Jefferson College  
Co-Curricular Assessment Results  

<table>
<thead>
<tr>
<th>Department Name: Library</th>
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</thead>
<tbody>
<tr>
<td>Co-Curricular Assessed:</td>
</tr>
<tr>
<td>☐ Civic Engagement ☐ Ethical &amp; Social Responsibility ☐ Intercultural Knowledge &amp; Skills</td>
</tr>
<tr>
<td>☐ Information Literacy ☐ Leadership ☐ Professionalism ☐ Effective Communication</td>
</tr>
<tr>
<td>☐ Holistic Wellness ☐ Creativity &amp; Innovation ☒ Critical Thinking</td>
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Please provide the Student Learning Outcome (SLO) being assessed:

As a result of participating in an Introduction of College library instruction session, receiving one-on-one instruction from a librarian, or navigating the Introduction to College Libguide students will be able to find three distinct college level resources: a book, an article, a website.

Please list the assessment technique(s) used (example: The department staff used an in-house developed rubric to compare student work to criteria and scored the work on a level from 1-4. 1=Benchmark 2=Milestone 3=Capstone 4= Advanced)

☐ Benchmark ☐ Milestone ☐ Capstone ☐ Advanced

Notes:

1. Developed a rubric to assess student work in collaboration with Academic Support Services and Dr. Frey in four college studies sections. Library Assignments were randomly selected by academic computing and instructional support and assessed according to approved rubric.
2. Surveyed all college studies faculty using Survey Monkey about feelings/perceptions of library assignment, and ability to find and use resources.
3. Formative assessment of library use instruction was given to students before and after one-shot college studies instruction sessions.
4. Quiz results from variety of college studies sections (both online and face-to-face) were informally assessed.
5. COUNTER vendor stats and other library collections data were analyzed to determine if students were using the resources.

Assessment Data Obtained from assessment activities (example: 23 of 50 artifacts scored at the minimal/milestone level. The average student score was a 2.3, etc.)

1,292 student artifacts were assessed in 2017-2018 as well as quiz data, faculty feedback, and Gimlet and Library Help reference interview transcripts.

Assessment Analysis Sustain (After reviewing the data obtained from the assessment, please indicate what you learned, and provide some examples of learning activities that were effective and you want to continue.)

Upon examination of assessment data, librarians determined that efforts were largely successful in their present format. Fall 2017 marked the beginning of our efforts to implement the International Federation of Library Associations “How to Spot Fake News” checklist to evaluate websites. This replaced our former CAPOW evaluation criteria (currency, authority, purpose, objectivity, and writing style.) Subsequent assessments point to a marked improvement in student engagement and higher-order critical thinking regarding evaluation of
Assessment Analysis Improve (After reviewing the data obtained from the assessment, please indicate what you learned, and provide some examples of learning activities that you want to modify that might improve student learning.)

While the instruction methods and learning activities themselves continue to contribute to positive learning outcomes, librarians decided to improve our pre and post test formative assessment to capture student responses in a closed/quantitative format. Additionally, we decided to reformulate the assignment to reflect ACRL (American College and Research Libraries) Framework recommendations for information literacy (e.g. “Research as Inquiry”- phrasing research as a question.)

Future Action (Provide the action plan(s) that you have decided to submit to the Planning Module in Strategic Planning Online. This action will be a future change that is anticipated to positively impact future student learning. The action item should be constructed with the goal of improvement in areas identified about the Analysis section.)

In Spring, Summer, and Fall 2018, all college studies students will be given new assignments, which include Likert scale questions, and open questions about synthesis of information literacy skills and habits of mind. In Summer/Fall 2018, the new assignment will be introduced to all college studies sections, and the data will be analyzed to identify future opportunities to improve student learning.

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<th>Department Name: Project Success</th>
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Please provide the Student Learning Outcome (SLO) being assessed:

After attending a campus visit with Project SUCCESS, students will construct useful questions to ask when independently visiting other colleges/universities.

Please list the assessment technique(s) used (example: The department staff used an in-house developed rubric to compare student work to criteria and scored the work on a level from 1-4. 1=Benchmark 2=Milestone 3=Capstone 4= Advanced)

☒ Benchmark ☐ Milestone ☐ Capstone ☐ Advanced

Notes: Survey

Assessment Data Obtained from assessment activities (example: 23 of 50 artifacts scored at the minimal/milestone level. The average student score was a 2.3, etc.)

5 campus visit surveys

Assessment Analysis Sustain (After reviewing the data obtained from the assessment,
please indicate what you learned, and provide some examples of learning activities that were effective and you want to continue.)

1. The online survey did not garner the response rate we expected.
2. The student response to the survey questions, “As a result of attending this campus visit, what are two or three specific questions you will now ask when contacting or visiting other colleges” were good. However, the responses were not made in complete sentences or phrased as a question. We need to be more clear on how we want respondents to construct the answer.

**Assessment Analysis Improve** (After reviewing the data obtained from the assessment, please indicate what you learned, and provide some examples of learning activities that you want to modify that might improve student learning.)

1. We want to specify for students the type of response we want, in this case, complete sentences phrased as a question.
2. To obtain more data, we may want to use paper evaluations instead of online. We think students may be more inclined to complete the survey directly at the close of the campus visit.

**Future Action** (Provide the action plan(s) that you have decided to submit to the Planning Module in Strategic Planning Online. This action will be a future change that is anticipated to positively impact future student learning. The action item should be constructed with the goal of improvement in areas identified about the Analysis section.)

1. Update the related Campus Visit Experience survey question.
2. To obtain more data, we will ask students to complete a Campus-Visit Follow-up with his/her Program Coordinator. At the meeting, we will ask students to answer: What did you wish you would have asked? What questions do you want to make sure to ask at your next campus-visit? Student responses will be collected as artifacts and used as further data toward this learning outcome. We will create a rubric for assessing the student responses and review the data to determine future steps.

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**Please provide the Student Learning Outcome (SLO) being assessed:**

After completing the Project SUCCESS Transfer worksheet to compare three institutions, students will identify key characteristics to consider when evaluating possible transfer institutions.

**Please list the assessment technique(s) used** (example: The department staff used an in-house developed rubric to compare student work to criteria and scored the work on a level from 1-4. 1=Benchmark 2=Milestone 3=Capstone 4= Advanced)

☐ Benchmark ☐ Milestone ☐ Capstone ☐ Advanced
Notes: Transfer course equivalency worksheet

Assessment Data Obtained from assessment activities (example: 23 of 50 artifacts scored at the minimal/milestone level. The average student score was a 2.3, etc.)

None. Students were not completing the assignment outside of scheduled meeting time. Students would rather complete the assignment with the Program Coordinator, thus hampering the ability to assess the student’s critical thinking.

Assessment Analysis Sustain (After reviewing the data obtained from the assessment, please indicate what you learned, and provide some examples of learning activities that were effective and you want to continue.)

This was not an accurate method to assess critical thinking for students.

Assessment Analysis Improve (After reviewing the data obtained from the assessment, please indicate what you learned, and provide some examples of learning activities that you want to modify that might improve student learning.)

This was not an accurate method to assess critical thinking for students. We have asked that this Learning Outcome be removed from the chart for Critical Thinking.

Future Action (Provide the action plan(s) that you have decided to submit to the Planning Module in Strategic Planning Online. This action will be a future change that is anticipated to positively impact future student learning. The action item should be constructed with the goal of improvement in areas identified about the Analysis section.)

N/A

Department Name: Project Success

Co-Curricular Assessed:

☐ Civic Engagement ☐ Ethical & Social Responsibility ☐ Intercultural Knowledge & Skills
☐ Information Literacy ☐ Leadership ☐ Professionalism ☐ Effective Communication
☐ Holistic Wellness ☐ Creativity & Innovation ☒ Critical Thinking

Please provide the Student Learning Outcome (SLO) being assessed:

After reviewing Financial Literacy information on the Project SUCCESS Blackboard page, students will identify three behaviors of good financial management.

Was altered to:

After being provided financial literacy information (via Blackboard or face-to-face interaction), Project SUCCESS students will identify aspects of good financial decision making.

Please list the assessment technique(s) used (example: The department staff used an in-house developed rubric to compare student work to criteria and scored the work on a level from 1-4. 1=Benchmark 2=Milestone 3=Capstone 4= Advanced)
**Notes:** Workshop Quiz – Financial Literacy

<table>
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<tr>
<th>Benchmarks</th>
<th>Milestone</th>
<th>Capstone</th>
<th>Advanced</th>
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</table>

**Assessment Data Obtained from assessment activities** (example: 23 of 50 artifacts scored at the minimal/milestone level. The average student score was a 2.3, etc.)

Project SUCCESS Program Evaluation Question #6 Financial Literacy Quiz through Program’s Blackboard page.

**Assessment Analysis Sustain** (After reviewing the data obtained from the assessment, please indicate what you learned, and provide some examples of learning activities that were effective and you want to continue.)

Our first Learning Outcome was much too specific to where the learning would occur. We determined that we needed to allow for a greater variety of assessment measures.

**Assessment Analysis Improve** (After reviewing the data obtained from the assessment, please indicate what you learned, and provide some examples of learning activities that you want to modify that might improve student learning.)

We need to speak more to the reason why FAFSA is important to complete through email, posters, and 1:1 discussions. We will also require the Financial Literacy Quiz for each participant who applies for the TRIO Award to enhance student participation. This will allow us an opportunity to review submissions for examples of identifying “aspects of good financial decision making.”

**Future Action** (Provide the action plan(s) that you have decided to submit to the Planning Module in Strategic Planning Online. This action will be a future change that is anticipated to positively impact future student learning. The action item should be constructed with the goal of improvement in areas identified about the Analysis section.)

N/A

**Department Name:** Enrollment Services

**Co-Curricular Assessed:**

- Civic Engagement
- Ethical & Social Responsibility
- Intercultural Knowledge & Skills
- Information Literacy
- Leadership
- Professionalism
- Effective Communication
- Holistic Wellness
- Creativity & Innovation
- Critical Thinking

**Please provide the Student Learning Outcome (SLO) being assessed:**

As a result of meeting with an Enrollment Services Specialist, new students will complete an accurate Future Focus Plan.

**Please list the assessment technique(s) used** (example: The department staff used an in-house developed rubric to compare student work to criteria and scored the work on a level from 1-4. 1=Benchmark 2=Milestone 3=Capstone 4= Advanced)

- Benchmark
- Milestone
- Capstone
- Advanced
Notes: Student Survey Response

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<tr>
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<tbody>
<tr>
<td>13 students complete the survey providing feedback.</td>
<td></td>
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<tr>
<td>Timely student feedback is imperative to assess interaction and learning outcomes after meeting with advisors. The creation of a survey button on the Student Tab in MyJeffco is an effective way to allow students the opportunity to give input.</td>
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<table>
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<tr>
<td>Targeted surveys are needed to ascertain specific feedback regarding the Future Focus Plan (FFP). The survey created request feedback included various advisor interactions, not just the FFP. Also, instructor feedback is needed. Instructors sign-off on the FFP prior to a student meeting with an advisor, therefore they can see the before and after assignment completion. They should be able to provide solid feedback regarding the student's ability to complete an accurate FFP after meeting with an advisor.</td>
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<tr>
<td>Action Plan # in SPOL: 80 - Draft</td>
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<th>Please provide the Student Learning Outcome (SLO) being assessed:</th>
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<tr>
<td>As a result of meeting with an Enrollment Services Specialist, new students will select a suitable option to pay for classes.</td>
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**Notes:** New Student Survey

**Assessment Data Obtained from assessment activities** (example: 23 of 50 artifacts scored at the minimal/milestone level. The average student score was a 2.3, etc.)

235 student responses; 3 students indicated not sure on how to pay for classes.

**Assessment Analysis Sustain** (After reviewing the data obtained from the assessment, please indicate what you learned, and provide some examples of learning activities that were effective and you want to continue.)

Obtaining feedback from students new to Jefferson College is imperative. Developing a survey button on the Student Tab in MyJeffco specifically for new students provides an effective manner to obtain feedback.

**Assessment Analysis Improve** (After reviewing the data obtained from the assessment, please indicate what you learned, and provide some examples of learning activities that you want to modify that might improve student learning.)

Timely review of the survey is imperative in order for it to be effective. An overwhelming number of students indicated they completed or need to complete the FAFSA in order to pay for classes, as well as students selecting not sure. Since Student ID number are included in this survey, the ability for follow-up is necessary.

**Future Action** (Provide the action plan(s) that you have decided to submit to the Planning Module in Strategic Planning Online. This action will be a future change that is anticipated to positively impact future student learning. The action item should be constructed with the goal of improvement in areas identified about the Analysis section.)

**Action Plan # in SPOL:**

Surveys will be reviewed on a weekly basis to determine which students indicate they completed or need to complete a FAFSA, and which students indicate they are not sure how they plan to pay for classes. Communication will occur to ensure FAFSA completion and help students determine a suitable option.

**Department Name:** Enrollment Services

**Co-Curricular Assessed:**

- Civic Engagement
- Ethical & Social Responsibility
- Intercultural Knowledge & Skills
- Information Literacy
- Leadership
- Professionalism
- Effective Communication
- Holistic Wellness
- Creativity & Innovation
- Critical Thinking

**Please provide the Student Learning Outcome (SLO) being assessed:**

As a result of attending a Student Orientation Session, students will demonstrate basic Blackboard knowledge.
**Please list the assessment technique(s) used** (example: The department staff used an in-house developed rubric to compare student work to criteria and scored the work on a level from 1-4. 1=Benchmark 2=Milestone 3=Capstone 4= Advanced)

- [ ] Benchmark  
- [ ] Milestone  
- [ ] Capstone  
- [ ] Advanced

Notes: Students attending an orientation are required to complete a Discussion Board, create and upload an attachment, and complete a quiz.

**Assessment Data Obtained from assessment activities** (example: 23 of 50 artifacts scored at the minimal/milestone level. The average student score was a 2.3, etc.)

These activities are not graded. Students attending a Student Orientation Session are expected to participate in these activities; staff help students as needed, to ensure participation.

**Assessment Analysis Sustain** (After reviewing the data obtained from the assessment, please indicate what you learned, and provide some examples of learning activities that were effective and you want to continue.)

Based on Student Orientation Session survey responses, most students rate this activity as helpful to very helpful. We plan to continue incorporating Blackboard activities to ensure student learning.

**Assessment Analysis Improve** (After reviewing the data obtained from the assessment, please indicate what you learned, and provide some examples of learning activities that you want to modify that might improve student learning.)

Some students provided additional comments on the survey indicating concerns or questions regarding Blackboard usage.

**Future Action** (Provide the action plan(s) that you have decided to submit to the Planning Module in Strategic Planning Online. This action will be a future change that is anticipated to positively impact future student learning. The action item should be constructed with the goal of improvement in areas identified about the Analysis section.)

**Action Plan # in SPOL:**

Survey responses will be reviewed after each Student Orientation Session to review feedback and ensure timely follow-up with students regarding Blackboard questions.