

Program Assessment Report - Five Column

Eastern Oregon University

GEC Outcomes

GEC Outcome	Program Outcome	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
<p>Inquiry - Employ approaches to inquiry from a variety of disciplines.</p>	<p>GEC - Library - Inquiry - Employ approaches to inquiry from a variety of disciplines.</p>	<p>Description of Assessment: Come up with a topic you are interested in to research for the remainder of the quarter. You will use this topic throughout the course as your "reason" to search databases periodicals and the Internet. The topic should relate to one of the major themes in the book Zeitoun, as we will discuss in class. If you are not reading Zeitoun for another class, you may choose a different topic, but please clear it with me. We will spend some time in class working on what makes a good research question, how to develop a research question out of a broad topic and how to narrow down a topic. You will need to find ten sources on your topic using a variety of search tools. You should have a mix of books, articles and websites At least 2 of your articles should be scholarly articles. Give a complete bibliographic citation for the article in MLA or APA format. Write a brief summary of the source (book, article, etc.) and explain how it contributes to your research or adds to your knowledge (around 100 words). Does it give good background information on the topic?</p>	<p>03/16/2012 - In the context of the assignment, students who were proficient in the question trait, came up with their own research questions to pursue, without help from the instructor. The research questions in this category were well-balanced (not too broad, not too narrow). About 54% fit this standard. Students who were adequate chose from a selection of research questions that we discussed in class as possible examples. While the questions were generally solid, they did not emanate from a question of interest to the student.? About 33% fit this standard. For this assignment, methodology was interpreted to relate to the variety and relevance of sources used to explore the research question. Proficient students (46%) used a mix of relevant sources (books, articles, scholarly journals and websites), and adequate students (33%) had less relevant sources, or did not include scholarly sources as the assignment required. The students who were developing in this trait (21%) chose sources from websites or popular sources only, and were not able to demonstrate understanding of appropriate search tools. Appropriate use of technology was defined as the ability to use appropriate search tools including</p>	<p>03/16/2012 - Closing the Loop Statements Most students were proficient or adequate in all areas of Inquiry, particularly in their ability to ask an appropriate research question, and use technology to find sources. This assignment is a great way for me to measure not only the Inquiry outcome, but the other learning outcomes attached to this course. While the benchmark was not reached in two areas, I don?t think that reflects on the assignment or the instructions given. However, I do recognize that the weakest area is related to selection of sources that were appropriate and relevant to the topic, and less time is spent on source selection than is spent on the mechanics of searching. While some students just ?get it,? for some, this is their first exposure to research. It may be helpful to have students work in discussion groups and spend some time thinking about relevance. This has not been a strong focus of the class, but is certainly tied to information literacy outcomes. This assessment has resulted in a discussion with other library faculty about making improvements to the course to spend more time discussing the issue of source selection. While we feel that the</p>

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		<p>Does it contribute to your understanding of the topic? Help you narrow your topic down? When summarizing, be careful not to plagiarize. These descriptions should also be evaluative as well as descriptive: how do you know this is a good source? Is the author credible? Is the information timely? Write a summary of your overall research process. Why did you choose the topic, and what did you already know? What do you know now? How have the resources you found contributed to your understanding of different aspects of the topic? What was hard? What was easy? How many times did you have to change or adjust your topic? How confident would you feel about writing a paper using the sources you have compiled here? Were there limitations to your sources or gaps that needed to be filled?</p> <p>Benchmark: 85% of students will achieve adequate or proficient status</p>	<p>subscription databases, the library catalog, Google books and other Web tools to find a variety of sources. The majority of students (75%) were proficient in this area, which is not surprising considering time spent in class learning about search tools. 12% of students were considered adequate in this trait, because while they demonstrated they knew how to use a library database and the Web, they did not demonstrate that they could use a catalog to find books. The remaining 12% who were developing did not demonstrate proficiency with Boolean, keyword and database searching, and selected sources only from the free Web.</p> <p>The last trait, related to relevant research, was interpreted to mean that the student explored published research findings on his/her research question. If the sources that the student chose were indeed relevant to his/her research question and included research studies and appropriate academic sources, the student was considered to be proficient (54%). Students whose sources were relevant overall, and mainly selected from academic sources were considered to be adequate (25%). The 21% classified as developing were not able to demonstrate their ability to research in appropriate tools and select relevant sources.</p> <p>Comparison to benchmark Question: 87.5% adequate or proficient</p>	<p>course is a very good fit for the Inquiry outcome, we can look at ways to strengthen student performance in the areas that were a little weaker. We will be revisiting this concern as we revise the course, and on an ongoing basis.</p>

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Methodology: 79%
 Technology: 87.5%
 Relevant research: 79%

Interpretation
 Most students were proficient or adequate in all areas of Inquiry, particularly in their ability to ask an appropriate research question, and use technology to find sources. Weaknesses were most common in methodology and relevant research. In the cases where students were less than adequate, they chose inappropriate sources, even though they were taught which sources were appropriate for academic research. This question of inappropriate sources factored in to scoring in the areas of methodology and relevant research primarily, and to some degree, technology. While someone who was proficient in these three areas could have been developing on the question trait, someone with a proficient question may have been developing in the other three areas. The instructions for the assignment state very clearly the types of sources that the students are required to find for the assignment. They are instructed to find "a variety of sources," which is defined as some articles, at least one book, at least one website, and at least two scholarly articles. They receive the assignment on paper at the beginning of the term, and they are reminded of the instructions (also posted on Blackboard) around Week 6 or 7. We discuss the assignment in

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detail again as we get closer to the due date, usually during Week 9. I also explain my grading process?that there will be points assigned for using a variety of sources and that I expect to see scholarly sources. I accept drafts and give feedback, but I only received 3 drafts during Fall term. The scores (according to the rubric) on this assignment were consistent with the grade they received (I graded according to a similar rubric), and were parallel with the grades in the class.

Most students exceeded my expectations, and I believe there were some external factors that impacted students who fell overall into the developing category. Students with significant absences in the class did not score as well, and two students turned in incomplete projects complaining of time constraints.

Still, perhaps more time spent in class discussing and working on the assignments, with the assistance of their peers, will help students better understand what is expected of them.

Benchmark Met:

Yes

Reporting Year:

2011-2012

Prefix | Course Number:

LIB 127

Related Documents:

[Proficient Sample](#)

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			Adequate Samples Developing Sample Library 127 Data	