BCOR 310 Assessment – 2013-14 Report

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**Background**

This was the first assessment of the research artifact from BCOR 310; the assessment outcomes are those prescribed for BCOR 310 outcomes 1.1.A, 1.1.B, 1.1.C, 1.2.A, 1.2.B, 1.3.A, and 1.3.B (listed below) and found in the QEP document approved by SACSCOC. From a set of 389 students, 358 papers were collected (92%). A random sample of 60 papers from those 358 papers was assessed in spring 2014.

The assessment team consisted of 5 faculty members– Dr. Suanna Davis (Language and Literature), Dr. Sarah Lee (Chemistry and Biochemistry), Dr. Monty Lynn (Management Sciences), Dr. Curt Niccum (Bible, Missions and Ministry) and Dr. Wendell Willis (Bible, Missions and Ministry).

Two members of the assessment team rated each paper. The scores from rater 1 and rater 2 were averaged for each SLO for each paper in the sample. These averages scores were used to calculate the total average score for each SLO, the number of papers meeting the acceptable and ideal targets and the composite scores. Composite scores were calculated by adding the rubric scores for each SLO (e.g., 1.1.A + 1.1.B + 1.1.C). Percentages of papers meeting acceptable and ideal target scores were calculated by dividing by the number of papers in the sample.

SLOs assessed in 2013-2014:

1.1.A Students will determine the nature and extent of the information needed.

1.1.B Students will access the needed information effectively and efficiently.

1.1.C Students will use information ethically and legally.

1.2.A Student will describe theories or perspectives relevant to a particular case or problem.

1.2.B Students will describe findings and interpretations relevant to a particular case or problem.

1.3.A Students will evaluate information and its sources critically.

1.3.B Students will use information effectively to accomplish a specific purpose.

**Results**

SLO 1.1.A

The QEP report calls for an **acceptable target** of 73% of samples scoring 2.5 or higher and an **ideal target** of 85% of samples scoring 2.5 or higher for this rubric item. In 2013-14, 37% of sampled papers received a rubric rating of 2.5 or higher; thus scarcely meeting half the acceptable score.

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| **ONE** | **Obj. 1.1.A** | **BCOR 310** | Year 3 |
| Determine Information Needed | Score > 2.5 | 36.7% |
| Acceptable Target (73%) | Not Met |
| Ideal Target (85%) | Not Met |
| Average of all samples | 2.18 |

SLO 1.1.B

The QEP report calls for an **acceptable target** of 73% of samples scoring 2.5 or higher and an **ideal target** of 85% of samples scoring 2.5 or higher for this rubric item. In 2013-14, 43.3% of sampled papers received a rubric rating of 2.5 or higher; therefore not approaching the acceptable target of 70%.

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| **TWO** | **Obj. 1.1.B** | **BCOR 310** | Year 3 |
| Access and Use Information | Score > 2.5 | 43.3% |
| Acceptable Target (73%) | Not Met |
|
| Ideal Target (85%) | Not Met |
| Average of all samples | 2.05 |

SLO 1.1.C

The QEP report calls for an **acceptable target** of 73% of samples scoring 2.5 or higher and an **ideal target** of 85% of samples scoring 2.5 or higher for this rubric item. In 2013-14, 55% of sampled papers received a rubric rating of 2.5 or higher; below the acceptable target of 70%.

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| **THREE** | **Obj. 1.1.C** | **BCOR 310** | Year 3 |
| Information Use Strategies | Score > 2.5 | 55.0% |
| Acceptable Target (73%) | Not Met |
| Ideal Target (85%) | Not met |
| Average of all samples | 2.42 |

SLO 1.1 Composite

The QEP report calls for a composite score for 7.5 for SLOs ONE, TWO and THREE. An **acceptable target** of 73% of samples scoring 7.5 or higher and an **ideal target** of 85% of samples scoring 7.5 or higher. In 2013-14, 37% of sampled papers received a composite score of 7.5 or higher.

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| **COMPOSITE—1.1** | **Obj. 1.1** | **BCOR 310** | Year 3 |
|  | Total > 7.5 | 37.0% |
| Acceptable Target (73%) | Not Met |
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| Ideal Target (85%) | Not Met |
| Average of all samples | 2.22 |

SLO 1.2.A

The QEP report calls for an **acceptable target** of 73% of samples scoring 2.5 or higher and an **ideal target** of 85% of samples scoring 2.5 or higher. In 2013-14, 51.7% of sampled papers received a rubric score of 2.5 or higher.

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| **FOUR** | **Obj. 1.2.A** | **BCOR 310** | Year 3 |
| Describe Relevant Theories | Score > 2.5 | 51.7% |
| Acceptable Target (73%) | Not met |
| Ideal Target (85%) | Not met |
| Average of all samples | 2.28 |

SLO 1.2.B

The QEP report calls for an **acceptable target** of 73% of samples scoring 2.5 or higher and an **ideal target** of 85% of samples scoring 2.5 or higher. In 2013-14, 51.7% of sampled papers received a rubric score of 2.5 or higher.

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| **FIVE** | **Obj. 1.2.B** | **BCOR 310** | Year 3 |
| Analysis Applied to Situation | Score > 2.5 | 51.7% |
| Acceptable Target (73%) | Not Met |
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| Ideal Target (85%) | Not met |
| Average of all samples | 2.34 |

SLO 1.2 Composite

The QEP report calls for a composite score for 5.0 for SLOs FOUR and FIVE. An **acceptable target** of 73% of samples scoring 5.0 or higher and an **ideal target** of 85% of samples scoring 5.0 or higher. In 2013-14, 45% of sampled papers received a composite score of 5.0 or higher.

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| **COMPOSITE—1.2** | **Obj. 1.3** | **BCOR 310** | Year 3 |
|  | Total > 5.0 | 45.0% |
| Acceptable Target (73%) | Not Met |
|
| Ideal Target (85%) | Not Met |
| Average of all samples | 2.31 |

SLO 1.3.A

The QEP report calls for an **acceptable target** of 73% of samples scoring 2.5 or higher and an **ideal target** of 85% of samples scoring 2.5 or higher. In 2013-14, 52% of sampled papers received a rubric score of 2.5 or higher.

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| **SIX** | **Obj. 1.3.A** | **BCOR 310** | Year 3 |
| Evaluate Information | Score > 2.5 | 52.0% |
| Acceptable Target (73%) | Not Met |
|
| Ideal Target (85%) | Not Met |
| Average of all samples | 2.25 |

SLO 1.3.B

The QEP report calls for an **acceptable target** of 73% of samples scoring 2.5 or higher and an **ideal target** of 85% of samples scoring 2.5 or higher. In 2013-14, 55% of sampled papers received a rubric score of 2.5 or higher.

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| **SEVEN** | **Obj. 1.3B** | **BCOR 310** | Year 3 |
| Use Information for a Purpose | Score > 2.5 | 55.0% |
| Acceptable Target (73%) | Not Met |
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| Ideal Target (85%) | Not Met |
| Average of all samples | 2.7 |

SLO 1.3 Composite

The QEP report calls for a composite score for 5.0 for SLOs SIX and SEVEN. An **acceptable target** of 73% of samples scoring 5.0 or higher and an **ideal target** of 85% of samples scoring 5.0 or higher. In 2013-14, 45% of sampled papers received a composite score of 5.0 or higher.

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| **COMPOSITE—1.3** | **Obj. 1.3** | **BCOR 310** | Year 3 |
|  | Total > 5.0 | 45.0% |
| Acceptable Target (73%) | Not Met |
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| Ideal Target (85%) | Not Met |
| Average of all samples | 2.47 |

**Factors Impacting the 2013-14 Assessment**

**Inconsistencies in Writing Assignment across Sections.** The prompts from each section of BCOR were made available for the assessment team, so the team knew before the assessment there was considerable variation in the prompts across sections. Given the variability in prompts, the types of research required in different BCOR sections were quite different, and the materials used for research varied significantly. In the next year, it is urged that the instructors develop a more uniform research assignment. We believe that this will lessen the variability observed across sections, and equalize the type of research students need to perform for this assignment.

**Carryover from Previous Courses.** It is surprising, and disappointing, that the skills evaluated in Objective 1 did not carry over from previous courses, which had taught those skills.

**Recommendations**

The assessment team has suggestions for the course in 2014-15, recognizing that 2013-2014 was the first year for the full availability of the course. Thus, it is recommended the following revisions be made:

1. It is strongly recommended for faculty to create a signature research assignment that aligns with the “big ideas” for the learning outcomes of the course. A common prompt crafted by the faculty for the signature assignment should then be utilized for all sections of BCOR 310.
2. Submit papers to the Pursuit office on the last day of classes or on Dead Day to facilitate a timely assessment process.
3. Content of papers needs to be addressed.

* Prompts need to be very clear and specific (more than a topic).
* Emphasize the vital role of a thesis statement and an introductory paragraph. Ask students to turn in their thesis statement for the paper well in advance of the due date for the final paper so that faculty can make suggestions for revisions.
* If the paper involves a movie, explain how the movie relates to the research project. Too many papers were movie summaries or reviews. (Suggestion: have students locate issues raised in the movie; research and discuss these issues. Use the movie to illustrate these issues.)
* Specify the minimum number and academic quality of sources required by all faculty teaching the course.   
  (Many students do not understand what “academic” means. If the paper involves a movie, the movie and movie reviews do not count as an academic source.)

1. Formatting of the papers should be considered for assistance in the assessment of the papers.

* The documents are to be saved as a PDF for submission.
* A heading on the upper right hand of the first page that contains the student’s Banner ID and the citation style (MLA or APA only).
* The Banner ID on the first page is the only student information. No other identifiable information should be included on the paper (student’s name, department, instructor, course, etc. should not on the paper.)
* Submit the documents to the Pursuit Office as a PDF on the flash drive provided to faculty.
* Papers should be an appropriate 11 or 12-point font for the main text.
* Pages should be numbered.
* All students should use APA or MLA citation style for their papers.

1. Suggested Submission Details

* Place ungraded papers on the flash drive provided to you by the Pursuit Office.
* Submit the flash drives to the Pursuit on or before 5 pm on Dead Day (December 8, 2014).
* Have students name the file in the following format:

**Last\_First\_bannerid.pdf**

1. Submit writing prompts from all sections of BCOR 310 and provide them to the assessment team prior to the assessment process.