Develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information literacy.

Students will investigate differing viewpoints that they encounter in their strategic investigation of topics in order to be able to develop their own informed arguments or hypotheses.

WRTG 107: Composition (2 sections, Denison1&2, Fall 2015)

Maps to SLO3 for instruction session: Use the search process as an opportunity to strategically explore their research topics and questions

See right (Table A) for assessment data for all three SLOs for instruction session.

See right (Table B) for rubric used to score student submissions through Google spreadsheet activity.

See right (Table C) for assessment narrative + evidence of closing the loop through resulting actions.

Students will gain insight and understanding about diverse sources of information in order to evaluate and use resources appropriately for their information needs.

WRTG 107: Composition (2 sections, Denison1&2, Fall 2015)

Maps to SLO1 for instruction session: Brainstorm research questions, search terms, and information types/formats related to their research topics

Maps to SLO3 for instruction session: Use the search process as an opportunity to strategically explore their research topics and questions

See right (Table A) for assessment data for all three SLOs for instruction session.

See right (Table B) for rubric used to score student submissions through Google spreadsheet activity.

See right (Table C) for assessment narrative + evidence of closing the loop through resulting actions.

Table A: WRTG 107 Fall 2015 Assessment Data

<table>
<thead>
<tr>
<th>IL Lesson Student Learning Outcome</th>
<th>WRTG 107 Denison 1</th>
<th>WRTG 107 Denison 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO1: Brainstorm research questions, search terms, and information types/formats related to their research topics</td>
<td>64/80 points across 16 students</td>
<td>68/85 points across 17 students</td>
</tr>
<tr>
<td>SLO2: Practice searching for and locating possible information sources for their research projects</td>
<td>53/80 points across 16 students</td>
<td>74/85 points across 17 students</td>
</tr>
<tr>
<td>SLO3/Overall Purpose of Activity: Use the search process as an opportunity to strategically explore their research topics and questions</td>
<td>8 out of 14 students completed activity</td>
<td>14 out of 17 students completed activity</td>
</tr>
</tbody>
</table>

Table B: Fall 2015 Rubric: “Research as Inquiry” Google Spreadsheet Activity Evaluation Rubric

The purpose of this activity is for you to use the search process to strategically explore your research topics and questions.

**Criterion**

**Concerns Areas that need work**

**Points Awarded 0 to 5**

**Brainstorm research questions, search terms, and information types/formats related to their research topics (columns A, B, C, D)**

**Practice searching for and locating possible information sources for their research projects (columns E, F, G, H, I, J)**

TOTAL out of 10
Demonstrate competence in their chosen field of study, using the knowledge and ability to address the most significant questions, and advancing towards positions of leadership.

Students will identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, websites, etc.) in order to critically evaluate the usefulness of the information for their research need.

**WRTG 107: Composition**  
(2 sections, Denison1&2, Fall 2015)

Maps to SLO2 for instruction session: Practice searching for and locating possible information sources for their research projects

See right (Table A) for assessment data for all three SLOs for instruction session.

See right (Table B) for rubric used to score student submissions through Google spreadsheet activity.

See right (Table C) for assessment narrative + evidence of closing the loop through resulting actions.

Students will articulate the key elements in their research questions in order to develop and execute a search strategy.

**WRTG 107: Composition**  
(2 sections, Denison1&2, Fall 2015)

Maps to SLO1 for instruction session: Brainstorm research questions, search terms, and information types/formats related to their research topics

Maps to SLO3 for instruction session: Use the search process as an opportunity to strategically explore their research topics and questions

See right (Table A) for assessment data for all three SLOs for instruction session.

See right (Table B) for rubric used to score student submissions through Google spreadsheet activity.

See right (Table C) for assessment narrative + evidence of closing the loop through resulting actions.

Employ their knowledge and intellect to address situations in a way that demonstrates a devotion to the spiritual and corporal welfare of other human beings and by a special commitment to the pursuit of social justice and the common good of the entire human community.

Students will properly distinguish between their own ideas and the intellectual property of others in order to ethically use information and demonstrate academic integrity.

**WRTG 107: Composition**  
(2 sections, Denison1&2, Fall 2015)

Maps to SLO2 for instruction session: Practice searching for and locating possible information sources for their research projects

See right (Table A) for assessment data for all three SLOs for instruction session.

See right (Table B) for rubric used to score student submissions through Google spreadsheet activity.

See right (Table C) for assessment narrative + evidence of closing the loop through resulting actions.

Maps to SLO1 for instruction session: Brainstorm research questions, search terms, and information types/formats related to their research topics

Maps to SLO3 for instruction session: Use the search process as an opportunity to strategically explore their research topics and questions

See right (Table A) for assessment data for all three SLOs for instruction session.

See right (Table B) for rubric used to score student submissions through Google spreadsheet activity.

See right (Table C) for assessment narrative + evidence of closing the loop through resulting actions.

Maps to SLO1 for instruction session: Brainstorm research questions, search terms, and information types/formats related to their research topics

Maps to SLO3 for instruction session: Use the search process as an opportunity to strategically explore their research topics and questions

See right (Table A) for assessment data for all three SLOs for instruction session.

See right (Table B) for rubric used to score student submissions through Google spreadsheet activity.

See right (Table C) for assessment narrative + evidence of closing the loop through resulting actions.

Table C: Assessment Narrative + Evidence of Closing the Loop through Resulting Actions

This instruction session relied on a collaborative Google spreadsheet activity (tinyurl.com/WitekFYWActivity) during which students practiced each step in the research process as I modeled it, populating spreadsheet cells with the evidence of this practice. I used this activity across both sections taught, and closed the loop from when I used this same lesson for three WRTG 107 sections in Spring 2015 (see http://www.scranton.edu/academics/wml/infolit/documents/Witek_WRTG%20107_Assessment%20Report_2015.pdf for Spring 2015 assessment report).

I predicted in that report that I would close the loop by making the learning outcomes fewer in number and less complex, with fewer moving parts, so that both teaching and assessment would be more manageable in the 75-minute session. To do this I eliminated one SLO from the previous iteration of this lesson, and revised my rubric into a single-point rubric (Table B above) so that assessment scores would be tied to qualitative, contextualized feedback for each student, as opposed to standardized criteria that may not apply to every student’s demonstration of the SLOs for the session. I also planned and expected that the activity would be completed for homework, which Prof. Denison supported.

The sessions were taught back-to-back, and the students were working on the same assignment for the course. Looking at the assessment data in Table A, which was generated by applying to student work the rubric in Table B, the success rate for SLO1 was relatively high for both sections this semester (80% and 80%), indicating that my modeling of this outcome remained effective. However, the success rates for SLO2 (66% and 87%) and SLO3 (57% and 82%) differed significantly between the sections. The reason for this difference is clear once the source of the data for each is considered. For SLO2, the source of the data comes from columns E-I of the Google spreadsheet activity, and for SLO3 whether or not the entire exercise was completed for homework. Prof. Denison assigned completing the activity for homework to both sections and indicated to the students that at minimum their decision to complete it would be incorporated into their grades as a quiz score. In her first section (WRTG 107 Denison 1 in Table A), many of the students chose not to complete the activity for homework, which affected their assessment scores. Without data to assess, their scores were necessarily low. More students in her second section (WRTG 107 Denison 2 in Table A) completed the activity for homework, and as a result their assessment scores were higher.

To close the loop I plan to make two changes to this IL lesson for the Spring 2016 semester and beyond. First, I want to manage my overall workload differently so that my assessment of student work can be used as part of students’ grades and so my feedback on their practicing the two measurable learning outcomes can be received by students during their research and writing processes. This update means turning around assessment as a week or less—a challenge during the height of the library’s IL instruction season. Second, I need to explore alternate tools to Google spreadsheets because in both sections I taught in Fall 2015 the collaborative spreadsheet froze for some of the students, making them unable to complete the activity along with their peers. It is possible the students’ frustration with the tool not working as expected also contributed to the relatively low completion rate of the activity for homework reported above.

* Rev 5-28-2014

**Endorsed by the Library faculty June 2014; revised November 2015**