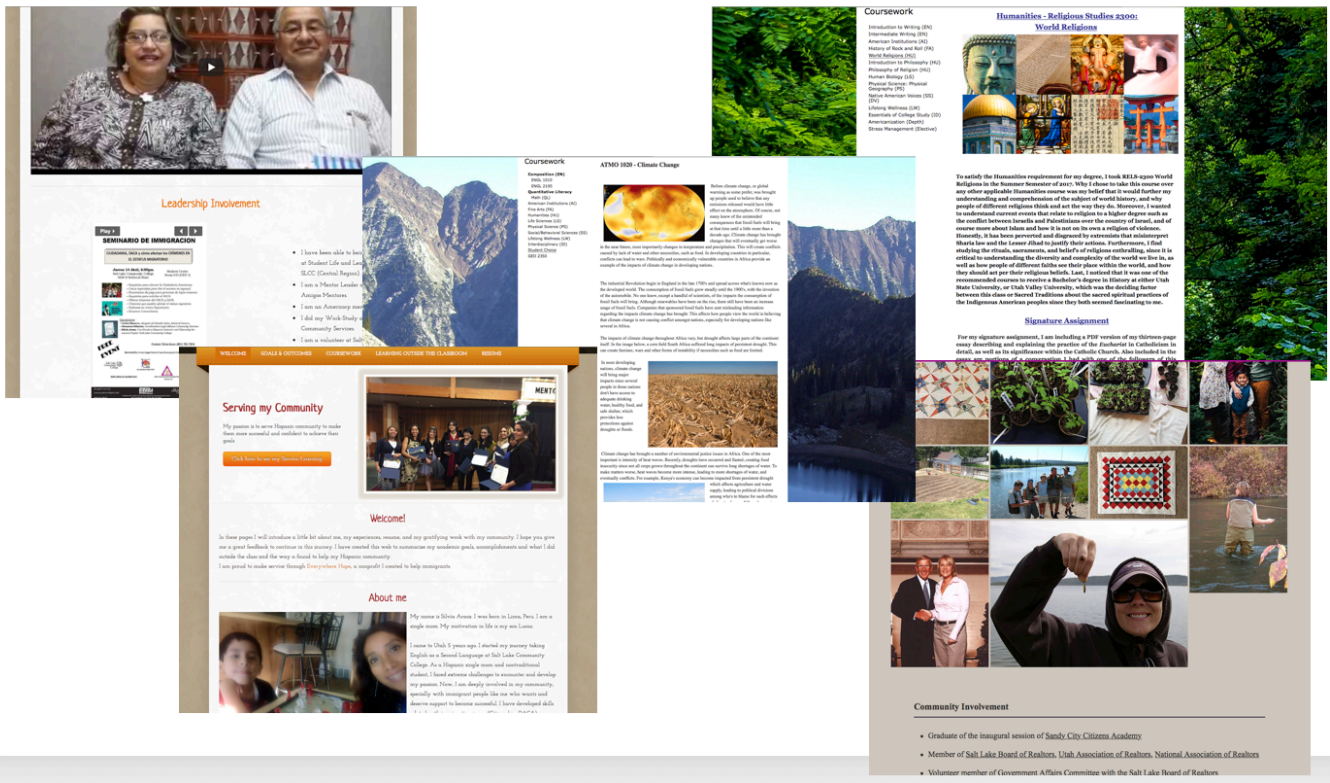


Salt Lake Community College

General Education

Assessment Report 2018

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Images of SLCC student ePortfolios used by permission

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Assessment Methods

Electronic portfolios (ePortfolios) allow institutions to use student artifacts and reflection to directly assess the efficacy of academic programs. Beginning in 2012, Salt Lake Community College has assessed the learning outcomes of the General Education program by using student ePortfolios. This assessment examines whether the General Education program offers students sufficient opportunities to progress toward Salt Lake Community College's (SLCC) General Education learning outcomes, and whether graduating students meet those learning outcomes.

This year our Institutional Research Office pulled a random sample of 150 students for our assessment sample. From that group we took the first 50 men and first 50 women who had ePortfolios that were accessible in our Banner system. The parameters for this sample were as follows: they must have graduated from SLCC in May 2018 with either an A.A. (Associates of Arts) or A.S. (Associates of Science) degree. In addition, all of their general education coursework must have been completed at Salt Lake Community College. This guaranteed that we would not be looking at the work of students who completed some of their general education at other institutions.

The assessment was completed using a holistic rubric. This rubric was comprised of homegrown internal measures, VALUE rubrics developed by the American Association of Colleges and Universities (AAC&U), and AAC&U VALUE rubrics modified for our particular circumstances at SLCC.

The ePortfolio Coordinator put together all of the teams of two to assess different components of the rubric with the exception of the teams who assessed the written artifacts for the effective communication learning outcome. Those teams were organized by the Writing Across the College Director, who invited reviewers from the English Department (see page 29 for the names of all of the assessors). Each of these teams was comprised of faculty and staff at SLCC and most were interdisciplinary. The teams worked together using the rubrics to calibrate their scores. All 100 ePortfolios were assessed using this method.

Effective Communication

Students communicate effectively. This includes developing critical literacies—reading, writing, speaking, listening, visual understanding—that they can apply in various contexts; organizing and presenting ideas and information visually, orally, and in writing according to standard usage; understanding and using the elements of effective communication in interpersonal, small group, and mass settings.

Starting in 2016, we decided to explore the learning outcome effective communication in greater depth. We adapted AAC&U VALUE rubrics, added some genres and then modified them for SLCC. Both quantitative and qualitative reviews were done for the written communication learning outcome. One of the questions we wanted to look at quantitatively is whether SLCC students are getting sufficient opportunities to write in multiple genres. This year the Writing Across the College Director and the ePortfolio Coordinator put together five teams of two to assess the ePortfolio sample. Last year we had individuals on this team take a small section of ePortfolios and then they did the assessment on their own. We felt that using teams of two this year was a positive change in the effort to better calibrate scores.

The first thing the teams did was count the number of distinctive genres used in each ePortfolio.¹ Overall, 84% of the sample contained considerable evidence (ePortfolios containing five or more distinct genres) of writing in multiple genres. Figure 1 (page 5) shows the sample of ePortfolios by the number of genres represented in each. Over the past three years we have come to the conclusion that we are seeing adequate exploration of genres with written communication.

¹ The following 37 genres were identified: Annotated Bibliography, Case Study, Civic, Critique/Evaluation, Essay (Analytical, Interpretive without sources), Essay (Analytical, Interpretive with sources), Essay (Argumentative without sources), Essay (Argumentative with sources), Essay (Explorative without sources), Essay (Explorative with sources), Ethnography, Exam, Fiction/Creative NF, Infographic, Journalism, Lab Report, Log, Memoir, Notes, Observation, Other, Plan, Presentation, Profile, Proposal, Reflection, Report, Research, Response, Review, Science, Scientific, Speech, Summary, Technical, Web, and Workplace.

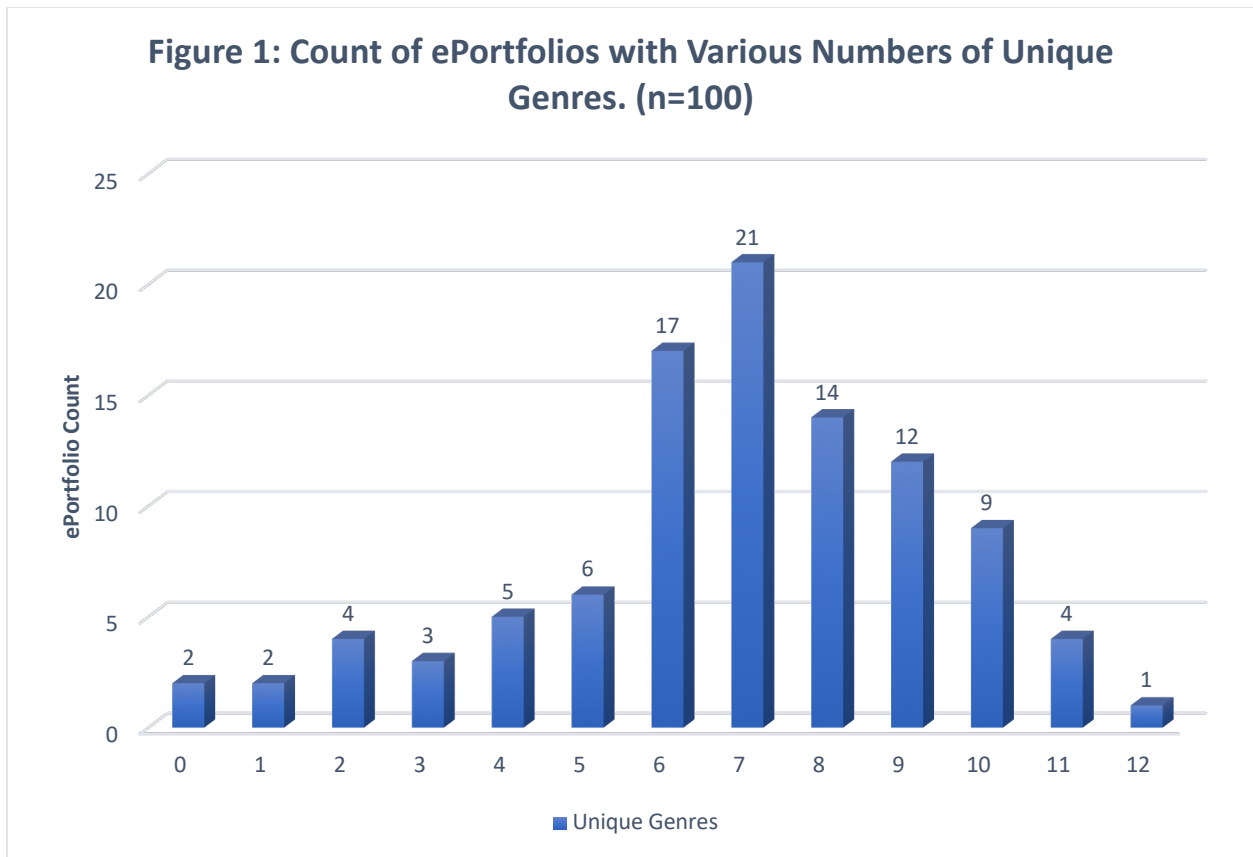
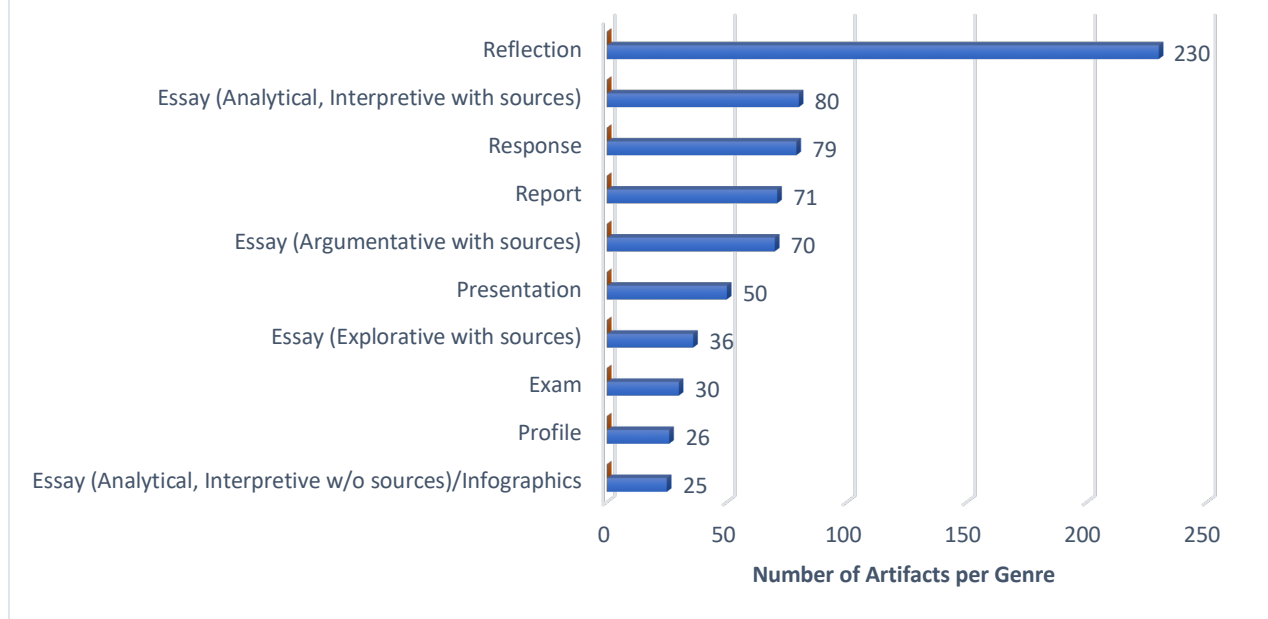


Figure 2 (page 6) shows the ten most common genres found in the sample of student ePortfolios. Reflection is the most common genre, with 230 written artifacts. The assessors made a distinction between the reflective genre and the reflection component required with each signature assignment. This number is focused solely on the reflective genre. This finding is consistent with what we have seen in the past, but it still a bit surprising. We would hope to see the number of other genres used as signature assignments increase and much of the reflection be done in the reflective piece accompanying the signature assignment.

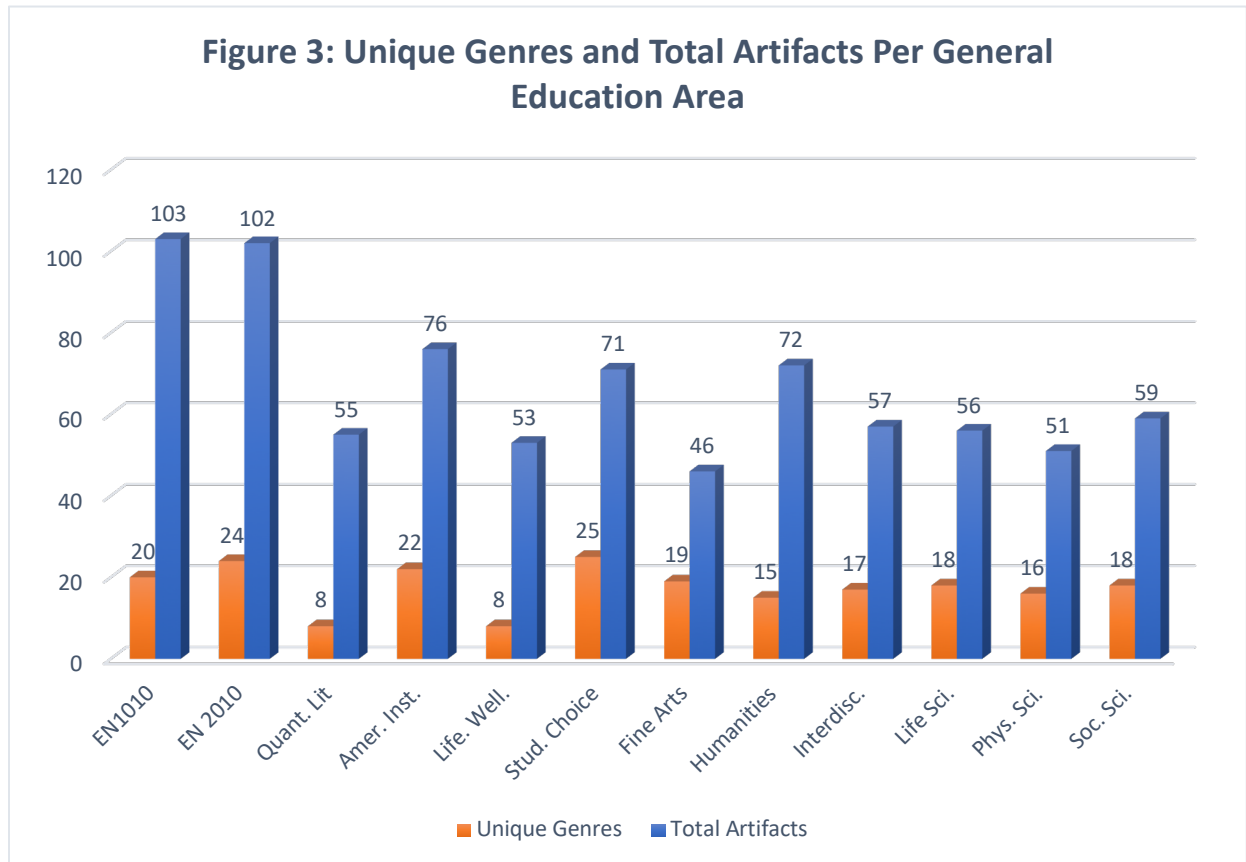
Figure 2: Ten Most Common Genres of Writing in Student ePortfolios



The next most common genre was Analytical Interpretive Essays with sources, the number of which more than doubled from last year. The other genres were about what was expected. Infographics tied with Analytical Interpretive Essays without sources. The results indicate that SLCC students are being provided with a good variety of writing assignments in their General Education courses.

Reviewers also identified the location in our General Education program of each particular writing artifact. Figure 3 (page 7) gives a breakdown of the General Education areas where the total number of written communication artifacts were found. It also provides a look at the number of unique genres in each of those areas. As expected, the Composition courses (English 1010 English 2010) provided the largest number of total artifacts. American Institutions and Humanities courses were the areas with the next largest number of total artifacts. The number of writing artifacts in American Institutions and Humanities courses increased noticeably from what we found in our 2017 assessment report.

The number of unique writing genres continued to be lowest in the Lifelong Wellness and Quantitative Literacy courses. Overall the number of artifacts and the number of genres both increased since last year. Reviewers mentioned that identifying genres and agreeing on which artifacts fit in each genre was challenging.



The next thing this group did was take a close look at the quality of student writing. As in previous years, we reviewed the AAC&U VALUE rubric for written communication and agreed that the two elements of student writing that are readily assessable via artifacts in student ePortfolios are:

- whether students effectively employed genre conventions, and
- whether student writing is mechanically sound.

After identifying the range of genres in the student ePortfolios, we took a subset of those genres for which we felt there were clear genre conventions regardless of the class and assignment. We used the modified genre conventions portion of the written communication VALUE rubric that our Writing Across the College Director previously modified. She created a specific rubric for each genre as well as a rubric to assess the organization and presentation of essays.

The review teams scored student artifacts of writing samples according to their respective performance levels. Table 1 (page 9) reviews how effective students were at employing genre conventions. Depending on the genre, 50% to 80% of students met or exceeded expectations in this area. The highest mean was for profiles (mean=2.92) and the lowest was for critique/evaluations (mean=2.50). One hundred percent of the critique/evaluations artifacts were scored either “below” or “meets” expectations. This was a bit of a shift from last year where the mean for critique/evaluations was the highest measured (mean=2.91). In the future we may decide to choose a few new genres to review qualitatively and refine a few of the genres on a more granular level.

Table 1: Percentage of Assignments' Scores for Effectively Employing Genre Conventions.**Performance Levels**

	1	2	3	4
	Presents an inadequate account of the subject. Does not connect the subject to a larger context or purpose. Confused use of observation, research, quotation, and summary strategies. Organization detracts from clarity.	Presents an account that does not connect the subject to a larger context or purpose. Inconsistently uses observation, research, quotation, and summary strategies to maintain interest. Organization occasionally detracts from clarity.	Presents an engaging account that includes minimal connection between the subject and a larger context or purpose. Uses observation, research, quotation, and summary strategies to maintain interest level. Organization does not detract from clarity.	Presents a compelling and engaging account that includes meaningful connection between the subject and a larger context or purpose. Skillfully uses observation, research, quotation, and summary to maintain high interest level. Organization contributes to clarity and engagement.
Profile (n=25 mean=2.92)	4%	16%	64%	16%
	References a text or event but does not describe the overall point. Uses quotations or repeats unnecessary details. Includes own opinion.	Describes a text's or event's overall point, but goes no more in-depth. Includes unnecessary detail or quotations. May refer to source material in a limited manner.	Consistently conveys key points of a text or experience without much detail or quotations. Refers to source material in an observational or reporting manner without inserting own opinion.	Uses fluid sentence and paragraph structures to convey the key points of a text or experience without unnecessary detail or quotations. Consistently refers to source material in an observational or reporting manner without inserting own opinion.
Summary (n=13 mean=2.62)	15%	15%	62%	8%
	C/E summarizes source inadequately or inaccurately. Provides own opinion without rationale. No referrals to larger context, purpose, or discussion. Organization is confusing. Style/register is inconsistent.	C/E summarizes source inadequately for critique of it. Provides own opinion with minimal rationale. No referrals to larger context, purpose, or discussion. Organization is inconsistent. Style/register is inconsistent.	C/E ethically summarizes source and follows most summary conventions. Provides own opinion/perspective on source that include claims and rationale. Limited referrals to larger context, purpose, or discussion. Organization does not detract from clarity. Style/register is mostly appropriate for the writing task.	C/E ethically summarizes source and follows all summary conventions. Provides own opinion/perspective on source that logically builds from claims, reasoning (optional: evidence). Skillfully situates c/e within larger context, purpose, or discussion. Style/register consistently is appropriate for the writing task.
Critique/Evaluation (n=14 mean=2.50)	0%	50%	50%	0%

Table 2 shows the analysis of the 187 essays with sources. For these artifacts, reviewers examined the organization and presentation of the writing. Out of this sample, 71% of the essays scored in the top two performance levels for organization and 78% scored in the top two levels for presentation.

Table 2: Percentage of Essay Assignments' Scores for Organization and Presentation.

Performance Levels

	1	2	3	4
Organization	Organizational structure may not include one of the essay "chunks": introduction, body, conclusion; paragraphs within sections not divided logically (may be a single paragraph or a series of disconnected paragraphs); no transitions present.	Organizational structure includes all essay "chunks": introduction, body, conclusion; paragraphs within sections are inconsistently divided or ordered; none, or very few, transitions present.	Competently organized into introduction, body, and conclusion chunks; paragraphs are mostly well developed and logically divided; (some paragraphs may need dividing); formulaic transitions are present though are not consistent.	Sophisticated organization within introduction, body, and conclusion chunks; paragraphs are consistently well developed and logically divided; meaningful transitions are consistently present.
Essays with Sources (n=187 mean=2.85)	1%	28%	57%	14%
Presentation	Presentation impedes comprehension; confusing layout; confusing font choices; images not connected to text and not logically placed; no attributions.	Inconsistent presentation: (e.g. crowded or overly-spaced layout); distracting font choices; images either not logically connected or placed in text; attributions typically not present.	Competent presentation: consistent layout; non-distracting font choices, images logically connected to text and placed, may be inconsistently attributed.	Sophisticated presentation; clean and consistent layout; demonstrates specific format; compelling font choices; images contribute to the text, are strategically placed and attributed.
Essays with Sources (n=187 mean=2.85)	1%	22%	70%	8%

The reviewers' scores for the syntax and mechanics portion of the review are found in Table 3. Assessors used the VALUE rubric for the profile, summary and critique/evaluation genres. The highest mean scores were for profiles (mean=3.16) and the lowest were for summaries (mean= 2.92). The majority of students' scores were in the top two performance levels for clearly communicating to readers and having minimal errors in their writing.

Table 3: Percentage of Assignments' Scores for Syntax and Mechanics in the VALUE Rubric Performance Levels.

	<u>Performance Levels</u>			
	1	2	3	4
<u>Genres</u>	Uses language that impedes meaning because of errors in usage.	Uses language that inconsistently conveys meaning to readers with clarity. Writing includes intrusive errors.	Uses language that consistently conveys meaning to readers. The language in the portfolio has non-intrusive errors.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.
Profile (n=25 mean=3.16)	0%	4%	76%	20%
Summary (n=13 mean=2.92)	0%	31%	46%	23%
Critique/Evaluation (n=14 mean=3.07)	0%	14%	64%	21%

Oral Communication

The results from our assessment in 2017 showed that only 7% of the ePortfolios showed evidence of oral communication. We surmised that students are learning oral communication skills in General Education courses, but suspected many faculty were not choosing oral presentations as signature assignments. This year we determined we needed to find a better way to assess oral communication. We knew we would need to find a large enough sample to be able to evaluate the quality of students' oral communication skills.

After talking with the Communications department, we made the decision to focus the assessment on COMM 1020 (Public Speaking) because that course is one of the few to consistently require a video of a student presenting a speech as an artifact on the student's ePortfolio. Faculty from the Communications department looked at the VALUE rubrics and then came up with a modified rubric, which they felt would effectively assess the quality of student oral presentations. In order to find artifacts for this part of the learning outcome we oversampled student ePortfolios until we found 100 ePortfolios with oral presentations as signature assignments.

The oversampling resulted in a much more robust group of assignments, which led to a more thorough qualitative assessment. Table 4 (page 13) shows the data from this group of student portfolios. Nearly three-fourths of students either met or exceeded expectations in all areas, and mean scores for all areas were 2.80 and above.

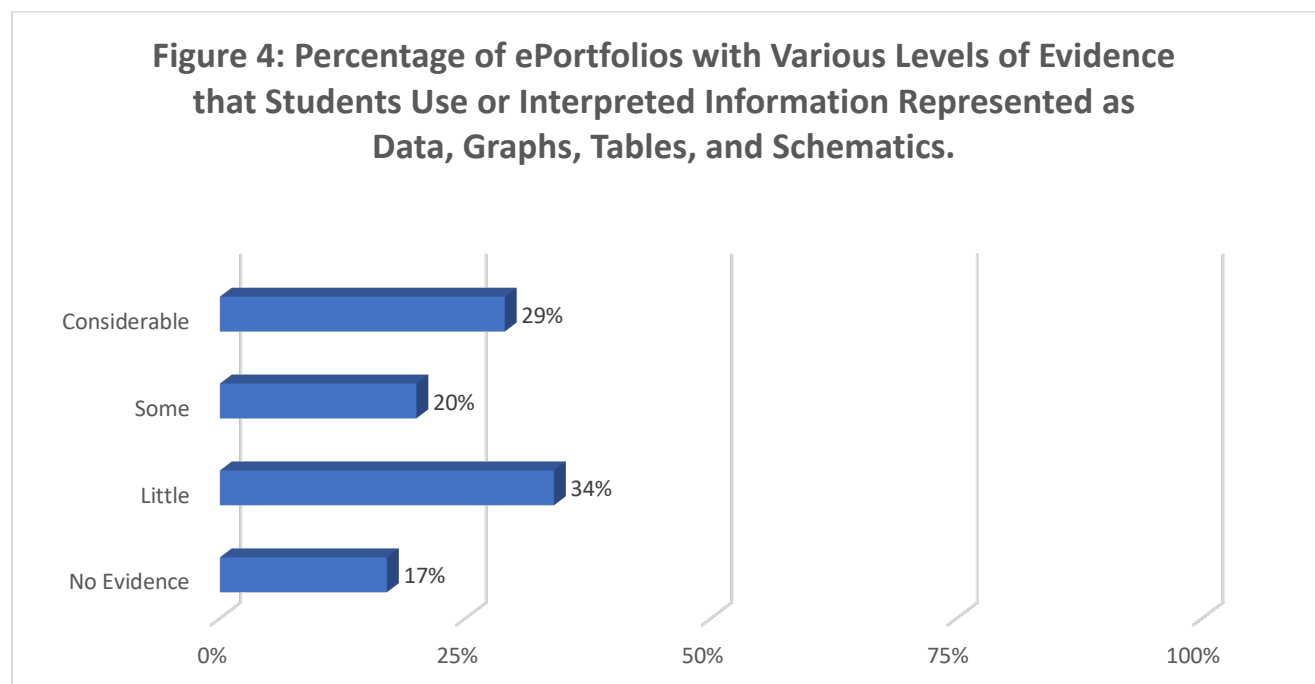
Table 4: Percentage of Assignments' Scores for Evidence that Students Communicate Orally.**Performance Levels**

	1	2	3	4
<p>Organization Follows the established Introduction. Each main point flows into the next with clear transitions between ideas. Follows established Conclusion. Easy to follow, logical connection of ideas</p>	Student meets little to no (30% or below) college-level expectations outlined in this category.	Student only meets a few (less than 50%) of the college-level expectations outlined in this category.	Student meets the large majority (more than 70%) of the college-level expectations outlined in this category.	Student meets all the college-level expectations in this category, and performs above and beyond these expectations in some areas outline in the category.
n=100 mean 2.81	0%	22%	75%	3%
<p>Content and References Creates a connection with audience by adapting to this audience's interest, attitudes, and knowledge. Researched facts, statistics, examples, charts are used which include references that are orally cited, and it is clear how these references are authoritative for the topic. Brief stories, comparisons, personalized comments, and vivid word pictures are used.</p>	Student meets little to no (30% or below) college-level expectations outlined in this category.	Student only meets a few (less than 50%) of the college-level expectations outlined in this category.	Student meets the large majority (more than 70%) of the college-level expectations outlined in this category.	Student meets all the college-level expectations in this category, and performs above and beyond these expectations in some areas outline in the category.
n=100 mean 2.80	1%	25%	67%	7%
<p>Delivery Used constant eye contact. Oral speaking style: non-complex, conversational tone used, pace of speech isn't too fast or too slow. Body movements and gestures used effectively. Use of vocal & facial variety. Fluency: no hesitant speech, proper pronunciation, proper articulation, proper grammar, free from disfluencies such as: "um, uh, so, like..."</p>	Student meets little to no (30% or below) college-level expectations outlined in this category.	Student only meets a few (less than 50%) of the college-level expectations outlined in this category.	Student meets the large majority (more than 70%) of the college-level expectations outlined in this category.	Student meets all the college-level expectations in this category, and performs above and beyond these expectations in some areas outline in the category.
n=100 mean 2.86	1%	23%	65%	11%

Quantitative Literacy

Students develop quantitative literacies necessary for their chosen field of study. This includes approaching practical problems by choosing and applying appropriate mathematical techniques; using information represented as data, graphs, tables, and schematics in a variety of disciplines; applying mathematical theory, concepts, and methods of inquiry appropriate to program-specific problems.

We began our assessment of quantitative literacy by looking at the evidence in student ePortfolios, which indicated they had had ample experience in their assignments to use or interpret information represented as data, graphs, tables and schematics in a variety of disciplines. Figure 4 indicates that just under half of all students had “some” (two artifacts) or “considerable” (three or more artifacts), evidence of interpreting information. The twenty-nine percent who had “considerable” evidence was up 7% from last year and up 22% from two years ago. Just over 50% had “little” or “no” evidence, which is quite consistent with the findings from last year. The one difference was a small decrease in the “no evidence” category this year.



In addition, reviewers also looked at how well students interpreted quantitative information in various forms. Out of 100 ePortfolios, they found 169 artifacts where students attempted to interpret quantitative information. As seen in Table 5, no examples of student work fell in the “well below” category, and 90% of the artifacts scored in the top two performance levels, meaning students were providing accurate explanations.

Table 5: Percentage of Artifacts (n=169) with Scores for the Interpretation of Quantitative Data in the VALUE Rubric Categories. (mean=3.01)

1	2	3	4
Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Provides accurate explanations of information presented in mathematical forms.	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.
0%	11%	78%	12%

In addition we also wanted to look at the students’ ability to manipulate quantitative information from one form to another, such as converting a table of data to a graph or chart. In Table 6 (page 16) we can see that once again, very few (only 1%) of students’ artifacts had inaccurate or inappropriate mathematical portrayals while 80% competently converted relevant information into desired mathematical portrayals and a combined total of 89% met or exceeded expectations in this area.

Table 6: Percentage of Artifacts (n=169) with Scores for the Manipulation of Quantitative Data in the VALUE Rubric Categories. (mean=2.99)

1	2	3	4
Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.
0%	11%	80%	9%

Finally, we felt the unaltered VALUE rubric for quantitative literacy did a sufficient job in aiding reviewers who assessed students' ability to communicate quantitative evidence in support of an argument or the purpose of their work. Table 7 (page 17) indicates that reviewer found 169 instances when students were asked to do this. One percent provided arguments where quantitative evidence is pertinent but did not provide adequate numerical support. Another 13% used quantitative information, but did not effectively connect it to the argument or purpose of the work. The majority (74%) used the information to connect with the argument of the work, although it may have been less effectively presented. Twelve percent of students used quantitative information to connect to the argument and presented it in a high-quality and effective format.

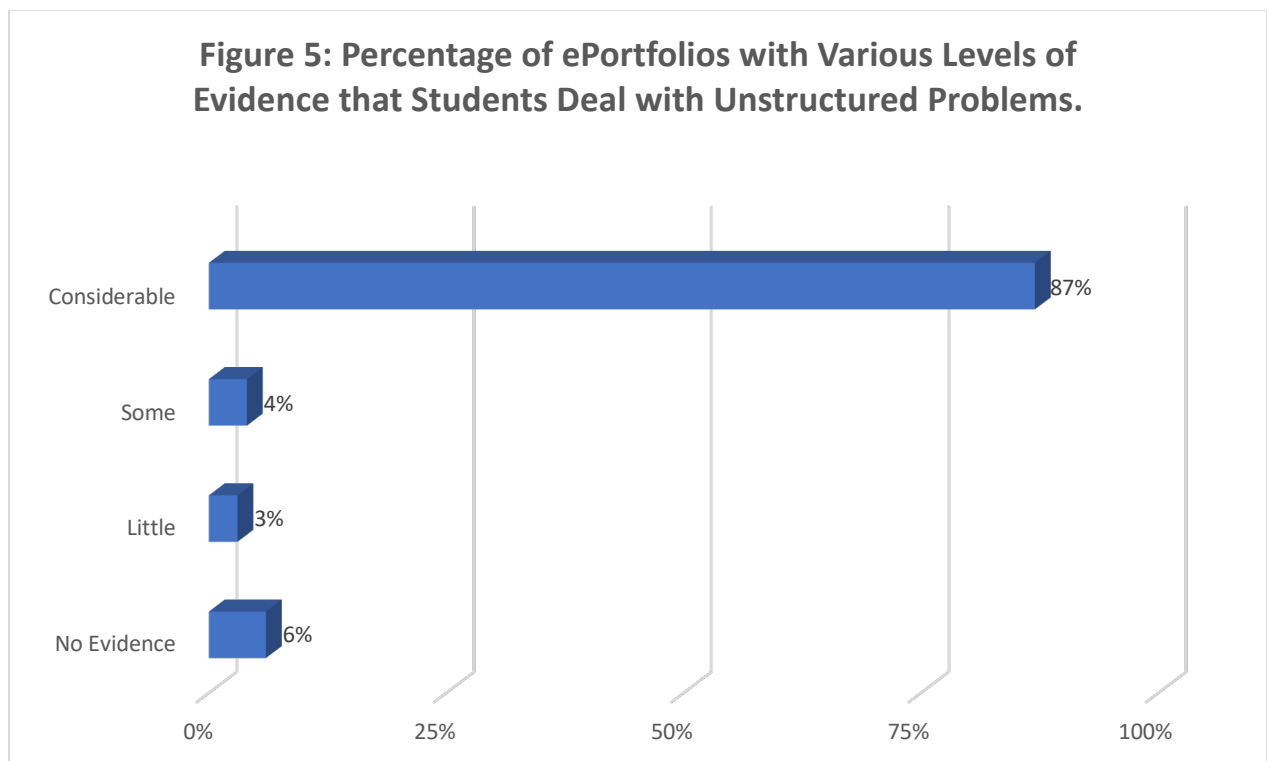
Table 7: Percentage of Artifacts (n=169) with Scores for the Communication of Quantitative Data in the VALUE Rubric Categories. (mean=2.98)

1	2	3	4
Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.
1%	13%	74%	12%

Critical Thinking

Students think critically. This includes reasoning effectively from available evidence; demonstrating effective problem solving; engaging in reflective thinking and expression; demonstrating higher-order skills such as analysis, synthesis, and evaluation; making connections across disciplines; applying scientific methods to the inquiry process.

One of the first things we examined with the critical thinking learning outcome was whether SLCC students were getting experiences with unstructured problems (or problems where there was no clearly defined right or answer). Our team of assessors counted the number of assignments where students were dealing with these kinds of problems. As indicated in Figure 5, an impressive 87% of student ePortfolios showed “considerable” evidence (three or more artifacts) that they were getting practice grappling with unstructured problems and another 4% indicated that student ePortfolios had “some” evidence (two artifacts).



Another place we looked for critical thinking in student ePortfolios was in their reflections. Students are asked to do reflective thinking for every General Education course they take. Most often students are asked to reflect on their learning or coursework and to look at themselves as learners and then place that in a broader context of either their lives or learning experiences.

Figure 6 demonstrates that 54% of students are engaging in at least some reflection (six to twelve reflections in each ePortfolio) and an additional 28% are doing “considerable” reflection (thirteen or more reflections). Only 3% of student ePortfolios showed no evidence of reflection. These numbers are pretty comparable to last year’s numbers. We hope to see reflection continue to increase in the future as signature assignments and the accompanying reflection increasingly becomes the accepted norm at the college.

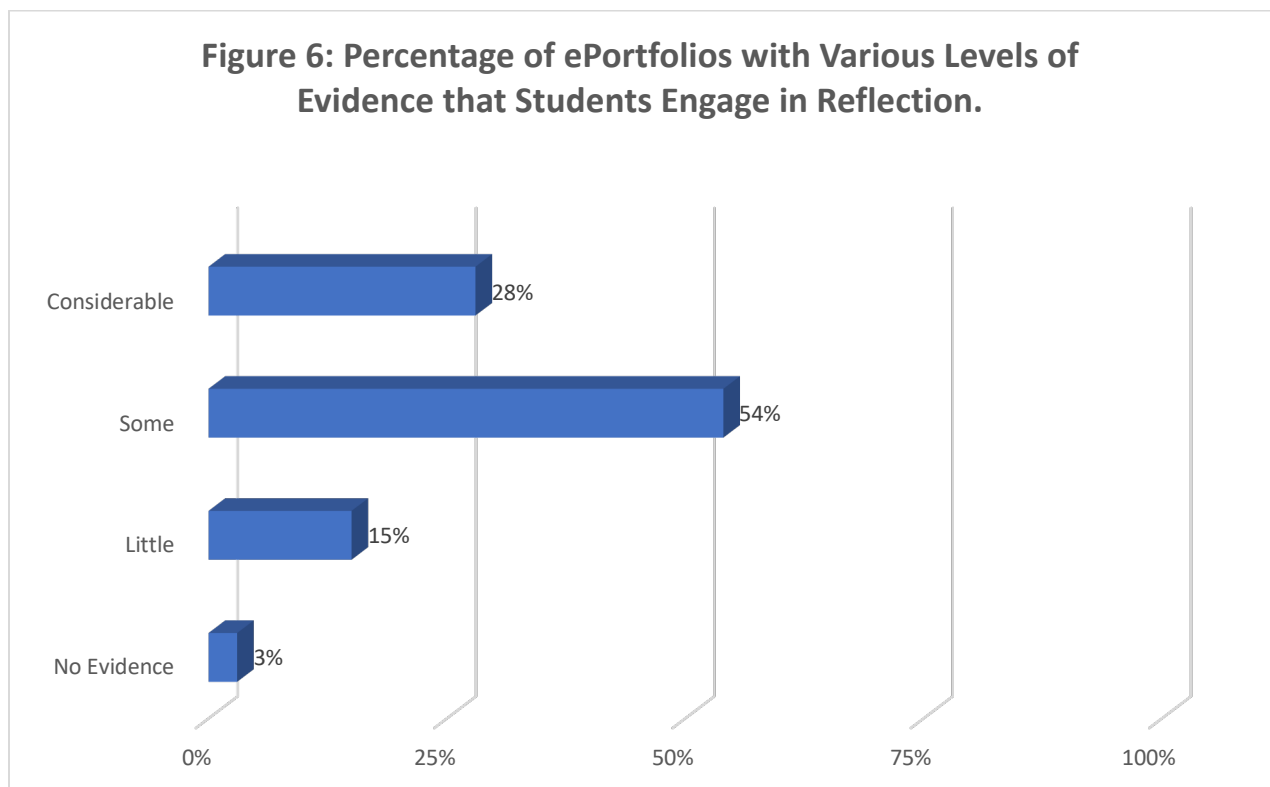
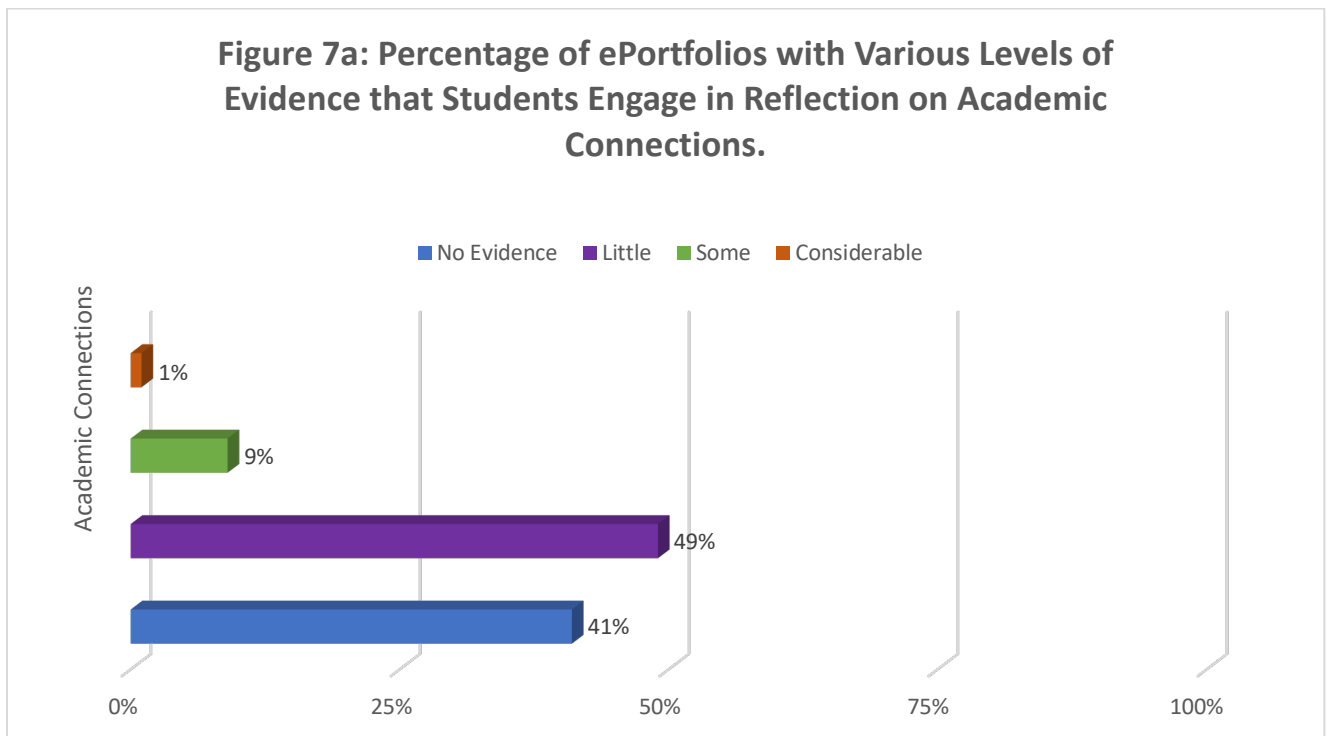
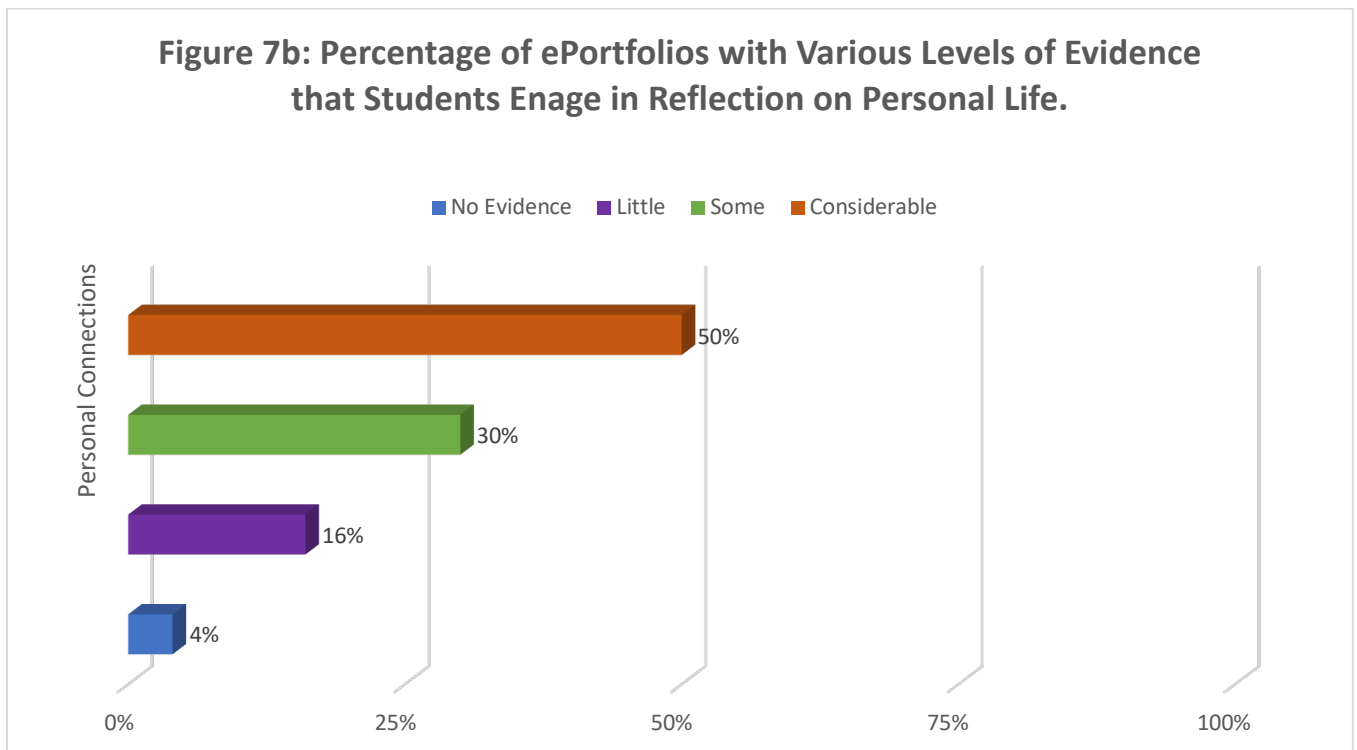


Figure 7a and Figure 7b examine where students made connections in their reflections. Figure 7a indicates that merely 1% of student reflections made “considerable” (five or more) academic connections. Fully 90% of students’ portfolios showed “little” (one or two academic connections) to “no” evidence of academic connections. This is an area we could definitely improve on in the future.



In Figure 7b we can see that students tend to be more consistent about making personal connections to their lives in their reflections. Eighty-percent of students' ePortfolios contained "some" (three or four) or "considerable" (five or more connections) evidence of reflections which made personal connections. Only 4% of student ePortfolios contained no evidence of personal connections in reflections.



In Table 8, we see the qualitative results for the students' reflections. One team of reviewers picked three strong reflections from each ePortfolio, applied a home-grown rubric to assess the reflections and then averaged the scores for each ePortfolio. The mean for reflections in the sample of 100 ePortfolios was 3.07. Fifty-four percent of students' reflections addressed the prompt(s) given by the instructor, and demonstrated adequate elaboration, connections, insights and perspectives and used techniques such as analysis, comparison and interpretation. Another 28% in the "exceeds" expectations category made strong connections and highlighted new insights and perspectives. A total of 82% of reflections fell into the top two categories. Only 3% of students failed to address the reflection prompt(s) and contained no elaboration. We know the quality of student reflection tends to be higher when faculty provide students with clear prompts and effectively integrate reflective practice in their courses.

Table 8: Percentage of Student Reflections (n=100) with Scores for Reflection Quality in the Rubric Categories. (mean=3.07)

1	2	3	4
The writer fails to address the reflection prompt(s) given by the instructor. The reflection piece contains no elaboration and is too short.	The writer partially addresses the reflection prompt(s) given by the instructor, and fails to sufficiently elaborate his/her points. S/he makes few connections, offers few insights and perspectives, etc.	The writer addresses the reflection prompt(s) given by the instructor, and does a fairly good job with elaboration, making connections, offering new insights and perspectives, and/or uses techniques such as questioning, comparing, interpreting, and analyzing.	The writer directly addresses the reflection prompt(s) given by the instructor, elaborates his/her points, makes strong intellectual or personal connections, highlights new insights and perspectives, and/or uses techniques such as questioning, comparing, interpreting, and analyzing.
3%	15%	54%	28%

In Table 9 we can see the percentage of artifact's scores for scientific thinking. Reviewers found 270 artifacts where they saw students attempting to demonstrate an understanding of scientific thinking. Out of this sample, 4% of the artifacts demonstrated that students did not clearly understand the scientific method. Forty-percent indicated that students understood some aspects of the scientific method. Another 52% of students understood most of the method and only 3% showed an understanding of all components of scientific method including appropriate use of hypotheses, observation, collecting data, interpreting data and formulating conclusions.

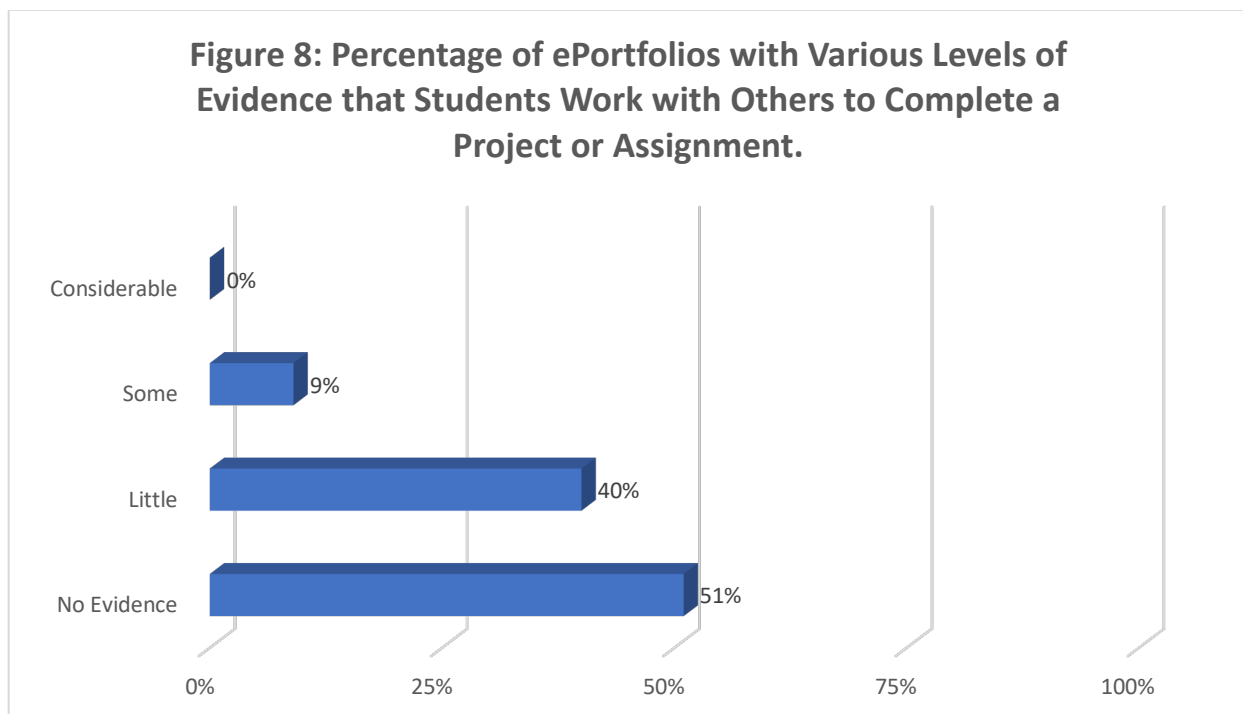
Table 9: Percentage of Assignments (n=270) with Scores for Scientific Thinking in the Rubric Categories. (mean=2.55)

1	2	3	4
Student clearly does not understand hypotheses, observation, collecting data, interpreting findings or formulating conclusions consistent with data.	Student understands a few of the following: the appropriate use of hypotheses, observation, collecting data, interpreting findings, and formulating conclusions consistent with data.	Student understands most of the following: the appropriate use of hypotheses, observation, collecting data, interpreting findings, and formulating conclusions consistent with data.	Student understands all of the following: the appropriate use of a hypotheses, observation, collecting data, interpreting findings, and formulating conclusions consistent with data.
4%	40%	52%	3%

Working With Others

Students develop the knowledge and skills to work with others in a professional and constructive manner. This includes engaging with a diverse set of others to produce professional work; interacting competently across cultures; understanding and appreciating human differences; understanding and acting on standards of professionalism and civility, including the SLCC Student Code of Conduct.

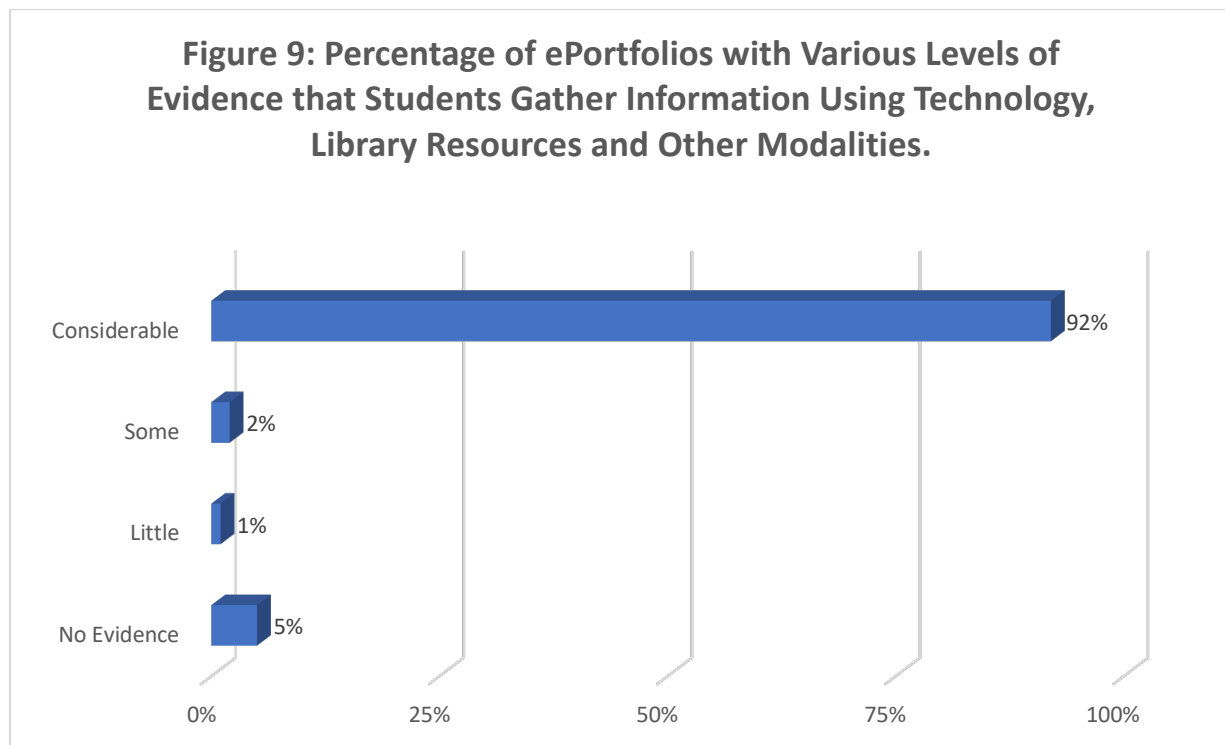
The assessment teams reviewed signature assignments in the ePortfolios to find out if students worked with classmates to complete assignments. Figure 8 indicates that none of our students had considerable evidence (three or more artifacts) in their ePortfolios of working with others and 51% had no evidence of collaboration. A total of 91% of students had either “little” (one piece of evidence) or “no evidence”. This could mean that faculty are not assigning team projects as signature assignments, or it may also indicate that students are choosing to not put these types of assignments in their ePortfolios.



Information Literacy

Students develop information literacy. This includes gathering and analyzing information using technology, library resources, and other modalities; understanding and acting upon ethical and security principles with respect to information acquisition and distribution; distinguishing between credible and non-credible sources of information, and using the former in their work in an appropriately documented fashion.

We decided to begin our assessment of information literacy by having a team of reviewers look at the sample of 100 ePortfolios and count the number of assignments that asked students to gather information using technology, library resources, or other modalities. This team looked for assignments where students were obviously using outside-of-classroom information sources to complete signature assignments. Figure 9 shows that the majority (92%) demonstrated “considerable” (four or more artifacts) evidence of doing so. Only 5% showed no evidence of using outside information sources.



This year we applied the same methodology as last year for the qualitative assessment of information literacy. The SLCC Instruction and Liaison Librarians made only minor adjustments to the rubric they created the previous year by using the ACRL (Association for College and Research Libraries) frames. This rubric was used in two parts of our assessment.

The first team looked at each ePortfolio holistically and assessed the information literacy elements. Each team member reviewed the artifacts in the “Coursework” section individually and then they came together to calibrate their scores. The results of this assessment can be found in Table 10 (page 27).

With a few minor exceptions, many of the numbers are similar to last year’s findings with only a few small changes in how students use credible sources (22% more students this year fell into the “meets” category) and 74% of students scored in the combined categories for either “meets” or “exceeds” expectations when contributing original thoughts or ideas. This is an increase of 21% from last year. While some scores went down slightly this year, the number of total artifacts being assessed increased.

Table 10: Percentage of Portfolios (n=100) Whose Holistic Assessment Scores Fell into the ACRL-Inspired Information Literacy Rubric Performance Levels.

Indicators	1	2	3	4
<i>Student will articulate a topic/ research question</i>	Topic/research question not articulated.	Topic/research question is articulated late in the project.	Topic/research question is articulated early in the project.	Topic/research question is articulated in an academic or professional manner.
(Mean=2.62)	8%	34%	46%	12%
<i>Student will indicate the intended audience/purpose of their project</i>	No audience/purpose.	Audience/purpose is minimally indicated.	Audience/purpose is indicated.	Audience/purpose is indicated in an academic or professional manner.
(Mean=2.25)	13%	53%	30%	4%
<i>Student will draw syntheses based upon sources</i>	Synthesis is not provided.	Synthesis is provided, but is not logical or related to sources.	Synthesis is reasonable in relation to sources.	Synthesis is excellent and point toward new areas of research.
(Mean=2.62)	10%	28%	52%	10%
<i>Student will distinguish their original thoughts/ideas from sources</i>	Original thoughts/ideas are not distinguished.	Original thoughts/ideas are minimally distinguished.	Original thoughts/ideas are distinguished.	Original thoughts/ideas are distinguished in an academic/professional manner.
(Mean=2.86)	5%	21%	57%	17%
<i>Student will use appropriate/credible/ authoritative sources to the scope of the project</i>	Work does not include sources.	Work includes minimally appropriate/ credible/ authoritative sources.	Work includes mostly appropriate/ credible/ authoritative sources.	Work includes a variety of sources identifiable as appropriate/ credible/ authoritative.
(Mean=2.66)	11%	26%	49%	14%
<i>Student will cite sources and use a consistent format (for each project)</i>	No citations provided.	Citations are incorrectly done or format has major errors.	Citations are mostly done correctly or format has few minor mistakes.	Citations are perfect and format is professionally done.
(Mean=2.23)	18%	46%	31%	5%

A second team assessed information literacy in a similar manner, but they reviewed only portions of each of the 100 student ePortfolios. This team looked at the artifacts which the written communication teams identified as artifacts written in genres that used sources. Those genres are mostly essays, but also included the following: presentations, reports, research, and annotated bibliographies. The sample had a total of 274 artifacts.

As evidenced in Table 11, most SLCC students' scores fell in the category between 2 and 3 on the rubric. The highest average was for students articulating a topic or research questions (mean=2.70) and the lowest is for student synthesis (mean=2.11).

Table 11: Percentage of Writing Assignments (n=274) Whose Scores Fell into the ACRL-Inspired Information Literacy Rubric Performance Levels.

Indicators	1	2	3	4
<i>Student will articulate a topic/research question</i>	Topic/research question not articulated.	Topic/research question is articulated late in the project.	Topic/research question is articulated early in the project.	Topic/research question is articulated in an academic or professional manner.
(Mean=2.70)	4%	24%	71%	1%
<i>Student will indicate the intended audience/purpose of their project</i>	No audience/purpose.	Audience/purpose is minimally indicated.	Audience/purpose is indicated.	Audience/purpose is indicated in an academic or professional manner.
(Mean=2.11)	32%	27%	38%	3%
<i>Student will draw syntheses based upon sources</i>	Synthesis is not provided.	Synthesis is provided, but is not logical or related to sources.	Synthesis is reasonable in relation to sources.	Synthesis is excellent and point toward new areas of research.
(Mean=2.39)	14%	35%	48%	3%
<i>Student will distinguish their original thoughts/ideas from sources</i>	Original thoughts/ideas are not distinguished.	Original thoughts/ideas are minimally distinguished.	Original thoughts/ideas are distinguished.	Original thoughts/ideas are distinguished in an academic/professional manner.
(Mean=2.58)	7%	31%	58%	4%
<i>Student will use appropriate/credible/authoritative sources to the scope of the project</i>	Work does not include sources.	Work includes minimally appropriate/credible/authoritative sources.	Work includes mostly appropriate/credible/authoritative sources.	Work includes a variety of sources identifiable as appropriate/credible/authoritative.
(Mean=2.55)	12%	23%	62%	3%
<i>Student will cite sources and use a consistent format (for each project)</i>	No citations provided.	Citations are incorrectly done or format has major errors.	Citations are mostly done correctly or format has few minor mistakes.	Citations are perfect and format is professionally done.
(Mean=2.35)	13%	41%	44%	2%

While students are performing adequately in some aspects of information literacy, there are some areas where improvement is clearly needed. The three areas which need the most improvement (topic development, audience/purpose, and citations) are areas which have large practical application components. The root cause of this need for improvement could extend from assignment design, contextualization, and/or student engagement and performance.

This round of information literacy assessment occurred in the early stages of a Library Services push for improved information literacy outcomes, knowledge, and inclusion at the College. Library Services has, in collaboration with faculty, developed an Information Literacy Action Plan. The development of this plan occurred at an Information Literacy Faculty Summit held at the college in Spring 2018. The recommendations and requests which faculty shared at the Summit went in to creating the Action Plan, which can be found on the SLCC Information Literacy Toolkit (<https://libguides.slcc.edu/toolkit>).

Library Services Liaisons are proactively working with faculty to improve information literacy components in their assignments, lessons, and assessments; increase faculty's understanding of the foundations and details of information literacy; contextualize information literacy to disciplines for better Pathways support; and taking a leadership role in working with other USHE partner libraries on standardizing information literacy measurements. Library Services Liaisons are also actively working for increased interaction and collaboration with faculty in a variety of contexts and locations, but so far progress has been slow. However, Library-based research instruction has increased over 250% since the 2014-2014 academic year.

Computer Literacy

Students develop computer literacy. This includes using contemporary computer hardware and software to effectively complete college-level assignments; understanding and acting upon ethical and security principles with respect to computer technology.

We assess computer literacy to give us a better understanding of how (and how often) students are using computer hardware and software to complete their signature assignments on their ePortfolios. This portion was merely a quantitative examination and no qualitative work was done with these indices. This is an area we could certainly delve deeper into in future assessments.

Hardware

We already assume that all SLCC students use a computer (either a desktop or laptop) to create and add content to their ePortfolios. In addition to that, 70% of students used some type of digital camera or phone camera, and 42% used scanners to put content on their ePortfolios. Another 11% used video cameras or phones and only 2% of the ePortfolios reviewed used audio recording equipment.

Software

It's not surprising that a large majority (90%) of students used word processing to complete their assignments. This was by far the most common program used by students. Presentation software in some form was used by 53% of students, 44% used data bases for information and 19% showed evidence of using spreadsheets.

Lifelong Wellness

Students develop the attitudes and skills for lifelong wellness. This includes understanding the importance of physical activity and its connection to lifelong wellness; learning how participation in a fitness, sport, or leisure activity results in daily benefits including stress reduction, endorphin release, and a sense of well-being.

One of the requirements for earning an Associate’s degree at SLCC is for students to take a Lifelong Wellness (LW) course. Table 12 shows that out of the 100 ePortfolios reviewed, 28% of students’ artifacts scored in the “well below” range. Another 9% minimally expressed understanding of the importance of physical activity and it’s connection to lifelong wellness. Twenty-nine percent of students adequately expressed understanding and 34% effectively understood the importance and made connections.

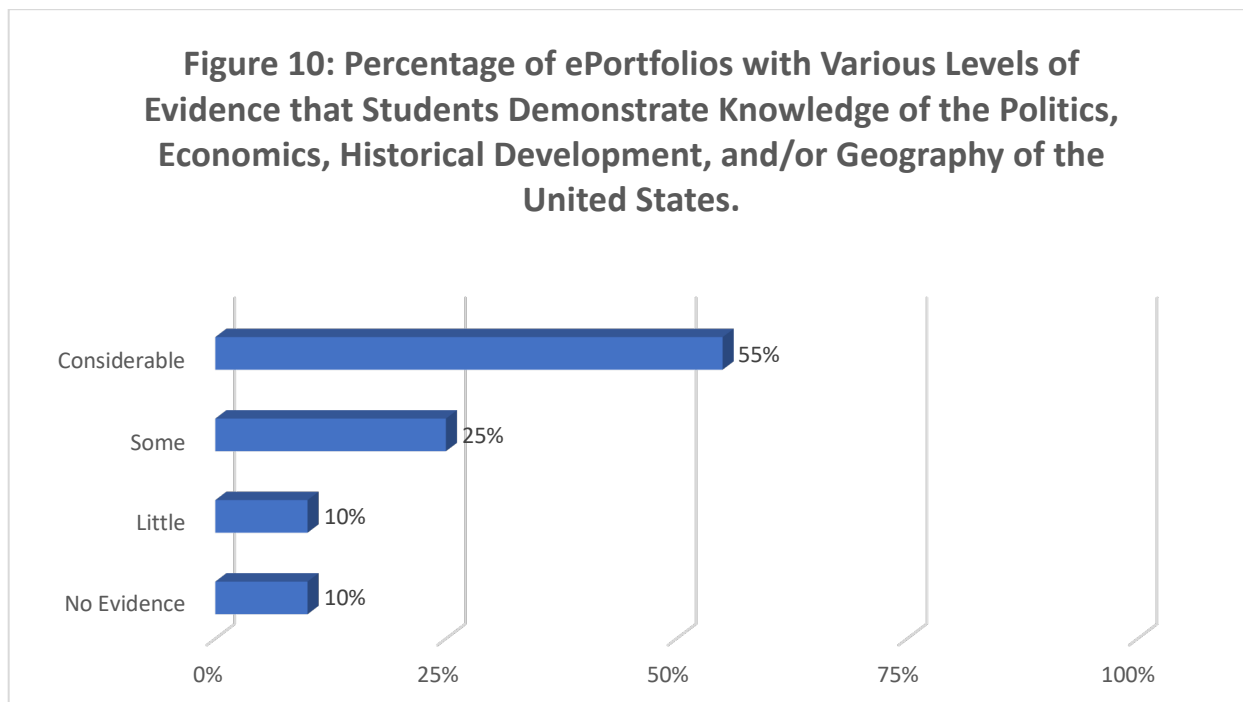
Table 12: Percentage of Students Whose Mean Scores for Lifelong Wellness Fell into These Ranges.

1	2	3	4
The posted artifact or instance of reflection was completely unsatisfactory.	At least one artifact or instance of reflection in which the student minimally expresses an understanding of the importance of physical activity and its connection to lifelong wellness.	At least one artifact or instance of reflection in which the student adequately expresses an understanding of the importance of physical activity and its connection to lifelong wellness.	At least one artifact or instance of reflection in which the student effectively expresses an understanding of the importance of physical activity and its connection to lifelong wellness.
28%	9%	29%	34%

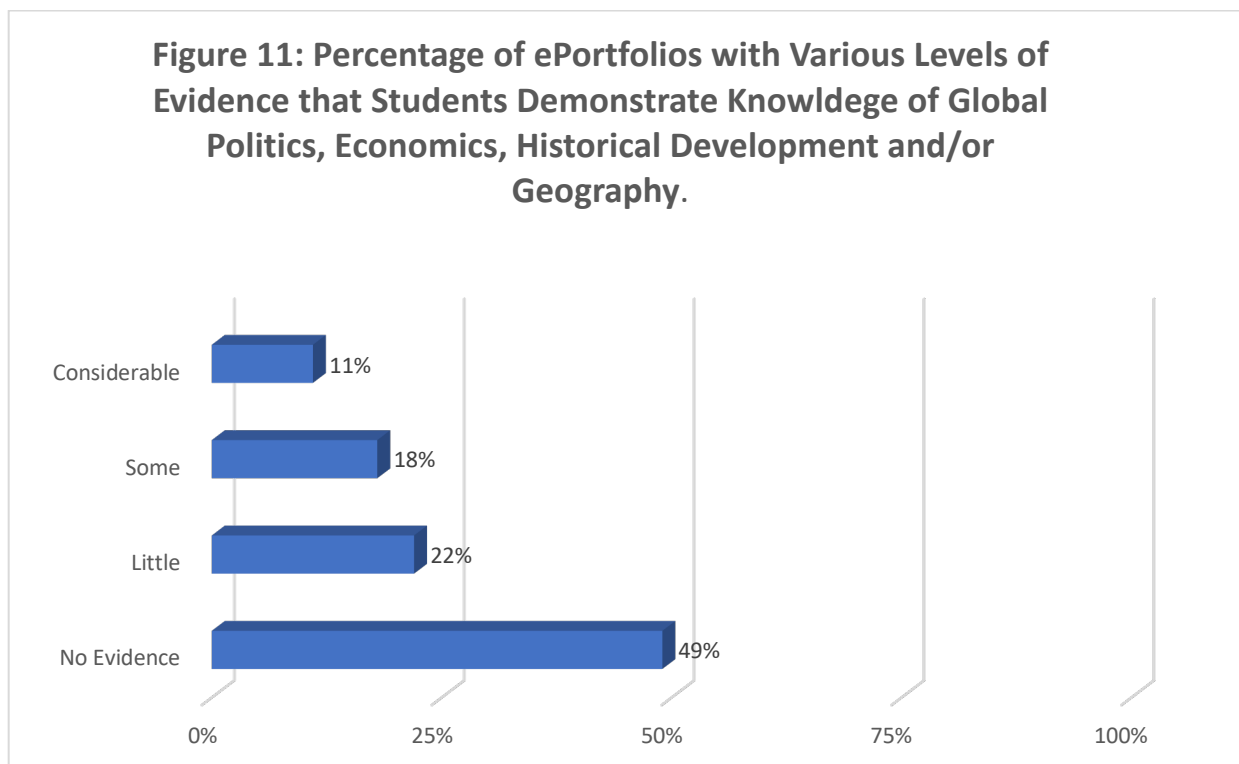
Community and Civic Engagement

Students develop the knowledge and skills to be community engaged learners and scholars. This includes understanding the natural, political, historical, social, and economic underpinnings of the local, national, and global communities to which they belong...

The Community and Civic Engagement learning outcome is one that has been looked at from several different aspects. A more extensive analysis, using a slightly different methodology was conducted by a group of four faculty. Their report will be published to the college at a later time. Our assessment reviewed ePortfolios for only basic civic literacy competencies. The main issue looked at here was whether students were creating signature assignments, which asked them to demonstrate understanding of either the United States or the world outside of the United States. Figure 10 shows that 20% of students had either no or “little” (one artifact) evidence while 55% of students had “considerable” (three or more) evidence that demonstrated knowledge of U.S. civic literacy. This number is up 34% from last year.



When we looked at students' global knowledge in Figure 11, only 11% of students had "considerable" evidence (three or more artifacts) and 49% had no evidence. This is very comparable to last year's results where 11% showed "considerable" evidence and 51% showed no evidence of this learning outcome. We hope that recent efforts made in curricular bodies will ensure that students in the near future will have sufficient opportunities to develop global knowledge.



Recommendations from Reviewers

Overall, those who reviewed student ePortfolios were impressed with the work SLCC students and faculty are doing. The following are some recommendations, which came from the reviewers who helped with this year's assessment.

Reflection:

- Encourage students to reflect throughout the term, not just at the end of the semester.
- Help students reflect on experiences within the course and how it relates to other areas of their life and learning (especially ask them to make connections with courses and assignments in other disciplines).
- Provide students with clear, thoughtful, and meaningful reflection prompts.
- Take time in class to talk about reflection.
- Encourage students to write a full 2-3 paragraphs of reflection.

Design:

- Encourage students to design ePortfolios that reflect their unique identities and tell their stories as learners.
- Ask students to clearly label their work and classes and organize the content on their ePortfolios.
- Have students showcase assignments visually (not just putting a file on the page).
- Provide students with options/alternatives in terms of formats for signature assignments (for example, encourage multi-media).

Context/Content:

- Talk with students about the audiences for their ePortfolio and how to create strong academic and creative ethos.
- Make ePortfolio central to what happens in the class.
- Encourage students to post their best work.
- Ask students to provide context for their assignments.
- Have students engaged in information literacy early in the semester.
- Show students examples of good ePortfolios and introduce them to resources early in the semester.

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