

**WML ASSESSMENT ACTIVITY REPORT – WRTG 107
Fall 2015 - Donna Witek -Submitted 2/26/2016**

Institutional Learning Outcomes*	WML Learning Outcomes**	WML “Projects”	Assessments	Resulting Actions (Closing the Loop)												
<p>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.</p>	<p>Students will investigate differing viewpoints that they encounter in their strategic investigation of topics <i>in order to</i> be able to develop their own informed arguments or hypotheses.</p>	<p>WRTG 107: Composition (2 sections, Denison1&2, Fall 2015)</p>	<p>Maps to SLO3 for instruction session: <i>Use the search process as an opportunity to strategically explore their research topics and questions</i></p> <p>See right (Table A) for assessment data for all three SLOs for instruction session.</p> <p>See right (Table B) for rubric used to score student submissions through Google spreadsheet activity.</p> <p>See right (Table C) for assessment narrative + evidence of closing the loop through resulting actions.</p>	<p>Table A: WRTG 107 Fall 2015 Assessment Data</p> <table border="1"> <thead> <tr> <th data-bbox="1507 354 1900 407">IL Lesson Student Learning Outcome</th> <th data-bbox="1900 354 2247 407">WRTG 107 Denison 1</th> <th data-bbox="2247 354 2593 407">WRTG 107 Denison 2</th> </tr> </thead> <tbody> <tr> <td data-bbox="1507 407 1900 545">SLO1: Brainstorm research questions, search terms, and information types/formats related to their research topics</td> <td data-bbox="1900 407 2247 545"> <ul style="list-style-type: none"> 64/80 points across 16 students 80% success across whole class </td> <td data-bbox="2247 407 2593 545"> <ul style="list-style-type: none"> 68/85 points across 17 students 80% success across whole class </td> </tr> <tr> <td data-bbox="1507 545 1900 678">SLO2: Practice searching for and locating possible information sources for their research projects</td> <td data-bbox="1900 545 2247 678"> <ul style="list-style-type: none"> 53/80 points across 16 students 66% success across whole class </td> <td data-bbox="2247 545 2593 678"> <ul style="list-style-type: none"> 74/85 points across 17 students 87% success across whole class </td> </tr> <tr> <td data-bbox="1507 678 1900 808">SLO3/Overall Purpose of Activity: Use the search process as an opportunity to strategically explore their research topics and questions</td> <td data-bbox="1900 678 2247 808"> <ul style="list-style-type: none"> 8 out of 14 students completed activity 57% success across whole class </td> <td data-bbox="2247 678 2593 808"> <ul style="list-style-type: none"> 14 out of 17 students completed activity 82% success across whole class </td> </tr> </tbody> </table>	IL Lesson Student Learning Outcome	WRTG 107 Denison 1	WRTG 107 Denison 2	SLO1: Brainstorm research questions, search terms, and information types/formats related to their research topics	<ul style="list-style-type: none"> 64/80 points across 16 students 80% success across whole class 	<ul style="list-style-type: none"> 68/85 points across 17 students 80% success across whole class 	SLO2: Practice searching for and locating possible information sources for their research projects	<ul style="list-style-type: none"> 53/80 points across 16 students 66% success across whole class 	<ul style="list-style-type: none"> 74/85 points across 17 students 87% success across whole class 	SLO3/Overall Purpose of Activity: Use the search process as an opportunity to strategically explore their research topics and questions	<ul style="list-style-type: none"> 8 out of 14 students completed activity 57% success across whole class 	<ul style="list-style-type: none"> 14 out of 17 students completed activity 82% success across whole class
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<p>Exhibit broad knowledge of the human condition, understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith and belief.</p>	<p>Students will gain insight and understanding about diverse sources of information <i>in order to</i> evaluate and use resources appropriately for their information needs.</p>	<p>WRTG 107: Composition (2 sections, Denison1&2, Fall 2015)</p>	<p>Maps to SLO1 for instruction session: <i>Brainstorm research questions, search terms, and information types/formats related to their research topics</i></p> <p>Maps to SLO3 for instruction session: <i>Use the search process as an opportunity to strategically explore their research topics and questions</i></p> <p>See right (Table A) for assessment data for all three SLOs for instruction session.</p> <p>See right (Table B) for rubric used to score student submissions through Google spreadsheet activity.</p> <p>See right (Table C) for assessment narrative + evidence of closing the loop through resulting actions.</p>	<p>Table B: Fall 2015 Rubric: “Research as Inquiry” Google Spreadsheet Activity Evaluation Rubric</p> <p>The purpose of this activity is for you to use the search process to strategically explore your research topics and questions.</p> <table border="1"> <thead> <tr> <th data-bbox="1507 938 1669 1076">Advanced Evidence of exceeding what is expected</th> <th data-bbox="1669 938 2287 1076">Criteria <i>Description of what is expected for you to succeed at the purpose of this assignment (see above)</i></th> <th data-bbox="2287 938 2475 1076">Concerns <i>Areas that need work</i></th> <th data-bbox="2475 938 2593 1076">Points Awarded <i>0 to 5</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="1507 1076 1669 1239"></td> <td data-bbox="1669 1076 2287 1239">Brainstorm research questions, search terms, and information types/formats related to their research topics [columns A, B, C, D]</td> <td data-bbox="2287 1076 2475 1239"></td> <td data-bbox="2475 1076 2593 1239"></td> </tr> <tr> <td data-bbox="1507 1239 1669 1401"></td> <td data-bbox="1669 1239 2287 1401">Practice searching for and locating possible information sources for their research projects [columns E, F, G, H, I, J]</td> <td data-bbox="2287 1239 2475 1401"></td> <td data-bbox="2475 1239 2593 1401"></td> </tr> </tbody> </table> <p>TOTAL out of 10 _____</p>	Advanced Evidence of exceeding what is expected	Criteria <i>Description of what is expected for you to succeed at the purpose of this assignment (see above)</i>	Concerns <i>Areas that need work</i>	Points Awarded <i>0 to 5</i>		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]		
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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.) <i>in order to</i> 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: <i>Practice searching for and locating possible information sources for their research projects</i> 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_2015JUL7.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 students' 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-J 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.
	Students will articulate the key elements in their research questions <i>in order to</i> develop and execute a search strategy.	WRTG 107: Composition (2 sections, Denison1&2, Fall 2015)	Maps to SLO1 for instruction session: <i>Brainstorm research questions, search terms, and information types/formats related to their research topics</i> Maps to SLO3 for instruction session: <i>Use the search process as an opportunity to strategically explore their research topics and questions</i> 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 <i>in order to</i> ethically use information and demonstrate academic integrity.	WRTG 107: Composition (2 sections, Denison1&2, Fall 2015)	Maps to SLO2 for instruction session: <i>Practice searching for and locating possible information sources for their research projects</i> 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.	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 in 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