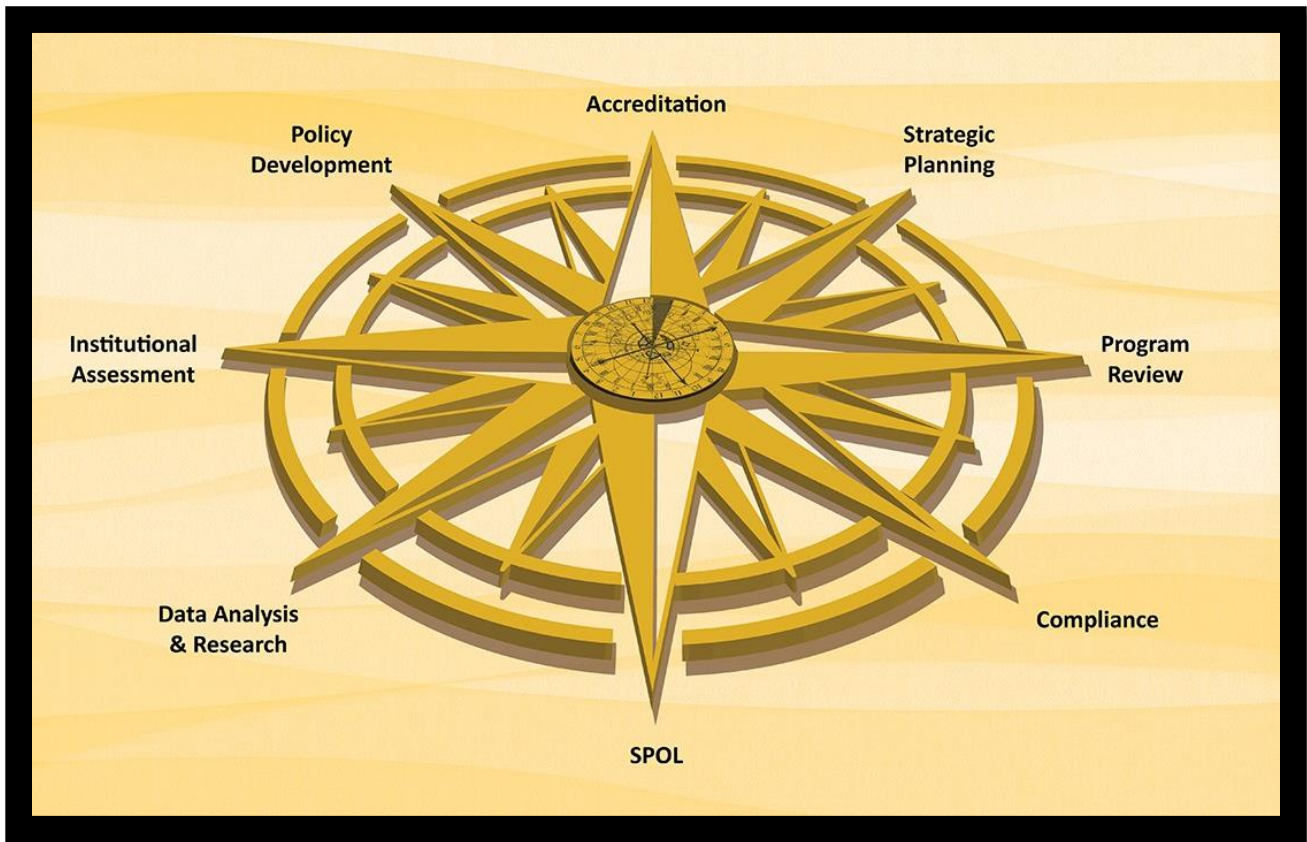# THREE RIVERS COLLEGE

Office of Institutional Effectiveness

College-wide Outcomes Assessment Report

2018

Introduction

All members of the Three Rivers College faculty who teach General Education Courses are responsible for the collegewide assessment in 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 2018 College-wide Outcomes Assessment Report includes the findings and executive summaries.

General Education 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. Courses assessed 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: 2nd – 3rd 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
Data Compilation	Once data is received, to SLIC prior to next meeting of following semester	Office of Institutional Effectiveness

College-wide Outcomes Assessment Cycle (cont.)

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: 2017-2018

Spring 2018				
Course	Communication Fluency	Critical Thinking	Cultural Awareness	Information Literacy
BIOL 190			X	
CHEM 121				X
ENGL 242			X	
ENGL 282				X
HIST 112			X	
MUSC 123			X	
PHIL 233				X
SOCI 221				X

Summer 2018				
Course	Communication Fluency	Critical Thinking	Cultural Awareness	Information Literacy
ARTS 123			X	
BIOL 110			X	
ENGL 112				X
ENGL 222				X
PSYC 111			X	
PSYC 243				X
THEA 122			X	

Fall 2018				
Course	Communication Fluency	Critical Thinking	Cultural Awareness	Information Literacy
ENGL 111	X			
MATH 163	X			
SCOM 101	X			
SPAN 101	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 competency range within the rubric. Viewing this data and using the rubric to review each particular criteria/competency range allows faculty to focus on the knowledge, skills, behaviors, and attitudes that can be improved.

This view of the data should not be the main focus for the purpose of improving student learning but provides a point of review when looking at the data longitudinally. Both college outcomes data found in this report use a four-point rubric in which the categories appear as: No Evidence, Novice, Competent, and Mastery.

For clarification, the names given to the competency ranges (No Evidence, Novice, Competent, and Mastery) do not indicate a benchmark or target but allow for discussion and consistency of nomenclature. For example, the "Competent" range covers a wide quartile percentage range. This number is but a point of reference and does not indicate that all students are the same level of competent in the college-wide outcome being assessed. Instead, this competency range indicates to stakeholders the exact criteria on the rubric that requires further inquiry to identify and establish challenge areas for improving student learning specific to that criteria.

Key Terms and Definitions

<u>Course Types</u>

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.

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.

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

Cultural Awareness data for Spring 2018 and Summer 2018 (Aggregated):

Total	No Evidence	Novice	Competent	Mastery	Total # of Students
Cultural Self-Awareness	12	26	55	84	177
	7%	15%	31%	47%	100%
Multicultural Awareness	10	29	59	79	177
	6%	16%	33%	45%	100%
Intercultural Awareness	14	23	60	80	177
	8%	13%	34%	45%	100%

Cultural Awareness data for Spring 2018 & Summer 2018 (Aggregated) By <u>Modality</u>:

Face to Face	No Evidence	Novice	Competent	Mastery	Total # of Students
Cultural Self-Awareness	4	5	21	43	73
	5%	7%	29%	59%	100%
Multicultural Awareness	4	8	24	37	73
	5%	11%	33%	51%	100%
Intercultural Awareness	5	6	23	39	73
	7%	8%	32%	53%	100%

ITV	No Evidence	Novice	Competent	Mastery	Total # of Students
Cultural Self-Awareness	0	2	4	8	14
	0%	14%	29%	57%	100%
Multicultural Awareness	0	2	4	8	14
	0%	14%	29%	57%	100%
Intercultural Awareness	0	2	4	8	14
	0%	14%	29%	57%	100%

Online	No Evidence	Novice	Competent	Mastery	Total # of Students
Cultural Self-Awareness	8	19	30	33	90
	9%	21%	33%	37%	100%
Multicultural Awareness	6	19	31	34	90
	7%	21%	34%	38%	100%
Intercultural Awareness	9	15	33	33	90
	10%	16%	37%	37%	100%

Cultural Awareness data for Spring 2018 & Summer 2018 (Aggregated) By <u>Term</u>:

16-week courses	No Evidence	Novice	Competent	Mastery	Total # of Students
Cultural Self-Awareness	12	20	49	73	154
	8%	13%	32%	47%	100%
Multicultural Awareness	8	24	55	67	154
	5%	15%	36%	44%	100%
Intercultural Awareness	11	21	52	70	154
	7%	14%	34%	45%	100%

8-week courses	No Evidence	Novice	Competent	Mastery	Total # of Students
Cultural Self-Awareness	0	5	4	5	14
	0%	36%	28%	36%	100%
Multicultural Awareness	2	3	3	6	14
	14%	21%	21%	44%	100%
Intercultural Awareness	2	2	5	5	14
	14%	14%	36%	36%	100%

4-week courses	No Evidence	Novice	Competent	Mastery	Total # of Students
Cultural Self-Awareness	0	1	2	6	9
	0%	11%	22%	67%	100%
Multicultural Awareness	0	2	1	6	9
	0%	22%	11%	67%	100%
Intercultural Awareness	1	0	3	5	9
	11%	0%	33%	56%	100%

Cultural Awareness: Faculty Feedback

Faculty 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.

Information Literacy

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

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

Information Literacy data for Spring 2018 and Summer 2018 (Aggregated):

Total	No Evidence	Novice	Competent	Mastery	Total # of Students
Access information	3	21	71	59	154
	2%	14%	46%	38%	100%
Use information appropriately to accomplish a specific purpose	3	37	59	55	154
	2%	24%	38%	36%	100%
Evaluate information and sources critically	6	39	56	53	154
	4%	25%	36%	34%	100%

Information Literacy data for Spring 2018 and Summer 2018 (Aggregated) by _Modality_:

Face to Face	No Evidence	Novice	Competent	Mastery	Total # of Students
Access information	0	5	13	16	34
	0%	15%	38%	47%	100%
Use information appropriately to accomplish a specific purpose	0	12	8	14	34
	0%	35%	24%	41%	100%
Evaluate information and sources critically	1	7	12	14	34
	3%	21%	35%	41%	100%

ITV	No Evidence	Novice	Competent	Mastery	Total # of Students
Access information	0	2	3	2	7
	0%	29%	42%	29%	100%
Use information appropriately to accomplish a specific purpose	0	4	2	1	7
	0%	57%	29%	14%	100%
Evaluate information and sources critically	0	4	2	1	7
	0%	57%	29%	14%	100%

Online	No Evidence	Novice	Competent	Mastery	Total # of Students
Access information	3	14	55	41	113
	3%	12%	49%	36%	100%
Use information appropriately to accomplish a specific purpose	3	21	49	40	113
	3%	19%	43%	35%	100%
Evaluate information and sources critically	5	28	42	38	113
	4%	25%	37%	34%	100%

Information Literacy data for Spring 2018 & Summer 2018 (Aggregated) By Term:

16-week courses	No Evidence	Novice	Competent	Mastery	Total # of Students
Access information	2	12	43	46	103
	2%	11%	42%	45%	100%
Use information appropriately to accomplish a specific purpose	2	23	33	45	103
	2%	22%	32%	44%	100%
Evaluate information and sources critically	4	25	32	42	103
	4%	24%	31%	41%	100%

8-week courses	No Evidence	Novice	Competent	Mastery	Total # of Students
Access information	0	7	18	3	28
	0%	25%	64%	11%	100%
Use information appropriately to accomplish a specific purpose	0	11	14	3	28
	0%	39%	50%	11%	100%
Evaluate information and sources critically	1	11	13	3	28
	4%	39%	46%	11%	100%

4-week courses	No Evidence	Novice	Competent	Mastery	Total # of Students
Access information	1	2	10	10	23
	4%	10%	43%	43%	100%
Use information appropriately to accomplish a specific purpose	1	3	12	7	23
	4%	13%	52%	31%	100%
Evaluate information and sources critically	1	3	11	8	23
	4%	13%	48%	35%	100%

Information Literacy: Faculty Feedback

Faculty 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.

THREE RIVERS COLLEGE

STUDENT LEARNING IMPROVEMENT COMMITTEE (SLIC)

EXECUTIVE SUMMARY REPORT

COLLEGE-WIDE OUTCOMES ASSESSMENT DATA:

CULTURAL AWARENESS AND INFORMATION LITERACY

2017-2018

Purpose Statement

The purpose of this Executive Summary is for the Three Rivers College, Student Learning Improvement Committee (SLIC) to provide the Faculty Executive Committee with an analysis and feedback of the college-wide outcomes data. The Faculty Executive Committee makes recommendations to the academic departments toward the improvement of student learning based on the (SLIC) feedback in this report. This report includes the analysis from the Three Rivers College, Student Learning Improvement Committee (SLIC) on institution-wide learning outcomes data from the spring and summer semesters of 2018 for the college learning outcomes of Cultural Awareness and Information Literacy, per the assessment cycle schedule. Students were assessed in various general education disciplines in several course sections covering all modalities.

Introduction

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

As tasked, the Student Learning Improvement Committee (SLIC) reviewed the past two semesters worth of College-wide SLO data. The data is aggregated by fiscal year and a total sample collection for two of the four college outcomes of Cultural Awareness and Information Literacy. The findings, analysis, and feedback provided by SLIC are found in this report intended to guide the Faculty Executive Committee in recommending to the academic departments the need for initiatives and projects to improve student learning College-wide.

Analysis and Feedback for Improvement of Cultural Awareness

During the spring and summer semesters of 2018 a total of 8 courses were selected to assess Cultural Awareness in 14 sections across all modalities: face to face, online, and ITV. A duplicated total of 177 students were assessed. From the results of the SLO data in the tables herein, shows 47% ($n=84$) of students scored in the mastery criteria range, 31% ($n=55$) of students scored in the competent criteria range, 15% ($n=26$) of students scored in the novice criteria range, and 7% ($n=12$) scored in the no evidence criteria range for Cultural Self-Awareness. For the competency area of Multicultural Awareness, 45% ($n=79$) of students scored in the mastery criteria range while 33% ($n=59$) of students scored in the competent criteria range. Thus, 16% ($n=29$) of students scored in the novice criteria range, and 6% ($n=10$) of students scored in the no evidence criteria range for Multicultural Awareness. In the competency area of Intercultural Awareness, 45% ($n=79$) of students scored in the mastery criteria range while 34% ($n=60$) of students scored in the competent criteria range, 13% ($n=23$) of students scored in the novice criteria range, and 8% ($n=14$) of students scored in the no evidence criteria range.

Additional data is provided by modality and semester length. The modality indicated the highest percentage of students within the mastery criteria area was the face to face modality. The lowest percentage of students scoring in the mastery criteria range were students assessed in the online modality. Student scores were also analyzed by semester length. Due to the summer semester, less students participate in courses that are four and eight weeks in length as seen in the small sample sizes for Cultural Awareness in the four and eight week data sets.

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.

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

"Online and ITV students do not score as well as On-Campus students."

"Of course, [students] learn much better, face-to-face, and are still struggling with ITV numbers. In this rubric, the online option was lower, unsure as to why."

Members of SLIC were given worksheets to provide their own feedback regarding the process to which we continue to move students from the "No Evidence" category to the "Novice" category. Their feedback responses are listed below.

"For these students, engagement is important. Without active engagement in the academic community, students will never begin to think outside of the box and outside of their own preconceived notions of how life works. Group work may help these students think about other perspectives and cultures."

"Some of the comments from instructors makes me believe that this rubric is attached to an assignment designed for the rubric rather than the rubric simply being placed alongside an existing assessment. If instructors are adding an assignment to cover the rubric, that assignment is likely out of sync with the overall curriculum, inserted at an inopportune time and/or otherwise deemphasized in the course. This could persistently drive down student commitment to the assignment. Do departments coordinate which assignments will be used among all their courses?"

"Use the same artifact for all options of the course. Review artifacts used, at least annually—they must be rigorous to show student learning."

"…By presenting cultural awareness in the classroom, I believe it can go from No Evidence to Novice."

Next, members of SLIC provided insight regarding moving those students in the "Novice" category to the "Competent" category. Their feedback can be found below.

"Lecture and activities should include self-assessments that encourage genuine reflection on one's own values, beliefs, and biases."

"We could more emphasize courses which expose students to other cultures. Some courses offer assignments or extra credit for attending outside of class events on campus on in the community that expose students to other cultures and ask them to evaluate their observations."

"Use the same artifact for all options of the course. Review artifacts used, at least annually—they must be rigorous to show student learning."

"I think by addressing cultural awareness in the 100 [level] classes, this can continue in the 200 level classes. The issue may be that some students take both 100 and 200 level classes simultaneously."

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

"Encourage students to think about how cultural differences affect people's daily lives, both on an individual and a societal level."

"Mastery asks for an analysis of effects and influences cultures exert upon one another. I think this is difficult to achieve, particularly in Cultural Self Awareness. I think it takes a series of college courses to achieve this in any individual student.

Perhaps coordination between courses with cultural studies components could help focus students on current cultural flashpoints."

"When looking at the rubric, are the artifacts leading the students to make the proper inferences about cultural awareness? What type of rigor is attached to the assignments so that the students will be interested in completing the assignment?"

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

"One instructor commented that at least one student seemed to misunderstand the assignment and was therefore marked as "no evidence." However, had the student followed the assignment instructions, she may have demonstrated competency. This emphasizes the need to really clarify expectations for the artifact assignment."

"One of our goals has been to fix "the low hanging fruit" problems and it looks like we've done that. Repeated and varied exposure to other cultures is really the silver bullet for this rubric. Poplar Bluff is not a particularly diverse city in terms that a textbook or demographic sheet would recognize, but there are micro-culture pockets in every community."

"Make the directions for the artifact clear and concise. Create a rubric for the artifact that is used by all courses and options. Determine what grade will make them put more effort into completing the assignment."

Analysis and Feedback for Improvement of Information Literacy

During 2018, a total of 8 courses were selected to assess Information Literacy in 18 sections across the face to face, online, and ITV modalities. A duplicated total of 154 students were assessed over the two semesters.

The Information Literacy rubric involves three criteria; access information, use information appropriately to accomplish a specific purpose, and evaluate information and sources critically. Of the 154 students who were assessed for the competency area of accessing information, 38% ($n=59$) scored in the mastery criteria range, 46% ($n=71$) of students scored in the competent criteria range, 14% ($n=21$) of students scored in the novice criteria range, and 2% ($n=3$) of students scored in the no evidence criteria range. Additionally, 36% ($n=55$) of the same students scored in the mastery criteria range for using information appropriately to accomplish a specific purpose and 38% ($n=59$) of students scored in the competent criteria range. Thus, 24% ($n=37$) of students scored in the novice criteria range, and 2% ($n=3$) scored in the no evidence criteria range. These same students were assessed in the competency area of evaluating information and sources critically. Of the 154 students, 34% ($n=53$) scored in the mastery performance level, 36% ($n=56$) of students scored in the competent performance level, while 25% ($n=39$) of students scored in the novice performance level and 4% ($n=6$) of students scored in the no evidence criteria level.

Students were assessed in all three modalities for Information Literacy. 34 students were captured in the face to face modality. 113 students were evaluated in the online modality. The ITV modality had an extremely small sample size of 7 students. A larger percentage of students who were assessed in the face to face modality scored in the mastery column than those in the ITV or Online modalities for accessing information. This remains consistent with the remaining two competency areas of the rubric; using information appropriately to accomplish a specific purpose and evaluating information and sources critically.

With the inclusion of the summer 2018 semester, there were also separate semester lengths that were assessed. 103 students participated in courses that were 16-weeks in length. Twenty-eight (28) students were assessed during the 8-week summer semester, and 23 students were assessed in the 4-week summer semester. A higher percentage of students who participated in 16-week courses scored in the mastery performance level of accessing information. This trend is consistent with the other two competencies as well.

The Student Learning Improvement Committee (SLIC) provided analysis and feedback regarding the aggregated assessment data for the above college-wide outcomes. Each member of the 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.

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

"Overall, it appears our students are average or a bit below."

"We seem to be stalling out right at the threshold between Competent and Mastery. The rubric definitions emphasize what I would call "ownership" of the content by students. Each category measures how far students go beyond the required level of information use and access. With that definition, I would only expect to see that mastery in assessments inside courses where students have self-selected that course in their chosen major or program."

"[Students] learn much better, face-to-face, and are still struggling with ITV numbers. In this rubric, the online option was lower, unsure as to why"

"On average, our students fall into the "Competent" category for Information Literacy. However, a surprising number of students are still novices or show no evidence for these criteria. Over the three-year trend, students have not really

improved significantly at accessing or using information and have shown only slight improvement at evaluating information sources critically."

Members of SLIC were asked about their thoughts regarding moving those in the "No Evidence" category to the "Novice" category, they provided the following feedback:

"At this level, we're talking about motivating and engaging students. If they fall into the "No evidence" category for information literacy, they don't access the information at all, don't use the required sources to accomplish the purpose of the assignment, and don't evaluate the information or assess its accuracy, authority, or timeliness. These students may need more support than most. Encourage the student to utilize resources that are available to them: free tutoring in the Tutoring and Learning Center and/or ACHIEVE, visit the library and have a librarian guide them through the research process, etc."

"[We suggest] using the same artifact for all [sections] of a course. Review of artifacts used, at least annually; they must be rigorous to show student learning."

"Below is the same comment from the other one because I think that when we are talking about students who do the assessment but can't attain even novice level achievement, we are talking about a disconnect in instructions, implementation and/or student engagement. Some the of comments from instructors makes me believe that this rubric is attached to an assignment designed for the rubric rather than the rubric simply being placed alongside an existing assessment. If instructors are adding an assignment to cover the rubric, that assignment is likely out of sync with the overall curriculum, inserted at an inopportune time and/or otherwise deemphasized in the course. This could persistently drive down student commitment to the assignment."

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

"These students are starting on the right track but still need a nudge to move into the "Competent" category. In this case, if they have accessed information that fails to contribute to the purpose of the assignment, they are at least doing some work but need guidance. Again, the library is a great resource for information literacy. Perhaps the instructor could schedule a time for a librarian to meet with the class."

"Again, use the same artifact for all [sections] of a course. Review of artifacts used, at least annually; they must be rigorous to show student learning."

"Courses should teach media literacy and source evaluation if they require any research component at all. Having students state what they want to do with the information before they start looking for it helps with focus. Any assignment that requires accessing information should have a scaffolding/planning period at the beginning."

"These students have the ability. They just need more assistance in learning."

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

"Instructors should know and be able to identify students who are in the "Competent" category before the artifact assignment is given. These students should be encouraged to exercise critical thinking skills. Students who are already competent are capable of "Mastery" level work if motivated and inspired by the assignment at hand."

"When looking at the rubric, the artifact should guide students to make the proper inferences about information literacy? Rigor of the assignments should be evaluated to that the students will be interested in completing the assignment. Instructors should be well versed in using the rubrics."

"These rubric definitions require students go "above and beyond" the stated purpose of the assignment. Students deep into their program or major will be more likely to do this on their own. In general required courses, instructors have to

emphasize ownership and engagement. Allowing students free reign to choose topics or allowing alternative pathways to completing assignments may provide more opportunities to lure these students into going the extra mile."

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

"Accessing effective information begins with students knowing what they are looking for whether they are doing library research or looking things up in a textbook. They need to be able to analyze their instructions for the assignment and state specifically what they are going to look for in whatever source they access."

"Make directions for the artifact clear and concise. Create an artifact that is used by all courses and options. Determine what [weight the assignment will have in the course] to make [students] put more effort into completing the assignment."

"Students could benefit from a workshop on accessing and using reliable, verifiable sources for research-based assignments."

Summary of Findings

Cultural Awareness

After analysis and review of the data presented from the spring and summer semesters of 2018, it is evident students who were assessed in the area of Cultural Awareness continue to struggle with evaluation and application of knowledge. Candidly, there has not been a significant improvement in student learning as it pertains to the criteria and the college-wide outcome of Cultural Awareness.

Based on the feedback from the members of the SLIC, it is imperative that members of the faculty consider the following aspects within each course of the curriculum: emphasis of cultural awareness as it relates to the course discipline, the rigor of artifacts used for the purpose of the assessment, consistency in the application of evaluative tools such as the rubric, consistency within each section of a given course when choosing an assignment or artifact for the purpose of evaluation, and the level to which students are afforded learning opportunities that incorporate cultural awareness within their respective courses.

Information Literacy

The analysis of the assessment data of Information Literacy from spring and summer 2018 semesters show a similar pattern from previous collections and study. Students have an ability to access information at a higher level than any other criteria area within the rubric. However, the application or ability to use the information for a specific purpose and the critical evaluation of those sources and information continues to be a challenge for our students regardless of modality or semester length. There has not been significant improvement of student learning in the area of information literacy to date.

After review and discussion of the assessment data found in this report, members of SLIC determined additional guidance and instruction is needed in the curriculum to aid students in the application of the information that is acquired along with the understanding of those sources. A point made by the committee was the need for a more specific and rigorous

workshop for students that included skills such as accessing and using reliable, verifiable sources for research-based assignments.

Additional points made about information literacy include: emphasis of information literacy as it relates to the course discipline, the rigor of artifacts used for the purpose of the assessment, the clarity of instruction and purpose of the assignment as it relates to information literacy, consistency in the application of evaluative tools such as the rubric by the faculty, the intentional, collaborative effort by faculty and library staff to improve information literacy and the level to which students are afforded learning opportunities that incorporate information literacy skills across the curriculum.

This report provides an overview of the results of the spring and summer semesters of 2018 for the college-wide outcomes of Cultural Awareness and Information Literacy. It is a breakdown analysis of the specific areas that the Student Learning Improvement Committee believes need attention. It is the intention of this committee that the information provided will aid and guide the institution moving forward with improving student learning at Three Rivers College. This report will be shared with the Faculty Executive Committee for further action toward improving student learning.

Communication Fluency

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

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

Communication Fluency data for Fall 2018:

Total	No Evidence	Novice	Competent	Mastery	Total # of Students
Clarity of Ideas	2	31	108	57	198
	1%	*16%*	*54%*	*29%*	*100%*
Coherent Organization	8	18	77	95	198
	4%	*9%*	*39%*	*48%*	*100%*
Effective Communication	3	35	97	63	198
	1%	*18%*	*49%*	*32%*	*100%*

*NOTE: All courses in the Fall 2018 sample were 16-week courses.

Communication Fluency data for Fall 2018 by <u>Modality</u>:

Face to Face	No Evidence	Novice	Competent	Mastery	Total # of Students
Clarity of Ideas	1	7	43	17	68
	1%	10%	63%	25%	100%
Coherent Organization	5	0	23	41	68
	7%	0%	33%	60%	100%
Effective Communication	2	11	27	28	68
	3%	16%	40%	41%	100%

ITV	No Evidence	Novice	Competent	Mastery	Total # of Students
Clarity of Ideas	1	9	26	11	47
	2%	19%	55%	23%	100%
Coherent Organization	1	10	14	22	47
	2%	21%	30%	47%	100%
Effective Communication	1	10	25	11	47
	2%	21%	53%	23%	100%

Online	No Evidence	Novice	Competent	Mastery	Total # of Students
Clarity of Ideas	0	6	18	19	43
	0%	14%	42%	44%	100%
Coherent Organization	2	2	16	23	43
	5%	5%	37%	53%	100%
Effective Communication	0	7	21	15	43
	0%	16%	49%	35%	100%

Hybrid	No Evidence	Novice	Competent	Mastery	Total # of Students
Clarity of Ideas	0	9	21	10	40
	0%	23%	52%	25%	100%
Coherent Organization	0	6	24	10	40
	0%	15%	60%	25%	100%
Effective Communication	0	7	24	9	40
	0%	18%	60%	22%	100%

Communication Fluency: Faculty Feedback

Faculty 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.

THREE RIVERS COLLEGE

STUDENT LEARNING IMPROVEMENT COMMITTEE (SLIC)

EXECUTIVE SUMMARY REPORT

COLLEGE-WIDE OUTCOMES ASSESSMENT DATA:

COMMUNICATION FLUENCY

2018 - 2019

Purpose Statement

The purpose of this Executive Summary is for the Three Rivers College, Student Learning Improvement Committee (SLIC) to provide the Faculty Executive Committee with an analysis and feedback of the college-wide outcomes data. The Faculty Executive Committee makes recommendations to the academic departments toward the improvement of student learning based on the (SLIC) feedback in this report. This report includes the analysis from the Three Rivers College Student Learning Improvement Committee (SLIC) on institution-wide learning outcomes data from the fall semester of 2018 for the college learning outcome of Communication Fluency.

Introduction

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

As tasked, the Student Learning Improvement Committee (SLIC) reviewed the last semester of College-wide SLO data. The data is displayed by modality, semester length (if applicable) and a total sample collection for the college outcome of Communication Fluency. The findings, analysis, and feedback provided by SLIC are found in this report intended to guide the Faculty Executive Committee in recommending to the academic departments the need for initiatives and projects to improve student learning College-wide.

Analysis and Feedback for Improvement of Communication Fluency

To assess Communication Fluency during the fall semester of 2018, fourteen (14) sections of four (4) courses were selected in all modalities: face to face, online, and interactive television (ITV). All courses were a traditional 16-week semester length. Of these courses, 198 students were assessed and serve as the sample for the purpose of this assessment.

Students were assessed in the three competency areas of Clarity of Ideas, Coherent Organization, and Effective Communication. The mastery 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*. 54% (n=108) of students scored in the competent range for Clarity of Ideas with 29% (n=57) in mastery, 16% (n=31) in the novice range, and 1% (n=2) scoring in no evidence range.

The mastery criteria for coherent organization describes the mastery criteria as students being able to *use a pattern of reasoning that is fully consistent and relevant to the ideas presented.* 48% (n=95) of students scored in the mastery range for this competency area while 39% (n=77) scored in the competent range. Additionally, 9% (n=18) of students scored in the novice category while 4% (n=8) scored in no evidence.

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 mastery criteria. 32% (n=63) of students assessed demonstrated this ability at the mastery level while 49% (n-97) did so at the competent level. Also, 18% (n=35) of students scored in the novice range while 1% (n=3) did not and scored in the no evidence level.

Subsequent analysis and breakdowns by modality are also included within the data with no significant variance among them. All courses assessing communication fluency during the fall 2018 semester were 16-weeks in length, therefore no analysis of semester length is required for this outcome during the fall 2018 semester.

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 process to which we continue to move students from the "No Evidence" category to the "Novice" category. Their feedback responses are listed below.

"The No Evidence numbers are already very low. It looks like fewer than 5% fall into that category. I don't think any action needs to be taken when the numbers are that low."

"Students in the "no evidence" category don't support their ideas with accurate details. When giving assignments, instructors should encourage students to not only state their ideas, but to support those ideas with relevant and accurate details from research."

"Students in the No Evidence category are not able to create a pattern that demonstrates their purpose or support their assertions with any relevant details. This would indicate a student that just jumps into the assignment without any prior thought or planning. Teaching students how to plan out a writing assignment through brainstorming, outlining, mind-mapping, or other organizational tools will help students in this beginning category to get the basics and at least move out of No Evidence."

Next, members of SLIC provided insight regarding moving those students in the "Novice" category to the "Competent" category. Their feedback can be found below.

"Students will grasp the role clarity and organization play in effective communication by being taught about creating direct assertions as their claim statements. Claims which explicitly include a listing of means of support that will be included to support the claim are stronger then claim which are vague or implicit."

"Perhaps students should be given the opportunity to peer review each other's projects to strength the clarity and effectiveness of their communication."

"Students in the Novice category get that they should have some organization and details, but they are lacking in clarity, accuracy, or relevancy. Practice is needed for these students, but it doesn't necessarily mean more essay writing or speech giving. Just having the opportunity to use organizational tools to categorize ideas, sources, and evidence would go a long way to helping students move from Novice to Competent."

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

"It looks like the largest disparity between competent and mastery appears in the clarity of ideas where the difference is in the credibility of the details. Source credibility hits this rubric as well as Info Management and Critical Thinking rubrics. This speaks to the need for more instruction in research techniques and emphasis on the need for students to research whom they are using as sources."

"Those in the "competent" category achieve clarity of ideas and coherent organization "with few exceptions." These are students who might benefit the most from a tutoring session where a second set of eyes might catch those few areas where they are lacking supporting details or coherency."

"Students in the competent category have organization and details, but they could use more credibility, consistency, and clarity. The opportunity to practice selecting the most credible, consistent, and clear sources would be a great way to help students move into Mastery. This could be done in a variety of ways across any discipline. For example, a science class could provide students with a number of peer-reviewed journal articles and students could rank them by attributes. Perhaps the most credible source is also the one filled with lots of technical jargon, making it harder to understand. The opportunity to see that and then make choices about which sources work best for different purposes would help this effort."

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

"Students seem to consistently excel in organization while not seeing the same level of success in clarity of ideas. As an English teacher, this is confusing because presenting information in an organized, coherent way directly contributes to the clarity of the ideas presented. Either instructors are not communicating the relationship between organization and clarity, or students overall don't understand the role that effective organization can play in presenting clear arguments. Also, as always, students perform better on communication rubrics that don't assess grammar and mechanics in their writing."

"More writing. More essays. More speeches. More in-class presentations."

"Students consistently place highest in the "coherent organization" category."

"Clarity of ideas" is a strange assessment, based on the rubric. This section claims to assess clarity of ideas, but the descriptions of each competency level have to do with support rather than clarity."

"This rubric focuses on supporting details, consistent and relevant reasoning, and clarity of purpose. These are topics that should be covered in every class."

"For communication fluency, if we average the number of students in the 4 categories across the 3 competencies, we find that students range across the 4 categories 2%, 14%, 47%, and 34%. The one area where students scored more in Mastery than in any other was in coherent organization. I think this goes to the consistent teaching across all disciplines of how to write a 5-paragraph essay. Even students who can't write well know the basics of how to organize an essay. The high number of students in Competent for effective communication further indicates that students are able to convey the purpose of their work, though they may not be able to do so as clearly as needed. I notice that the online sections did better in the competency of clarity of ideas than other modalities. I wonder if online learning is more conducive to encouraging students to write clearly because of the nature of the digital world and the ease of misunderstanding someone without visual cues."

"Again, everyone should be working on this, not just those who teach writing or public speaking. Communication is important in all aspects of our work lives, so helping students get practice with that is needed. Again, a newsletter focusing on tips & techniques, Campus-wide efforts, Cross-discipline opportunities"

Summary of Findings

Communication Fluency

The analysis and review of the data presented from the fall semester of 2018 reflects the findings of those who were assessed in the area of Communication Fluency. Based on the feedback from the members of the SLIC, it is recommended that members of the faculty consider the following aspects within each course of the curriculum: emphasis of communication fluency and coherent organization as it relates to the course discipline, the rigor of artifacts used for the purpose of the assessment, consistency in the application of evaluative tools such as the rubric, consistency within each section of a given course when choosing an assignment or artifact for the purpose of evaluation, and the level to which students are afforded learning opportunities that incorporate communication fluency within their respective courses.

Focus should be given to each competency area to ensure that students have the opportunity to learn and reinforce skills throughout the curriculum. This would be consistent with other College-wide outcomes assessment findings and recommendations to increase the improve of the evaluation and application of knowledge.

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