

Crafton Hills College - Outcomes Assessment Report

Institutional Learning Outcome 5: Information Literacy

Assessed: 2018-2019

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)

At the Faculty Department Chairs meeting approximately 25 faculty from disciplines across the campus reviewed the results and proposed actions. Proposed actions were developed for improving the outcome reviewed.

Summary of Evidence

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

Table 1: Number and Percent of students scoring 3 or Higher on the ILO.

ILO #	Institution Learning Outcomes	# of Students				# 3 or higher	% 3 or higher
		Meeting SLO Rubric					
		1	2	3	4		
5	Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.	100	41	157	818	975	87.37%

Table 2: List of Proposed Actions for Courses Mapped to this Outcome.

#1: A more heavier emphasis that these will be tested when lecturing. #2: I did not over shoot my goal and I am happy that the curriculum was challenging enough. #3 Spelling is too easy, I will add a larger list of words in the future. #4 I need to do more emphasis on pronunciation by adding assignments that can demonstrate peoples ability to pronounce words
1- No issues or concerns, learning objectives met with regards to additional requirements needed to achieve 6 points. 2- No issues or concerns, learning objective met with regards to minimum requirements needed for program entry. 3- We did not meet learning objectives with this group for what an RCP is and how to become one. RCP is the required state level licensure to practice in CA. Some of the specific details required were not mentioned but overall the students did show that they knew what minimum requirements were to achieve RCP status along with what an RCP is. Despite 56% on this SLO, stronger emphasis will be placed on specific requirements and how this element is evaluated in future courses.
Add SLO for management of website pages.
All clinical syllabus performance skills successfully completed.
All SLO goals met for this course (Fall 2018). No changes indicated at this time.
All SLO goals met for this course, no modifications indicated for future instruction or evaluation.
All SLO's met, some concern with complete understanding of what an RCP is identified. Assignments, presented information and discussions all inform the students of this level of licensure so there shouldn't be any gaps but specific details regarding the title RCP where not consistently provided in final exam evaluation of understanding with this term.
Attendance remains the primary challenge with this group. A focus on the importance of regular attendance will continue to be emphasized with this class. In addition, more emphasis will be placed on providing evidence (showing, not telling) when it comes to individual students' strengths and skills.
Continue the use of STARFISH to provide students with resources. Encourage students to take advantage of Student Workshops. Promote the use of Training Modules (SAM) for the Microsoft Office products (specifically Microsoft Excel and Microsoft Access).
Continue to collaboratively work with the program adjunct and tenure staff to improve upon current practices. Continue to foster relationships with facilities for clinical internship.
Establish a key identifier (artworks) to point to throughout the whole semester where students will connect to when discussing key works of art, elements of art and design principles.
Guide students through the process of active participation through creating artwork using a variety of different mediums.
I used three separate assessments: A formal policy claim essay (#1), critical reading responses (#2), and a source analysis and evaluation exercise (#3). Students overwhelmingly succeeded in all three activities. They were successful because of the scaffolding of the material prior - students must complete the preliminary assignments in order to submit the outcomes-based assignments. The assignments go together well and achieve the desired outcomes, but I do continue to fine tune each semester.
incorporate additional metacognitive techniques for better engagement in material and to produce better outcomes in use of skills acquired in this course. By teaching study strategies rooted in growth mindset to develop better recall in students
n/a
No recommendations.
One SLO was not met and can be corrected in the future through more focused explanation and presentation of real life examples and better use of video learning modules during PALS shock station material. Performance demonstrations have been successful and continue to be implemented into our structure of learning and evaluation. Only one student required remediation and thorough follow-up but was successful in the end. I did not consider this to be a met goal for the individual in question because another follow-up was required after first failure and second remediation attempt.
Recommendation (SLO #1): To add two-three additional homework worksheets containing problems that require students to covert an 8 bit binary number to base 10 and the reverse. Recommendation (SLO #3): To add additional instruction and research related to the function and services provided at each layer of the 7 layer OSI model. The students were proficient with the order of the 7 layers, just not the definitions.
SLO created for management of website using Dreamweaver.
SLO'S met without issue, no need for adjustments or changes. Appropriate evaluations (SLO's) considered.
Students in this course exhibited a higher aptitude than section 50 this semester. The difference in the age of the groups was notable. Older students seemed to perform better on average in SLO areas across the board. The most challenging issue for older students was accessing information on the internet. Classroom computers would be beneficial in addressing this area.
Students performed adequately on both assessed projects. The project used for SLO 1 involved inheritance, which may introduce a level of complexity that is not necessary to fulfill the its requirements. The project used

for SLO 2 was fairly simple. A more challenging project might further enhance the student's ability to critically think through difficult problems.
Students routinely struggle with grasping the specific requirements necessary to become a CA Licensed RRT- which is an RCP. This specific element is emphasized from the first day, it is included in a major assignment and it is reviewed numerous times throughout the course. Resources are provided: paper, electronic and websites which all mirror what the requirements are. I feel as though I spoon feed the answer to the students right before the final exam as part of a review- performance has not changed with regards to this SLO. I am going to look at other methods of instruction to try and determine a solution.
Students should receive more intensive time writing and demonstrating writing techniques in-class. Computers in class would be highly beneficial in assisting with multiple outcomes.
Students were able to define all the basic medical terminology related to Radiologic Technology, and demonstrated radiation protection practices on themselves and patients,
Swim team is expanding and getting new members which adds a different dynamic with each new personality. Being able to accomodate and adapt to each personality.
The class sample is very small and it is difficult to guage student success or failure for each SLO. The students who performed well, consistently attended class sessions regularly and turned in assigned homework while students that performed poorly did not attend class sessions regularly nor turn in assigned homework. Perhaps more hands-on labs in-class could better facilitate student interest and participation.
There was overall a successful general knowledge of the material. A few students did not test well, but did well on other work. Two students completed no assignments or tests during the semester.
To continue to provide resources for students to support their job search plan. To better explain and demonstrate the concept of soft skills vs technical and transferable skills in all areas of life, not just the work place.

List of Courses where Outcomes were mapped to the ILO.

ART-103, ART-124, ART-125, CIS-091, CIS-101, CIS-111, CIS-113, CIS-140, CIS-161, CIS-165, EMS-156, ENGL-010, ENGL-102, HIT-101, KIN/X-170AX3, RADIOL-100, RESP-050, RESP-051, RESP-131, RESP-132, RESP-236, RESP-237, THART-100, WFP/N-608

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

1. Implement writing across the curriculum (WAC).
2. Better, define the standard rubric across disciplines to assess student learning outcomes.
3. Increase the use of online tutoring.
4. Increase the number of students receiving information literacy training provided by the library.
5. Provide professional development training for full and part-time faculty on information literacy.