



ASSESSMENT PROJECT REPORT 2009

Due Date: February 28, 2009

Time Period: Spring 2008 thru Fall 2008

Division Name:

Type of Assessment: check one box only

- Classroom (one instructor assessing learning in one course)
- Course (multiple instructors assessing learning in the same one course)
- Program (multiple instructors assessing learning in two or more courses)

Faculty members who participated in this assessment:

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Learning outcome(s) assessed:

1. The student will be able to determine the nature and extent of the information needed.
2. The student will be able to access needed information effectively and efficiently.
3. The student will be able to evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system.

What assessment strategy did you use? Attach a copy of the assessment tool.

We utilized a Survey Monkey based assessment which was scored manually.

Given the scenario listed below, please answer the following questions.

You decide to do some research to see if men or women cheat more on tests because you have think you have a pretty good idea about this issue, but you'd like some evidence to back up your opinion.

1. What do you already know about this issue?
2. What else would you need to know in order to begin answering this question?
3. What would be the first step you would take to find information about who cheats more on tests?
4. What are some resources that you might consider looking in? Be specific.
5. What new resources have you found that you didn't know of before?
6. Conduct an actual [search](#) related to the scenario listed above. What was the name of the source you used?
7. List one item you found that would be helpful in answering this question.
8. What was the most effective way to search for this topic? For example if your keywords were global warming, pollution, air a possible search might look like this: "global warming" and "air pollution"
9. How did you decide if the results you were getting were relevant and helpful to answering the question?
10. How did you figure out if the information you found is reliable? How did you incorporate the CARBS criteria?
11. How has your approach to research changed as a result of this class?
12. Based on the information you found, do you think men or women cheat more on tests? Why or why not?

What challenges did you experience implementing this assessment tool?

We experienced a variety of challenges. Although faculty were very supportive in allowing us to administer the assessment as part of their classes or after the students had had library instruction, not all of the students in each class completed the assessment.

Timing was also an issue. We could not determine how much content students had forgotten between the time of the library session and the time they completed the survey. Alternatively, sometimes the survey was distributed right after the library session, which would address the students' short-term retention, but is not the ideal situation for assessing general education concepts and skills.

In addition, despite the fact that students in most cases received extra credit, some did not take the assessment as seriously as they could have, resulting in incomplete or badly filled out surveys.

Finally, we were not able to determine the validity or reliability of the questions we used which were essentially created as a "home-grown" type of assessment.

How did you analyze the results of your assessment?

All of the library faculty first met to determine what a 0, 1, or 2 would look like in terms of an answer on the research journal and we manually scored each assessment. Here is an example of our rationale for two sample student responses:

DIMENSION 1: Determining the Information Need

You decide to do some research to see if men or women cheat more on tests because you have think you have a pretty good idea about this issue, but you'd like some evidence to back up your opinion.

1. What do you already know about this issue?

Not much

2. What else would you need to know in order to begin answering this question?

What ages? What Settings? Details

3. What would be the first step you would take to find information about who cheats more on tests?

Locate a database on statistics

4. What are some resources that you might consider looking in? Be specific.

Google? Maybe check out some government sites

This response would be a 1. The student is aware enough that additional information is needed, but does not give enough detail as to exactly where he/she would look. Google is not a specific tool. What information is provided is on the right track, but not enough to prove that this student meets/exceeds the skills for this dimension

DIMENSION 2: Accessing Information

Conduct an actual [search](#) related to the scenario listed above. What was the name of the source you used?

From the Journal of Moral Education: To cheat or not to cheat: effects of moral perspective and situational variables on students' attitudes and CQ Researcher: High School and Cheating

7. List one item you found that would be helpful in answering this question.

From the Journal of Moral Education: To cheat or not to cheat: effects of moral perspective and situational variables on students' attitudes and CQ Researcher: High School and Cheating

8. What was the most effective way to search for this topic? For example if your keywords were global warming, pollution, air a possible search might look like this: "global warming" and "air pollution"

"cheating in schools" "male students" "female students"

This response is a 2. The student clearly understands how to use Boolean operators and apply them to keywords. In addition, the student is using the appropriate types of resources from the library databases in order to answer the question. The articles are relevant to the question being researched.

What changes did you suggest and/or implement as a result of this assessment?

We have expanded our ILab model to include not only English classes, but all Psych 101 classes as well. This constitutes 17 sections total. This model allows us to systematically introduce library instruction over a period of time as opposed to a one time session which increases student learning and retention. In addition, we are able to administer the assessment in a more controlled manner thereby increasing the potential that students will complete the assessment and do their best to answer the questions. ILab scores consistently show improvement between the pre and post test scores strengthening our position to embed Information Literacy into the curriculum.

As a final measure of validity and focus, we are further refining our data examination by assigning benchmark figures so that we can measure student success based on a concrete percentage. In addition, we are disaggregating data for number of credits taken, ENG 101/102 classes taken, library instruction and academic goals. We are optimistic that this level of examination will allow us to manipulate the data to give us a clearer picture of student learning not only in order to help us establish goals for increasing scores, but also to ascertain how variables such as the number of credits taken can and do affect learning in Information Literacy.

Eventually we would like to move to a credit-based model whereby we are teaching a one credit lab that is appended to a content course. This would allow us to create a best practice strategy to integrate Information Literacy into any curriculum in a methodical, grounded manner not unlike the structure present in the Science courses at PVCC.

How has your understanding of and involvement in assessment been enhanced this year?

We hope to continue growing a culture of assessment and integrate it into our everyday teaching and learning experiences. Utilizing pre and post testing within the ILab structure has given us a way to get useful feedback as to what Information Literacy skills and concepts the students are actually learning in addition to what they already know coming in to the library sessions. We are hopeful the further disaggregation and examination of data will provide more meaningful information that will help us refine our library instruction as well as our other efforts of becoming a central part of the general education curriculum.

How has your progress in assessment been limited this year?

There are several recurring issues which arise every year:

- Inter-rater reliability
- Unfocused introduction of the assessment into course content
- Questionable validity and reliability of the tool itself
- Inability to extract meaningful data from the existing score arrangement

We are hopeful that with the planned changes in place many, if not all, of these issues will be resolved or minimized.

How can additional progress and participation in the assessment of student learning be facilitated?

We would like to implement a standardized form of assessment to test across the college for Information Literacy. We are utilizing the Research Readiness Self-Assessment tool which compiles the data from a multiple choice automated test. This test is being implemented in both BlackBoard and as a stand-alone tool.

We are further refining our data examination by assigning benchmark figures so that we can measure student success based on a concrete percentage. In addition, we are disaggregating data for number of credits taken, ENG 101/102 classes taken, library instruction and academic goals. We are optimistic that this level of examination will allow us to manipulate the data to give us a clearer picture of student learning not only in order to help us establish goals for increasing scores, but also to ascertain how variables such as the number of credits taken can and do affect learning in Information Literacy.