to put it all together and be evaluated on it. The "chunking" of the learning activities were effective at improving the overall assessment. There were also some issues with oral source citations and making sure that those were clearly stated within the body of the speech, which is why some students scored lower in the Clarity of Ideas category.

The suggested addition of topic sentences was a good idea, as well as the increased length requirement of 100 words as minimum. There was more clarity and better details.

Will you make any changes to this course because of this assessment?

I will not make any changes to the course because of this assessment. However, if we have to reduce the number of weeks again, I will open the assessment earlier in an effort to encourage earlier participation and time for revision.

No changes will be made. Assignment promotes critical thinking and analysis.

No changes will be made.

No, this assessment allows students to strengthen their critical thinking and analysis skills.

More announcements to keep students on track to complete it.

No

Permanently eliminating multiple-choice exams from this course.

This writing prompt was used as to help students cover basic concepts in chemistry and will be used and modified in the future. The same sort of assessment will be used for other topics covered in the course.

Not at this time. We just started using this assessment artifact in the online class last semester. We have used this same artifact in the face-to-face course for many years.

Not at this time.

Not at this point.

I have been given the opportunity to change the paper for next semester and am attempting to make it more reflective, one that perhaps students can relate to more so than the current topic. I may also take some class time, particularly in the face-to-face course, to explain the bare basics of APA or provide more sources for examples.

I want to change this assignment to relate more to the students and what they may encounter in real life instances. If students can relate to the material, they are more likely to take the relevant information and work with it and incorporate it into their own lives, reflecting that in their papers.

The course is a department one, not mine personally, so I will not.

Yes.

Yes.

No significant changes are planned, other than more strongly encouraging all students to understand the unique aspects of online learning and to dedicate themselves to the tasks at hand. I used to send a lengthy email to students the week before classes began explaining the unique characteristics of this online course and encouraging anyone who might not be up to this challenge to enroll instead in a face-to-face section. I will likely begin sending that email out once again to see if it might have any impact on student success.

I will discuss this with the others in the department to determine if this is a common concern, and if so, we may try to restructure the classroom exercises or develop new ones to help students make the transfer of these skills to a formal speech.

I will continue to develop the speaking exercise themes and activities to help my students increase their confidence, which will then increase their ability to effectively communicate during an oral presentation. I will also focus more on oral source citations and delivery skills.

Additional Feedback:

The use of essay exams instead of multiple-choice tests was a response to numerous COVID absences.

I think this artifact works well for assessment purposes and students learn more about the use of good scientific resources.

I may make it a requirement to work with the Tutoring and Learning Center (TLC) for completion of this

In the past, I used to require students to go to the TLC for assistance. I had a lot of complaints about this. Perhaps, it is time to try it again.

Do they teach APA in ENGL? I hate to penalize students for things they have not been taught...

None for my online course. Students were well prepared for this assignment.

SLIC Feedback

The Student Learning Improvement Committee (SLIC) provided analysis and feedback regarding the aggregated assessment data for the above college-wide outcomes. Each member of SLIC is asked to provide feedback through a series of questions regarding specific performance-level criteria within the rubrics, modality, semester length, and their overall impression of the data in an effort to improve student learning and give the faculty-at-large points of information worth investigating further when making action plans and implementing interventions for improvement.

Members of SLIC were given worksheets to provide their own feedback regarding the data presented and their analysis of the current state of learning. Their feedback responses can be found below:

“Overall, each modality is maintaining a high proportion of students in the third and fourth columns, especially in comparison to some of the previous semesters. An exception was the online modality, which had lower percentages in the third and fourth columns compared to previous semesters. This may have been due to new classes being adding an online modality that did not have them before, though I do not know if this is the case.

Assessments in the 200-level courses have been lower compared with both previous semesters and with the 100-level courses. This seems counterintuitive, as I would expect proportions in the 200-level courses to be as good or better than 100-level courses. Again, I suspect this may have been due to adding an online modality to classes that did not have them before, though I do not know if this is the case.

An interesting pattern in the 16-week courses is that the assessments showed less clarity, but better communication compared with the 8-week courses. The reasons for this difference may be worth investigating.”

“The qualitative data from FA 2020 shows a general decrease in student learning from 2017 and 2018 levels. However, there has been a decrease

in the percentage of students at the lowest level (no more than 2%). In face-to-face classes, effective communication and coherent organization were areas of strength. 41% of students showed a level III competency in effective communication in FA 2020.

ITV students excelled in their clarity of ideas. 66% showed a level IV competency in FA 2020. This is significantly higher than any year past except 2016. However, the study documents the smallest sample from ITV, so this may not be reliable.

Online classes in FA 2020 showed the greatest indication that some students may be falling behind in this modality. 3% scored in the lowest competency in 2020 in all three indicators. However, this is less than half of the percentage that fell into competency I in 2019. This may be an indication that faculty have put in a lot of effort to work one-on-one with and equip students who were not prepared to go online last year. Faculty may have invested in new online teaching strategies that are more effectively reaching a wider range of students. Students, too, may be adjusting to online modalities.”

“In the Total Collection, there was a statistically significant increase in level II and decrease in level IV scores for Clarity of Ideas. The same was true for Levels II and III in Coherent Organization and II and IV in Effective Communication. These numbers suggest a slightly less successful demonstration of student Communication Fluency.”

“The decreases were even more significant for the Face-to-Face modality, especially for the Clarity of Ideas and Effective Communication assessments.

The decreases were a bit less impactful on the 200-level assessments.”

Next, members of SLIC were asked to provide their own feedback regarding the process by which the institution should continue to move students further right across the competency criteria thereby improving overall student learning. Their feedback responses can be found below.

“The qualitative data revealed a chasm in performance between students who regularly use the TLC, and were therefore well practiced in using citations, and those who do not. One faculty member mentioned an unsuccessful attempt to make TLC use mandatory. More information is needed to know why that attempt was unsuccessful. It is possible that a modified version of that solution could help students overall.

Another suggestion that seemed successful in the qualitative data would be to work toward emulating the type of services provided by the TLC in class by “chunking” assignments into pieces that will allow students to practice organization, citations, etc.”

“There seems to be a consistent mention of needing more practices. There are several mentions of needing to talk to the department and/or decisions being based in the department. Perhaps there needs to be a reminder regarding interactions between the adjuncts and full-time faculty.”

Critical Thinking

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

	I	II	III	IV
Analyze Evidence	Relevance and credibility of evidence are 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 identified.	Recognizes relevant assumptions.	Analyzes relevant assumptions.	Evaluates relevant assumptions.
Formulate Judgments & Solutions	Judgments and solutions are not formulated.	Formulates judgments and solutions.	Formulates and articulates reasons for judgments and solutions.	Formulates, articulates reasons for, and recognizes potential consequences of judgments and solutions.

*The Roman numeral classification is used to show ordinal differentiation of student performance with IV indicating performance of fully accomplishing the competency described.

Analysis and Feedback for Improvement of Critical Thinking

A total of 13 courses were selected to assess Critical Thinking using 22 sections in which all modalities were assessed. A duplicated total of 341 students were assessed during the Fall 2020 semester.

The Critical Thinking rubric involves three competency areas; analyze evidence, analyze assumptions, and formulate judgments and solutions. The level IV performance criteria for analyze evidence explains that the student will be able to *evaluate relevant evidence and its credibility*. 34% (n=117) of students scored in the level III performance range for analyze evidence with 36% (n=123) in level IV, 22% (n=74) in the level II performance range, and 8% (n=27) scoring in the lowest performance range; level I.

The highest performance level criteria for analyze assumption describes the IV criteria as students being able to *evaluate relevant assumptions*. 38% (n=129) of students scored in the IV performance level range for this competency area while 29% (n=100) scored in the III range. Additionally, 23% (n=77) of students scored in the II performance level while 10% (n=35) scored in the I performance level.

The competency area of formulate judgments and solutions requires students to formulate, articulate reasons for, and recognize potential consequences for judgments and solutions as the highest performance level criteria; noted as performance level IV. 30% (n=104) of students assessed demonstrated this ability at the IV performance level while 33% (n=111) did so at the III performance level. Also, 23% (n=78) of students scored in the II performance level while 14% (n=48) did not and scored in the I performance level. Subsequent analysis and breakdowns by modality are also included within the data presented in the next section.

Critical Thinking Assessment Total Collection

	Fall 2020				
	I	II	III	IV	Total
Analyze Evidence	27	74	117	123	341
	8%	22%	34%	36%	100%
Analyze Assumptions	35	77	100	129	341
	10%	23%	29%	38%	100%
Formulate Judgments and Solutions	48	78	111	104	341
	14%	23%	33%	30%	100%

Critical Thinking Assessment by Modality

Face to Face	Fall 2020				
	I	II	III	IV	Total
Analyze Evidence	13	39	55	74	181
	7%	22%	30%	41%	100%
Analyze Assumptions	21	35	42	83	181
	12%	19%	23%	46%	100%
Formulate Judgments and Solutions	25	37	61	58	181
	14%	20%	34%	32%	100%

ITV	Fall 2020				
	I	II	III	IV	Total
Analyze Evidence	4	8	23	8	43
	9%	19%	53%	19%	100%
Analyze Assumptions	6	12	19	6	43
	14%	28%	44%	14%	100%
Formulate Judgments and Solutions	6	13	18	6	43
	14%	30%	42%	14%	100%

Online	Fall 2020				
	I	II	III	IV	Total
Analyze Evidence	10	27	39	41	117
	9%	23%	33%	35%	100%
Analyze Assumptions	8	30	39	40	117
	7%	26%	33%	34%	100%
Formulate Judgments and Solutions	17	28	32	40	117
	15%	24%	27%	34%	100%

Hybrid	Fall 2018				
	I	II	III	IV	Total
Analyze Evidence	0	0	11	0	11
	0%	0%	100%	0%	100%
Analyze Assumptions	0	0	11	0	11
	0%	0%	100%	0%	100%
Formulate Judgments and Solutions	0	2	9	0	11
	0%	18%	82%	0%	100%

Critical Thinking Assessment Course Level

100-Level Courses	Fall 2020				
	I	II	III	IV	Total
Analyze Evidence	25	56	81	50	212
	12%	26%	38%	24%	100%
Analyze Assumptions	33	59	73	47	212
	16%	28%	34%	22%	100%
Formulate Judgments and Solutions	33	61	76	42	212
	16%	29%	36%	20%	100%

200-Level Courses	Fall 2020				
	I	II	III	IV	Total
Analyze Evidence	2	18	36	73	129
	2%	14%	28%	57%	100%
Analyze Assumptions	2	18	27	82	129
	2%	14%	21%	64%	100%
Formulate Judgments and Solutions	15	17	35	62	129
	12%	13%	27%	48%	100%

Critical Thinking Assessment - by Semester Length

8-Week Courses	Fall 2020				
	I	II	III	IV	Total
Analyze Evidence	2	8	21	5	36
	<i>6%</i>	<i>22%</i>	<i>58%</i>	<i>14%</i>	<i>100%</i>
Analyze Assumptions	4	12	17	3	36
	<i>11%</i>	<i>33%</i>	<i>47%</i>	<i>8%</i>	<i>100%</i>
Formulate Judgments and Solutions	4	13	16	3	36
	<i>11%</i>	<i>36%</i>	<i>44%</i>	<i>8%</i>	<i>100%</i>

16-Week Courses	Fall 2020				
	I	II	III	IV	Total
Analyze Evidence	25	66	96	118	305
	<i>8%</i>	<i>22%</i>	<i>31%</i>	<i>39%</i>	<i>100%</i>
Analyze Assumptions	31	65	83	126	305
	<i>10%</i>	<i>21%</i>	<i>27%</i>	<i>41%</i>	<i>100%</i>
Formulate Judgments and Solutions	44	65	95	101	305
	<i>14%</i>	<i>21%</i>	<i>31%</i>	<i>33%</i>	<i>100%</i>

Critical Thinking Trend Data

	Analyze Evidence				
	I	II	III	IV	# of Students
SU 2016	33%	13%	27%	27%	58
SP & SU 2017	15%	7%	30%	48%	181
FA 2018	7%	34%	51%	8%	168
FA 2019	9%	20%	34%	37%	532
FA 2020	8%	22%	34%	36%	341

	Analyze Assumptions				
	I	II	III	IV	# of Students
SU 2016	28%	9%	29%	34%	58
SP & SU 2017	18%	10%	37%	35%	181
FA 2018	9%	33%	50%	8%	168
FA 2019	10%	22%	35%	34%	532
FA 2020	10%	23%	29%	38%	341

	Formulate Judgments and Solutions				
	I	II	III	IV	# of Students
SU 2016	31%	7%	31%	31%	58
SP & SU 2017	20%	15%	41%	23%	181
FA 2018	11%	33%	42%	15%	168
FA 2019	12%	22%	35%	30%	532
FA 2020	14%	23%	33%	30%	341

Critical Thinking: Instructor Feedback

Instructors who participated in the collection of this data, answered three questions regarding their assessment experience. The questions are:

1. What did you learn from this assessment?
2. Will you make any changes to this course because of this assessment?
3. Additional feedback:

This information is collected to gain insight into aspects of the process that we can improve in future collections and to note any trends from the faculty that may prompt additional training or discussion. The information provided by the faculty who participated in this specific collection can be found in the subsequent section.

What did you learn from this assessment?

I directly embedded a modified rubric with the critical thinking assignment. I believe this was helpful in the students' demonstration of competency levels.

Student understanding and selecting a microeconomic topic for the assignment. 2. Student ability (or desire) to research their topic at depth was lacking. 3. Students did a fairly good job analyzing evidence and assumptions. 4. Students had difficulty formulating solutions to recommend to the decisionmaker. 5. The ability to link the evidence and their recommendation to the decision maker, and the overall economic impact was a bit weak.

That I need distinguish between "analyze" and "evaluate"

Students have a harder time analyzing and formulating judgments/solutions.

Students can analyze the evidence given but have a harder time with formulating assumptions and solutions. Specifically stating those assumptions and solutions in an understandable format.

I THINK MY STUDENTS WERE ABLE TO BETTER UNDERSTAND HOW WE DEVELOPED INTO THE WORLD SOCIETIES OF TODAY FROM THE EARLIEST CULTURES.

This course is best delivered face to face.

The wording of the prompt, while complete, seemed to make students think they only needed to give one sentence answers in the second half of the assignment, which limited their ability to demonstrate critical thinking.

I had three strong students complete the assessment and one student that really didn't know what was going on. The assessment results show exactly what I anticipated.

I learned that most students could form and express judgements and the reasons for their judgements. They can also recognize relevant and credible evidence.

The analyze assumptions part of the assessment may need to be re-evaluated to make it more challenging.

Three identical assignments were part of the assessment. The students did not tend to improve after the first trial but repeat the same quality result regardless of feedback.

There were three identical assignments which were done. The students tended to improve after the first assignment.

What did you learn from this assessment?

Students often have problems making the connection between what is taught in class and applying this to problems they have not seen before.

Students who worked on earlier did better.

The students scored well compared to students in other sections of the same course, all in the same modality, face to face. The difference in this section, which had a positive reflection shown in their grades, was I believe when I gave the assignment. In this section, the assignment was given earlier in the semester. I speculate they did better because they were not as busy/overwhelmed with the volume of material they were responsible for learning in the course at that time. We have a lot of quizzes later in the semester that require attention.

Students follow written directions over verbal directions.

I think it was easier for the students to grasp what to do with the online directions compared to the face-to-face class and directions given verbally.

I learned that most of my students have a basic understanding of what makes good writing, but they are not quite up to the point of being strong "academic" writers. I've learned that they need to embrace writing as a strenuous process requiring the successful completion of several small steps that can eventually be synthesized into a finished project.

I feel that critical thinking is the combination of knowing the research and sorting out what is bias or emotion in yourself to come up with a conclusion that holds valuable wisdom in life situations. I know that with this assignment most of the students had problems with trying to insert their emotional ties to an argument rather than look at the obvious research in front of them. When quoting people for this assignment or seeking research, students tended to use social media, friends and family rather than the information provided by the textbook or internet. The no evidence group seemed to wait till the last minute or did minimal work with no critical thinking. The novice started out in the right direction but defaulted to their emotion or what they want to believe paradigm. The competent group seem to do well with the research but the explanation or summarization part of the assignment it was hard for them not to use I feel states or show critical thinking without being critical. Six students mastered this assignment correctly.

Must do more to look at step IV

Will you make any changes to this course because of this assessment?

I plan to continue to use the assessment for the upcoming two offerings of the course before deciding to make modifications. Having used the same assignment in the F-2-F modality, I was pleased with the responses provided through this first-time offering of the course through an online modality.

If I do this assignment again, I will consider offering mini workshops discussing each component (expectation) for the assignment.

no

Yes, if more direction was given about the expectations students would perform better.

Yes, I will reevaluate the directions to better instruct students on the expectations.

I DO NOT SEE MAKING ANY CHANGES.

I will strive to offer the course face to face.

I will spend more time on analyzing our own assumptions and potential bias when it comes to dealing with social issues.

When explaining the assignment, a discussion on more expansive answers and demonstration of opinions may help students to understand they need to show that they have thought about different sides of an issue to construct an informed opinion.

No.

Not currently.

Will consider how to make the analyze assumptions portion more challenging so we can identify the various levels of competence.

Better initial instruction might improve the results.

I have provided an example in the past, but a better description about how to do the assignment may improve the first try as well.

I plan to do more problem sessions where the students see how to apply what is taught in the lectures.

No

Yes, I will assign this to all sections in the first part of the semester so the students have more time to allocate to this assignment.

No.

No.

I think that my assumption that Advanced College Writing students should already possess the background needed to excel in the class when they come into it needs to be reassessed. I think I am going to have to spend a greater amount of time reviewing core skills that will make them better writers. I need to impress upon my students in such a way that they will not forget that writing is not a "one and done" event but a meticulous, time-consuming process. I think I need to more strongly stress the steps of the process, the taking of the big project and breaking it into smaller chunks with the result being that when the students have successfully completed each step, then their overall work will be much better. So, I am going to spend more time stressing step by step instead of making assumptions about their knowledge.

I am redesigning the Psych 111 online course and trying to include more critical thinking components in the new class.

No

Additional Feedback:

not sure if this assignment dealt with judgements and solutions. might need more discussion on the terms used here and how they apply

The course was redesigned for the web as part of the general education curriculum. The pandemic accelerated this process, and a decision was made to offer it only online due to the prospect of the fall semester shifting suddenly to online learning. The course is BETTER for online delivery than it would have been prior to redesign, but face to face is SUPERIOR to online for this course and its co-requisite.

I wonder if having a class online has shown to make a difference in student achievement. I have had better student results in a face-to-face classis.

No. Good Study!!!

SLIC Feedback

The Student Learning Improvement Committee (SLIC) provided analysis and feedback regarding the aggregated assessment data for the above college-wide outcomes. Each member of SLIC is asked to provide feedback through a series of questions regarding specific performance-level criteria within the rubrics, modality, semester length, and their overall impression of the data to improve student learning and give the faculty-at-large points of information worth investigating further when making action plans and implementing interventions for improvement.

Members of SLIC were given worksheets to provide their own feedback regarding the data presented and their analysis of the current state of learning. Their feedback responses can be found below.

“Compared to communication, critical thinking is a greater area of concern for students falling behind. Between 8 and 14% of students measured fell into the lowest competency level. However, critical thinking is on a trajectory of improvement compared to the 2016 data. Analyzing evidence and analyzing assumptions are areas of strength in FA 2020 with 36% and 38% of students scoring in competency level IV.

In face-to-face classrooms, analyzing assumptions is an area of strength, with 46% of students scoring in competency level IV- the highest percentage in any of the years measured.

In ITV classrooms, analyzing evidence is an area of strength. 53% of students scored in level III and 19% scored in level IV. The percentage of students in competency level I on all three indicators is significantly higher than in 2019, but lower than previous years, which suggests that the data from 2019 may not have been representative.

Overall, students scored the lowest in online classrooms. Analyzing evidence was the bet category for online students (35% in competency level IV). Only one

percentage fewer scored in level IV in formulating judgements and solutions, but more student scored in competency level I for this indicator, suggesting that there is more diversity in student aptitudes in this area.

In FA 2020 200-level courses, students saw improvement over every previous year in all three indicators. 57% scored in level IV for analyzing evidence, 64% scored in level IV for analyzing assumptions, and 48% scored in level IV for formulating judgements and solutions. This data suggests that students who have already been exposed to critical thinking exercises in their 100-level classes are able to put that skill to use in their 200-level classes.”

“Overall, each modality is maintaining a high proportion of students in the third and fourth columns, especially in comparison to some of the previous semesters. This indicates to me that student understanding has overall increased due to changes in teaching method, though this may also indicate changes to the assessment method.

The ITV class has lower average assumption analysis and judgement formulation compared to other modalities. I would have thought this was due to the instructor not being in the same room as the students, but the online modality has similar tendencies to the face-to-face modality. It may be useful to consider how the online modality is preparing students for their assessment assignments and seeing how that is different from the ITV modality.

Assessments in the 200-level courses have a noticeable improvement compared with previous semesters, but the 100-level courses show less of an improvement. This indicates to me that instructors in the 200-level courses are getting their students to think more critically, compared with previous semesters.”

“This material appears to show that the overall critical thinking student learning assessment data was somewhat stagnant from the Fall 19 through the Fall 20, despite the significantly smaller pool of student response.”

“I did notice a significant improvement in the Level IV Analyze Assumptions area of the Face-to-Face Modality and a corresponding significant worsening for the Level III Analyze Assumptions area.”

“I noticed a statically significant increase in Level I scores in all three areas for the ITV Modality. The increase seemed to be divided into decreases in all three other levels making me wonder if there was a specific course or assignment that proved problematic.”

“Happily, the 200-level students did significantly better in the level IV and significantly worse in the level I area than the 100-level students.

With this group of students, those in the 8-week sections seemed to struggle to get to the IV level of critical thinking.”

Next, members of SLIC were asked to provide their own feedback regarding the process by which the institution should continue to move students further right across the competency criteria thereby improving overall student learning. Their feedback responses can be found below.

“From the qualitative feedback, faculty noticed that students could analyze, but struggled to take that a step further into evaluating or formulating solutions.

- Defining these two skills clearly and separately might help students deepen their critical thinking.
- Including a rubric with each assignment that defines both elements might help students identify different components of critical thinking and then look for it in their own work.
- Replicating similar assignments multiple times for practice was also suggested as a way for students to hone their skills through practice.

Conflicting qualitative data about modality emerged. Some faculty noticed that face-to-face students did better than online students, but others noticed that written instructions fared better than oral instructions (like would be given in a face-to-face class).

- Providing instructions orally (either through a video clip or in-person) and in written form with a rubric attached might help students process the expectations they need to in order to arrive at a place where they are ready to use their critical thinking skills.”

“Based on the instructor feedback given, the assignment should be introduced early in the course. Additionally, instructors may have improved results with a short discussion about expectations and explaining what is meant in looking at one’s own assumptions (especially in challenging those assumptions and) and making judgements about something. Some instructors noted written instructions were more useful than verbal instructions, so perhaps adding some text in the assignment concerning the assumptions and judgements would be helpful.”

“From the comments made, it seems like encouraging faculty to add practices for these assessments is important.”

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.

	I	II	III	IV
Cultural Self-awareness (Understanding one's own cultural values)	<p>Does not demonstrate an understanding of one's own cultural values and biases.</p> <p>(A minimal explanation of facts is not provided.)</p>	<p>Identifies one's own basic cultural values.</p> <p>(A simple fact-based recognition/summarization is provided without further elaboration.)</p>	<p>Analyze perspectives about one's own cultural values.</p> <p>(Examines the origin and rationale of one's own values without making further implications.)</p>	<p>Assesses impact of one's own cultural values in terms of cultural integration and change.</p> <p>(Makes inferences about how one's own values integrate within the culture's dominant beliefs.)</p>
Multicultural awareness (Understanding other's cultural values)	<p>Does not demonstrate an understanding of the values of other cultures.</p> <p>(A minimal explanation of facts is not provided.)</p>	<p>Identifies the values of other cultures.</p> <p>(A simple fact-based recognition/summarization is provided without further elaboration.)</p>	<p>Analyzes perspectives of values of other cultures.</p> <p>(Examines the origin and rationale of other cultural values without making further implications.)</p>	<p>Assesses impact of other cultural values within the context of other cultures.</p> <p>(Makes inferences about how the other cultures' values affect the dynamics within those other cultures.)</p>
Intercultural awareness (Understanding cultural similarities and differences)	<p>Does not demonstrate an understanding of the similarities/differences among cultural values.</p> <p>(A minimal explanation of facts is not provided.)</p>	<p>Identifies the primary similarities/differences among cultural values.</p> <p>(A simple fact-based recognition/summarization is provided without further elaboration.)</p>	<p>Compares/contrasts the relationship and interactions among cultural values.</p> <p>(Similarities and differences are clearly identified and discussed.)</p>	<p>Evaluates the relationship among cultural values and assesses the possible outcomes of cultural interactions.</p> <p>(Make inferences and formulate rational conclusions.)</p>

Analysis and Feedback for Improvement of Cultural Awareness

To assess Cultural Awareness during the spring semester of 2021, 7 sections of five courses were selected in all modalities: face to face, online, and interactive television (ITV). Courses assessed were 16 weeks in length. Of these courses, 100 student assessments were collected.

Students were assessed in the three competency areas of Cultural Self-Awareness, Multicultural Awareness, and Intercultural Awareness. The level IV performance criteria for Cultural Self-Awareness explains that the student will be able to *assess impact of one's own cultural values in terms of cultural integration and change*. 37% (n=37) of students scored in the level III performance range for Cultural Self-Awareness with 35% (n=35) in level IV, 23% (n=23) in the level II performance range, and 4% (n=4) scoring in the lowest performance range; level I.

The highest performance level criteria for Multicultural Awareness describes the IV criteria as students being able to *assess impact of other cultural values within the context of other cultures*. 42% (n=42) of students scored in the IV performance level range for this competency area while 33% (n=33) scored in the III range. Additionally, 18% (n=18) of students scored in the II performance level while 7% (n=7) scored in the I performance level.

The competency area of Intercultural Awareness requires students to *evaluate the relationship among cultural values and assess the possible outcomes of cultural interactions* as the highest performance level criteria; noted as performance level IV. 37% (n=34) of students assessed demonstrated this ability at the IV performance level while 34% (n=31) did so at the III performance level. Also, 22% (n=20) of students scored in the II performance level while 7% (n=6) did not and scored in the I performance level. Subsequent analysis and breakdowns by modality are also included within the data presented in the following section.

Spring 2021 Data Results

Cultural Awareness

Cultural Awareness Spring 2021 Data

5 Courses

7 Sections

100 Students Assessed

Total	I	II	III	IV	Total
Cultural Self-Awareness	4	23	37	35	99
	4%	23%	37%	35%	100%
Multicultural Awareness	7	18	33	42	100
	7%	18%	33%	42%	100%
Intercultural Awareness	6	20	31	34	91
	7%	22%	34%	37%	100%

Spring 2021 Data Results by Modality

Cultural Awareness

Face to Face	I	II	III	IV	Total
Cultural Self-Awareness	4	11	5	2	22
	<i>18%</i>	<i>50%</i>	<i>23%</i>	<i>9%</i>	<i>100%</i>
Multicultural Awareness	6	5	6	5	22
	<i>27%</i>	<i>23%</i>	<i>27%</i>	<i>23%</i>	<i>100%</i>
Intercultural Awareness	5	2	4	2	13
	<i>39%</i>	<i>15%</i>	<i>31%</i>	<i>15%</i>	<i>100%</i>

ITV	I	II	III	IV	Total
Cultural Self-Awareness	0	0	6	0	6
	<i>0%</i>	<i>0%</i>	<i>100%</i>	<i>0%</i>	<i>100%</i>
Multicultural Awareness	0	0	5	1	6
	<i>0%</i>	<i>0%</i>	<i>83%</i>	<i>17%</i>	<i>100%</i>
Intercultural Awareness	0	3	3	0	6
	<i>0%</i>	<i>50%</i>	<i>50%</i>	<i>0%</i>	<i>100%</i>

Online	I	II	III	IV	Total
Cultural Self-Awareness	0	12	26	33	71
	<i>0%</i>	<i>17%</i>	<i>36%</i>	<i>46%</i>	<i>100%</i>
Multicultural Awareness	1	13	22	36	72
	<i>1%</i>	<i>18%</i>	<i>31%</i>	<i>50%</i>	<i>100%</i>
Intercultural Awareness	1	15	24	32	72
	<i>1%</i>	<i>21%</i>	<i>33%</i>	<i>44%</i>	<i>100%</i>

Spring 2021 Data Results by Modality

Cultural Awareness

Cultural Self-Awareness	I	II	III	IV	# of Students
TOTAL	4%	23%	37%	35%	99
Face to Face	18%	50%	23%	9%	22
ITV	0%	0%	100%	0%	6
Online	0%	17%	36%	46%	71
Multicultural Awareness	I	II	III	IV	# of Students
TOTAL	7%	18%	33%	42%	100
Face to Face	27%	23%	27%	23%	22
ITV	0%	0%	83%	17%	6
Online	1%	18%	31%	50%	72
Intercultural Awareness	I	II	III	IV	# of Students
TOTAL	7%	22%	34%	37%	91
Face to Face	39%	15%	31%	15%	13
ITV	0%	50%	50%	0%	6
Online	1%	21%	33%	44%	72

Trend Data
Cultural Awareness

Cultural Self-Awareness	I	II	III	IV	# of Students
Spring 2016	7%	20%	48%	25%	142
Spring 2017	1%	14%	36%	49%	210
Spring 2018	7%	15%	31%	47%	177
Spring 2019	4%	29%	36%	32%	259
Spring 2020	*	*	*	*	*
Spring 2021	4%	23%	37%	35%	99
Multicultural Awareness	I	II	III	IV	# of Students
Spring 2016	3%	20%	48%	29%	142
Spring 2017	3%	18%	43%	36%	210
Spring 2018	6%	16%	33%	45%	177
Spring 2019	3%	25%	42%	31%	252
Spring 2020	*	*	*	*	*
Spring 2021	7%	18%	33%	42%	100
Intercultural Awareness	I	II	III	IV	# of Students
Spring 2016	6%	20%	44%	30%	142
Spring 2017	3%	25%	36%	36%	210
Spring 2018	8%	13%	34%	45%	177
Spring 2019	5%	32%	36%	27%	259
Spring 2020	*	*	*	*	*
Spring 2021	7%	22%	34%	37%	91

*Assessment was suspended Spring 2020 due to the COVID-19 pandemic.

Cultural Awareness: Instructor Feedback

Instructors who participated in the collection of this data, answered three questions regarding their assessment experience. The questions are:

1. What did you learn from this assessment?
2. Will you make any changes to this course because of this assessment?
3. Additional feedback:

This information is collected to gain insight into aspects of the process that we can improve in future collections and to note any trends from the faculty that may prompt additional training or discussion. The information provided by the faculty who participated in this specific collection can be found in the subsequent section.

Instructor Responses: What did you learn from this assessment?

Cultural Awareness

“The work students completed for the assessment artifact assignment appears to be better than in previous semesters. This particular online section of this class is more engaged than average, and that may be a contributing reason for the better scores.”

“I have used this assignment in the [web section] for several years. This was the first semester to use the assignment in the face-to-face sections. I was a little disappointed in the quality of work submitted in the face-to-face sections in comparison to the web sections.”

“Students seemed to either do really well with this assignment or do rather poorly. Maybe that was a reflection, of learning during COVID?”

“I believe I should encourage students to speak about how what they learned applies to them or to give me their reaction. That would probably increase the points on this rubric.”

“The students who followed directions were assessed at level IV. There was a clear distinction from those that could follow directions and those that could not.”

**Instructor Responses: Will you make any changes to this course
because of this assessment?**

Cultural Awareness

“None at this time. I would like to see how these numbers might change in the next couple of semesters.”

“More than only a focus on cultural awareness, I probably need to add more critical thinking and writing assignments. Without these skills, it becomes difficult to express cultural awareness.”

“At this point, the assessment appears to be generating useful data, so no.”

“Probably not. This assignment was suitable for the assessment. “

SLIC Feedback

The Student Learning Improvement Committee (SLIC) provided analysis and feedback regarding the aggregated assessment data for the above college-wide outcomes. Each member of SLIC is asked to provide feedback through a series of questions regarding specific performance-level criteria within the rubrics, modality, semester length, and their overall impression of the data to improve student learning and give the faculty-at-large points of information worth investigating further when making action plans and implementing interventions for improvement.

Members of SLIC were given worksheets to provide their own feedback regarding the data presented and their analysis of the current state of learning. Their feedback responses can be found below.

“Overall, our students are better at understanding the values of other cultures than identifying their own values or cultural constructs.”

“Spring 2021 data seem more uniform across levels of achievement, criteria, and modes of delivery, although the ITV sections seem a bit more skewed. I would ideally like to see more students represented in these data.”

“The trend appears that there is steady improvement in the outcomes from year to year. This shows that the instructors are measuring something which is reflecting the stages in the rubric well. The results are not changing significantly from year to year, which makes the data more believable.”

“Students are becoming more culturally aware however I would question the critical thinking skills the students truly have.”

Next, members of SLIC were asked to discuss instructor comments collected with College-Wide Outcome Assessment. Their feedback responses can be found below.

“I probably need to add more critical thinking and writing assignments. Without these skills, it becomes difficult to express cultural awareness.” This quote speaks to the interconnectedness of our learning outcomes. Particularly with cultural self-awareness, it is possible that practice in critical analysis will help students become more self-reflective and self-aware.

“The students who followed directions were assessed at level IV. There was a clear distinction from those that could follow directions and those that could not.” To me, this suggests that there was something in the artifact directions that led students to cultural awareness. They were being told to analyze their own culture,

another culture, or make a comparison in the actual assignment- which means that if they followed directions, they scored well. I think this points out a flaw in our measuring system because some artifacts are assignments designed to measure cultural awareness, and others are assignments where cultural awareness is incidental- it could show up in a students' answer or not, regardless of whether they are culturally aware. This suggests that a norming of artifacts is needed. This faculty comment does not say much about the cultural awareness of our students, but it suggests that we have a polarization occurring in information literacy (or reading comprehension)."

"One faculty mentions that anyone who followed directions were assessed at level IV. That doesn't seem to fit the nature of the rubric. This rubric is designed to assess much more than one's ability to follow directions."

"One of the faculty members states that the results seem to be better in the online courses than face-to-face. This appears to be true in the data for several years over many courses as well. We should try to find out if this is due to the differences in the way the outcome was measured, differences in the instructions, or a difference in the type of student taking each type of class."

"The students who followed directions were assessed at level IV. There was a clear distinction from those that could follow directions and those that could not."

"More than only a focus on cultural awareness, I probably need to add more critical thinking and writing assignments. Without these skills, it becomes difficult to express cultural awareness."

Finally, members of SLIC were asked to provide their own feedback regarding the process by which the institution should continue to move students further right (on the rubric) across the competency criteria thereby improving overall student learning. Their feedback responses can be found below.

"Per the first faculty quote, integrating more assignments that allow students to analyze their own values and to understand others might help.

I personally believe that exposing students to other value systems through guest speakers or examples that familiarize them with other cultures helps them become more self-reflective on their own cultural values- or at least to recognize that they have a culture."

“Most faculty appear to be generally pleased with these results, and that is understandable given the resulting data. Some faculty note changes that they could make to improve student achievement.”

“There doesn’t seem to be much change from year to year in moving the students further to the right. The variations are likely due to the small set of data which is collected each year. While I am not suggesting teaching to the test, it might be useful to try to identify what students need to show to move further to the right and try to make this more of a focus of the instructions.”

“Possibly tie Cultural Awareness in with critical thinking and information literacy in a rolling assignment/portfolio assignment. “

Information Literacy

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

	I	II	III	IV
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 but inappropriately accesses the specified number and kind.	Accesses the specified number and kind of information to accomplish 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 inappropriately.	Uses the required sources appropriately but does not accomplish the purpose of the assignment.	Uses the required sources appropriately to accomplish the purpose of the assignment.
Evaluate information and sources critically	Does not evaluate information and fails to assess accuracy and credibility.	Evaluates information but fails to assess both accuracy and credibility.	Evaluates information but only assesses either accuracy or credibility.	Evaluates information to assess both accuracy and credibility.

Analysis and Feedback for Improvement of Information Literacy

A total of 6 courses were selected to assess Information Literacy using 14 sections in which all modalities were assessed. A duplicated total of 268 students were assessed during the Spring 2021 semester.

The Information Literacy rubric involves three competency areas; Access Information, Use Information Appropriately to Accomplish a Specific Purpose, and Evaluate Information and Sources Critically. The level IV performance criteria for Access Information explains that the student will be able to *access the specified number and kind of information to accomplish the purpose of the assignment*. 24% (n=63) of students scored in the level III performance range for Access Information with 56% (n=151) in level IV, 13% (n=34) in the level II performance range, and 7% (n=20) scoring in the lowest performance range; level I.

The highest performance level criteria for Use Information to Appropriately Accomplish a Specific Purpose describes the IV criteria as students being able to *use the required sources appropriately to accomplish the purpose of the assignment*. 65% (n=173) of students scored in the IV performance level range for this competency area while 18% (n=48) scored in the III range. Additionally, 4% (n=11) of students scored in the II performance level while 13% (n=36) scored in the I performance level.

The competency area of Evaluate Information and Sources Critically requires students to *evaluate information to assess both accuracy and credibility* as the highest performance level criteria; noted as performance level IV. 45% (n=120) of students assessed demonstrated this ability at the IV performance level while 26% (n=70) did so at the III performance level. Also, 13% (n=36) of students scored in the II performance level while 16% (n=42) did not and scored in the I performance level. Subsequent analysis and breakdowns by modality are also included within the data presented in the next section.

Spring 2021 Data Results
Information Literacy

Spring 2021 Data
6 Courses
14 Sections
268 Students Assessed

Total	I	II	III	IV	Total
Access Information	20	34	63	151	268
	<i>7%</i>	<i>13%</i>	<i>24%</i>	<i>56%</i>	<i>100%</i>
Use information to appropriately accomplish a specific purpose	36	11	48	173	268
	<i>13%</i>	<i>4%</i>	<i>18%</i>	<i>65%</i>	<i>100%</i>
Evaluate information and sources critically	42	36	70	120	268
	<i>16%</i>	<i>13%</i>	<i>26%</i>	<i>45%</i>	<i>100%</i>

Spring 2021 Data Results by Modality

Information Literacy

Face to Face	I	II	III	IV	Total
Access Information	5	29	42	8	84
	<i>6%</i>	<i>35%</i>	<i>50%</i>	<i>9%</i>	<i>100%</i>
Use information to appropriately accomplish a specific purpose	2	1	14	67	84
	<i>2%</i>	<i>1%</i>	<i>17%</i>	<i>80%</i>	<i>100%</i>
Evaluate information and sources critically	8	16	24	36	84
	<i>9%</i>	<i>19%</i>	<i>29%</i>	<i>43%</i>	<i>100%</i>

ITV	I	II	III	IV	Total
Access Information	4	0	3	23	30
	<i>13%</i>	<i>0%</i>	<i>10%</i>	<i>77%</i>	<i>100%</i>
Use information to appropriately accomplish a specific purpose	4	0	5	21	30
	<i>13%</i>	<i>0%</i>	<i>17%</i>	<i>70%</i>	<i>100%</i>
Evaluate information and sources critically	4	6	3	17	30
	<i>13%</i>	<i>20%</i>	<i>10%</i>	<i>57%</i>	<i>100%</i>

Online	I	II	III	IV	Total
Access Information	11	3	13	102	129
	<i>9%</i>	<i>2%</i>	<i>10%</i>	<i>79%</i>	<i>100%</i>
Use information to appropriately accomplish a specific purpose	30	4	18	77	129
	<i>23%</i>	<i>3%</i>	<i>14%</i>	<i>60%</i>	<i>100%</i>
Evaluate information and sources critically	28	9	33	59	129
	<i>22%</i>	<i>7%</i>	<i>25%</i>	<i>46%</i>	<i>100%</i>

Spring 2021 Data Results by Modality

Information Literacy

Access Information	I	II	III	IV	# of Students
TOTAL	7%	13%	24%	56%	268
Face to Face	6%	35%	50%	9%	84
ITV	13%	0%	10%	77%	30
Online	9%	2%	10%	79%	129
Use information to appropriately accomplish a specific purpose	I	II	III	IV	# of Students
TOTAL	13%	4%	18%	65%	268
Face to Face	2%	1%	17%	80%	84
ITV	13%	0%	17%	70%	30
Online	23%	3%	14%	60%	129
Evaluate information and sources critically	I	II	III	IV	# of Students
TOTAL	16%	13%	26%	45%	268
Face to Face	9%	19%	29%	43%	84
ITV	13%	20%	10%	57%	30
Online	22%	7%	25%	46%	129

Spring 2021 Data Results by Course Length

Information Literacy

16-Weeks	I	II	III	IV	Total
Access Information	16	34	62	135	247
	<i>6%</i>	<i>14%</i>	<i>25%</i>	<i>55%</i>	<i>100%</i>
Use information to appropriately accomplish a specific purpose	32	11	47	157	247
	<i>13%</i>	<i>4%</i>	<i>19%</i>	<i>64%</i>	<i>100%</i>
Evaluate information and sources critically	38	36	69	104	247
	<i>15%</i>	<i>15%</i>	<i>28%</i>	<i>42%</i>	<i>100%</i>

8-Weeks	I	II	III	IV	Total
Access Information	4	0	1	16	21
	<i>19%</i>	<i>0%</i>	<i>5%</i>	<i>76%</i>	<i>100%</i>
Use information to appropriately accomplish a specific purpose	4	0	1	16	21
	<i>19%</i>	<i>0%</i>	<i>5%</i>	<i>76%</i>	<i>100%</i>
Evaluate information and sources critically	4	0	1	16	21
	<i>19%</i>	<i>0%</i>	<i>5%</i>	<i>76%</i>	<i>100%</i>

Spring 2021 Data Results by Course Length
Information Literacy

Access Information	I	II	III	IV	# of Students
TOTAL	7%	13%	24%	56%	268
16-Weeks	6%	14%	25%	55%	247
8-Weeks	19%	0%	5%	76%	21
Use information to appropriately accomplish a specific purpose	I	II	III	IV	# of Students
TOTAL	13%	4%	18%	65%	268
16-Weeks	13%	4%	19%	64%	247
8-Weeks	19%	0%	5%	76%	21
Evaluate information and sources critically	I	II	III	IV	# of Students
TOTAL	16%	13%	26%	45%	268
16-Weeks	15%	15%	28%	42%	247
8-Weeks	19%	0%	5%	76%	21

Spring 2021 Data Results by Course Level

Information Literacy

100-Level Courses	I	II	III	IV	Total
Access Information	19	34	63	149	265
	<i>7%</i>	<i>13%</i>	<i>24%</i>	<i>56%</i>	<i>100%</i>
Use information to appropriately accomplish a specific purpose	35	11	48	171	265
	<i>13%</i>	<i>4%</i>	<i>18%</i>	<i>65%</i>	<i>100%</i>
Evaluate information and sources critically	41	36	70	118	265
	<i>15%</i>	<i>14%</i>	<i>26%</i>	<i>45%</i>	<i>100%</i>

200-Level Courses	I	II	III	IV	Total
Access Information	1	0	0	2	3
	<i>33%</i>	<i>0%</i>	<i>0%</i>	<i>67%</i>	<i>100%</i>
Use information to appropriately accomplish a specific purpose	1	0	0	2	3
	<i>33%</i>	<i>0%</i>	<i>0%</i>	<i>67%</i>	<i>100%</i>
Evaluate information and sources critically	1	0	0	2	3
	<i>33%</i>	<i>0%</i>	<i>0%</i>	<i>67%</i>	<i>100%</i>

Spring 2021 Data Results by Course Level

Information Literacy

Access Information	I	II	III	IV	# of Students
100-Level Courses	7%	13%	24%	56%	265
200-Level Courses	33%	0%	0%	67%	3
Use information to appropriately accomplish a specific purpose	I	II	III	IV	# of Students
100-Level Courses	13%	4%	18%	65%	265
200-Level Courses	33%	0%	0%	67%	3
Evaluate information and sources critically	I	II	III	IV	# of Students
100-Level Courses	15%	14%	26%	45%	265
200-Level Courses	33%	0%	0%	67%	3

Trend Data

Information Literacy

Access Information	I	II	III	IV	# of Students
Spring 2016	1%	20%	36%	43%	75
Spring 2017	3%	10%	48%	39%	236
Spring 2018	2%	14%	46%	38%	154
Spring 2019	8%	13%	47%	32%	482
Spring 2020	*	*	*	*	*
Spring 2021	7%	13%	24%	56%	268
Use information to appropriately accomplish a specific purpose	I	II	III	IV	# of Students
Spring 2016	3%	20%	41%	36%	75
Spring 2017	3%	13%	50%	34%	236
Spring 2018	2%	24%	38%	36%	154
Spring 2019	9%	14%	41%	37%	482
Spring 2020	*	*	*	*	*
Spring 2021	13%	4%	18%	65%	268
Evaluate information and sources critically	I	II	III	IV	# of Students
Spring 2016	9%	24%	36%	31%	75
Spring 2017	3%	21%	59%	17%	236
Spring 2018	4%	25%	36%	35%	154
Spring 2019	13%	21%	36%	29%	482
Spring 2020	*	*	*	*	*
Spring 2021	16%	13%	26%	45%	268

*Assessment was suspended Spring 2020 due to the COVID-19 pandemic.

Information Literacy: Instructor Feedback

Instructors who participated in the collection of this data, answered three questions regarding their assessment experience. The questions are:

1. What did you learn from this assessment?
2. Will you make any changes to this course because of this assessment?
3. Additional feedback:

This information is collected to gain insight into aspects of the process that we can improve in future collections and to note any trends from the faculty that may prompt additional training or discussion. The information provided by the faculty who participated in this specific collection can be found in the subsequent section.

Instructor Responses: What did you learn from this assessment? Information Literacy

“The biggest take-away for me was the highest percentage of our students landed in Level IV since we have been using this assessment rubric. On the other hand, deficiencies in students' ability to perform at a higher level in categories two and three. Students are stuck in a regurgitation mindset or rote-learning, which makes it difficult for them to use information in an evaluative way and also show connection to the prompt they are considering. Rather than have a discussion and evaluate ideas and material across sources, many of them were simply trying to "answer a question" as if there is only one answer. Or they just summarized something (or a few things) they read without connecting it back to the prompt and discussing the veracity of what they were reading. “

“This was a new assessment for me. I built on a previous assessment to create 3 practices and one final assessment. Students do not seem to be able to pick resources. They can often use sources correctly when they've been picked out for them but picking their own is a struggle. Evaluating whether sources provided are reliable also continues to be a struggle for many. Students need more practice accessing and evaluating sources.”

“I'm still not sure our assessment fits this Learning outcome so either our assessment needs modified or maybe the learning outcome does not need to be assessed in this course.”

“We are seeing the highest percentage of our students scoring in Level IV since we have been doing this assessment. Overwhelmingly, students were able to identify reliable sources to use toward the assignment and provide critical thinking to the source. “

“Overall student do well on this assignment, they can develop ideas, just need help with utilizing and being critical of sources.”

“This assessment was conducted in a 200-level class and the students have a lot of practice accessing, using, and evaluating sources. The only one who did not score well simply did not do

the assignment correctly. I think it may not have been clear enough that sources needed to be used.”

“I expected the rubric to not really apply fully to our artifact for this course, but I found that it actually did work surprisingly well, as I had students whose work corresponded to nearly all of the criteria. A few students either failed to access the information properly or simply accessed the wrong information. A few students accessed the appropriate information but used the wrong number of data points based on the assignment. Most, thankfully, access the correct number and kind of information. Most used the information appropriately, but a few did not correctly use the information at all. One fault of our artifact is that we provide the source for the student to access the information. Because of this, many students do not fully assess the accuracy or credibility of the source.”

“One of the biggest issues with the assignment that was accessed is that a few of the students decided not to use academic sources. This is included in the instructions of the assignment. Also, students picked (again, non-academic sources) websites and articles without named authors, which was prohibited in the assignment instructions.”

“There is an extreme group on the high end and on the low end. It appears that while the students do access the information for specific assignments, they don't follow-through with actual completion. This assessment helped me to understand that my students need more work with in-text citations.”

“We need to adjust the artifact or decide not to access it with the information literacy rubric.”

“Students interpret directions in different ways.”

“Since the beginning of the semester, I think students have made strides in connecting outside examples to course concepts. We have practiced this activity many times and I have provided video tutorials for reference. Both efforts helped. I saw improvement. I also gave them a choice of 5 similar assignments out of 15 possible choices. I would speculate that students didn't choose to do this assignment if the specific example didn't make sense to them, which prevented me

from seeing any I's, II's, or III's in "Accessing Information". The fact that they were choosing an example and assignment that most resonated with them helped them to use the information appropriately for the purpose. The piece that is more difficult for them is accuracy and credibility. They have grown in their ability to identify "good" (reputable, less biased, evidence-based) sources. A guest lecture by Dr. LaDue on information literacy, and several follow-up activities helped. However, I need to incorporate more differentiation between accuracy and credibility. Students tended to evaluate one or the other, but not both."

"Most of the students were performing and accomplishing the criteria. The four that did not, also did not attend class often, or turn in assignments."

Instructor Responses: Will you make any changes to this course because of this assessment?

Information Literacy

“I think that it will be important to emphasize that students need to have a named author(s) and define precisely what an academic source is... It is already taught in the class, but it seems like an area that many students struggle with.”

“I will probably not make structural changes to this assignment but will change the emphasis of our discussions on information literacy to differentiate better between accuracy and credibility.”

“I will be making some changes. The assessments are in a lesson in Blackboard with the assessment separate. I will be adding the assessment to the end of the lesson to ensure students are accessing the tips and tools they need to be successful. I would like to tweak the assessments questions a bit, as well. Once I feel I have them where I want them, I would like to add the 4 assessments to my online courses, as well.”

“Yes, I will make changes. There is a built-in set of resources for "Research and Writing" already, but I will make that a more pronounced part of the class. I am going to create a module they work through that discusses the deficient items I discussed in my previous answer. I want to show them good and bad examples of connecting research to a prompt, as well as how to discuss the research's veracity. I think that's the biggest problem we're seeing across education in the United States, i.e. an inability to think critically. I am hoping the changes I make will help deconstruct many students' perceptions that there cannot be nuance to learning and applying information.”

“I will make the wording of the assessment clearer, so students do not miss out on the key information.”

“I probably will not make changes to the course itself, but we definitely need to reconsider how we ask students to assess the accuracy and credibility of their source for this particular artifact.”

“Yes, I will. I will make sure there are more way for students to access proper way to cite sources on a reference page and in-text.”

“I have been thinking about making the videos I submit to the class site as assistance, will be required before the assignments will open. This will prevent students from submitting assignments before they read the directions.”

Instructor Responses: Additional Feedback

Information Literacy

“ITV is the most challenging format for me (especially during Covid). Approaching this activity using both the format that I would normally use for an in-person course and the module resources I normally use for online classes seemed to help.”

SLIC Feedback

The Student Learning Improvement Committee (SLIC) provided analysis and feedback regarding the aggregated assessment data for the above college-wide outcomes. Each member of SLIC is asked to provide feedback through a series of questions regarding specific performance-level criteria within the rubrics, modality, semester length, and their overall impression of the data in an effort to improve student learning and give the faculty-at-large points of information worth investigating further when making action plans and implementing interventions for improvement.

Members of SLIC were given worksheets to provide their own feedback regarding the data presented and their analysis of the current state of learning. Their feedback responses can be found below.

“It is curious to see level 1 scores outnumber level 2 scores in spring 2021, particularly when level 4 scores constitute a majority of students in two of the three criteria. These numbers appear to be weighed more heavily by online data, and that makes me wonder if the level 1 scores might be outliers or students who did not complete the assignment. And why is accessing information face to face so difficult to reach level 4 in comparison to other criteria and modes of delivery?”

“Our students are generally better at accessing and using information appropriately than they are at evaluating information critically. They appear to have improved in all three areas in the last year. This may be due to concerted efforts by all faculty to include an information literacy component to their classes, and an increased collaboration with the library.”

“There is a larger variability from year to year in this data, especially going from Spring 2019 to Spring 2021. While it might be nice to believe that there is a measured increase in this time, more semesters of data would be needed to show this. There are also many students who are either in I or IV which means the students really understand information literacy or understand nothing of it. This

seems unlikely. Unlike in the Cultural Awareness rubric, the face-to-face class is doing better than the online students. It would be interesting to know why this is the case.”

“I feel this data is too broad. The rubrics are not concise enough and leaves room for too much interpretation. This data is comparing different levels of Information Literacy.”

Next, members of SLIC were asked to discuss instructor comments collected with College-Wide Outcome Assessment. Their feedback responses can be found below.

“The comments questioning how accurate or relevant the artifacts for learning are in relation to the rubric suggests that some faculty may need to revise their artifact in order to measure effectively.

One instructor seems to indicate that scores would increase if students had more specific knowledge of the rubric outcomes. This may be somewhat misdirected thinking.

Several faculty appear to have good ideas about how to improve student achievement for this outcome.”

“One of the biggest issues with the assignment that was accessed is that a few of the students decided not to use academic sources. This is included in the instructions of the assignment. Also, students picked (again, non-academic sources) websites and articles without named authors, which was prohibited in the assignment instructions.” This quote demonstrates a need for reading comprehension as a precursor to information literacy. Some students did not understand the instructions. It also suggests that students are not understanding the differences in credibility/accuracy/reliability between types of sources.

“Yes, I will make changes. There is a built-in set of resources for “Research and Writing” already, but I will make that a more pronounced part of the class.” (Partial quote) Many instructors have information literacy in their “resources” tab, but

students aren't using these unless they are the types of students that are already quite good at information literacy. This suggests that embedding these resources into in-class assignments, where students do not miss it and where they have a chance to practice could be helpful."

"One of the comments was that the students were not using academic sources as described in the instructions. Not being able to follow the instructions properly may be the reason that the results are closer to I than IV."

"The biggest take-away for me was the deficiencies in students' ability to perform at a higher level in categories two and three. Students are stuck in a regurgitation mindset or rote-learning, which makes it difficult for them to use information in an evaluative way and also show connection to the prompt they are considering. Rather than have a discussion and evaluate ideas and material across sources, many of them were simply trying to "answer a question" as if there is only one answer. Or, they just summarized something (or a few things) they read without connecting it back to the prompt and discussing the veracity of what they were reading. "

"I expected the rubric to not really apply fully to our artifact for this course, but I found that it actually did work surprisingly well, as I had students whose work corresponded to nearly all of the criteria. A few students either failed to access the information properly or simply accessed the wrong information. A few students accessed the appropriate information but used the wrong number of data points based on the assignment. Most, thankfully, accessed the correct number and kind of information. Most used the information appropriately, but a few did not correctly use the information at all. One fault of our artifact is that we provide the source for the student to access the information. Because of this, many students do not fully assess the accuracy or credibility of the source."

“Yes, I will make changes. There is a built-in set of resources for "Research and Writing" already, but I will make that a more pronounced part of the class. I am going to create a module they work through that discusses the deficient items I discussed in my previous answer. I want to show them good and bad examples of connecting research to a prompt, as well as how to discuss the research's veracity. I think that's the biggest problem we're seeing across education in the United States, i.e. an inability to think critically. I am hoping the changes I make will help deconstruct many students' perceptions that there cannot be nuance to learning and applying information.”

Finally, members of SLIC were asked to provide their own feedback regarding the process by which the institution should continue to move students further right across the competency criteria thereby improving overall student learning. Their feedback responses can be found below.

“Faculty may need to review their artifact for learning used for this assessment to ensure that it allows accurate measurement of the rubric competencies.”

“There is a misconception among students that “evaluating information and sources critically” means finding a blogger or YouTuber who disagrees with all the course material and regurgitating their criticism. This is still rote memorization/regurgitation disguised as critical thinking. Assignments can address this by (1) embedding the information literacy resources regarding source quality in the assignments instead of the “resources” tab, (2) providing opportunities for practice, and (3) making assignments that require students to critically analyze data from credible sources that are provided to them and that they seek out on their own.

“Accessing information” can mean reading something in the textbook, clicking on an external source linked in Blackboard, or going to the library independently to find credible sources. Because there is such variety in what this means, artifact

norming is necessary. However, instructors can improve this regardless of how they interpret it by tiering the complexity of accessing information throughout the class- starting with text and links and ending with full research papers.”

“There may be some confusion in the faculty about how to apply the rubric, perhaps leading to such varied and inconsistent results. I suggest including clarification to the rubric to make it better applied. Also, it would be useful for the faculty to determine what aspect of the rubric is not being met. This may lead the students to better understand what needs to be completed.”

“Possibly create a rolling project. A project that builds upon itself across the curriculum. A project that makes the student connect interrelated concepts. A project that requires the student to pull from different resources to collect a wide gamut of information to complete the broad project. Then the student must evaluate the sources explaining key topics such as reliability, effectiveness, efficiency, bias, and credibility. This project would start at admission and end at graduation. This could possibly be a course in itself (1 credit) or viewed as a portfolio.”

Summary of Findings

Communication Fluency

After analysis and review of the data presented from the fall semester of 2020, member of Student Learning Improvement Committee (SLIC) determined the results of student learning have improved overall from previous collections. Additionally, students who were assessed during the fall 2020 semester had more difficulty clarifying ideas than effectively communicating which has not been seen in previous collections. The faculty members who participated in the assessment of Communication Fluency provided a varied amount of anecdotal information which members of Student Learning Improvement Committee (SLIC) found helpful.

Based on the feedback from the members of the SLIC, the faculty are encouraged to consider the following aspects within each course of the curriculum: “chunking” information to allow more practice opportunities for students, investigating the tools and techniques of the Tutoring and Learning Center (TLC) as faculty have remarked on their success and would like to see it replicated, and the continued active interaction amongst full and part-time faculty for clarity and sharing of ideas.

Critical Thinking

After analysis and review of the data presented from the fall semester of 2020, member of Student Learning Improvement Committee (SLIC) determined the analysis of the assessment data of Critical Thinking from fall 2020 show a similar pattern from previous collections and study. Student assessment scores indicate this outcome is most difficult for student amongst the college-wide outcomes at the institution. The ability to analyze and evaluate information for a specific purpose and then use that information to generate new ideas or problem-solve by formulating judgments and solutions is the most difficult and this continues to be a challenge for our students regardless of modality or semester length. Student learning has made an improvement since the initial assessment of this outcome in 2016. Students have the ability to analyze their assumptions and there is an improvement in student learning within this area during the fall 2020 semester.

Based on the feedback from the members of the SLIC, the faculty are encouraged to consider the following aspects within each course of the curriculum: teach students the concepts of analysis and evaluation so they may further their critical thinking skills, provide instructions in a manner to which students can clearly understand the expectations of the assignment/task, and providing practice opportunities and feedback discussions regarding the critical thinking process.

Cultural Awareness

To assess Cultural Awareness during the spring semester of 2021, 7 sections of five courses were selected in all modalities: face to face, online, and interactive television (ITV). Courses assessed were 16 weeks in length. Of these courses, 100 student assessments were collected. Students were assessed in the three competency areas of Cultural Self-Awareness, Multicultural Awareness, and Intercultural Awareness. The level IV performance criteria for Cultural Self-Awareness explains that the student will be able to *assess the impact of one's own cultural values in terms of cultural integration and change*.

After analysis and review of the data presented from the spring semester of 2021, members of the Student Learning Improvement Committee (SLIC) determined that although the online students seem to score higher than in past collections, students seem to do poorly at about the same percentage across the other three competency levels. The work students completed for the assessment artifact assignment appears to be better than in previous semesters and one instructor noted that this online section of this class is more engaging than average, and that may be a contributing reason for the better scores. The overall upward trend in the data seems to be toward improved outcomes.

A few of the faculty noted that adding more cultural awareness assignments throughout the curriculum has helped, but more can be done. One of the suggestions from the faculty feedback is to add more guest speakers and lectures to engage the students in awareness of other cultures. This is a college-wide project that will begin during the Fall 2021-22. Overall, the faculty believed the results were positive and are planning to take action to improve these outcomes even more to help our students with cultural awareness.

Information Literacy

A total of 6 courses were selected to assess Information Literacy using 14 sections in which all modalities were assessed. A duplicated total of 268 students were assessed during the Spring 2021 semester. After analysis and review of the Information Literacy data presented from the spring semester of 2021, members of the Student Learning Improvement Committee determined that the data shows the biggest gains in student learning since the rubric and assessment processes have been in place at the College, and these results are being questioned by a few of the faculty in disbelief.

From this assessment of 268 students during the Spring 2021 semester, a notable gain in student learning is apparent in all three competency areas of the Information Literacy Rubric. The results indicate the highest percentage of our students landed in Level IV and a few of the faculty believe this may be an anomaly or may be due to the Information Literacy improvement efforts of the TRC Library. Several new innovative tutorials, ZOOM workshops, and online resources have been added to the TRC Library services since the Spring of 2020. Another more likely theory is that the TRC faculty are purposely infusing information literacy assignments into their curriculum to improve student learning in a college-wide outcome effort and is finally showing gains in student learning through this assessment, since this assessment instrument is the constant factor. Much of the improvements noted herein were put into place to support the expansion of virtual learning offerings and the increase in virtual students since the COVID-19 pandemic. Although this positive data is encouraging, more research by the faculty must be done to validate these findings.

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