

Whaddya Know?

Assessment Week 2007

Information Literacy
& Student Engagement Data
&
Brainstorming Session

Nov. 28, 2007

Whaddya Know?

Assessment Week 2007

Today's Session

- Brief presentation of selected info & data
- Discussion and brainstorming of responses
- Presentation of grant R.F.P. & tips

Whaddya Know?

Assessment Week 2007

Today's Objectives:

- Raise awareness of HWC assessment;
- Provoke discussion about challenged assumptions and informed practice;
- Discuss and develop responses.

Whaddya Know?

Information Literacy & Student Engagement

Information Literacy
Definition & Data

SAILS Assessment

Whaddya Know?

Information Literacy & Student Engagement

Information Literacy is the competent
“use of information resources,”
which is part of the Gen Ed Goal
related to effective communication.

Source: HWC 2005-2007 Catalog (page 128)

Whaddya Know?

Information Literacy & Student Engagement

HWC defines Information Literacy as
the set of skills that
“enables individuals to recognize
when information is needed and to locate,
evaluate, and effectively use
the needed information.”

Source: HWC Progress Report (November 2006)

Whaddya Know?

Information Literacy & Student Engagement

HWC students can demonstrate
Information Literacy by
defining research topics
and information needed.

Source: HWC Progress Report (November 2006)

Whaddya Know?

Information Literacy & Student Engagement

HWC students can demonstrate
Information Literacy
by developing and implementing
effective searches.

Source: HWC Progress Report (November 2006)

Whaddya Know?

Information Literacy & Student Engagement

HWC students can demonstrate
Information Literacy
by locating and retrieving information.

Source: HWC Progress Report (November 2006)

Whaddya Know?

Information Literacy & Student Engagement

HWC students can demonstrate
Information Literacy
by evaluating information
and search strategies.

Source: HWC Progress Report (November 2006)

Whaddya Know?

Information Literacy & Student Engagement

HWC students can demonstrate
Information Literacy
by organizing and synthesizing
information.

Source: HWC Progress Report (November 2006)

Whaddya Know?

Information Literacy & Student Engagement

HWC students scored
about the same as students
from 4-year colleges who took the
Information Literacy Assessment in 2004.

Source: SAILS (FA 2004 Information Literacy Assessment)

Whaddya Know?

Information Literacy & Student Engagement

HWC students beat the
national average of 4-year students
at selecting search terms.

(HWC: .51; compared to a national average of .45)

Source: SAILS (FA 2004 Information Literacy Assessment)

Whaddya Know?

Information Literacy & Student Engagement

HWC students scored better than the national average of 4-year students at documenting sources.

(HWC: .49; compared to a national average of .41)

Source: SAILS (FA 2004 Information Literacy Assessment

Whaddya Know?

Information Literacy & Student Engagement

HWC students beat the
national average of 4-year students
in knowledge about
scholarly communication
and academic discipline structure.

(HWC: .56; compared to national average: .54)

Source: SAILS (FA 2004 Information Literacy Assessment)

Whaddya Know?

Information Literacy & Student Engagement

HWC students scored about the same
as students from 4-year colleges
at determining the nature and extent
of information needed.

Source: SAILS (FA 2004 Information Literacy Assessment)

Whaddya Know?

Information Literacy & Student Engagement

HWC students scored about the same as students from 4-year colleges at accessing needed information effectively and efficiently.

Source: SAILS (FA 2004 Information Literacy Assessment)

Whaddya Know?

Information Literacy & Student Engagement

HWC students scored about the same as students from 4-year colleges at evaluating information and its sources critically and incorporating selected information into her/his knowledge base and value system.

Source: SAILS (FA 2004 Information Literacy Assessment)

Whaddya Know?

Information Literacy & Student Engagement

In regard to Information Literacy, HWC students are least consistent in their ability to evaluate information and sources and incorporate new information into their knowledge base.

Source: SAILS (FA 2004 Information Literacy Assessment)

Whaddya Know?

Information Literacy & Student Engagement

In regard to Information Literacy,
HWC students are most consistent
in their ability to access information
effectively and efficiently.

Source: SAILS (FA 2004 Information Literacy Assessment)

Whaddya Know?

Information Literacy & Student Engagement

Student Engagement
Data

CCSSE

Whaddya Know?

Information Literacy & Student Engagement

Research shows that the more actively engaged students are, the more likely they are to learn, to persist in their studies, & to attain their academic goals.

Source: CCSSE (“Act on fact” supporting materials for SP2005 Assessment)

Whaddya Know?

Information Literacy & Student Engagement

HWC students are more likely
to communicate by email
with their instructors
than students at 2-year schools
across Illinois and the nation.

Source: CCSSE (SP2005 Student Engagement Assessment)

Whaddya Know?

Information Literacy & Student Engagement

HWC students are more likely to have serious conversations with a student of a different race or ethnicity than students at 2-year schools across Illinois and the nation.

Source: CCSSE (SP2005 Student Engagement Assessment)

Whaddya Know?

Information Literacy & Student Engagement

HWC students are more likely to be asked to make judgments about the value or soundness of information, arguments, or methods than students at 2-year schools across Illinois and the nation.

Source: CCSSE (SP2005 Student Engagement Assessment)

Whaddya Know?

Information Literacy & Student Engagement

HWC students are more likely to be asked to use theories or concepts in new situations or deal with practical problems than students at 2-year schools across Illinois and the nation.

Source: CCSSE (SP2005 Student Engagement Assessment)

Whaddya Know?

Information Literacy & Student Engagement

HWC students are more likely to read unassigned books for personal enjoyment or academic enrichment than students at 2-year schools across Illinois and the nation.

Source: CCSSE (SP2005 Student Engagement Assessment)

Whaddya Know?

Information Literacy & Student Engagement

HWC students are more likely to feel that their experiences in college have helped them develop their understanding of themselves than students at 2-year schools across Illinois and the nation.

Source: CCSSE (SP2005 Student Engagement Assessment)

Whaddya Know?

Information Literacy & Student Engagement

HWC students are more likely
to say that their college
encourages contact among students
from different backgrounds
than students at 2-year schools
across Illinois and the nation.

Source: CCSSE (SP2005 Student Engagement Assessment)

Whaddya Know?

Information Literacy & Student Engagement

HWC students are about as likely
to say their college helped them
learn to write clearly and effectively
as students at 2-year schools
across Illinois and the nation.

Source: CCSSE (SP2005 Student Engagement Assessment)

Whaddya Know?

Information Literacy & Student Engagement

HWC students are about as likely to say they had to work harder than expected to meet their instructor's expectations as students at 2-year schools across Illinois and the nation.

Source: CCSSE (SP2005 Student Engagement Assessment)

Whaddya Know?

Information Literacy & Student Engagement

HWC students write about
as many papers
as students at 2-year schools
across Illinois and the nation.

Source: CCSSE (SP2005 Student Engagement Assessment)

Whaddya Know?

Information Literacy & Student Engagement

HWC students rank their relationships with instructors about the same as students at 2-year schools across Illinois and the nation.

(5.6 out of 7; 7=Highest rating)

Source: CCSSE (SP2005 Student Engagement Assessment)

Whaddya Know?

Information Literacy & Student Engagement

65% of HWC faculty report that students ask questions or contribute to discussions very often.

33% of HWC students report that students ask questions or contribute to discussions very often.

Source: CCSSE (SP2005 Student Engagement Assessment) & CCFSSSE (SP 2005 Faculty Survey of Student Engagement)

Whaddya Know?

Information Literacy & Student Engagement

55% of HWC students report that they never skip class.

1% of HWC faculty report that students never skip class.

Source: CCSSE (SP2005 Student Engagement Assessment) & CCFSSE (SP 2005 Faculty Survey of Student Engagement)

Whaddya Know?

Assessment Week 2007

Diversity and Humanities Appreciation Data
&
Brainstorming Session

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Diversity & Humanities Appreciation

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Diversity & Humanities Appreciation

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Whaddya Know?

Diversity & Humanities Appreciation

Diversity Climate & Appreciation Data

Whaddya Know?

Diversity & Humanities Appreciation

One of HWC's Gen Ed Goals
is that students learn:

“To understand and respect human diversity
in regard to race, ethnicity, gender, and
other issues pertinent to improving human
relations.”

Source: HWC 2005-2007 Catalog (page 128)

Whaddya Know?

Diversity & Humanities Appreciation

HWC Faculty believe, "...Experiences of diversity include race, ethnicity, gender, religion, socio-economic status, sexual orientation, physical attributes and disabilities, age, health, language, education, political beliefs and other differences in cultural expression and tradition."

Source: HWC Progress Report (November 2006)

Whaddya Know?

Diversity & Humanities Appreciation

HWC Faculty have committed to:

- ~Facilitate the development of a broad perspective of diversity; &
- ~Foster responsible citizenship as members of a diverse world.

Source: HWC Progress Report (November 2006)

Whaddya Know?

Diversity & Humanities Appreciation

HWC Faculty have committed to:

- ~Encourage the understanding of commonality and differences; &
- ~Provide direct and indirect experiences with various cultures.

Source: HWC Progress Report (November 2006)

Whaddya Know?

Diversity & Humanities Appreciation

HWC students can demonstrate their knowledge and appreciation of diversity when they:

“Analyze and discuss contemporary multicultural, global, and international questions in a diverse setting.”

Source: HWC Progress Report (November 2006)

Whaddya Know?

Diversity & Humanities Appreciation

HWC students can demonstrate knowledge and appreciation of diversity when they:

“Identify and respect that there are various ways of thinking, communicating and interacting,” when they work in diverse groups.

Source: HWC Progress Report (November 2006)

Whaddya Know?

Diversity & Humanities Appreciation

HWC students can demonstrate their knowledge and appreciation of diversity when they:

“Evaluate diverse moral and intellectual perspectives, principles, systems and structures.”

Source: HWC Progress Report (November 2006)

Whaddya Know?

Diversity & Humanities Appreciation

HWC students can demonstrate their knowledge and appreciation of diversity when they:

“Articulate the value of cross-cultural campus and community activities and their impact on the lives of others.”

Source: HWC Progress Report (November 2006)

Whaddya Know?

Diversity & Humanities Appreciation

93% of HWC students agree
with the statement:

“There are two sides to every issue,
and I try to look at both of them.”

Source: HWC Diversity Survey (FA 2005 Diversity Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

28% of HWC students agree
with the statement:

“I sometimes find it difficult to see
the ‘other person’s’ point of view.”

Source: HWC Diversity Survey (FA 2005 Diversity Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

81% of HWC students agree
that speaking up against social
injustice is essential or important.

Source: HWC Diversity Survey (FA 2005 Diversity Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

**77% of HWC students agree
that working to end poverty is
essential or important.**

Source: HWC Diversity Survey (FA 2005 Diversity Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

60% of HWC students agree
with the statement:

“Enhancing a student’s ability to live
in a multicultural society is a part of
this college’s mission.”

Source: HWC Diversity Survey (FA 2005 Diversity Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

21% of HWC students disagree
with the statement:

“I think that what generally happens
to people in my racial and/or ethnic group
will affect what happens in my life.”

Source: HWC Diversity Survey (FA 2005 Diversity Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

88% of HWC students agree
with the statement:

“Women should be taken as seriously as
men in the classroom.”

Source: HWC Diversity Survey (FA 2005 Diversity Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

18% of HWC students agree
with the statement:

“Speaking languages other than English
should not be encouraged in
the United States.”

Source: HWC Diversity Survey (FA 2005 Diversity Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

70% of HWC students report having dined or shared a meal with students of a different race and/or ethnicity;

9% report never having done so.

Source: HWC Diversity Survey (FA 2005 Diversity Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

54% of HWC students agree that
HWC “has done a good job
providing programs and activities that
promote an understanding of diversity.”

Source: HWC Diversity Survey (FA 2005 Diversity Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

59% of HWC students agree that
HWC “promotes respect for
diversity.”

Source: HWC Diversity Survey (FA 2005 Diversity Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

36% of HWC students feel they are expected to represent their race, ethnicity, gender, age, or disability group in class discussions;

33% say they do not feel that way in class.

Source: HWC Diversity Survey (FA 2005 Diversity Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

49% of HWC students identify their
“ability to work cooperatively with diverse
people as a major strength;

1% identify it as a major weakness.

Source: HWC Diversity Survey (FA 2005 Diversity Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

78% of HWC students claim to be very or somewhat strong in their “ability to see the world from someone else’s perspective;”

3% claim to be very or somewhat weak in that regard.

Source: HWC Diversity Survey (FA 2005 Diversity Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

26% of HWC students rate
themselves as “average”
in academic ability;

2% identify themselves as very or
somewhat weak in that regard.

Source: HWC Diversity Survey (FA 2005 Diversity Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

39% of HWC students rate their
“tolerance of others with different beliefs”
as a major strength;

4% identify themselves as very or
somewhat weak in that regard.

Source: HWC Diversity Survey (FA 2005 Diversity Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

30% of HWC students say
they've often or sometimes encountered
discrimination at HWC
based on their race and/or ethnicity;

41% say they've never encountered
such discrimination at HWC.

Source: HWC Diversity Survey (FA 2005 Diversity Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

Humanities Appreciation Data

Whaddya Know?

Diversity & Humanities Appreciation

One of HWC's Gen Ed Goals
is that students learn:

"To understand and appreciate the
arts, literature, history, and
philosophical systems of
major world cultures."

Source: HWC 2005-2007 Catalog (page 128)

Whaddya Know?

Diversity & Humanities Appreciation

HWC defines the Humanities and the Arts as “the study of the evolution and development of ideas, beliefs, and philosophies in the context of various forms of cultural expression to broaden the human experience.”

Source: HWC Progress Report (November 2006)

Whaddya Know?

Diversity & Humanities Appreciation

HWC students demonstrate their understanding and appreciation of the arts through their use of analysis, evaluation, interpretation, artistic applications, and communication skills.

Source: HWC Progress Report (November 2006)

Whaddya Know?

Diversity & Humanities Appreciation

HWC students demonstrate their arts analysis skills by “identifying historical periods, major movements and theories related to the evolution of a particular discipline.”

Source: HWC Progress Report (November 2006)

Whaddya Know?

Diversity & Humanities Appreciation

HWC students demonstrate their arts evaluation skills by “establishing criteria to assess the major characteristics, and to draw inferences from a work.”

Source: HWC Progress Report (November 2006)

Whaddya Know?

Diversity & Humanities Appreciation

HWC students demonstrate their
arts application skills by
“using techniques relative to the discipline
to construct a physical manifestation
as a vehicle for communication.”

Source: HWC Progress Report (November 2006)

Whaddya Know?

Diversity & Humanities Appreciation

HWC students demonstrate their arts interpretation skills by “responding through the ‘self’ to the synthesis and integration of analyzed and evaluated information.”

Source: HWC Progress Report (November 2006)

Whaddya Know?

Diversity & Humanities Appreciation

HWC students demonstrate their arts communication skills by “articulating ideas, emotions, or interpretations through dialogue, reading, writing, and visual imagery.”

Source: HWC Progress Report (November 2006)

Whaddya Know?

Diversity & Humanities Appreciation

83.6% of HWC students agree that studying the arts and humanities has given them new ways to think about their lives.

Source: Hummm... (SP 2007 Humanities and Arts Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

82.6% of HWC students agree that studying the arts and humanities has given them important skills to use in other classes.

Source: Hummm... (SP 2007 Humanities and Arts Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

86.2% of HWC students agree that studying the arts and humanities has helped them be more expressive, creative, and imaginative.

Source: Hummm... (SP 2007 Humanities and Arts Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

79.2% of HWC students agree that studying the arts and humanities has helped broaden their taste (in music, literature and visual art).

Source: Hummm... (SP 2007 Humanities and Arts Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

66.6% of HWC students say they read different types of books now than they did before coming to HWC.

Source: Hummm... (SP 2007 Humanities and Arts Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

69% of HWC students say they enjoy different types of visual art now than they did before coming to HWC.

Source: Hummm... (SP 2007 Humanities and Arts Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

75.3% of HWC students say they are more likely to think about the arts and race or ethnicity now than they were before coming to HWC.

Source: Hummm... (SP 2007 Humanities and Arts Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

70.2% of HWC students say they
are more likely to discuss
life's big questions
now than they were before coming to HWC.

Source: Hummm... (SP 2007 Humanities and Arts Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

66.1% of HWC students say they are more likely to search for meaning in music/images/books now than they were before coming to HWC.

Source: Hummm... (SP 2007 Humanities and Arts Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

73.1% of HWC students say they are more likely to feel confident about interpreting creative works of art now than they were before coming to HWC.

Source: Hummm... (SP 2007 Humanities and Arts Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

73.1% of HWC students say they are more likely to find value in creative works (even if they don't enjoy them) now than they were before coming to HWC.

Source: Hummm... (SP 2007 Humanities and Arts Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

17.1% of HWC students have
never visited a museum.

Source: Hummm... (SP 2007 Humanities and Arts Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

45.5% of HWC students have attended a play since coming to HWC while

11.4% of HWC students have never attended one.

Source: Hummm... (SP 2007 Humanities and Arts Assessment)

Whaddya Know?

Diversity & Humanities Appreciation

On the exam portion of the assessment:

~46.7% chose to write about music;

~29% chose to write about visual art;

~24.3% chose to write about poetry.

Source: Hummm... (SP 2007 Humanities and Arts Assessment)

Critical Thinking Resources

Assessment Week November 26-29, 2007

A Definition

Critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.

The Result

A well cultivated critical thinker:

- raises vital questions and problems, formulating them clearly and precisely;
- gathers and assesses relevant information, using abstract ideas to interpret it effectively comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- thinks openmindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and
- communicates effectively with others in figuring out solutions to complex problems.

Critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and a commitment to overcome our native egocentrism and sociocentrism.

Foundation for Critical Thinking
<http://www.criticalthinking.org/>

Critical Thinking: What it is and why it counts 2007 update

Peter Facione

http://www.insightassessment.com/pdf_files/what&why2007.pdf

TABLE 1
CONSENSUS STATEMENT REGARDING CRITICAL THINKING AND THE IDEAL
CRITICAL THINKER

"We understand critical thinking to be purposeful, self-regulatory judgment that results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based. CT is essential as a tool of inquiry. As such, CT is a liberating force in education and a powerful resource in one's personal and civic life. While not synonymous with good thinking, CT is a pervasive and self-rectifying human phenomenon. The ideal critical thinker is habitually inquisitive, well-informed, trustful of reason, open-minded, flexible, fair-minded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit. Thus, educating good critical thinkers means working toward this ideal. It combines developing CT skills with nurturing those dispositions which consistently yield useful insights and which are the basis of a rational and democratic society.

"The Delphi Report"

Critical Thinking: A statement of expert consensus for the purposes of educational assessment and instruction

http://www.insightassessment.com/pdf_files/DEXadobe.PDF

An annotated bibliography of critical thinking tests

<http://www.criticalthinking.net/TestList.html>

Info trak college edition

Thomson learning

<http://infotrac.thomsonlearning.com/infowrite/critical.html>

Critical Thinking: An Introduction

Alec Fisher

Cambridge University Press

<http://assets.cambridge.org/052100/9847/sample/0521009847ws.pdf>

General Education Critical Thinking Rubric

Northeastern Illinois University

<http://www.neiu.edu/~neassess/pdf/CriThinkRoger-long.pdf>

Teaching Critical Thinking: Some lessons from cognitive science

Tim Van Gelder

College Teaching vol. 45/no. 1

http://www.philosophy.unimelb.edu.au/reason/papers/Teaching_CT_Lessons.pdf

What is higher order thinking?

"Every day thinking, like ordinary walking, is a natural performance we all pick up. But good thinking, like running the 100-yard dash, is a technical performance... Sprinters have to be taught how to run the 100-yard dash; good thinking is the result of good teaching, which includes much practice."

David Perkins, Howard University

<http://www.ves.wpsb.org/focus/higherorderthinking.html>

California Critical Thinking Skills Test

The scales scores

<http://www.insightassessment.com/test-cctst2k.html#STscales>