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 (IEAO) 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.

<table>
<thead>
<tr>
<th>Proposed Actions</th>
<th>Outcome Mapped Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. EXPLORE/FIND NEW METHODS OF TEACHING PUNCTUATION AND GRAMMAR FOR BETTER STUDENT RETAINMENT.</td>
<td></td>
</tr>
<tr>
<td>2. HAVE MORE PEER WORKSHOPS</td>
<td></td>
</tr>
<tr>
<td>1. Find/explore new methods and strategies for teaching punctuation and grammar for better student retainment.</td>
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<tr>
<td>2. Incorporate more peer workshops for essays</td>
<td></td>
</tr>
<tr>
<td>Aim to Increase % assessed number so that more student fall into the 3 or higher category for SLO #2.</td>
<td></td>
</tr>
<tr>
<td>Aim to Increase % assessed number so that more student fall into the 3 or higher category.</td>
<td></td>
</tr>
<tr>
<td>All SLO’s are &gt; 70% and they are meeting the program standard.</td>
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</tbody>
</table>

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. 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.
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 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.

<table>
<thead>
<tr>
<th>#</th>
<th>Institution Learning Outcomes</th>
<th># of Students Meeting SLO Rubric</th>
<th># 3 or higher</th>
<th>% 3 or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Critical Thinking &amp; Information Literacy: Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.</td>
<td>125 91 389 569 958</td>
<td>81.60%</td>
<td></td>
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Table 3: List of Courses where Outcomes were mapped to the Critical Thinking and Information Literacy GEO.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<th>Course Name</th>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT-208</td>
<td>FIRET-102</td>
<td>HIST-100</td>
<td>PHIL-103</td>
<td></td>
<td></td>
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<tr>
<td>CIS-130</td>
<td>FIRET-113</td>
<td>HIST-171</td>
<td>PHIL-105</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS-162</td>
<td>FIRET-114</td>
<td>MATH-090</td>
<td>PHIL-105H</td>
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<tr>
<td>EMS-153</td>
<td>FIRET-115</td>
<td>PBSF-127</td>
<td>RESP-130</td>
<td></td>
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<tr>
<td>ENGL-976</td>
<td>FIRET-116</td>
<td>PHIL-101</td>
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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.