

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome 5: Information Literacy

Term Assessed: 2015 Fall

Learning Outcomes Statement

Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.

Means of Assessment (Measurement Method)

On In-Service Day, August 17, 2015, the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) with the Professional Development Committee (PDC) organized a campus wide meeting to discuss the results collected from SLO Cloud tool on the Information Literacy ILO. Seventeen adjunct and full-time instructional and non-instructional faculty from 12 different disciplines attended the session and chose which ILO or GEO group to participate in.

Summary of Evidence

The Office of Institutional Effectiveness, Research, and Planning (OIERP) provided a summary of the ILO results for information literacy based on faculty mappings to the ILO, the proposed actions, and the list of courses where the outcome was mapped to the information literacy ILO. A list of proposed actions, courses with outcomes mapped to information literacy, and the results are illustrated below.

Table 1: List of Proposed Actions for Courses with Outcomes Mapped to ILO #5: Information Literacy.

1. It appears that students were able to successfully use their compasses and their surroundings to navigate their way around an unknown area, manage time and return successfully to their point of origin. Their mapping skills were pretty accurate based on the few tools they had available to them. Although they were not all expert map makers they were all aware of the directions they were traveling and had a good understanding of time and space. 2. All students were able to increase the distance they traveled in a one hour period on the same trail. This was due to an increase in their personal walking pace. This may have been altered due to an increase in cardio respiratory endurance, muscular strength and endurance or walking mechanics. Some of the students who only scored a 3 may have been capable of more however, quite a few of them hung out in groups or with partners which may have slowed their pace. Regardless, all students improved. 3. Students did an excellent job of preparing their packs each day. The students who received a 3 did so because they did not bring a snack or did not have enough water. Many of them simply forgot to recharge their packs after our longer weekend hikes. Money is also a factor for some of these students. This class has performed better than previous hiking classes and it really appears to be due to good daily attendance and uniform participation in longer off campus hikes. Last semester (Spring), had very poor statistics due to low participation. I believe our new facilities have been an inspiration for students to join our physical education classes and has motivated them to keep coming to class.
1. More hands on experience/demos, 2. Group discussion and workshop environment worked well for student learning. 3. Provide learning environment that challenges the students, allowing student input with feedback comparison to real life scenarios. 70 % or greater of students meeting SLO's. Continue to work with students to improve measured outcomes.
All students demonstrated an excellent retention and understanding of the course material. Honors students also prepared a character analysis for a chosen play and provided an examination of the character using elements of the Stanislavsky system. Although many meetings took place regarding the paper, perhaps in the future the student could be required to turn in different sections of the paper in order to receive feedback prior to the final grade (rather than just suggesting they turn drafts in early).
An open class critique identified the following recommendations for future classes: 1. More hands on experience, 2. Additional interactive classroom participation, 3. More field trips to identify installed fire protection systems, 4. Additional videos.
Approximately 5 students stopped attending class and submitting work on a regular basis after the census date. Students who did not meet SLOs failed to submit or pass one or both of the exams, and/or the final paper.

Assessment of students' comprehension of the fundamentals of a theatrical production, as well as, genres and the history of theatre appear to be a success.
Assessment of students' comprehension of the fundamentals of theatre production, as well as, genres and the history of theatre appear to be very successful.
Change structure of course for Spring semester to condense material into 8 week sections for higher enrollment.
Continue to evaluate and fine tune the SLO's
Fairly good %'s. May need to look at the exam and find better questions to assess.
Graphing was a real weakness for most students in this course, even the basic idea of how a graph is created, meaning inputs and outputs and how they're related by an equation. I think that having a unit somewhere in Math 90 or at the beginning of Math 95 that shows basic transformations: vertical shift, horizontal shift, etc., and how they're connected to all graphs would be beneficial. I tried to show this throughout the course in Math 95 this semester, but students just got more and more frustrated as we introduced more advanced graphs (rational, radical, etc.) I don't know if it's possible but having a required lab to go with this course (as they do with math 952) would be great. Students needed to be filled in on topics that they should have known from math 90 (like factoring trinomials) and an additional hour would have been beneficial. I think some students are placed into this class via the placement exam but haven't taken math in years (in some instances). Also, another thing that would have helped is to have had the class in a non-lecture hall. I know this is not always possible due to scheduling conflicts, but having students interact, talk about math, work together, and in a chemistry lecture hall was not the best learning environment. My other class this semester was in MSA 101, which was a completely different layout, and I believe more productive and efficient learning environment.
In addition, I did not model this particular assignment for the students. I think that this is a necessary step to take when I next give this assignment and will do so in the future. I would like to see the "pass" rate increased from 60-75% in the next SLO assessment for History 171 (S15?)
Maintain this level
SLO #2 will be addressed to determine what other teaching methods can be used to improve results. I plan to revise my approach on teaching to improve outcomes for SLO #2.
SLO 1 - The analysis of this assessment indicates additional clarification of the ranges and the related subnet mask is needed. Will revive this concept at the start of the CIS 142 class. SLOs 2-4 - Students have a solid understanding of these core ideas. No changes or re-teaching is required.
SLO Assessment Methods: Objective Exam Rubric Criteria 4) Significant evidence of achievement (80% > On Objective Exam), 3) Good Enough- met expectations (70% > On Objective Exam) 2) Meets Some Standards- below expectations (60% > On Objective Exam) 1) Does Not Meet Standards (59% < On Objective Exam) Students would likely benefit from a more interactive learning environment. I believe the use of both cooperative learning strategies and realia (fossil replicas etc.) would be an important addition to my course. Due to the layout of my classroom (large with stadium seating), the implementation of these actions will be difficult. I would suggest that this course be limited to a maximum of forty students and located in a room that allows for student interaction/cooperative activities. I am, however, very satisfied with the assessment of this particular SLO statement.
SLOs 3 & 4 - Results indicate the students have mastered the powers of two however they are still have trouble with the mathematics of conversion. Additional instruction related to this process will be included in subsequent semesters. SLOs 5 & 6 - Students have a solid understanding of this topic. No re-teaching is needed. SLOs 7 & 8 - Students understand and have mastered the correct order of the 7 layers of the OSI model. The definitions for each of the layers is lacking. After reevaluating it has been determined that a working knowledge/basic definition of each of the 7 layers of the OSI is important, however this is a concept that is strengthened over the 4 semester course. Additional emphasis will be placed on clarifying the function and purpose of each layer and specifically of the upper 3 layers.
Students should be more fluent in mathematics
Students should have more mathematical skills to be able to work problems fluently
The RCP has changed the requirements and the students seemed confused. I will address these issues and make a better effort to make it clearer.
The third SLO was a question on PFT's with except in it.
This course continues to be difficult to teach and to learn in because it is a computer class taught without a lab. I will continue to research means for teaching the class that will benefit students without the computer lab environment.
We are satisfied with the student learning outcomes and will continue to challenge our students to perform at advanced level.
We have met and exceeded our target thresholds.
With the majority of students meeting/ exceeding the SLOs, lack of general attendance and a resulting lack of completion of projects appear to be connected to students not achieving the highest level of understanding of the course information. The assessment data tells me that the course information was understood and retained by all students who attended the course consistently, therefore meeting or exceeding the slos. I am confident that the slos for this course are in line with the material and that the assessment serves to exemplify the retention of information. Because of this, I will continue to use them in assessment. I will be testing an ongoing research project as a support to the course material in the Fall of 2015 intended to enrich the curriculum, support the portfolio and to further encourage greater understanding of the course and the academic field as a whole.

Table 2: Number and Percent of students scoring 3 or Higher on the Information Literacy ILO.

#	Institution Learning Outcomes	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
1	Information Literacy: Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.	76	60	181	451	632	82.29%

Table 3: List of Courses where Outcomes were mapped to the Information Literacy ILO.

ANTHRO-106	CIS-141	HIST-100	LRC-925	RESP-050	RESP-231
ART-200	ENGL-976	HIST-171	MATH-095	RESP-051	RESP-238
CHEM-150	FIRET-103	KIN/F-191A	MATH-252	RESP-132	THART-100
CIS-140	FIRET-114	KIN/F-191B	MUSIC-195	RESP-139	THART-100H

Use of Results/Proposed Actions (Implications for Program Improvement & Planning)

1. More instruction on student focus on process and understanding how to process information.
2. Increase hands on experience / physical demonstration.
3. Utilize small group breakout sessions and provide a learning environment to encourage these sessions.
4. Compose a component of evaluation for each action to assess response and improvement.