

Crafton Hills College - Outcomes Assessment Report

General Education Outcome D4: Critical Thinking and Information Literacy

Term Assessed: 2015 Spring

Learning Outcomes Statement

Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.

Means of Assessment (Measurement Method)

On Flex Day, April 1, 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 Critical Thinking and Information Literacy GEO. Twenty-six adjunct and full-time instructional and non-instructional faculty from 20 different disciplines attended the session and chose which GEO group to participate in.

Summary of Evidence

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

Table 1: List of Proposed Actions for Courses with Outcomes Mapped to GEO D4: Critical Thinking and Information Literacy.

1. EXPLORE/FIND NEW METHODS OF TEACHING PUNCTUATION AND GRAMMAR FOR BETTER STUDENT RETAINMENT. 2. HAVE MORE PEER WORKSHOPS
1. Find/explore new methods and strategies for teaching punctuation and grammar for better student retainment. 2. Incorporate more peer workshops for essays
Aim to Increase % assessed number so that more student fall into the 3 or higher category for SLO #2.
Aim to Increase % assessed number so that more student fall into the 3 or higher category.
All SLO's are > 70% and they are meeting the program standard.
Although two students did not answer the correct answer for the SLO in number 1, overall the outcome was satisfactory. I will make a concerted effort to cover the information thoroughly in my future lectures on the subject. At the end of the semester I polled the students on the overall validity of the class material and presentation of the class. I was pleased to hear their comments. The students as a whole requested more time spent on the Interview process as this is the most important part of the testing process. The students felt that the Interview process with real "Sworn Firefighters" was as real as it could get and thought the interview brought together everything they had learned in the classroom. The students were graded on their ability to present themselves before an Oral Examination Board.
Continue to evaluate and fine tune the SLO's
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?)
Increased instruction and activities in deductive reasoning and argumentation.
no action, this is the student process. It is important to identify those behaviors the students achieve by their own words.

None.
Note on SLO #4: Rational models are not required in the Course Outline of Record (COR) for Math 090 (My SLO #4 consisted of 2 linear model problems). Note on SLO #2: Many students seemed to have difficulty with the language "y-intercept", "x-intercept", "slope-intercept form", and "point-slope form", by the end of the course. I see it as a lot of mathematical language to retain for this level course. In the future, for Math 090, maybe there could be a department discussion about emphasizing the T-chart method and slope-intercept form and possibly omitting the point-slope form, which would cut down on at least one definition. This website works well and fast. I would recommend on thing on the prompt page for which semester, which subject, which semester, etc. which is that there should be some additional white space at the bottom of the page where the new prompt will show up after selecting the previous prompt. As it is now, the next prompt appears out of nowhere and can be missed until you scroll down a bit. One more note: Perhaps the "Program Mapping" prompts ("Program-Level", "General Ed", and "Institutional") could be pre-determined by the course, as determined by the college?
One reason for meeting our success rate with Ladders is due to the extra effort by the Fire Academy Instructors. Typically the Instructors will tutor any willing Cadet during their lunch break and on weekends to meet the training challenges the Cadets face during the Academy. One reason for meeting our success rate is due to the extra effort by the Fire Academy Instructors. Typically the Instructors will tutor any willing Cadet during their lunch break and on weekends to meet the training challenges the Cadets face during the Academy. In addition, Instructors and Cadets have secured a state-of-the-art building construction prop which will allow the student to better understand ladder placement.
Overall, the class had a good understanding of the course material and concepts. In the future more hands on experience and demonstrations should help with student success. In addition more group discussions should also help with student success. Provide learning environment that challenges the students, allowing student input with feedback comparison to real life scenarios.
The author and publishers lesson plans were not found to be sufficient for instruction of the class. New research was added to enhance the class. Illustrations and photos were added to power point to stress key instruction for better student learning. The author emphasized building construction that takes place on the east coast of the United State. Instruction was brought back to more of a universal approach throughout the United States. After making the changes, student learning seemed to improve.
The greatest challenge of this class was taking over mid-semester from the initial instructor. Overall, the class had a good understanding of the course material and concepts. Upon an open class critique, I received the following recommendations for future classes: 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.
The outcomes assessment was successful, so a new SLO will be developed to ensure student progression and learning.
The pass rate for this measure exceeds industry standards. The past assessment was below industry standard at 78% successful and with subsequent analysis by the medical director for content validity and that this scenario presents a realistic and common occurrence in the pre-hospital setting the item was re-measured. There was significant improvement from last semester. The increase may be due to the additional situational awareness and discussion during the class sessions. This item should be repeated for the next paramedic program to show if the additional discussion and classroom actions are helpful over time. Additionally, differing and stochastic patients with continued integration of pathophysiology should be introduced.
The results show that students demonstrate satisfactory skills in building a PC. The faculty noticed that the two tasks with which students most struggled are formatting/partitioning a drive and setting up family safety settings in Internet Explorer. The faculty members will spend additional effort in explaining the concepts and skills related to these two tasks.
The results show that students demonstrate satisfactory skills in Flash. The faculty noticed that the two tasks with which students most struggled are tweens on different timelines and attaching script to a button for start/stop actions. The faculty members will spend additional effort in explaining the concepts and skills related to these two tasks.
This class showed an abnormally low level of critical thinking skills. More workgroup time in class is required for this type of student so that they can discover where their understanding is lacking and seek immediate help. I will incorporate more in class exercises and white board explanations to help alleviate this issue. However, this will not replace the need for more coordination with high schools in preparing students for college level challenges.
This was an online assessment. The assessment tool had multiple components which included both process and actions to decision making. The assessment included the following four (4) content areas: 1) decision making process, 2) decision making styles and attributes, 3) ethical decision making and problem solving, and 4) decision making during and emergency or time compressed environment. This assessment should continue as it demonstrates an external evaluation and the students support this measure through qualitative measures and other outcome statements.
Understanding the creation and analysis of financial statements is the more difficult challenge for most students. More emphasis will be made in future classes on the format and construction of the statements combined with increased analysis

of where the information comes from. This will lead to a better grasp of what the statements represent with regards to a company's performance and value.

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

#	Institution Learning Outcomes	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
8	Critical Thinking & Information Literacy: Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.	125	91	389	569	958	81.60%

Table 3: List of Courses where Outcomes were mapped to the Critical Thinking and Information Literacy GEO.

ACCT-208	FIRET-102	HIST-100	PHIL-103
CIS-130	FIRET-113	HIST-171	PHIL-105
CIS-162	FIRET-114	MATH-090	PHIL-105H
EMS-153	FIRET-115	PBSF-127	RESP-130
ENGL-976	FIRET-116	PHIL-101	

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

- What does the word “satisfactory” mean? Define satisfactory.
- Create a glossary for...80% P/NP(P=4/NP=1)
- Clarify how to do dichotomous assessments: pass/fail
- Clarify which courses should be addressing GEO outcomes and notify Keith to enable-disable GEO pull-downs
- Identify and correct- the “disconnects” between which courses do the GEO’s and which don’t.
- Have a forum discussion on “how to get students to do critical thinking?”
- Glossary gives diverse groups a common frame for discussion.