

Weber State University
Biennial Report on Assessment of Student Learning

Department/Program: Teaching & Information Services, Stewart Library (TIS)

Academic Year of Report: 2022 and
2023 (covering Summer 2021
through Spring 2023)

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A. Mission Statement

Information is current; no changes required: Yes X No

B. Student Learning Outcomes

(Please include certificate and associate credential learning outcomes)

Information is current; no changes required: Yes X No

C. Curriculum Grid

Information is current; no changes required: Yes No X

LIBS 1704, 2604, 2704, 2804, & 2904: Curriculum Grid

Curriculum Grid showing all outcomes and evidence of learning. Please note that we don't have a traditional curriculum narrative as we do not have a degree granting program.

IL Outcomes	Formative learning experience examples	Summative learning activity examples
1. Research as an exploratory process		
1.1 Understand information needs and formulate focused research questions or thesis statements based on scope of the project	<ul style="list-style-type: none"> • Quiz over textbook readings and lessons • Practice assignment requiring students to write a focused research question and revise it based on instructor feedback • Practice writing search statements and using search tools in discrete assignments and quizzes • Scaffolded projects that require students to repeat parts of the research process such as revising research questions, searching, finding, and evaluating information, etc. 	<ul style="list-style-type: none"> • Final paper based on focused research question • Video reflections that demonstrate student understanding of search tools and techniques • Projects that require to find and use specific types and formats of information • Reflection essay question about the evolving use of focused research questions through class, including the practice of broadening/narrowing focus to appropriate scope, search tools and techniques, and the iterative nature of research
1.2 Use and refine different search techniques appropriately, matching information needs and search strategies to appropriate search tools		
1.3 Understand that the research process is often iterative and non-linear		

2. Scholarship as communication		
2.1 Identify and describe various resource types and formats, recognizing their value and contribution to scholarly communication	<ul style="list-style-type: none"> • Quiz over textbook readings and lessons • Source “dissection” group assignments requiring students to work in groups to classify sources by type and format and discussing the pros and cons of the sources to different audiences • Lesson and discussion comparing a press release and four short news articles derived from it to illustrate and reflect on the ways information can be shared, expressed, and demonstrative of implicit bias 	<ul style="list-style-type: none"> • Screencast assignment requiring students to find specific types of sources and evaluate their credibility and they relate to their specific topic, providing rationale and justification for their choices • Reflection paper discussing the pros and cons of students’ sources, providing rationale and justification for their choices, and highlighting source perspectives from the viewpoint of the intended audience • Reflection paper that includes discussion of what information literacy looks like and how it is practiced in their disciplines (based on students’ majors or career paths)
2.2 Recognize that a given scholarly work may not represent the only or even the majority perspective on an issue		
2.3 Recognize the value of information literacy outside the academic setting		
3. Critically evaluate information		
3.1 Define different types of authority, such as subject expertise or special experience, and use research tools and indicators to evaluate the credibility of authors and sources	<ul style="list-style-type: none"> • Quiz over textbook readings and lessons • Source “dissection” group assignments requiring students to work in groups to evaluate the credibility of sources and discuss how sources may be considered credible in some contexts but not others • Lesson/quiz/discussion asking students to interrogate course readings, evaluate them, and discuss their conclusions 	<ul style="list-style-type: none"> • Screencast assignment requiring students to find specific types of sources and evaluate their credibility and they relate to their specific topic, providing rationale and justification for their choices • Evaluative Annotated Bibliography project requiring students to thoroughly evaluate several sources • Analysis of a scholarly journal article project requiring students to deeply read a scholarly journal article and write a thorough analysis of the article’s credibility
3.2 Recognize that authoritative content may be packaged formally or informally and may include sources of all media types, and that information may be perceived differently based on the format in which it is packaged, but all sources should be critically evaluated		

		and arguments
4. Ethical use of information		
4.1 Avoid plagiarism by identifying the different types and by giving credit to the original ideas of others through proper attribution and citation	<ul style="list-style-type: none"> • Quiz over textbook readings and lessons • Ethics scenarios discussions • Lessons and practice assignments in ethically synthesizing information from multiple sources, citing information in-text, and writing citations 	<ul style="list-style-type: none"> • Final paper based on research question using and properly citing multiple sources ethically • Annotated bibliography project • Literature review project • Reflection on the nature and limits of copyright, fair use, open access, and Creative Commons • Reflection on ethical issues in specific disciplines (based on students' majors or career paths)
4.2 Articulate the purpose and characteristics of ethical and legal issues surrounding the use of information, such as copyright, fair use, open access, Creative Commons, and the public domain		

D. Program and Contact Information

Information is current; no changes required: Yes X No

E. Assessment Plan

Information is current; no changes required: Yes No X

The Teaching and Information Services Department made a plan to assess student learning outcomes for each academic year. For this report, we are assessing two of our four learning outcomes. In 2024, we will assess the remaining two outcomes, and in 2025, we will assess all four outcomes together. In breaking up assessment on this timeline, we are hoping to make assessment more manageable and allow our instructors to take a deeper dive into the evidence of student learning for each outcome. In 2025, we should have a clear indication of how our courses impact student learning right before we go up for our next program review.

Our assessment strategy is both course-based and outcome-based. All of our courses have the same learning outcomes but LIBS 1704 is a general information literacy course, LIBS/EDUC 2604 focuses on education information, LIBS/BSAD 2704 focuses on business information, LIBS 2804 focuses on information in the social and behavioral sciences, and LIBS/HTHS 2904 focuses on health sciences information.

As part of our assessment strategy, we decided to assess student learning by asking instructors to complete a revised Evidence of Learning Rubric and provide a brief narrative description of their interpretation of their findings, connections to past changes (if any), and future plans to address issues and “close the loop.” See Appendix D for the complete revised rubric.

The revised EOL Rubric includes only four columns:

1. **Outcomes to be Assessed:** Including “indicators” or specific sub-outcomes.
2. **Summative Assignment (one per indicator):** Method of measurement - include title of assignment and whether it was a direct or indirect measure of learning.
3. **How did this assignment ask students to demonstrate mastery of this outcome, and how did you assess the assignment?** Evidence of achievement.
4. **Threshold and Performance:** How well did we want them to do vs. how well they did. Threshold: If 80% or more (i.e., 20+ out of 25) of students perform at mid-B-level (at least 83%) or better on this assignment, we feel they demonstrate reasonable mastery of these outcomes.

The narrative portion is intended to expand on the information included in the rubric and guide reflection and planning for course, assignment, and/or assessment improvements.

The methods used to assess each outcome vary because instructors use different methods to evaluate evidence of learning (e.g. assignments, quizzes, pre/post-tests). The outcomes assessed and threshold were agreed upon by the department, in order to facilitate big-picture interpretation and reflection in terms of student learning. It should be noted that the threshold used is an aspirational threshold: It is not expected that all students, or even all courses, will demonstrate mastery of the outcomes at that level, but rather that by aiming high, instructors will be able to re-frame assessment as goal-setting and a process of continual improvement, rather than an achievement to be acquired and box to be checked.

F. Student Achievement

Since our program does not have majors, the information from this report is not relevant.

G. Evidence of Learning

The learning outcomes focused on in this report include:

LO2: Scholarship as a Conversation

- 2.1 Identify and describe various resource types and formats, recognizing their value and contribution to scholarly communication
- 2.2 Recognize that a given scholarly work may not represent the only or even the majority perspective on an issue
- 2.3 Recognize the value of information literacy outside the academic setting

LO3: Critically Evaluate Information

- 3.1 Define different types of authority, such as subject expertise or special experience, and use research tools and indicators to evaluate the credibility of sources.
- 3.2 Recognize that authoritative content may be packaged formally or informally and may include sources of all media types, and that information may be perceived differently based on the format in which it is packaged, but all sources should be critically evaluated.

Using our revised Evidence of Learning Rubric (see appendix D), instructors reported the key summative method or assignment they used to assess each of the sub-outcomes, including how they approached scoring performance, and how many students in each semester met or exceeded the departmentally agreed upon threshold of 83%. Our goal was that 80% or more (i.e., 20+ out of 25) of students should perform at mid-B-level (at least 83%) or better on this assignment, which we felt would demonstrate reasonable mastery of these outcomes. This threshold was aspirational, and we did not expect to meet it across all outcomes or courses; rather, instructors are encouraged to identify areas where courses can be strengthened to better support student learning.

Overall, four LIBS 1704 courses and four subject-specific LIBS courses were assessed, with a sample of one section from each of two semesters (with the exception of one that has only been offered once in the period the report covers).

Evidence of Learning: General Education Courses

Table 1, below, summarizes the performance for each course in each outcome, according to the established threshold of 83%. Note that there were two courses that used a different threshold (80% of students score 80% or better), and at least one course’s calculations appear to include non-answers as “0” scores, which disproportionately lowers student performance. Table 2 summarizes performance by semester. (A complete Evaluation of Learning Rubric covering all courses, including narrative reflection on performance and plans to adjust courses, can be found in Appendix E.)

TABLE 1 Average Performance	Sem.	Outcome 2.1	Outcome 2.2	Outcome 2.3	Outcome 3.1	Outcome 3.2	Overall Average	
	<i>% of students who scored 83% or better on assessments</i>							
LIBS 1704-A (80% threshold)	FA21	83	78	78	83	83	81	74.1
	SU22	72	60	60	72	72	67.2	

LIBS 1704-B	FA21	84	89	89	96	96	90.8	88.1
	FA22	87	85	85	85	85	85.4	
LIBS 1704-C (80% threshold)	FA22	96	NA	72	65	NA	77.6	81.95
	SP23	91.7	NA	86	81.3	NA	86.3	
LIBS 1704-D	FA21	69	69	62	70	72	68.4	70.5
	FA22	73	73	65	72	80	72.6	
Average		81.96	75.6	74.6	78.04	81.3	78.7	
LIBS 2604	FA21	67	93	93	67	93	82.6	84.7
	SP22	67	100	100	67	100	86.8	
LIBS 2704	SP22	98	98	98	94	98	97.2	
LIBS 2804	SP22	87	82	83	87	82	84.2	82.8
	SP23	83	80	81	83	80	81.4	
LIBS 2904 <i>Some figures include non- answers</i>	FA22	100	100	100	19	30	69.8	64.9
	SP23	84.8	84.8	87.9	27.3	15.2	60	
Average		83.8	91.1	91.8	63.5	71.2	82.4	
Overall Average		82.88	83.35	83.2	70.77	76.25	80.55	

TABLE 2	FA 21	SP 22	SU 22	FA 22	SP 23	Overall Average
Average Performance	<i>% of students who scored 83% of better on assessments</i>					
LIBS	80.1	--	67.2	78.6	86.3	78.1
Subject Specific	82.6	89.4	--	60	89	80.3

LIBS						
All LIBS	81.4	89.4	67.2	69.3	87.7	79.2

Over all, student performance across most outcomes and in most courses approaches, meets or exceeds the threshold, with some notable exceptions; however, more important are the reflections and plans to make improvements.

Key reflections include:

- Additional instruction was provided to improve performance in areas where students were struggling on this assignment.
- [An improvement from 69% in Fall 2021 to 73% in Fall 2022] indicates that changes made between FA21 and FA22 made a positive impact on student learning, and students are getting a reasonable basic grasp of this outcome.
- While it doesn't meet the aspirational threshold, comparing scores from formative and summative assignments revealed significant learning gains. In FA 21 formative assignment scores showed only 5% of students performing at the mid B level of 83% or better. In SP 22 0% of students performed at the mid B level.
- I switched the method of assigning this quiz in Spring of 23 specifically to address response rates from a quiz to a survey which I then grade. Students get an initial grade which will lower depending on their submissions but the initial score clearly increased responses which is great to see.
- More students remained engaged during the semester during Fall 21 than they did in Fall 22, which led to fewer 0 scores for missing work.
- Need to create or modify an existing assignment to assess this outcome.
- In future iterations of this class, the question could be more specific to scholarly works and how a given scholarly work may not represent the only perspective on the issue.
- Further discussion seems to be needed in this area to improve understanding. Discussions tend to be weak when the assignment is given at the beginning of the semester. Will move the discussion further on in the semester after students have had additional lectures to improve understanding.

Likewise, key plans for improvement and loop-closing include:

- Concepts addressed in outcomes 2.2 and 3.2 are primarily covered in the textbook. With a limited amount of class time and text assignment overload, I chose not to specifically create an assignment addressing these outcomes. For the future, I will consider creating a different type of assignment relating to these concepts.
- From Fall of 2021 to Fall of 2022, students have improved in their ability to identify and describe various resource types and formats. Improvement in this area was made after changes in the assignment began to require that students defend the need for various sources by identifying what value they had and how they would contribute to the scholarly communication in that area of research. This allowed students to make connections between resource types and formats and their need in scholarly research.

- In these two courses, students clearly demonstrated a positive learning trajectory and demonstrated an acceptable understanding of the outcome, though I see ways to improve the course overall, particularly for outcomes 2.1 and 3.1.
- The written assignments that were assessed in the grid may have benefited from the readings and quizzes that also assessed students on the same topics allowing them to encounter the material in multiple formats.
- I have already started an action plan for this issue in the Fall of 23. Students would also reflect on evaluations in the final essay so I would have another chance to evaluate their performance on this indicator. My current action plan is reflected in how I have radically changed the course so that the assessments fall in line with the formative work during the semester...Students have already been responding favorably to this change and I look forward to comparing this current course to these previous courses. To close the loop, I want to assess how my course changes have addressed the class average and then to adapt the formative assignments based on this new data to see how my students improve. I have also changed the feedback of the assessments so I want to see how that change addresses the issue.

Overview of findings and plan to “close the loop”:

As noted above, instructors for our courses have consistently made improvements that helped students achieve learning goals in some courses such as LIBS 1704. Others have ideas on how to improve student learning on assignments that demonstrate outcomes where students did not meet the 80% threshold for our outcomes. As indicated from members of TIS, clear instructions are key to students being able to understand what is being asked of them. Additionally, making sure questions are phrased in a way that students can understand is also important to student learning. Creative solutions like switching from a quiz to a survey have also put less pressure on students in LIBS 2904/HTHS 2904. While students from one of the sections did not meet thresholds, the instructor’s response to scaffolding information literacy concepts with appropriate quizzes allows the students to take one concept and test of understanding at a time. By chunking this information, students will not experience information overload and will deal with each concept thoroughly while having a reduction in cognitive load. The Chair of the Teaching and Information Services Department is committed to student success and as we are able to take deeper dives into each learning outcome, instructors will also be able to better understand how student learning is impacted by assignments related to outcomes that are both successful or need improvement. Like the students, we too will hopefully see a reduction in information overload. This seems like a reasonable path forward to closing the loop.

Evidence of Learning: Courses within the Major

TIS does not offer courses within a major.

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is enacting.

Date of Program Review: Fall 2020	Recommendation	Progress Description
Recommendation 1	Text of recommendation	Year & Progress
	The department has not yet created a mission statement. This may be hindering the development of a clear path forward while working on modes of delivery of course content and partnerships.	2021 Created a mission statement. 2023 Revisited the mission statement as we are reassessing our instruction model given the potential credit reduction in General Education.
Recommendation 2	Text of recommendation	Year & Progress
	Clarify your goals/mission in regards to general education and subject areas with a mind towards sustainability and equity across both.	2021-2022 Discussions regarding goals of our courses have taken place. 2022 Discontinued the test-out option, LIBS 1504. Only 30% of students could pass the test even when given course materials to study. We felt it was unethical to take their money for a test they could not pass. It was removed from the curriculum in 2022. 2023-Working on trying to figure out the pros and cons of different instruction models. This will include whether or not the subject-specific courses remain or if we

		will still push to have a credit course model outside of general education. We also still need to make sure our model is sustainable and equitable.
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Recommendation 3	Text of recommendation	Year & Progress
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	Look for sources of funding (such as RSPG) to support the collaboration with English for integrating LIBS content.	<p>2021 Both the library and the English Department found additional funding to support new partnerships between librarians and English instructors. Additional funding is given to those who are new to teaching the integrated courses.</p> <p>2022 Librarians get paid for teaching 1.5 credits, rather than 1 credit due to workload.</p> <p>2022 Adjunct instructors get paid more for teaching the course due to workload.</p>
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Recommendation 4	Text of Recommendation	Year & Progress
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	Build a scaffold to make the English integration easier so each and every partnership is not starting from scratch	<p>2022 Course Shell was created. It has been revised for Concurrent Enrollment ENGL 2015. However, it needs more work in order to make integration easier. So far, English has not wanted to put time into creating a more cohesive course shell so this remains a challenge.</p>
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Recommendation 5	Text of Recommendation	Year & Progress
	<p>Librarians and instructors could consider partnering more, sharing expertise, rather than owning information literacy</p>	<p>2021 Integrated LIBS/ENGL 2010 courses continued. 2021 The Health Sciences Librarian partnered with the Northern Utah Area Health Education Center and developed a health sciences information literacy course for concurrent enrollment. This course is taught by other librarians in the medical field, outside Stewart Library. 2022 Integrated course became ENGL 2015. 2021-2023 Information Literacy portion of ENGL 2015 taught by concurrent enrollment high school teachers in the Language Arts.</p>
Recommendation 6	Text of Recommendation	Year & Progress
	<p>Explore what librarians will give up.</p>	<p>We need to work on this recommendation.</p>
Recommendation 7	Text of Recommendation	Year & Progress
	<p>Consider re-visualizing librarian's roles in the library integration with English 2010; focused sessions with librarians, high collaboration at curricular level, perhaps less</p>	<p>2023 with the discussions regarding different teaching models, we have the opportunity to do more high collaboration even get away from credit ownership.</p>

	“ownership” of the credit (seems unsustainable).	
Recommendation 8	Text of Recommendation	Year & Progress
	Move slowly. Discuss personal and group identity. If you shift away from sole ownership of for-credit IL, what does this allow you to do instead? What support do you need to do that?	2021-2023 We have moved slowly and discussed this a lot. These discussions will continue until we have a student centered instruction model that will hopefully be sustainable and equitable.

Additional narrative:

Given the likely reduction of credit hours, the Teaching and Information Services Department has a lot to consider in how we will continue to deliver information literacy instruction to Weber State Students. While it seems that changes to general education credits may not take place immediately, we need to explore what the future looks like for our teaching and potentially consider new partnerships, depending on the model we adopt. We intend to complete all of the recommendations from the program review and may have completely new goals by our next report.

Appendix B

Faculty Headcount	2019-2020	2020-2021	2021-2022	2022-2023
With Doctoral Degrees				
Full-time Tenured	2	2	2	2
Full-time Non-tenured	0	0	0	0
Part-time Adjunct	0	0	0	0
With Masters Degrees (terminal degrees as recognized by Institution)				
Full-time Tenured	5	5	7	7
Full-time Non-tenured	0	0	0	1
Part-time Adjunct	8	8	7	6
With Bachelor's Degrees				

Faculty Headcount	2019-2020	2020-2021	2021-2022	2022-2023
With Doctoral Degrees				
Full-time Tenured	2	2	2	2
Full-time Non-tenured	0	0	0	0
Part-time Adjunct	0	0	0	0
Full-time Tenured	0	0	0	0
Full-time Non-Tenured	0	0	0	0
Part-time Adjunct	0	0	0	0
Other				
Full-time Tenured	0	0	0	0
Full-time Non-tenured	0	0	0	0
Part-time Adjunct	0	0	0	0

Appendix C

Please respond to the following questions.

1) Looking back at your previous biennial report where you identified strategies for improvement, what progress has been made in implementing improvements?

In the previous report, we concluded that some of us did not measure the effectiveness in the same way which made data difficult to analyze. For this report, we tried to ensure that we were all using the same threshold. We feel that if 80% or more (i.e., 20+ out of 25) of students perform at mid-B-level (at least 83%) or better on our assignments, they demonstrate reasonable mastery of these outcomes. This made a huge improvement in how we collect data and how it can be analyzed. Additionally, we also developed a new assessment grid that was easier to understand and we decided to only assess two of our outcomes with their sub-outcomes. This makes the turnaround time for data collection shorter and we think it will help our instructors dig deeper into each outcome if we are not assessing all of them at the same time.

2) Please take a few minutes to review the new DFWI dashboard in the Report Gallery. This dashboard allows you to see the percentage of students in each course who earn a D+, D, D-, E, W, UW, or NC grade. The data can be filtered by several parameters. Reflect on the DFWI rates overall and of your underserved minority students versus your Caucasian students:

a. What are you seeing?

For LIBS 1704, overall, 88.46% of first time students passed LIBS 1704 courses when taken face-to-face. 88.78% passed when taking LIBS 1704 online, and 93.88% passed when taking a hybrid or virtual course. However, when breaking this information down by race/ethnicity, we need better data. In looking at the face-to-face sections, we have data for White-Non-Hispanic students and Unknown race/ethnicity. In this case 100% of the white students passed LIBS 1704 and 87.5% of those in the Unknown category. For the Online Sections 100% of Asian Pacific Islanders passed the our courses, 96.55 White-Non-Hispanic students pass our online classes, 88.67% of students whose race/ethnicity is Unknown passed our courses, 75% of Black-Non-Hispanic students pass our classes, and 66.67 Hispanic students pass our LIBS 1704 classes. There is currently no data on LIBS 2604, LIBS 2704, LIBS 2804, or LIBS 2904 in this dashboard.

b. What concerns you?

We are concerned about the lower pass rates for students of color and we need to explore why this is happening.

c. What additional data could be beneficial?

We need data to help us understand how LIBS 1704 compares to our other information literacy courses. We also need to know if attendance concerns were an issue with the students who did not pass. Additionally, we would like to know if this is a systemic problem with courses across the board or just with the information literacy courses.

3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?

We would like to continue using our new evidence of learning rubric as it seemed to be easier to understand and most of our instructors did not have the same confusion about what we were measuring this year. Our strategy is to get everyone on board with assessment, which means each person needs to assess the classes they teach and be active participants in this report. Since we are using a combination of course based and outcome based assessment, it would be helpful to know if we address both appropriately with both the grid and narrative parts of this report. We would like assistance with understanding if we have adequately addressed the content of this report based on the changes we have made with the assessment rubric. If we are not addressing something adequately, please be specific about what this is and how we can better account for the information.

Appendix D

Below is the revised Evidence of Learning Rubric used for LIBS assessment this year.

LIBS 1704, 2604, 2704, 2804, & 2904: Assessment

Course Number: Semesters:

*Pick two classes to assess from Summer 2021 through Spring 2023. You don't need two from each year. **Example:** You could have one from Summer 2021 and Fall 2022.*

Outcomes to be Assessed (Including "indicators" or specific sub-outcomes.)	Summative Assignment (one per indicator). (Method of measurement - include title of assignment and direct/indirect.)	How did this assignment ask students to demonstrate mastery of this outcome, and how did you assess the assignment? (Evidence of	Threshold and Performance (How well did we want them to do vs. how well they did.) Threshold: If 80% or more (i.e., 20+ out of 25) of students
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		achievement.)	perform at mid-B-level (at least 83%) or better on this assignment, we feel they demonstrate reasonable mastery of these outcomes.
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Outcome 2: Scholarship as communication

2.1 Identify and describe various resource types and formats, recognizing their value and contribution to scholarly communication	Example: Essay Reflection Paper #1 (direct measure)	<p>Evidence: This assignment asks students to accurately identify and analyze the sources they used and their usefulness for the purpose.</p> <p>Assessment: The rubric assesses whether students correctly identify each source type and use.</p>	<p>FA 21: 78% of students scored 83% or better on this paper.</p> <p>FA 22: 81% of students scored 83% or better.</p> <p>This indicates that changes made between FA21 and FA22 made a positive impact on student learning, and students are getting a reasonable basic grasp of this outcome.</p>
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2.2 Recognize that a given scholarly work may not represent the only or even the majority perspective on an issue			
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2.3 Recognize the value of information literacy outside the academic setting			
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Outcome 3: Critically Evaluate Information

3.1 Define different types of authority, such as subject expertise or special			
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experience, and use research tools and indicators to evaluate the credibility of sources.			
3.2 Recognize that authoritative content may be packaged formally or informally and may include sources of all media types, and that information may be perceived differently based on the format in which it is packaged, but all sources should be critically evaluated.			

Narrative:

Summarize the information collected in the grid and provide a brief explanation of the reason(s) students did or did not meet the outcomes. E.g., what we found and what we plan to do about it (“action plan” and “closing the loop”).

Appendix E

Evidence and narratives collected.

Outcome 2: Scholarship as communication			
Course Number & Semesters	Summative Assignment <i>Method of measurement - include title of assignment and direct/indirect.</i>	Evidence of Achievement <i>How did this assignment ask students to demonstrate mastery of this outcome, and how did you assess the assignment?</i>	Threshold and Performance <i>Threshold: If 80% or more (i.e., 20+ out of 25) of students perform at mid-B-level (at least 83%) or better on this assignment, we feel they demonstrate reasonable mastery of these outcomes.</i>
2.1 Identify and describe various resource types and formats, recognizing their value and contribution to scholarly communication.			
LIBS 1704-A Fall 2021	Evaluating Resources assignment	Evidence: This assignment asks students to accurately identify and analyze the sources they used and their usefulness	FA 21: 83% of students scored 80% or better on this paper. SU 22: 72% of students scored 80% or

Summer 2022		for the purpose. Assessment: The rubric assesses whether students correctly identify each source type and use.	better. It is difficult to say that students did worse in Summer as I have noticed students often struggle during Summer semesters.
LIBS 1704-B Fall 2022 Spring 2023	Finding Information assignment	Evidence: This assignment asks students to accurately identify and find specific types of sources for their research topic and directly address how they will be used and be beneficial to their research. Assessment: The rubric assesses whether students correctly identify each source type and use.	FA 21: 84% of students scored 83% or better. FA 22: 87% of students scored 83% or better. Additional instruction was provided to improve performance on areas where students were struggling on this assignment.
LIBS 1704-C Fall 2022 Spring 2023	Quiz: Kinds of Information Discussed in the textbook	Evidence: This quiz asks students to correctly identify the types of resources and the characteristics to look for when determining a popular versus scholarly resource. Assessment: The rubric assesses whether students correctly identify each source type.	F22: 96% of students scored 80% or better on this quiz. SP 23: 91.7 % of students scored 80% or better on this quiz.
LIBS 1704-D Fall 2021 Fall 2022	Identifying Information Sources	Evidence: This assignment asks students to accurately identify the type and format of their sources and defend the need for them in furthering their research. Assessment: The rubric assesses whether students correctly identify each source type and use.	FA 21: 69% of students scored 83% or better on this paper. FA 22: 73% of students scored 83% or better. This indicates that changes made between FA21 and FA22 made a positive impact on student learning, and students are getting a reasonable basic grasp of this outcome.
LIBS 2604/ EDUC 2604 Fall 2021 Spring 2022	Final Project: Finding & Evaluating Information Screencast (direct measure)	Evidence: The students' final project for the course asks them to work through the entire process of finding and evaluating two specific sources on their topic. They are required to find specific formats/types of information and provide justification of why these were chosen over others to provide information on that topic. Assessment: The rubric assesses whether students identified the correct resources types	FA 21: 67% of students scored 83% or better on this assignment. SP 22: 67% of students scored 83% or better on this assignment. Students have an acceptable understanding of this outcome. While it doesn't meet the aspirational threshold, comparing scores from formative and summative assignments revealed significant learning gains. In FA 21 formative assignment scores showed

		and formats and were able to provide rationale as to why these specific sources were chosen over others (their value and contribution to communication on the topic).	only 5% of students performing at the mid B level of 83% or better. In SP 22 0% of students performed at the mid B level.
LIBS 2704/ BSAD 2704 Spring 2022	Essay Final Reflection Paper (direct measure)	Evidence: This assignment asks students to accurately identify and analyze the sources they used and their usefulness for the purpose. Assessment: The rubric assesses whether students correctly identify each source type and use.	SP 22: 98% of students scored 83% or better on this assignment. This course was only conducted once during this assessment time period.
LIBS 2804 Spring 2022 Spring 2023	Annotated Bibliography Section of Signature Assignment (Direct)	Evidence: This assignment requires students to provide eight correctly formatted citations using APA format for each different type of source and an evaluative annotation for each cited source. Assessment: Students demonstrate their knowledge of types and formats of information by using the correct format for each citation and their understanding of the value of each source as part of the evaluative annotation.	SP 22: 87% of students scored 83% or better on this assignment. SP 23: 83% of students scored 83% or better on this assignment. The drop is likely attributable to making the rubric more rigorous, but the SP 2023 number still shows reasonable mastery of this outcome.
LIBS 2904/ HTHS 2904 Fall 2022 Spring 2023	Essay Reflection Information Literacy reflection essay (direct measure)	Evidence: This quiz asks students to reflect on several aspects of the course. Question #3 has 2 parts. The first part specifically has them look at the assigned resources and asks them to discuss how they assisted with them preparing to create a paper by assessing their value. The second part then asks if other formats of information would benefit them in addressing their research and to explain why. Assessment: The rubric assesses whether students correctly identify the assigned sources and if they discuss other formats of information that would benefit their research.	Fall 22: There are 27 students in this section. 10 students left the question blank. 17 students scored 100% on this question of the essay. If I include those that left the question blank then 63% of students scored 100%. Spring 23: 33 students were in this section. 28 students addressed the question and received full points. 1 student omitted this question from their submission and 4 students did not submit the reflection at all. Based on that, 84.8% of students scored 100%. I switched the method of assigning this quiz in Spring of 23 specifically to address response rates from a quiz to a survey which I then grade. Students get an initial grade which will lower depending on their submissions but the initial score clearly increased responses

			which is great to see.
2.2 Recognize that a given scholarly work may not represent the only or even the majority perspective on an issue			
LIBS 1704-A Fall 2021 Summer 2022	Signature assignment	<p>Evidence: This assignment asks students to evaluate everything they learned over the semester and discuss scholarly works.</p> <p>Assessment: The rubric assess students' knowledge and understanding</p>	<p>FA 21: 78% of students scored 80% or better on this paper.</p> <p>SU 22: 60% of students scored 80% or better.</p> <p>It is difficult to say that students did worse in Summer as I have noticed students often struggle during Summer semesters.</p>
LIBS 1704-B Fall 2022 Spring 2023	Reflection/Signature Assignment	<p>Evidence: This assignment asks students to reflect on the sources students found for their research and identify gaps in information that are not present in sources.</p> <p>Assessment: The rubric assesses whether students can identify where knowledge gaps exist on issues after reflecting on the information their sources provide on a specific research question.</p>	<p>FA 21: 89% of students scored 82% or better.</p> <p>FA 22: 85% of students scored 83% or better.</p> <p>More students remained engaged during the semester during Fall 21 than they did in Fall 22, which led to fewer 0 scores for missing work.</p>
LIBS 1704-C Fall 2022 Spring 2023	Primarily discussed in the textbook.	Did not assess this outcome directly.	Need to create or modify an existing assignment to assess this outcome.
LIBS 1704-D Fall 2021 Fall 2022	Search Statements & Finding Information	<p>Evidence: This activity asks students to conduct various searches using different search tools and compare their results. Through this exercise students should identify the topic conversation as a whole and the majority perspective while identifying differing perspectives in some scholarly work.</p> <p>Assessment: The Rubric assesses whether students could identify the best search tools and source types for their chosen topic.</p>	<p>FA 21: 69% of students scored 83% or better on this paper.</p> <p>FA 22: 73% of students scored 83% or better.</p> <p>This indicates that changes made between FA21 and FA22 made a positive impact on student learning, and students are getting a reasonable basic grasp of this outcome. This assignment is in line with the identifying information sources assignment and turned in at the same time so scores are combined.</p>
LIBS 2604/	Signature	Evidence:	FA 21: 93% of students scored 83% or

<p>EDUC 2604 Fall 2021 Spring 2022</p>	<p>Assignment: Reflection on the Research Process (direct measure)</p>	<p>This 4 question reflection assignment has students document strengths and weaknesses of a variety of sources that include both scholarly peer reviewed sources emphasized in college as well as blogs, videos, ebooks, webpages, and other types of periodicals more commonly used in everyday life.</p> <p>Questions 2 and 3 target this outcome by having them consider perspectives of sources they've reviewed for their research as well as future directions for research to help them identify information still needed to better understand the big picture.</p> <p>Assessment: These questions are assessed by the instructor.</p>	<p>better on this assignment SP 22: 100% of students scored 83% or better on this assignment.</p> <p>Students have an acceptable understanding of this outcome. This reflection assignment has students talk about their sources in a hypothetical conversation with friends and family, which enables them to articulate this outcome in their own words and complements this more abstract (and subjective) outcome. Question 2, in particular, illustrated students' ability to recognize different perspectives and the pros and cons of sources that would previously have been dismissed because they did not fit the "evaluative checklist".</p>
<p>LIBS 2704/ BSAD 2704 Spring 2022</p>	<p>Essay Final Reflection paper</p>	<p>This assignment includes the questions: did the sources agree or were they different? Did they all come to the same conclusions?</p> <p>Assessment: The rubric assesses whether students correctly identify each source type and use.</p>	<p>SP 22: 98% of students scored 83% or better on this assignment. This course was only conducted once during this assessment time period.</p> <p>In future iterations of this class, the question could be more specific to scholarly works and how a given scholarly work may not represent the only perspective on the issue.</p>
<p>LIBS 2804 Spring 2022 Spring 2023</p>	<p>Part 2 of Reflective Essay Section of Signature Assignment (Direct)</p>	<p>Evidence: This assignment requires students to describe and discuss what they learned about this indicator from the research they did to find the sources included in their annotative bibliography.</p> <p>Assessment: Students demonstrate their learning related to this outcome by providing a clear and specific example of what they learned about this outcome from the research they conducted.</p>	<p>SP 22: 82% of students scored 83% or better on this assignment.</p> <p>SP 23: 80% of students scored 83% or better on this assignment.</p> <p>The slight drop doesn't appear to be significant; both show reasonable mastery of this outcome.</p>
<p>LIBS 2904/ HTHS 2904 Fall 2022 Spring 2023</p>	<p>Example: Essay Reflection Information Literacy reflection essay (direct measure)</p>	<p>Evidence: This quiz asks students to reflect on several aspects of the course. Question #3 has 2 parts. The first part specifically has them look at the assigned resources and asks them to discuss how they assisted with them preparing to create a paper by assessing their value. The second part then asks if other formats of</p>	<p>Fall 22: There are 27 students in this section. 10 students left the question blank. 17 students scored 100% on this question of the essay. If I include those that left the question blank then 63% of students scored 100%.</p> <p>Spring 23: 33 students were in this section. 28 students addressed the</p>

		<p>information would benefit them in addressing their research and to explain why.</p> <p>Assessment: The rubric assesses whether students correctly identify the assigned sources and if they discuss other formats of information that would benefit their research.</p>	<p>question and received full points. 1 student omitted this question from their submission and 4 students did not submit the reflection at all. Based on that, 84.8% of students scored 100%.</p> <p>I switched the method of assigning this quiz in Spring of 23 specifically to address response rates from a quiz to a survey which I then grade. Students get an initial grade which will lower depending on their submissions but the initial score clearly increased responses which is great to see.</p>
2.3 Recognize the value of information literacy outside the academic setting.			
LIBS 1704-A Fall 2021 Summer 2022	Signature assignment	<p>Evidence: This assignment asks students to evaluate everything they learned over the semester and discuss scholarly works.</p> <p>Assessment: The rubric assess students' knowledge and understanding</p>	<p>FA 21: 78% of students scored 80% or better on this paper.</p> <p>SU 22: 60% of students scored 80% or better.</p> <p>It is difficult to say that students did worse in Summer as I have noticed students often struggle during Summer semesters.</p>
LIBS 1704-B Fall 2022 Spring 2023	Reflection/Signature Assignment	<p>Evidence: This assignment asks students to answer a question on how being information literate can help us answer important sustainability questions.</p> <p>Assessment: The rubric assesses students' reflection on the information literacy skills they developed throughout the semester.</p>	<p>FA 21: 89% of students scored 82% or better.</p> <p>FA 22: 85% of students scored 83% or better.</p> <p>More students remained engaged during the semester during Fall 21 than they did in Fall 22, which led to fewer 0 scores for missing work.</p>
LIBS 1704-C Fall 2022 Spring 2023	<p>Assignment: Signature Assignment.</p> <p>Discussed in the textbook</p>	<p>Evidence: One section of this assignment specifically asks students to address information literacy beyond academics.</p> <p>Assessment: This is a personal reflection part of the signature assignment essay.</p>	<p>F22 - 72% of students scored 80% or higher on this assignment.</p> <p>Sp23 - 86% of students scored 80% or higher on this assignment.</p>
LIBS 1704-D Fall 2021 Fall 2022	Information Literacy in Everyday Life Discussion	<p>Evidence: The assignment asks the student to identify and defend their use of at least one information literacy skill used outside the classroom.</p>	<p>FA 21: 62% of students scored higher than 83% on this assignment.</p> <p>FA 22: 65% of students scored higher than 83% on this assignment.</p>

		<p>Assessment: The rubric assesses whether the student understands the real world application of information literacy skills</p>	<p>Further discussion seems to be needed in this area to improve understanding. Discussions tend to be weak when the assignment is given at the beginning of the semester. Will move the discussion further on in the semester after students have had additional lectures to improve understanding.</p>
<p>LIBS 2604/ EDUC 2604 Fall 2021 Spring 2022</p>	<p>Signature Assignment: Reflection on the Research Process (direct measure)</p>	<p>Evidence: This 4 question reflection assignment has students document strengths and weaknesses of a variety of sources that include both scholarly peer reviewed sources emphasized in college as well as blogs, videos, ebooks, webpages, and other types of periodicals more commonly used in everyday life.</p> <p>The final question has them reflect on strategies they might use as future educators to teach students how to do effective research, which acknowledges the value of IL from the perspective of an educator.</p> <p>Assessment: These questions are assessed by the instructor.</p>	<p>FA 21: 93% of students scored 83% or better on this assignment</p> <p>SP 22: 100% of students scored 83% or better on this assignment.</p> <p>Students have an acceptable understanding of this outcome. Student responses to this varied widely and went beyond just academic research in school. A more formal qualitative analysis of this question could better target the breadth of responses and their perceived value to students' future careers.</p>
<p>LIBS 2704/ BSAD 2704 Spring 2022</p>	<p>Research Question Development</p>	<p>Evidence: The BSAD/LIBS is a cross-listed course with business research. For their research question, it was to be written in the area of how business or business policy affects societal issues which goes beyond the academic setting.</p> <p>Assessment: The assignment assessed the scope and clarity of the research question by providing students with both good and poor research question examples.</p>	<p>SP 22: 98% of students scored 83% or better on this assignment. This course was only conducted once during this assessment time period.</p>
<p>LIBS 2804 Spring 2022 Spring 2023</p>	<p>Part 2 of Reflective Essay Section of Signature Assignment (Direct)</p>	<p>Evidence: This assignment requires students to describe and discuss what they learned about this indicator from the research they did to find the sources included in their annotative bibliography.</p> <p>Assessment: Students demonstrate their learning related to this outcome by providing a clear and specific example of what they</p>	<p>SP 22: 83% of students scored 83% or better on this assignment.</p> <p>SP 23: 81% of students scored 83% or better on this assignment.</p> <p>The slight drop doesn't appear to be significant; both show reasonable mastery of this outcome.</p>

		learned about this outcome from the research they conducted.	
LIBS 2904/ HTHS 2904 Fall 2022 Spring 2023	Essay Reflection Information Literacy reflection essay (direct measure)	<p>Evidence: The quiz asks students how they will utilize what has been taught in their daily life outside of school in question. Questions #4 and #5 asks the student to give examples of how evaluation techniques and ethical use of information may assist with anything outside of school. I will focus on question #4 for this assessment.</p> <p>Assessment: The rubric measures how students address the usage of what they have learned outside of a school environment with specific examples.</p>	<p>Fall 22: 10 students left the question blank. 16 students scored 100% on this question of the essay. 1 student scored 90% on the essay question. If I include those that left the question blank then 63% of students scored 100%. 17 students scored 90% or higher.</p> <p>Spring 23: 33 students were in this section. 29 students addressed the question and received full points. 4 students did not submit the reflection at all. Based on that, 87.9% of students scored 100%.</p> <p>I switched the method of assigning this quiz in Spring of 23 specifically to address response rates from a quiz to a survey which I then grade. Students get an initial grade which will lower depending on their submissions but the initial score clearly increased responses which is great to see.</p>

Outcome 3: Critically Evaluate Information			
Course Number & Semesters	Summative Assignment <i>Method of measurement - include title of assignment and direct/indirect.</i>	Evidence of Achievement <i>How did this assignment ask students to demonstrate mastery of this outcome, and how did you assess the assignment?</i>	Threshold and Performance <i>Threshold: If 80% or more (i.e., 20+ out of 25) of students perform at mid-B-level (at least 83%) or better on this assignment, we feel they demonstrate reasonable mastery of these outcomes.</i>
3.1 Define different types of authority, such as subject expertise or special experience, and use research tools and indicators to evaluate the credibility of sources.			
LIBS 1704-A Fall 2021 Summer 2022	Evaluating Resources assignment	<p>Evidence: This assignment asks students to accurately identify and analyze the sources they used and their usefulness for the purpose.</p> <p>Assessment: The rubric assesses whether students correctly identify each source type and use.</p>	<p>FA 21: 83% of students scored 80% or better on this paper.</p> <p>SU 22: 72% of students scored 80% or better.</p> <p>It is difficult to say that students did worse in Summer as I have noticed students often struggle during Summer semesters.</p>

LIBS 1704-B Fall 2022 Spring 2023	Critical Evaluation Assignment	<p>Evidence: This assignment asks students to evaluate various types of information to determine credibility and accuracy to sources.</p> <p>Assessment: The rubric assesses whether students correctly evaluate sources' authority, objectivity, currency, accuracy, and references.</p>	<p>FA 21: 96% of students scored 83% or better.</p> <p>FA 22: 85% of students scored 83% or better.</p> <p>More students remained engaged during the semester during Fall 21 than they did in Fall 22, which led to fewer 0 scores for missing work.</p>
LIBS 1704-C Fall 2022 Spring 2023	<p>Assignment: Critically Evaluating Information - Evaluating Sources</p> <p>Discussed in the textbook</p>	<p>Evidence: Assignment directly requires students to identify the authority of the source and explain what makes them an expert and what makes this source credible.</p> <p>Assessment: Rubric looked at accurately recognizing the authority of a source and assessing credibility.</p>	<p>F22 - 65% of students scored 80% or higher on this assignment.</p> <p>Sp23 - 81.3% of students scored 80% or higher on this assignment.</p>
LIBS 1704-D Fall 2021 Fall 2022	Critically Evaluating Information	<p>Evidence: The assignment asks students to evaluate their sources on author authority, currency, bias/objectivity, & references.</p> <p>Assessment: The rubric assesses whether the student correctly identified use of bias in their source, fully evaluated author authority, references, and currency of their source.</p>	<p>FA 21: 70% of students scored higher than 83% on this assignment</p> <p>FA 22: 72% of students scored higher than 83% on this assignment.</p> <p>This indicates that additional lecture and discussion on this topic has improved understanding.</p>
LIBS 2604/ EDUC 2604 Fall 2021 Spring 2022	Final Project: Finding & Evaluating Information Screencast (direct)	<p>Evidence: This project asks students to work through the entire process of finding and evaluating two specific sources on their topic using guidelines (<i>e.g., relevancy, author and source authority, currency, references/documentation, and objectivity/bias</i>) covered in the course to ascertain credibility. Students are required to provide evidence for their analysis in the screencast and rationale for choosing these particular sources.</p> <p>Assessment: The rubric assesses students' ability to articulate whether or not sources are</p>	<p>FA 21: 67% of students scored 83% or better on this assignment.</p> <p>SP 22: 67% of students scored 83% or better on this assignment.</p> <p>Students have an acceptable understanding of this outcome. While it doesn't meet the aspirational threshold, comparing scores from formative and summative assignments revealed significant learning gains. In FA 21 formative assignment scores showed only 5% of students performing at the mid B level of 83% or better. In SP 22 0% of students performed at the mid B level.</p>

		credible for each of the guidelines.	
LIBS 2704/ BSAD 2704 Spring 2022	Critical Evaluation Assignment	Assignment has students take two of their sources found in their Finding Information assignment and has them evaluate them in more depth.	SP 22: 94% of students scored 83% or better on this assignment. This course was only conducted once during this assessment time period.
LIBS 2804 Spring 2022 Spring 2023	Annotated Bibliography Section of Signature Assignment (Direct)	Evidence: This assignment requires students to provide eight correctly formatted citations using APA format for each different type of source and an evaluative annotation for each cited source. Assessment: Students demonstrate their learning related to this outcome by providing an evaluative annotation that includes evidence for the authority of the author(s) of the source	SP 22: 87% of students scored 83% or better on this assignment. SP 23: 83% of students scored 83% or better on this assignment. The drop is likely attributable to making the rubric more rigorous, but the SP 2023 number still shows reasonable mastery of this outcome.
LIBS 2904/ HTHS 2904 Fall 2022 Spring 2023	Evaluation quiz (direct measure)	Evidence: The quiz has questions on creator authority, references/documentation, currency, and objectivity and bias to assess subject expertise and overall credibility of sources. Assessment: The rubric assesses whether students discuss subject expertise, special experience etc.as well as addressing other areas of evaluation to determine overall credibility.	Fall 22: 12 students did not submit this quiz. 15 students submitted the quiz. The class average is 70% overall. My previous goal was a 70% or higher with this assessment based on the C grade requirement for Gen Eds. 7 or 26% of students out of 27 scored 70% or higher. Using the aspirational measure of 83%, 5 or 19% of students out of 27 scored 83% or higher. Spring 23: 4 students did not submit this quiz. 29 students submitted the quiz. The class average was a 66% overall. My previous goal was a 70% or higher on this assessment based on the C grade requirement for Gen Eds. 12 students or 36.4% out of 33 scored 70% or higher. Using the aspirational measure of 83%, 9 students or 27.3% out of 33 scored 84% or higher. While the numbers increased, one of the largest issues was the number of students who did not submit the quiz or skipped certain questions which impacts the overall reliability of evaluating this indicator. Compared to the reflection essay, where questions are directly aligned to indicators, this indicator is more reflective of the overall performance of the

			entire quiz.
3.2 Recognize that authoritative content may be packaged formally or informally and may include sources of all media types, and that information may be perceived differently based on the format in which it is packaged, but all sources should be critically evaluated.			
LIBS 1704-A Fall 2021 Summer 2022	Evaluating Resources assignment	<p>Evidence: This assignment asks students to accurately identify and analyze the sources they used and their usefulness for the purpose.</p> <p>Assessment: The rubric assesses whether students correctly identify each source type and use.</p>	<p>FA 21: 83% of students scored 80% or better on this paper.</p> <p>SU 22: 72% of students scored 80% or better.</p> <p>It is difficult to say that students did worse in Summer as I have noticed students often struggle during Summer semesters.</p>
LIBS 1704-B Fall 2022 Spring 2023	Critical Evaluation Assignment	<p>Evidence: This assignment asks students to recognize that all types of sources need to be evaluated and that the tools for evaluation may vary depending on the source type.</p> <p>Assessment: The rubric assesses whether students correctly evaluate sources' authority, objectivity, currency, accuracy, and references for various source types.</p>	<p>FA 21: 96% of students scored 83% or better.</p> <p>FA 22: 85% of students scored 83% or better.</p> <p>More students remained engaged during the semester during Fall 21 than they did in Fall 22, which led to fewer 0 scores for missing work.</p>
LIBS 1704-C Fall 2022 Spring 2023	Primarily discussed in the textbook. One open-ended question on the Critically Evaluating Sources Quiz allows for this to be addressed. Quiz asks students to list one common misconception when evaluating the quality of a source.	Did not assess this outcome directly.	Need to create or modify an existing assignment to assess this outcome.
LIBS 1704-D Fall 2021 Fall 2022	Reflection & Comparative Evaluation	<p>Evidence: The assignment asks students to reflect on their research process as a whole and suggest areas for improvement. The assignment asks students to compare and contrast their</p>	<p>FA 21: 72% of students scored higher than 83% on this assignment</p> <p>FA 22: 80% of students scored higher than 83% on this assignment.</p>

		<p>sources and state what additional source material they would need to round out their research.</p> <p>Assessment: The rubric assesses whether the student can correctly identify areas in their research that could be rounded out and by what different types of authoritative sources that can be achieved.</p>	<p>This indicates that further lessons on comparing sources and reflecting on additional source material made a positive impact on student learning, and students are getting a reasonable basic grasp of this outcome.</p>
<p>LIBS 2604/ EDUC 2604 Fall 2021 Spring 2022</p>	<p>Signature Assignment: Reflection on the Research Process (direct measure)</p>	<p>Evidence: This 4 question reflection assignment has students document pros and cons/strengths and weaknesses of a variety of sources. These include both the traditional scholarly peer reviewed sources emphasized in college as well as blogs, videos, ebooks, webpages, and other types of periodicals.</p> <p>Assessment: These questions are assessed by the instructor.</p>	<p>FA 21: 93% of students scored 83% or better on this assignment</p> <p>SP 22: 100% of students scored 83% or better on this assignment.</p> <p>Students have an acceptable understanding of this outcome. This reflection assignment has students talk about their sources in a hypothetical conversation with friends and family, which enables them to articulate this outcome in their own words and complements this more abstract (and subjective) outcome. Question 2, in particular, illustrated students' ability to recognize different perspectives and the pros and cons of sources that would previously have been dismissed because they did not fit the "evaluative checklist".</p>
<p>LIBS 2704/ BSAD 2704 Spring 2022</p>	<p>Finding Information Assignment</p>	<p>Evidence: Assignment requires finding sources from different media types using the same search terms.</p> <p>Students are required to evaluate this assignment. Rubric assesses their evaluation and discussion of sources.</p>	<p>SP 22: 98% of students scored 83% or better on this assignment. This course was only conducted once during this assessment time period.</p>
<p>LIBS 2804 Spring 2022 Spring 2023</p>	<p>Part 3 of Reflective Essay Section of Signature Assignment (Direct)</p>	<p>Evidence: This assignment requires students to describe and discuss what they learned about this indicator from the research they did to find the sources included in their annotative bibliography.</p> <p>Assessment: Students demonstrate their learning related to this outcome by providing a clear and specific example of what they learned about this outcome from the research they conducted.</p>	<p>SP 22: 82% of students scored 83% or better on this assignment.</p> <p>SP 23: 80% of students scored 83% or better on this assignment.</p> <p>The slight drop doesn't appear to be significant; both show reasonable mastery of this outcome.</p>

<p>LIBS 2904/ HTHS 2904 Fall 2022 Spring 2023</p>	<p>Evaluation quiz short answer reflection question (direct measure)</p>	<p>Evidence: This quiz includes a question about the pros and cons of the assigned formats of information which includes a formal and informal example. Students discuss how those formats of information can vary based on the packaging considering evaluating both types of information source.</p> <p>Assessment: The rubric assesses whether students correctly include pros and cons to each information source and make the connection that both must be evaluated regardless of packaging.</p>	<p>Fall 22: 14 students responded to this question out of 27 students. 8 students scored 100% on this question with 6 students who scored 50% on this question. Overall, 8 or 30% of students scored 83% or better on this question.</p> <p>Spring 23: 4 students did not submit this quiz. 29 students submitted the quiz. 5 students scored 100% on the question. 2 students scored 75% on the question. 19 students scored 50% on the question. 1 student scored 25% on the question. 1 student skipped the question. Overall, 5 or 15.2% scored 83% or better on this question.</p> <p>Part of the issue is the way this question is phrased. Most students address the requirements but for only 1 of the two formats of information, typically the article which addresses the formal packaging. Clearly the 50% or higher do understand the need to evaluate articles but they often forget to address the web resource comparison so while they miss part of this, it isn't necessarily because they aren't mastering the concept.</p>
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Narratives:

Summarize the information collected in the grid and provide a brief explanation of the reason(s) students did or did not meet the outcomes. E.g., what we found and what we plan to do about it (“action plan” and “closing the loop”).

- **LIBS 1704-A:** No narrative provided.
- **LIBS 1704-B:** Course assignments and instruction methods are refined each semester based on feedback and performance from last semester. There are some semesters where higher retention leads to improved scores on later assignments. This is the case with the Critical Evaluation and Reflection assignments. These assignments take place near the end of the semester. In 2022, there were a few more students that “stopped out” of the class, leading to no scores on those assignments, than we had in 2021, when course retention was higher.
- **LIBS 1704-C:** Summarize the information collected in the grid and provide a brief explanation of the reason(s) students did or did not meet the outcomes. E.g., what we found and what we plan to do about it (“action plan” and “closing the loop”).

Quizzes and assignments are a way to assess student performance and understanding of a topic. Some students can struggle with assessments like these, however these are the tools that I have chosen to use to assess student understanding of these outcomes.

One of the primary influencing factors relating to student performance on the above outcomes can be related to the updates and new platform that the LIBS 1704 textbook is available on. Concepts have been explained better in the new edition.

Concepts addressed in outcomes 2.2 and 3.2 are primarily covered in the textbook. With a limited amount of class time and text assignment overload, I chose not to specifically create an assignment addressing these outcomes. For the future, I will consider creating a different type of assignment relating to these concepts.

- **LIBS 1704-D:** Summarize the information collected in the grid and provide a brief explanation of the reason(s) students did or did not meet the outcomes. E.g., what we found and what we plan to do about it (“action plan” and “closing the loop”).

Scholarship as Communication: From Fall of 2021 to Fall of 2022, students have improved in their ability to identify and describe various resource types and formats. Improvement in this area was made after changes in the assignment began to require that students defend the need for various sources by identifying what value they had and how they would contribute to the scholarly communication in that area of research. This allowed students to make connections between resource types and formats and their need in scholarly research. Improvement can be made in

- **LIBS 2604/EDUC 2604:** My overarching goal in this course is to ensure that students can find, select, and evaluate appropriate sources, integrate them into their work, and cite/attribute them correctly. The two outcomes being measured this year are outcomes 2 and 3, which reflect the ability to find, select, and evaluate information. The two summative assignments I selected to include in this report are the final project (video screencast) and the signature assignment (reflection assignment), as they integrate both basic skills (assessing proficiency of what students can do through observation of students’ performance in finding, selecting, and evaluating information) and understanding (assessing their ability to provide explanations, justification, and rationale for their choices, and better understanding big ideas such as the contextuality of information and different perspectives). These two assignments also include affective (assessing students’ perceptions, attitudes and opinions on a course concept), cognitive and behavioral (assessing what they know and what they can do with this knowledge), and reflective (assessing their ability to analyze their activities and apply it to new situations) learning activities.

Unlike thresholds that reflect rigor based on where students are as they progress through a program, this threshold is an “aspirational” threshold and measures where we would like students to be when they finish our course. I do not expect that students will always meet this goal for all of the learning outcomes, and some of what is covered in outcomes 2 and 3 includes concepts that students often struggle with. In these two courses, students clearly demonstrated a positive learning trajectory and demonstrated an acceptable understanding of the outcome, though I see ways to improve the course overall, particularly for outcomes 2.1 and 3.1:

- *Continue to refine the classification and evaluation portions of the course.* Most of the points missed on the screencast assignment fell into the evaluation category. Students still fall back on how they were taught to evaluate information in junior high and high school, and that is the checklist approach. While we use similar guidelines, I continue to shift my focus to their ability to provide rationale and justification for the sources they choose and less on getting the “correct answer”. (While there are still right and wrong answers to some of these, I am focusing more on their ability to defend their choices.) I

think it would be beneficial to provide more examples that emphasize the “gray” areas of these concepts.

- *Continue to refine the video screencast assignment.* I have been using video screencasts for years now, and have found them to be, by far, the best means of focusing on the process rather than the end product. This assignment allows me to evaluate their thoughts and decision-making processes as they execute the research process. Having them verbalize their thoughts and decisions from start to finish enables me to provide constructive feedback at the precise points where they get off track as opposed to simply evaluating the end product, and provides much richer information about what students actually understand and how they are able to apply it. Here they are verbally explaining what is happening and providing rationale for their decisions. Most of the issues I've had with this assignment center on technology issues, so I will continue to improve instruction/help using Kaltura and other free screencasting software.
- *Incorporate more personal communication and conversation into the course through video feedback, video discussion, and online group work for formative assignments.* Two techniques that are more difficult to implement in online courses than traditional f2f courses (and often don't work as well), are personal communication/discussions and group work. In online courses much of the communication and feedback on assignments is done in writing and it does not have the personal feel of a conversation. I have found that when students schedule appointments to meet virtually or in person, they tend to take more interest in the material, are more motivated to improve, and are more communicative throughout the course. Similarly, in online courses, online discussions and group work are typically met with apathy or antipathy. However, these are highly effective means of teaching the more complex skills of classification, evaluation, and source analysis, and in face to face classes they perform much better in groups than by themselves. I have just begun to experiment with several techniques to more closely approximate the face to face experience in my online courses, including video communication and feedback on assignments, video discussions, and online group work for formative assignments. Incorporating a “group work primer” that explains how to work in online groups, dispels common misconceptions about group work, and provides tips for working effectively in teams online (e.g., everyone has to do an equal amount of work, avoiding the divide and conquer approach, why group work for these specific assignments results in better grades on these assignments, etc.) is my first attempt to teach them how to do group work in online courses, and I will continue to revise this document as I experiment with this method. I have also begun to experiment with discussions via video, and these feel much more conversational and personal as opposed to a brief written response that is often created to satisfy a required word count.
- **LIBS 2704/BSAD 2704:** Overall, students were successful in the outcomes for this course BSAD/LIBS 2704. This course was only conducted once during this assessment period, so the results may be more anecdotal compared to instruction from multiple sections. The written assignments that were assessed in the grid may have benefited from the readings and quizzes that also assessed students on the same topics allowing them to encounter the material in multiple formats. .

Closing the loop: For Outcome 2.2 Recognize that a given scholarly work may not represent the only or even the majority perspective on an issue: Revised question: "In your analysis of scholarly articles, did the sources agree on the issue, or were there differing perspectives? Did they all arrive at the same conclusions, or were there variations in their findings?" This revised

question explicitly focuses on scholarly articles and their perspectives, which should help students better understand the nuances of scholarly communication.

- **LIBS 2804:** The information in the grid documents that LIBS 2840 students in both Spring 2022 and Spring 2023 showed reasonable mastery of these two outcomes with their associated indicators. Because of concerns that the rubric for the Signature Assignment was not rigorous enough in Spring and Fall 2022, changes were made to the rubric for Spring 2023 to make it more rigorous, especially with regards to the assessment of the evaluative annotations. It should also be noted that a decision was made to not offer LIBS 2804 in Fall 2023 and Spring 2024 due to declining enrollment and the need to teach more sections of LIBS 1704. It is very unlikely that LIBS 2804 will be taught again.
- **LIBS 2904/HTHS 2904:** With Outcome 2: It was very interesting to see that I was able to reach the aspirational goal moving from Fall of 22 to Spring of 23. This is most likely due to my changing of the way the essay quiz is administered to students. I switched from a formal quiz to a survey. I also explained to students that they would earn the base 30 points if they submitted the quiz but that I would remove points based on their completeness of addressing the concepts outlined in the quiz. I've changed this essay quite a bit over the past couple of years and have focused on a quiz to attempt to focus the students' responses. I think the pressure of a "quiz" instead of a "survey" made the quiz a bit daunting in the past as completion rates increased and I saw much more relevant posts. My action plan is to keep addressing this as a graded survey but to focus the questions further to align with indicators to make the evaluation easier. To close the loop, I will include more reflection on this indicator in the classification and evaluation reflection posts in the formative sections of the course to hopefully equate to 100% of students earning 83% or better in this area.

With outcome 3: I have been tracking this assessment considering the goal of having 100% of students earn a 70% or higher in this area. While I met that criterion in Fall of 22, I did not meet that criterion in Spring of 23 despite having a higher response rate. As I mentioned above, some of the issue is with how I have looked at the data. Students skip questions in quizzes all the time so including questions directly tied to specific indicators rather than looking at the average of the entire quiz will make this a more accurate reflection of student mastery. I have already started an action plan for this issue in the Fall of 23. Students would also reflect on evaluations in the final essay so I would have another change to evaluate their performance on this indicator. My current action plan is reflected in how I have radically changed the course so that the assessments fall in line with the formative work during the semester. In these sections, this quiz and related quizzes essentially served as a final exam. The students had all the instruction and formative work in the first 6 to 8 weeks of the course and then spent the final 8 to 7 weeks submitting the final summative assessments and reflections. Now they are learning about the concept, such as Evaluation and then being assessed on it prior to moving to another concept such as Ethical Use. Students have already been responding favorably to this change and I look forward to comparing this current course to these previous courses. To close the loop, I want to assess how my course changes have addressed the class average and then to adapt the formative assignments based on this new data to see how my students improve. I have also changed the feedback of the assessments so I want to see how that change addresses the issue.

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms 'learning outcome', 'learning objective', 'learning competency', and 'learning goal' are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word 'outcomes'. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum's key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
 - Has appropriate, progressive rigor.
 - Concludes with an integrative, synthesizing capstone experience.
 - Is focused and simple.
 - Uses research-informed strategies to help students learn and succeed.
 - Is consistent across venues and modalities.
 - Is greater than the sum of its parts.

Target Performance (previously referred to as 'Threshold')

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences

Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see <https://weber.edu/weberthrives/HIEE.html>