

# ILO Information Competency and Technology Literacy SLO

Spring 2025 Assessment Narrative

By the Riverside Assessment Committee

## Introduction

According to the Riverside City College catalog, the awarding of an associate degree is intended to represent more than just an accumulation of units. The associate degree says that recipients have taken coursework in broad areas of study including the sciences, mathematics, and humanities, which have allowed them to develop certain capabilities including the ability to communicate clearly and to think critically. Moreover, recipients of the associate degree will be able to demonstrate those capabilities in courses that allow for the introduction, development, and, in some cases, mastery of said skills.

To this end, the College has four general education student learning outcomes (GE SLOs, hereafter referred to as ILOs, or institutional learning outcomes) that are assessed to measure to what extent (1) the courses identified as general education courses encourage the development of these capabilities, and (2) the students passing these courses have, indeed, developed the capabilities.

Information competency and technology literacy are primary skills that those earning an associate degree from RCC should possess. The ILO in information competency and technology literacy reads as follows:

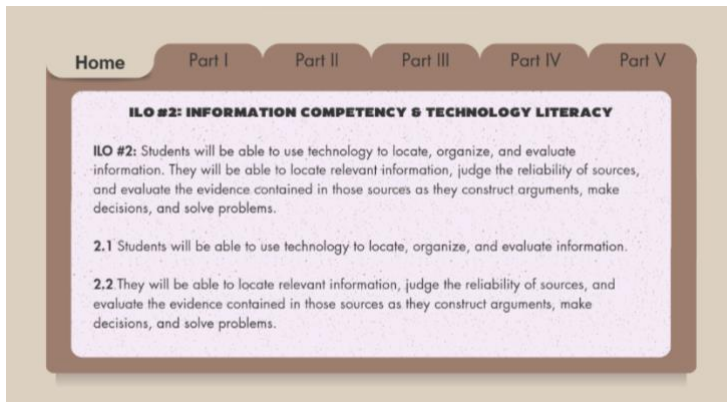
*2.1 Students will be able to use technology to locate, organize, and evaluate information. 2.2 They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.*

## Previous Assessment

This ILO was last assessed in 2019 and the overall finding was that, if the assignments do not encourage the students to do the kinds of activities called for in the SLO, then the students are not likely to meet or exceed the standards.

Additionally, the assessment in 2019 found that instructors need to go one step further in questioning students. Instructors may tell students what sources to use, or which ones are good ones, but instructors should be asking students WHY: WHY was one source chosen over another or WHY is source X preferred. In other words, instructors need to spend more time discussing and helping students to **think critically about sources** while teaching them to use said sources so that, when they leave RCC, they can both choose appropriate sources and use those sources to get just the right information.

## Current Assessment Project and Instrument



PowerPoint slide with ILO #2

In Spring 2025, the Riverside Assessment Committee (RAC) conducted a direct assessment of student work across five academic disciplines. The assessment focused on two distinct components of the Institutional Learning Outcome (ILO). Courses were intentionally selected to represent a range of divisions across the college, ensuring a broad and inclusive sample of student work.

The five content areas and artifacts were as follows:

- **GROUP 1:** Anthropology 1- Two student writing assignments and a rubric
- **GROUP 2:** Communication Studies 3- A persuasive speech prompt, rubric, and student example
- **GROUP 3:** Economics 7- A quiz
- **GROUP 4:** Music 98- Career research assignment and two student samples
- **GROUP 5:** Nursing- A nursing plan of care plus one student sample

In addition to evaluating student learning, we aimed to assess the quality and alignment of assignments in courses mapped to this ILO—specifically, whether those assignments gave students the opportunity to approach, meet, or exceed the expectations outlined in the rubric. To support this dual focus, the RAC revised the assessment rubric in two key ways prior to the project.

First, we simplified the scoring language in Part 2 of the rubric. The original terms—"approaching," "meeting," and "exceeding" the standard—were replaced with "yes," "approaching," and "no." We also provided clear definitions for each category to help faculty scorers distinguish between levels of performance and reduce the ambiguity that had previously existed. This revision was intended to make the scoring process more straightforward and consistent.

Second, we introduced a new section—Part 4—focused on non-academic indicators of *servingsness*, as defined by Dr. Gina Ann Garcia. This addition allowed us to explore whether the student work reflected any elements such as academic self-concept, leadership identity, racial identity, critical consciousness, or civic engagement, thereby expanding our understanding of how well the assignments supported students holistically in an HSI context.

## ILO #2 Assessment Results

### Part 1: Understanding the Standard (ILO 2)

As the first phase of the Institutional Learning Outcome (ILO) 2 assessment, faculty participated in small-group discussions to build a shared understanding of the ILO's components in the context of

today's digital world. Groups explored and responded to four guiding questions, focusing on the interpretation and application of **ILO 2.1** and **ILO 2.2**.

For each part, faculty considered:

- The relevance of the ILO in a technology-driven environment (including key terms and phrases).
- How the ILO might be demonstrated in student work.
- How assignments can be designed to support and reflect the skills outlined in the ILO.

Their collective responses offered insight into shared understandings and instructional practices that support students' information literacy and critical thinking.

*Key Themes from Faculty Responses:*

### **ILO 2.1 – Locate, Organize, and Evaluate Information Using Technology**

- Faculty emphasized the importance of critical thinking, research literacy, and the use of reliable, scholarly sources.
- Keywords included: *academic databases, generative AI, OERs, accessibility, credibility, search engines, primary/secondary sources*.
- Suggested strategies for assessment:
  - Assignments requiring students to compare sources, identify credibility, and differentiate between primary and secondary sources.
  - Use of bibliographies, citations, and reference lists to demonstrate source evaluation.
  - Assignments that require the use of academic tools like library databases or specific search engines.

### **ILO 2.2 – Judge Reliability, Evaluate Evidence, and Construct Arguments**

- Emphasis was placed on students' ability to evaluate conflicting information, synthesize diverse sources, and support arguments with credible evidence.
- Keywords included: *validity, deductive reasoning, critique, bias, peer review, argument construction*.
- Suggested strategies for assessment:
  - Assignments prompting students to justify source reliability, refute counterarguments, or evaluate multiple solutions to a problem.
  - Encouraging inclusion of evidence-based reasoning and conclusive understanding of topics through clear and documented support.

## **Part 2: Applying the Standard**

Using the standards discussed in Part 1, each group reviewed an assignment and corresponding student artifact to evaluate alignment with Institutional Learning Outcomes (ILOs) 2.1 and 2.2. Groups determined whether the assignment provided students the opportunity to:

- **ILO 2.1** – Use technology to locate, organize, and evaluate information
- **ILO 2.2** – Locate relevant information, assess the reliability of sources, and evaluate evidence to construct arguments, make decisions, and solve problems

For each outcome, groups reached consensus on whether the assignment and artifact demonstrated clear alignment (Yes), partial alignment (Approaching), no alignment (No), or were Not Applicable. Rationale was captured through keywords and brief phrases reflecting the group’s collective observations.

The rubric below was used to assess **Assignment Effectiveness for ILO 2.1**: Students will be able to use technology to locate, organize, and evaluate information.

<b>Assignment Effectiveness for ILO 2.1</b> Students will be able to use technology to locate, organize, and evaluate information.		
<b>Yes</b>	<input type="checkbox"/>	The assignment design and student artifact clearly demonstrate alignment with ILO 2.1 by effectively enabling students to successfully locate, organize, and evaluate information using technology. The integration of technology is evident and intentional, enhancing the student’s ability to manage information effectively.
<b>Approaching</b>	<input type="checkbox"/>	The assignment design and student artifact show some alignment with ILO 2.1, but lack clear integration of technology for locating, organizing, and evaluating information. While there are opportunities for students to engage with technology, the effectiveness and intentionality may be limited, resulting in a partial demonstration of the desired skills.
<b>No</b>	<input type="checkbox"/>	The assignment design and student artifact do not demonstrate alignment with ILO 2.1. There is little to no integration of technology for locating, organizing, or evaluating information, and students do not have the opportunity to develop the necessary skills in these areas. The assignment fails to support the intended learning outcomes.
<b>Not Applicable</b>	<input type="checkbox"/>	The assignment and artifact do not apply to ILO 2.1.

Below are the *Assignment Effectiveness for ILO 2.1* results from the five groups that participated in the assessment:

<b>Assessment Rating</b>	<b>GROUP 1</b>	<b>GROUP 2</b>	<b>GROUP 3</b>	<b>GROUP 4</b>	<b>GROUP 5</b>
<b>Yes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Approaching</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>No</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Not Applicable</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Summary of group rationales:** the groups noted variability in assignment clarity and integration of technology. Some assignments lacked clear directions or explicit mention of technology use, making it difficult to determine if students were effectively locating, organizing, and evaluating information with technological tools. Certain assignments focused more on recall or definition of terms rather than the intended skills. However, some assignments, such as a job posting task related to Music Technology, clearly required students to use technology to meet the learning outcomes. Overall, while some assignments satisfied the ILO, several would benefit from clearer instructions on how to access and use technological resources effectively.

The rubric below was used to assess **Assignment Effectiveness for ILO 2.2**: Students will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.

<b>Assignment Effectiveness for ILO 2.2</b>		
They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.		
<b>Yes</b>	<input type="checkbox"/>	The assignment design and student artifact clearly demonstrate alignment with ILO 2.2 by effectively enabling students to locate relevant information, assess the reliability of sources, and evaluate the evidence within those sources. The intentional integration of critical thinking and analysis in the assignment ensures that students are able to construct arguments, make informed decisions, and solve problems effectively.
<b>Approaching</b>	<input type="checkbox"/>	The assignment design and student artifact show some alignment with ILO 2.2, but may not fully enable students to locate relevant information, assess the reliability of sources, or evaluate the evidence effectively. While there are opportunities for critical thinking and analysis in the assignment, the integration of these skills may be inconsistent, leading to a partial demonstration of the ability to construct arguments, make decisions, and solve problems.
<b>No</b>	<input type="checkbox"/>	The assignment design and student artifact do not demonstrate alignment with ILO 2.2. There is little to no opportunity in the assignment for students to locate relevant information, assess the reliability of sources, or evaluate evidence. As a result, students are not equipped to construct arguments, make informed decisions, or solve problems effectively.
<b>Not Applicable</b>	<input type="checkbox"/>	The assignment and artifact do not apply to ILO 2.2.

Below are the *Assignment Effectiveness for ILO 2.2* results from the five groups that participated in the assessment:

<b>Assessment Rating</b>	<b>GROUP 1</b>	<b>GROUP 2</b>	<b>GROUP 3</b>	<b>GROUP 4</b>	<b>GROUP 5</b>
<b>Yes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Approaching</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>No</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Not Applicable</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Summary of group rationales:** Faculty expressed concerns about several assignments lacking clear evidence that students met ILO 2.2 outcomes. Many artifacts did not demonstrate that students were effectively locating, evaluating, and judging the reliability of sources, nor were they critiquing or discriminating between credible and unreliable information. Some assignments showed sources being cited but not critically assessed. However, one assignment stood out for explicitly requiring students to evaluate the relevance and reliability of resources related to a job posting, culminating in a reasoned conclusion. Overall, while some assignments met the learning outcomes, others would benefit from clearer guidance on using technological resources and critically assessing information.

### **Part 3: Evaluating Utility and Inclusivity**

Faculty groups reviewed a provided matrix and selected the single box that best represented their shared experience of the assignment's utility value and content inclusivity.

- **Utility value** measures how useful students perceive the assignment to be beyond just earning a grade, including personal or professional relevance.

- **Inclusivity** assesses whether the assignment materials are accessible and familiar to all students and allow multiple ways for students to demonstrate learning, reflecting diverse cultures and learning styles.

Groups then added brief notes explaining their rationale for the chosen box. Below are the group's results and utility/inclusivity ratings:

	High Utility Value	Low Utility Value
<b>High Inclusive Content</b>	<p><b>GROUP 2:</b> Being able to effectively communicate points/arguments with supporting evidence and hearing/understanding various viewpoints are important transferable life skills. Students are expected to select their own topics and draw from resources beyond a single textbook.</p> <p><b>GROUP 4:</b> The assignment was asking students to go through some type of "scavenger hunt" to discover their niche. They were asked to research more than one which was valuable in terms of comparing the job listings (the requirements, location, responsibilities, etc.) Based on the artifacts, students submitted two modalities of assignment submission (diagram and written form).</p>	
<b>Low Inclusive Content</b>	<p><b>GROUP 5:</b> High utility value but due to the parameter for assessment of safety has a low inclusive value</p>	<p><b>GROUP 1:</b> No comment</p> <p><b>GROUP 3:</b> Low utility and inclusivity; while these may have been discussed in the course, these are not apparent in the artifact</p>

#### Part 4: Non-Academic Indicators of *Servingness*

According to Dr. Gina Ann Garcia, the concept of *servingness* is multidimensional and includes both academic and non-academic indicators. Because RCC is an HSI, our assignments should reflect these indicators. For Part 4 faculty groups reviewed the assignment through the lens of Dr. Gina Ann Garcia's concept of *servingness*, which includes non-academic indicators that support student development.

Each group was asked to evaluate whether the assignment offered students the opportunity to develop the following:

1. **Academic Self-Concept** – confidence in their academic potential
2. **Leadership Identity** – awareness and development of leadership skills
3. **Racial Identity** – understanding of their racial/ethnic background
4. **Critical Consciousness** – awareness of systems of oppression and how they impact identity
5. **Civic Engagement** – participation in community or public life

For each indicator, the group marked one of the following:

- **Present**
- **Somewhat Present**
- **Not Present**

Groups were to reach consensus and evaluate how the assignment contributed to these dimensions of student identity and development. Below are the group's results and non-academic ratings:

<b>Indicator / Group</b>	<b>GROUP 1</b>	<b>GROUP 2</b>	<b>GROUP 3</b>	<b>GROUP 4</b>	<b>GROUP 5</b>
<b>Academic Self-Concept</b>	Somewhat	Present	Not Present	Present	Present
<b>Leadership Identity</b>	Not Present	Not Present	Not Present	Present	Present
<b>Racial Identity</b>	Not Present	Somewhat	Not Present	Not Present	Not Present
<b>Critical Consciousness</b>	Not Present	Somewhat	Not Present	Not Present	Present
<b>Civic Engagement</b>	Not Present	Somewhat	Not Present	Somewhat	Present

## **Part 5: Connecting the Assessment to RCC's Mission Statement**

Faculty groups were asked to reflect on whether ILO #2 aligns with RCC's mission statement, based on their analysis in Parts 3 and 4.

They considered:

- Whether the assignment supported students' educational and career goals
- How it promoted inclusivity, equity, and social/economic mobility
- Whether the assignment met students where they are and supported diverse learners

Each group then provided a written explanation of their consensus on how well the assignment aligned with RCC's mission. Below are the group's responses summarized:

**GROUP 1: Uncertainty About Alignment-** The group was unsure if ILO #2 aligned with RCC's mission because the ILO is very specific (focused on technology and source evaluation), while the mission is broad. They suggested a possible connection if one infers that using reliable sources supports goal achievement and mobility.

**GROUP 2: Need for Stronger ILO-Mission Connection-** The group advocated for clearer links between ILOs and the mission. They emphasized that skills like using modern resources are essential for social and economic mobility, which ties directly to the mission.

**GROUP 3: ILO Aligns, but Assignment Does Not-** This group felt that ILO #2 does align with the college mission, but the specific assignment artifact did not demonstrate that alignment effectively.

**GROUP 4: Student Agency and Career Relevance-** The assignment promotes student agency in exploring their career goals using self-located evidence. However, they identified a missed opportunity to connect the assignment to community relevance, historical context, and racial/ethnic identity within the career field.

**GROUP 5: Clear Agreement on Alignment-** This group agreed that the assignment aligns with RCC’s mission without qualification.

## Analysis

With regards to the achievement of the ILO—assignments that require students to use technology to locate, organize, and evaluate information and then evaluate that information as they solve problems—the overall evaluation is no. Most artifacts RAC assessed did not show that the assignments gave students the opportunity to achieve this ILO. Only Group #4 found strong alignment of the ILO to the artifacts.



Group 5 reviewing Nursing artifacts

Overall, the artifacts showed an inconsistent or unclear use of technology. Additionally, RAC members found that, while some of the assignments did require research, those assignment did not explicitly guide students in how to use digital tools or how to evaluate sources critically. In other words, key opportunities were missed in assignment design; students could have been required to reflect on source reliability and/or provide evidence of decision-making or argument construction based on their evaluation of sources, but they were not required to take this additional step.

Taking this additional step might have increased the utility value and inclusivity, which were generally low for most artifacts. Utility value refers to students’ perception of an assignment’s usefulness beyond a grade, while inclusivity refers to assignments that reflect students’ cultures and allow students to show their learning in multiple ways. While quizzes and tests are necessary in college courses, assignments that connect to students personally and to their interests beyond the classroom are better for helping students learn and retain material.

Finally, a review of whether Dr. Garcia’s non-academic indicators of *servingsness* appear in any of the artifacts shows that RCC still has much work to do to be more than a Hispanic-enrolling institution. To



Group 3 discussing solutions

be truly Hispanic *servings*, our assignments should allow students to develop a sense of themselves as scholars, leaders, and members of their various communities, giving them the opportunity to think critically about their personal and racial/ethnic identities, while also teaching them the content they need to earn a degree or certificate or transfer. Obviously, not every assignment will serve these noble purposes. However, if more of our assignments did serve these higher purposes, perhaps they and the student work that is produced in response to those assignments would be more meaningful and show not just that students

get a good grade on the assignment, but that they are achieving the course SLO and ILO as well.

## Future Implications and Recommendations

Based on the assessments, RAC notes and recommends the following:

1. Assignments need to do more than just require research
  - a. they need to include library orientations for students so they can learn how to use the technology tools,
  - b. they need to require that students document the research process, and
  - c. the assignments need to be scaffolded so simpler forms of research build up to more complex forms of research with instructor feedback along the way;
  - d. then, instructors need to assess these uses of technology.
2. Assignments also need to require students to do more than just *use* sources
  - a. they need to require students *evaluate* sources for credibility.
    - i. Examples of such assignments might be to ask students to compare two sources and determine which is more credible and why or to incorporate a source credibility checklist into the research process.
3. Assignments should be linked to real-world activities.
  - a. Instructors can use case studies, job postings, news articles, and the like to ask students to make a decision or solve a problem that is occurring in the real world.
4. Assignments should require a reflection in which students justify their choices of sources.
5. Assignments should allow, when possible, student choice in topics or modalities.
6. Assignments should display the course SLO to which it is tied and the rubric should connect specific skills to course SLOs and ILOs.

Assignment design is key to improving (1) the connection between the assignments and the ILO to which the course is mapped (assignment – SLO – PLO - ILO), (2) the utility value and inclusivity of the work students are doing in the classroom, and (3) ultimately the ILO assessment results.

*Knowles' Theory of Andragogy* could be a possible approach to tackle how we craft our assignments and learning experiences for our adult students. Below is a summary of Malcolm Knowles' Six Principles of Adult Learning, which form the foundation of Andragogy: the theory and practice of adult education.

Principle	Description
1. Need to Know	Adults need to understand the reason for learning something before engaging with it.
2. Learner's Self-Concept	Adults see themselves as self-directed learners and want control over their learning decisions.
3. Prior Experience	Adults bring valuable life experiences that should be acknowledged and incorporated into learning.
4. Readiness to Learn	Adults are ready to learn when they encounter real-life situations requiring new knowledge/skills.

5. Orientation to Learning	Adults prefer learning that is practical, problem-centered, and immediately applicable.
6. Motivation to Learn	Internal motivators (e.g., self-esteem, personal growth) are more influential than external ones.

These ideas have the potential to improve not just ILO assessment, but student learning and student self-concept as well. RAC recommends that the 2025-2026 Year of Assessment project be, in part, dedicated to helping faculty craft assignments that possess the qualities listed above.

## Conclusion

This is now the second time that this ILO has been assessed, and in both assessment projects, with different RAC members and different disciplines' assignments, the results were similar: RCC faculty need more in-depth and culturally relevant assignments that draw from real-world situations. Assignments across disciplines need to make the connection between WHAT the students are doing and WHY they are doing it by showing how WHAT is done in the classroom connects to the course outcomes, program outcomes, and institutional outcomes.

This finding reveals a critical opportunity for collective growth. It suggests that while faculty are designing assignments that foster critical thinking, many of those assignments fall short of guiding students toward transferable, real-world application or explicitly connecting to RCC's values of equity, access, and social mobility. Strengthening this alignment will require intentional work not only in revising assignment prompts and rubrics, but also in building a shared language around institutional learning outcomes and how they serve our students.

More than a technical fix, this is a "gentle call." A call to design learning experiences that affirm students' identities, validate their lived experiences, and prepare them to engage meaningfully in their communities and chosen fields. As we move forward, we must also continue to integrate frameworks like Dr. Gina Ann Garcia's concept of *serviingness*, ensuring that our assignments do not just meet academic standards but also uplift the social, emotional, and cultural realities of our student population.

In short, assessment is not just about measurement, it is about transformation. These insights remind us that in order to serve our students, we must keep bridging the gap between institutional goals and classroom practice, and do so with purpose, collaboration, and care.