

THREE RIVERS COLLEGE

Office of Institutional Effectiveness



College-wide Outcomes Assessment Report

2023-24

Spring 2024 Collections

**Communication Fluency, Critical Thinking, Cultural Awareness
and Information Literacy**

Introduction

All members of the Three Rivers College faculty are responsible for the assessment of their courses, related to four college-wide student learning outcomes adopted by the faculty. All Core Curriculum Transfer General Education Courses are considered for inclusion in each College-wide Outcomes (CWO) assessment cycle. Artifacts demonstrating student learning are collected and scored by the instructional faculty, against faculty developed value rubrics.

The findings from these assessments are collected and aggregated by the Office of Institutional Effectiveness. The data are then shared for analysis by the faculty through the Student Learning Improvement Committee (SLIC), which will identify strengths and areas for improvement for consideration by the Faculty Executive Committee and the faculty-at-large. This College-wide Outcomes Assessment Report includes the findings and executive summaries from the defined period of collection.

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.

The current College-wide Outcomes were developed by the faculty through participation in the Higher Learning Commission Assessment Academy. The outcomes and methodology were approved and adopted by the faculty-at-large. Any adjustments in the assessment process are reviewed by the Student Learning improvement Committee and subject to faculty approval, as appropriate.

CWO Assessment Process Overview

Each academic term individual sections are selected to participate in CWO assessment from the general education curriculum courses. To ensure the relevance and validity of our process; academic discipline, faculty status, instructional modality, and campus location are considered in developing a representational data set. Where courses are offered in multiple modalities or at multiple locations, at least one representative section is selected from each modality or location available.

Review of the assessment process in the Spring of 2023 suggested that the common understanding of the College-wide Outcomes and the review process was experiencing some deterioration and inconsistencies were developing in rubric application. The formal collection and analysis of CWO data was paused to allow for a realignment of process and priorities. It was resolved that prior to any future collection, assignments for assessment would be vetted by full-time faculty and disciplinary leads in collaboration with the director for academic assessment. New assignments would be developed in alignment with *College Wide Outcome Assignment Guidelines* and tested against the established rubrics before being considered as available for collection. The current collection serves as an initial check of new practice and an opportunity to establish a new baseline for the examination of future trends.

Review and tracking of this data will continue to support faculty discussion and exploration focused on the criteria of the knowledge, skills, behaviors, and attitudes that may be improved. The ordinal data should not be the sole focus for the purpose of improving student learning but supports interdisciplinary conversation about foundational academic skills and provides a point of reference when considering performance longitudinally.

Assessment of all College-wide Outcomes employs a four-point rubric model. The data represents the observed performance distribution as described in the evaluative rubric. The Roman numeral classification is used to show ordinal differentiation of student performance as defined in the applicable rubric, with IV indicating fully accomplishing the competency as described.

NOTE: Individual students may author artifacts in multiple courses, as they may be enrolled in more than one course identified for collection in each cycle. To avoid confusion, this report refers to section enrollments and the number of artifacts scored rather than students assessed.

Course Representation in College-wide Outcome Assessment 2023-2024

Course Number and Title	Communication Fluency	Critical Thinking	Cultural Awareness	Information Literacy
ARTS 123 – History and Appreciation of Art				
BIOL 100 – Survey of Biological Principles	X			
BIOL 101 – General Biology	X			
BIOL 231– Anatomy and Physiology I		X		
BIOL 232– Anatomy and Physiology II	X			
CHEM 111 – Introductory Chemistry		X		
CHEM 121 – General Chemistry I		X		
ENGL 111 – College Writing	X			X
ENGL 112 – Advanced College Writing				X
ENGL 221 – World Literature to 1600				
ENGL 222 – World Literature Since 1600	X			
ENGL 231 – English Literature to 1798				
GOVT 121 – National and State Government				
GOVT 233 – International Relations				
HIST 111 – American History to 1877				
HIST 112 – American History Since 1877				X
MATH 161 - Mathematical Reasoning and Modeling		X		
MATH 163 - College Algebra for Calculus		X		
MUSC 123 – History and Appreciation of Music			X	
PHIL 200 Introduction to Philosophy			X	
PHIL 233 – Ethics				
PHIL 243 – Religions of the World				
PHYS 100 – Survey of Physics				X
PHYS 101 – Physical Science				X
PHYS 211 – General Physics I				
PSYC 111 – General Psychology			X	
PSYC 243 – Human Development Across the Life Span				
SCOM 110 – Public Speaking	X			
SOCI 111 – General Sociology				
SPAN 101 – Elementary Spanish I				
SPAN 102 – Elementary Spanish II				
THEA 120 – History and Appreciation of Theatre				

Communication Fluency

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

	I	II	III	IV
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.

*The Roman numeral classification is used to show ordinal differentiation of student performance with IV indicating performance of fully accomplishing the competency described.

Communication Fluency Collection Overview

This report presents the findings of the pilot collection of CWO assessment after a two semester pause in artifact collection to test and improve our academic community’s collective understanding of the assessment process and fully assess its effectiveness. The renewed process is supported by faculty-developed assignment guidelines, multidisciplinary norming exercises, longitudinal analysis of past practice, and faculty feedback. The pilot collection was drawn from sections taught by full-time faculty who also served as instructional leads in Core 42 courses during the 2023-2024 academic year and was designed to allow for analysis disaggregated by modality and by discipline within each CWO area.

Dual credit course sections were included in the Communication Fluency collection, but in analysis the Dual Credit sections are removed from summaries by modality and are treated for all practical purposes as a separate population or distinct modality. Approximately 18% of the total sample is from Dual Credit sections. For the 2023/2024 academic year, dual credit students represented 27.6% of the total headcount, making this an important population to include however in this collection it is slightly underrepresented as we focus on the effectiveness of our process improvements through courses taught by full-time faculty only.

Spring 2024 Data Results Communication Fluency

Communication Fluency Spring 2024 Data
6 Courses
16 Sections
264 Artifacts Assessed

Total	I	II	III	IV	Total
Clarity of Ideas	16	33	106	109	264*
	6.1%	12.5%	40.2%	41.3%	100%
Coherent Organization	5	43	111	107	266
	1.9%	16.2%	41.7%	40.2%	100%
Effective Communication	6	45	108	107	266
	2.3%	16.9%	40.6%	40.2%	100%

*The use of multipart assignments can result in different submitted assignment totals in discrete competencies.

Spring 2024 Data Results by Modality

Communication Fluency

Face to Face Courses*	I	II	III	IV	Total
Clarity of Ideas	7	9	22	27	65
	10.8%	13.8%	33.8%	41.5%	100%
Coherent Organization	2	14	23	26	65
	3.1%	21.5%	35.4%	40.0%	100%
Effective Communication	4	9	26	26	65
	6.2%	13.8%	40.0%	40.0%	100%

*Dual Credit sections excluded.

Online Courses*	I	II	III	IV	Total
Clarity of Ideas	8	23	60	52	143
	5.6%	16.1%	42.0%	36.4%	100%
Coherent Organization	2	28	60	53	143
	1.4%	19.6%	42.0%	37.1%	100%
Effective Communication	2	34	56	51	143
	1.4%	23.8%	39.2%	35.7%	100%

*Dual Credit sections excluded.

Spring 2024 Data Results by Course Level

Communication Fluency

100-Level Courses	I	II	III	IV	Total
Clarity of Ideas	12	29	53	47	141
	8.5%	20.6%	37.6%	33.3%	100%
Coherent Organization	4	40	45	52	141
	2.8%	28.4%	31.9%	36.9%	100%
Effective Communication	5	38	50	48	141
	3.5%	27.0%	35.5%	34.0%	100%

200-Level Courses	I	II	III	IV	Total
Clarity of Ideas	4	4	53	62	123
	3.3%	3.3%	43.1%	50.4%	100%
Coherent Organization	1	3	66	55	125
	0.8%	2.4%	52.8%	44.0%	100%
Effective Communication	1	7	58	59	125
	0.8%	5.6%	46.4%	47.2%	100%

Communication Fluency Trend Data

Clarity of Ideas	I	II	III	IV	# of Artifacts
Fall 2020	2%	27%	36%	34%	362
Fall 2021	6%	17%	32%	45%	212
Fall 2022	2%	16%	35%	47%	284
Fall 2023	Process improvement; No Collection				
Spring 2024	6.1%	12.5%	40.2%	41.3%	264
Coherent Organization	I	II	III	IV	# of Artifacts
Fall 2020	2%	24%	39%	35%	362
Fall 2021	5%	11%	36%	48%	212
Fall 2022	1%	13%	35%	51%	284
Fall 2023	Process improvement; No Collection				
Spring 2024	1.9%	16.2%	41.7%	40.2%	266
Effective Communication	I	II	III	IV	# of Artifacts
Fall 2020	2%	24%	40%	33%	362
Fall 2021	6%	16%	39%	39%	212
Fall 2022	1%	15%	30%	54%	284
Fall 2023	Process improvement; No Collection				
Spring 2024	2.3%	16.9%	40.6%	40.2%	266

Communication Fluency: Instructor Feedback

All instructors who participated in the collection of this data engaged in group conversations and norming exercises.

They were specifically asked about the CWO Assignment Guidelines and whether they met the intended purpose:

- Inform the development of new, and modification of existing assignments used for CWO assessment.
- Clarify the intent of CWO assessment and support the training and onboarding of new faculty.
- Improve scoring reliability across sections, courses, modalities and disciplinary divisions.

The instructors affirmed the usefulness of the guidelines as well as their understanding of the principles and purpose of CWO assessment.

Instructors were also afforded an open opportunity to comment about the assessment process. All submitted comments indicated a high degree of commitment and engagement. All of the comments also communicated the intention to make adjustment to the presentation of the material related to the assignment or the assignment itself for the purpose of improving student learning and performance.

Topics addressed in comments included:

- Challenges related to modality;
- Tactics for improving student engagement and investment;
- Tactics for scaffolding the final assignment.

Critical Thinking

The student will analyze evidence and assumptions to formulate informed judgments and solutions.

	I	II	III	IV
Analyze Evidence	Relevance and credibility of evidence are not established.	Recognizes relevant evidence but fails to establish credibility.	Analyzes relevant evidence and its credibility.	Evaluates relevant evidence and its credibility.
Analyze Assumptions	Assumptions are not identified.	Recognizes relevant assumptions.	Analyzes relevant assumptions.	Evaluates relevant assumptions.
Formulate Judgments & Solutions	Judgments and solutions are not formulated.	Formulates judgments and solutions.	Formulates and articulates reasons for judgments and solutions.	Formulates, articulates reasons for, and recognizes potential consequences of judgments and solutions.

*The Roman numeral classification is used to show ordinal differentiation of student performance with IV indicating performance of fully accomplishing the competency described.

Critical Thinking Collection Overview

Dual credit course sections were included in the Critical Thinking collection, but in analysis the Dual Credit sections are removed from summaries by modality and are treated for all practical purposes as a separate population or distinct modality. Approximately 19% of the total sample is from Dual Credit sections. For the 2023/2024 academic year, dual credit students represented 27.6% of the total headcount, making this an important population to include however in this collection it is underrepresented as we focus on the effectiveness of our process improvements through courses taught by full-time faculty only.

Anomalies were noted in the 200 course which showed the lowest percentage in both levels I and IV compared to all other subsets. Additional conversations may be needed to understand factors impacting the findings; however, the enrollment and number of sections were low and may at least partially explain what was observed. Unlike past collection findings there were no sharp differences in scores by discipline contributing to confidence in the norming process.

Spring 2024 Data Results Critical Thinking

Critical Thinking Spring 2024 Data
5 Courses
17 Sections
296 Artifacts Assessed

Total	I	II	III	IV	Total
Analyze Evidence	22	41	62	171	296
	7.4%	13.9%	20.9%	57.8%	100%
Analyze Assumptions	28	32	64	172	296
	9.5%	10.8%	21.6%	58.1%	100%
Formulate Judgments and Solutions	46	53	63	135	297
	15.5%	17.8%	21.2%	45.5%	100%

Spring 2024 Data Results by Modality Critical Thinking

Face to Face	I	II	III	IV	Total
Analyze Evidence	5	12	26	22	65
	7.7%	18.5%	40.0%	33.8%	100%
Analyze Assumptions	6	6	25	28	65
	9.2%	9.2%	38.5%	43.1%	100%
Formulate Judgments and Solutions	12	10	16	28	66
	18.2%	15.2%	24.2%	42.4%	100%

Online	I	II	III	IV	Total
Analyze Evidence	16	24	22	82	144
	11.1%	16.7%	15.3%	56.9%	100%
Analyze Assumptions	21	23	27	73	144
	14.6%	16.0%	18.8%	50.7%	100%
Formulate Judgments and Solutions	28	31	31	54	144
	19.4%	21.5%	21.5%	37.5%	100%

ITV Courses	I	II	III	IV	Total
Clarity of Ideas	0	3	10	18	31
	0.0%	9.7%	32.3%	58.1%	100%
Coherent Organization	1	1	10	19	31
	3.2%	3.2%	32.3%	61.3%	100%
Effective Communication	1	4	8	18	31
	3.2%	12.9%	25.8%	58.1%	100%

Spring 2024 Data Results by Course Level Critical Thinking

100-Level Courses	I	II	III	IV	Total
Analyze Evidence	20	30	41	161	252
	7.9%	11.9%	16.3%	63.9%	100%
Analyze Assumptions	27	27	43	155	252
	10.7%	10.7%	17.1%	61.5%	100%
Formulate Judgments and Solutions	24	29	20	80	253
	17.8%	18.6%	18.2%	45.5%	100%

200-Level Courses	I	II	III	IV	Total
Analyze Evidence	2	11	21	10	44
	4.5%	25.0%	47.7%	22.7%	100%
Analyze Assumptions	1	5	21	17	44
	2.3%	11.4%	47.7%	38.6%	100%
Formulate Judgments and Solutions	1	6	17	20	44
	2.3%	13.6%	38.6%	45.5%	100%

Critical Thinking Trend Data

Analyze Evidence	I	II	III	IV	# of Artifacts
Fall 2020	8%	22%	34%	36%	341
Fall 2021	8%	19%	30%	43%	215
Fall 2022	10%	16%	25%	49%	258
Fall 2023	<i>Process improvement; No Collection</i>				
Spring 2024	7.4%	13.9%	20.9%	57.8%	296
Analyze Assumptions	I	II	III	IV	# of Artifacts
Fall 2020	10%	23%	29%	38%	341
Fall 2021	9%	13%	34%	44%	210
Fall 2022	8%	12%	26%	54%	258
Fall 2023	<i>Process improvement; No Collection</i>				
Spring 2024	9.5%	10.8%	21.6%	58.1%	296
Formulate Judgments and Solutions	I	II	III	IV	# of Artifacts
Fall 2020	14%	23%	33%	30%	341
Fall 2021	9%	25%	31%	35%	212
Fall 2022	9%	17%	31%	43%	258
Fall 2023	<i>Process improvement; No Collection</i>				
Spring 2024	15.5%	17.8%	21.2%	45.5%	297

Critical Thinking: Instructor Feedback

All instructors who participated in the collection of this data engaged in group conversations and norming exercises.

They were specifically asked about the CWO Assignment Guidelines and whether they met the intended purpose:

- Inform the development of new, and modification of existing assignments used for CWO assessment.
- Clarify the intent of CWO assessment and support the training and onboarding of new faculty.
- Improve scoring reliability across sections, courses, modalities and disciplinary divisions.

The instructors affirmed the usefulness of the guidelines as well as their understanding of the principles and purpose of CWO assessment.

Instructors were also afforded an open opportunity to comment about the assessment process.

Topics addressed in comments included:

- Strategies to ensure student investment and participation;
- The timing of the assessment assignment;
- General observations about student performance.

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.

	I	II	III	IV
Cultural Self-awareness (Understanding one's own cultural values)	<p>Does not demonstrate an understanding of one's own cultural values and biases.</p> <p>(A minimal explanation of facts is not provided.)</p>	<p>Identifies one's own basic cultural values.</p> <p>(A simple fact-based recognition/summari zation is provided without further elaboration.)</p>	<p>Analyze perspectives about one's own cultural values.</p> <p>(Examines the origin and rationale of one's own values without making further implications.)</p>	<p>Assesses impact of one's own cultural values in terms of cultural integration and change.</p> <p>(Makes inferences about how one's own values integrate within the culture's dominant beliefs.)</p>
Multicultural awareness (Understanding other's cultural values)	<p>Does not demonstrate an understanding of the values of other cultures.</p> <p>(A minimal explanation of facts is not provided.)</p>	<p>Identifies the values of other cultures.</p> <p>(A simple fact-based recognition/ summarization is provided without further elaboration.)</p>	<p>Analyzes perspectives of values of other cultures.</p> <p>(Examines the origin and rationale of other cultural values without making further implications.)</p>	<p>Assesses impact of other cultural values within the context of other cultures.</p> <p>(Makes inferences about how the other cultures' values affect the dynamics within those other cultures.)</p>
Intercultural awareness (Understanding cultural similarities and differences)	<p>Does not demonstrate an understanding of the similarities/ differences among cultural values.</p> <p>(A minimal explanation of facts is not provided.)</p>	<p>Identifies the primary similarities/ differences among cultural values.</p> <p>(A simple fact-based recognition/ summarization is provided without further elaboration.)</p>	<p>Compares/ contrasts the relationship and interactions among cultural values.</p> <p>(Similarities and differences are clearly identified and discussed.)</p>	<p>Evaluates the relationship among cultural values and assesses the possible outcomes of cultural interactions.</p> <p>(Make inferences and formulate rational conclusions.)</p>

The Roman numeral classification is used to show ordinal differentiation of student performance as defined in the applicable rubric, with IV indicating fully accomplishing the competency as described.

Cultural Awareness Collection Overview

Dual credit course sections were included in the Cultural Awareness collection, but in analysis, the Dual Credit sections are removed from summaries by modality and are treated for all practical purposes as a separate population or distinct modality. Approximately 15% of the total sample in Cultural Awareness is from Dual Credit sections. For the 2023/2024 academic year, dual credit students represented 27.6% of the total headcount, making this an important population to include; however, in this collection it is underrepresented as we focus on the effectiveness of our process improvements through courses taught by full-time faculty only. Scores in past collections of Cultural Awareness have varied greatly by discipline but have not shown consistent patterns when disaggregated by course level. In this collection, students demonstrated more proficiency at the 200 level in self-awareness and multicultural awareness but considerably less difference in the Intercultural awareness competency. Although the sample size is low, post collection conversation and comments support the validity of this finding and the conclusion that the instructors are properly normed for rubric interpretation and application. The number of courses with vetted College Wide Outcome assignments is lower for Cultural Awareness than any other CWO. It is the stated intention of the faculty to expand the portfolio of Cultural Awareness courses for future collections.

Spring 2024 Data Results Cultural Awareness

Cultural Awareness Spring 2024 Data	
3 Courses	
9 Sections	
150 Artifacts Assessed	

Total	I	II	III	IV	Total
Cultural Self-Awareness	4	21	34	91	150
	2.7%	14.0%	22.7%	60.7%	100%
Multicultural Awareness	8	28	44	70	150
	5.3%	18.7%	29.3%	46.7%	100%
Intercultural Awareness	12	38	38	61	149
	8.1%	25.5%	25.5%	40.9%	100%

Spring 2024 Data Results by Modality Cultural Awareness

Face to Face	I	II	III	IV	Total
Cultural Self-Awareness	1	8	1	35	45
	2.2%	17.8%	2.2%	77.8%	100%
Multicultural Awareness	2	13	4	26	45
	4.4%	28.9%	8.9%	57.8%	100%
Intercultural Awareness	2	12	7	24	45
	4.4%	26.7%	15.6%	53.3%	100%

Online	I	II	III	IV	Total
Cultural Self-Awareness	3	6	25	48	82
	3.7%	7.3%	30.5%	58.5%	100%
Multicultural Awareness	5	6	32	39	82
	6.1%	7.3%	39.0%	47.6%	100%
Intercultural Awareness	7	16	25	34	82
	8.5%	19.5%	30.5%	41.5%	100%

Fall 2022 Data Results by Course Level Cultural Awareness

100-Level Courses	I	II	III	IV	Total
Cultural Self-Awareness	2	15	29	55	101
	2.0%	14.9%	28.7%	54.5%	100%
Multicultural Awareness	6	21	35	39	101
	5.9%	20.8%	34.7%	38.6%	100%
Intercultural Awareness	7	22	30	41	100
	7.0%	22.0%	30.0%	41.0%	100%

200-Level Courses	I	II	III	IV	Total
Cultural Self-Awareness	2	6	5	36	49
	4.1%	12.2%	10.2%	73.5%	100%
Multicultural Awareness	2	7	9	31	49
	4.1%	14.3%	18.4%	63.3%	100%
Intercultural Awareness	5	16	8	20	49
	10.2%	32.7%	16.3%	40.8%	100%

Cultural Awareness Trend Data

Cultural Self-Awareness	I	II	III	IV	# of Artifacts
Spring 2019	4%	29%	36%	32%	259
Spring 2020	<i>COVID Disruption; No Collection</i>				
Spring 2021	4%	23%	37%	35%	99
Spring 2022	14%	32%	33%	21%	91
Spring 2023	<i>Process improvement; No Collection</i>				
Spring 2024	2.7%	14.0%	22.7%	60.7%	150
Multicultural Awareness	I	II	III	IV	# of Artifacts
Spring 2019	3%	25%	42%	31%	252
Spring 2020	<i>COVID Disruption; No Collection</i>				
Spring 2021	7%	18%	33%	42%	100
Spring 2022	25%	30%	26%	19%	91
Spring 2023	<i>Process improvement; No Collection</i>				
Spring 2024	5.3%	18.7%	29.3%	46.7%	150
Intercultural Awareness	I	II	III	IV	# of Artifacts
Spring 2019	5%	32%	36%	27%	259
Spring 2020	<i>COVID Disruption; No Collection</i>				
Spring 2021	7%	22%	34%	37%	91
Spring 2022	34%	29%	20%	18%	91
Spring 2023	<i>Process improvement; No Collection</i>				
Spring 2024	8.1%	25.5%	25.5%	40.9%	149

Cultural Awareness: Instructor Feedback

All instructors who participated in the collection of this data engaged in group conversations and norming exercises.

They were specifically asked about the CWO Assignment Guidelines and whether they met the intended purpose:

- Inform the development of new, and modification of existing assignments used for CWO assessment.
- Clarify the intent of CWO assessment and support the training and onboarding of new faculty.
- Improve scoring reliability across sections, courses, modalities and disciplinary divisions.

The instructors affirmed the usefulness of the guidelines as well as their understanding of the principles and purpose of CWO assessment.

Instructors were also afforded an open opportunity to comment about the assessment process.

Topics addressed in comments included:

- Strategies to ensure student investment and participation;
- The timing of the assessment assignment;
- The recent addition of instructional tools for lessons on cultural perception.

Differences in patterns of student achievement by modality were noted and will need to be examined in relation to assignment construction future instructor norming. Given the courses identified for Cultural Awareness assessment, the adjunct training activities will be of particular importance.

Information Literacy

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

	I	II	III	IV
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 but inappropriately accesses the specified number and kind.	Accesses the specified number and kind of information to accomplish 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 inappropriately.	Uses the required sources appropriately but does not accomplish the purpose of the assignment.	Uses the required sources appropriately to accomplish the purpose of the assignment.
Evaluate information and sources critically	Does not evaluate information and fails to assess accuracy and credibility.	Evaluates information but fails to assess both accuracy and credibility.	Evaluates information but only assesses either accuracy or credibility.	Evaluates information to assess both accuracy and credibility.

Information Literacy Collection Overview

Dual credit course sections were included in the Information Literacy collection, but in analysis the Dual Credit sections are removed from summaries by modality and are treated for all practical purposes as a separate population or distinct modality. Approximately 29% of the total sample in Information Literacy is from Dual Credit sections. For the 2023/2024 academic year, dual credit students represented 27.6% of the total headcount, making this an important population to include, and in this collection, it is appropriately represented.

Focusing on sections taught by full-time faculty, we could not include any sections at the 200 level. Past emphasis has been placed in early gateway courses for this college-wide outcome, if a comparison by course level is desired in 200 level courses, faculty will need to identify or develop additional Information Literacy assessments. The spring 2024 collection included sections from the sciences, social sciences and humanities.

Spring 2024 Data Results Information Literacy

Information Literacy Spring 2024 Data
5 Courses
15 Sections
188 Artifacts Assessed

Total	I	II	III	IV	Total
Access Information	2	17	38	131	188
	1.1%	9.0%	20.2%	69.7%	100%
Use information to appropriately accomplish a specific purpose	6	31	62	89	188
	3.2%	16.5%	33.0%	47.3%	100%
Evaluate information and sources critically	13	48	50	81	190
	6.8%	24.2%	26.3%	42.6%	100%

Spring 2024 Data Results by Course Level

Information Literacy

100-Level Courses Dual Credit Excluded	I	II	III	IV	Total
Access Information	1	11	22	98	132
	0.8%	8.3%	16.7%	74.2%	100%
Use information to appropriately accomplish a specific purpose	5	26	42	59	132
	3.8%	19.7%	31.8%	44.7%	100%
Evaluate information and sources critically	12	43	37	44	134
	9.0%	30.6%	27.6%	32.8%	100%

Information Literacy Trend Data

Access Information	I	II	III	IV	# of Artifacts
Spring 2019	8%	13%	47%	32%	482
Spring 2020	<i>COVID Disruption; No Collection</i>				
Spring 2021	7%	13%	24%	56%	268
Spring 2022	13%	15%	13%	59%	182
Spring 2023	<i>Process improvement; No Collection</i>				
Spring 2024	1.1%	9.0%	20.2%	69.7%	188
Use information to appropriately accomplish a specific purpose	I	II	III	IV	# of Artifacts
Spring 2019	9%	14%	41%	37%	482
Spring 2020	<i>COVID Disruption; No Collection</i>				
Spring 2021	13%	4%	18%	65%	268
Spring 2022	18%	7%	20%	55%	182
Spring 2023	<i>Process improvement; No Collection</i>				
Spring 2024	3.2%	16.5%	33.0%	47.3%	188
Evaluate information and sources critically	I	II	III	IV	# of Artifacts
Spring 2019	13%	21%	36%	29%	482
Spring 2020	<i>COVID Disruption; No Collection</i>				
Spring 2021	16%	13%	26%	45%	268
Spring 2022	18%	10%	30%	42%	182
Spring 2023	<i>Process improvement; No Collection</i>				
Spring 2024	6.8%	24.2%	26.3%	42.6%	190

Information Literacy: Instructor Feedback

All instructors who participated in the collection of this data engaged in group conversations and norming exercises.

They were specifically asked about the CWO Assignment Guidelines and whether they met the intended purpose:

- Inform the development of new, and modification of existing assignments used for CWO assessment.
- Clarify the intent of CWO assessment and support the training and onboarding of new faculty.
- Improve scoring reliability across sections, courses, modalities and disciplinary divisions.

The instructors affirmed the usefulness of the guidelines as well as their understanding of the principles and purpose of CWO assessment.

Instructors were also afforded an open opportunity to comment about the assessment process.

Topics addressed in comments included:

- Differences in student performance by modality;
- The timing of the assessment assignment;
- Suggested adjustments in the assessment assignment.
- Improvements in student performance from assignment scaffolding.

Actions and Recommendations

Full-time faculty participating in the Spring 24 Pilot collection affirmed the relevance and usefulness of the developed assessment assignment guidelines. Although the comparison to past and future collections is recognized to contribute to our developing understanding of student performance and instructional effectiveness, the primary purpose of the Pilot was to reinforce a common understanding of our assessment tools and process. As such, the next full collection in each CWO area may serve as a more

accurate reflection of student learning to function as a baseline for future trend examination.

Although the Spring 2024 Pilot Collection focused on full-time faculty, the College and academic leadership are committed to including adjunct instructors and dual credit sections in future collections. Academic leadership will work through the Student Learning Improvement Committee and with the Office of Institutional Effectiveness to establish a new rotation for CWO area collections and effective parameters to ensure valid trendline comparison over time. Regular collection will resume in the Fall of 2024.

Explanation of Course Types*

Hybrid

Hybrid courses combine 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) courses are delivered through television transmission. The broadcasts occur 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.

Synchronous Online

Synchronous online courses are delivered online; however, you are required to attend virtual class sessions with your instructor and classmates via web conferencing technology at a specifically scheduled time. Virtual class sessions are a firm time commitment that cannot be rescheduled. You will have readings and assignments to complete outside of class time to help prepare you to participate in the virtual sessions.

Online

Online courses have 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

Traditional/Web-Enhanced courses are 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.

***As defined in the Three Rivers College Catalog**

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