Outcome Assessment Report

Title:
LIBR_100_Outcome1_Spring_2013_DB#2205

Status:
ACTIVE ASSESSMENT

Type:
Course Learning Outcome (CLO)

Course:
LIBR 100 - Research Concepts and Practice

Provide the complete statement of the outcome being assessed

Find information to support college-level research assignments and enhance life-long learning;

It is important that your assessment process is understandable to others. Describe in detail the content and design of the assessment instrument administered. If at all possible, provide an example.

This terms I assessed all 3 of my outcomes utilizing the final research paper. For this particular assessment I merely ensured my students all found a minimum of 10 sources supporting their research, that these sources represented a variety of formats (books, periodical articles, Web articles, etc) and that at least three of these sources were from peer-reviewed journals. On my rubric (attached) this was covered by the "Sources" and "Quality of Information" criteria.

Attachment:
Research Paper Rubric

Total number of students assessed?
35

Number of students assessed that met this course learning outcome?
33

What percent of the students assessed met this course learning outcome?
94%

Provide a thorough analysis of the data and results of your assessment. Overall, what did you learn from administering this assessment? Be descriptive, analytical and reflective. For example, explain what results were generated, indicate what kinds of results show that students are meeting the assessment, illuminate any trends in the data, and contemplate what factors—if any—need to be considered in this and/or future course assessments.
Mainly I learned that it is not a good idea to assess all of my outcomes with the same instrument. Next semester I will return to assessing using 3 different instruments. Other than my own poor planning, I was very happy with the results of this outcome. One of the two students who failed this assessment didn't even pass (nor regularly attend) my class. The other student found 10 sources, but failed to ensure three of them were peer-reviewed. Being able to find and retrieve peer-reviewed journal articles is essential, so although he found 10 varied sources, I did not consider it a pass. But I wonder if he lacks the ability to find such sources, or if there was some other reason? Again, I will not be assessing this way again next semester.

Please indicate your program's overall response to this assessment.

The unit is dissatisfied with these results, will adjust and/or revise some aspect, and assess again.

Describe and provide an action plan in response to this assessment:

- How were the results shared and reflected on?
- Will this assessment be modified in the future?
- Does it need to be administered differently?
- Are there any changes needed in terms of the CLO statements?
- Can the results be improved? If so, how?
- Are there any further resources needed?

I will create a new assessment instrument for this CLO next term. An instrument dedicated to this CLO and only this CLO. I already have it planned out...and it will be awesome!
Outcome Assessment Report

Title:
LIBR_100_Outcome2_Spring_2013_DB#2137

Status:
ACTIVE ASSESSMENT

Type:
Course Learning Outcome (CLO)

Course:
LIBR 100 - Research Concepts and Practice

Provide the complete statement of the outcome being assessed

Evaluate information in terms of its relevancy, accuracy, authority, objectivity, and currency;

It is important that your assessment process is understandable to others. Describe in detail the content and design of the assessment instrument administered. If at all possible, provide an example.

This semester I evaluated my students' ability to evaluate information by examining the Works Cited lists of their final research papers. Students were responsible for finding a minimum of ten academically appropriate sources, and all semester we discussed academic appropriateness in terms of relevance, currency, authority, accuracy, and objectivity. The only "wiggle room" was objectivity. I allowed students to use biased information as long as they recognized the bias and put it into proper context within their papers.

Total number of students assessed?
35

Number of students assessed that met this course learning outcome?
31

What percent of the students assessed met this course learning outcome?
89%

Provide a thorough analysis of the data and results of your assessment. Overall, what did you learn from administering this assessment? Be descriptive, analytical and reflective. For example, explain what results were generated, indicate what kinds of results show that students are meeting the assessment, illuminate any trends in the data, and contemplate what factors—if any—need to be considered in this and/or future course assessments.

Across my two sections of LIBR100, four students "failed" this assessment. In every case, the "offending sources" were Web pages that lacked the proper authority. Interestingly, two students used Web documents that were biased, and although they managed to "catch" and
contextual the bias, they seemed unaware that the sources lacked proper authority. I usually find objectivity is a much more complex criteria to teach than authority. We spend so much time identifying and contextualizing bias, that part of me wonders if students get so focused on the bias they neglect authority. I take responsibility for this. I often tell them they will actually find themselves seeking out bias in order to identify different points of view, which is exactly how they used the offending sources. Their use of the sources went a long way toward building their arguments. Still, I already deal with this by allowing them to use a few "sketchy" sources to build their case as long as they have ten solid sources in addition to these. In both of these cases, the offending Web pages were part of the students ten sources, so I'm left to believe they thought they passed muster in terms of authority. I do teach students (and assess them on it using a both class Reflection and a question on a homework assignment) that their first order of business is establishing authority. Once authority is established, they can deal with any bias as long as they recognize and contextualize it. Obviously, I need to do a better job at emphasizing the establishment of authority as their first priority. In terms of trends, I can safely say that evaluating Web pages is second only to citing Web pages in terms of difficulty. We practice it A LOT, both in class and via homework assignments. But it a real challenge for me to communicate the importance of authority. In "real life" students have such a wide, subjective view of what makes someone knowledgeable. In academia, authority is a much narrower, objective concept. I need to continuously strive to communicated that fact to my students. Another thing to note. One student who failed this assessment, did NOT successfully complete the course. She earned a D, and her failure to grasp the concept of evaluating information was in a long line of failures in terms of grasping the concepts of the course. The other three students all passed my course.

Please indicate your program's overall response to this assessment.

The unit is satisfied with the results of this assessment.

Describe and provide an action plan in response to this assessment:

- How were the results shared and reflected on?
- Will this assessment be modified in the future?
- Does it need to be administered differently?
- Are there any changes needed in terms of the CLO statements?
- Can the results be improved? If so, how?
- Are there any further resources needed?

I'm always disappointed when students fail to fully grasp the vital concepts of my course, but overall I am satisfied with my numbers here. In Fall 2013 I will be much more explicit when discussing the notion of authority, and actually talk about "real life" definition versus "academic" definitions. I may invite students to share Web pages they've found on their topics with the class, and give the other students a chance to evaluate each other's Web sources. Sometimes peer review situations help with self-review.
Outcome Assessment Report

Title:
LIBR_100_Outcome3_Spring_2013_DB#2206

Status:
ACTIVE ASSESSMENT

Type:
Course Learning Outcome (CLO)

Course:
LIBR 100 - Research Concepts and Practice

Provide the complete statement of the outcome being assessed

Use information effectively and ethically to support college-level research assignments and life-long learning.

It is important that your assessment process is understandable to others. Describe in detail the content and design of the assessment instrument administered. If at all possible, provide an example.

I completed all three assessments using my final research paper this term. I assessed this particular CLO by examining the in-text citations and evaluating how effectively students used outside sources to support their ideas. These two areas are clearly represented in the attached grading rubric. Students who received below a "C" in either area failed the assessment.

Attachment:
Research Paper Rubric1

Total number of students assessed?
35

Number of students assessed that met this course learning outcome?
29

What percent of the students assessed met this course learning outcome?
83%

Provide a thorough analysis of the data and results of your assessment. Overall, what did you learn from administering this assessment? Be descriptive, analytical and reflective. For example, explain what results were generated, indicate what kinds of results show that students are meeting the assessment, illuminate any trends in the data, and contemplate what factors—if any—need to be considered in this and/or future course assessments.

This was the most challenging of all the CLOs for LIBR100. Which makes sense, because
in-text citation is really challenging for students to understand and execute. I suspect this has something to do with the fact that in-text citation is part of the writing process, and many of my students seem terrified by the writing process. Last term my students did better with this assessment, because my instrument was a series of multiple choice questions about in-text citation. Actually EXECUTING the in-text citations is more complicated. So on one hand this instrument is much more "real life," on the other hand, it really shows how much more work I need to do to get students ready for the rigors of in-text citation. For the most part, the mistakes were small but numerous for those students who failed the assessment. Meaning, it wasn't that students failed to cite their sources, but they were wrong about what information needed to be included. I did note that two students failed this part of the rubric because they included sources on their Works Cited list that were NOT mentioned in the text. Since the paper is due at the end of the semester, I was unable to ask the students if these sources were used and not cited, or simply put on the Works Cited list even though they weren't used. Either way, this fails to demonstrate "effective and ethical use" of information.

Please indicate your program's overall response to this assessment.

The unit is dissatisfied with these results, will adjust and/or revise some aspect, and assess again.

Describe and provide an action plan in response to this assessment:
- How were the results shared and reflected on?
- Will this assessment be modified in the future?
- Does it need to be administered differently?
- Are there any changes needed in terms of the CLO statements?
- Can the results be improved? If so, how?
- Are there any further resources needed?

I don't like any results under 90%. I am increasing the in-class writing time, the number of drafts I require ere the final paper is due, and doubling the number of meetings they must have with me and a member of the Writing Center staff. Hopefully I will be able to identify in-text citation problems earlier, and work with students individually to grasp the concepts. I am also going to offer extra credit to any of my students who attend my Ready, Set, Cite workshop...which will give them even more time on task.