### Course SLO Assessment Report Form

Please complete one form for each course.

1) Date: 8/14/2017

2) Course Name and Number: LIBSKLS 2 (SP 17 and SU 17)

3) Assessed Course SLO(s): 1) Determine the nature and extent of the information needed 3. Evaluate information and its sources critically and incorporate selected information into their knowledge base and value system 4. Use information effectively to accomplish a specific purpose

4) Which institutional outcome(s) are central to your program?

Communication Skills

X Interpret various types of written, visual, and verbal information.

X Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

☐ Analyze quantitative information and apply scientific methodologies.

☐ Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.

X Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

☐ Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.

☐ Apply historical and contemporary issues and events to civic and social responsibility.

☐ Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

☐ Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.

☐ Incorporate physical and emotional principles to make healthy lifestyle choices.

☐ Make ethical personal and professional choices.

4) Assessment Assignments and/or Instruments:

A. ☐ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific

outcomes)

B. ☐ Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)

C. ☐ Assignments based on checklists

D. ☐ Direct observation of performances, structured practice or drills, “practical” exams, small group work, etc.

E. ☐ Student self-assessments (e.g. reflective journals, surveys)

F. ☐ Classroom Assessment Techniques (CATS, “clicker” mediated responses, etc.)

G. X Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)

H. ☐ Other (please describe): Click here to enter text.

5) Please insert any instruments used for assessment (rubrics, checklists, surveys, etc.) or include a hyperlink to such documents here.

Click here to enter text.

6) What is your expected level of achievement for measuring success?

* Capstone Project of an evaluative annotated bibliography where students must show critical thinking skills in evaluating the scope, bias, timeliness, and reliability of resources
* Student Expected level of achievement should be at 70%
* SP Success was 90% and Summer Success was 97%

7) Assessment Results:

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

A. X Results are positive

B. ☐ Results are not positive

Explain what was learned/results here:

Breaking apart each component of the assignment: research question, finding resources, analyzing resources, annotations and citations into individual assignments and then having students expand these assignment for the capstone project is a success .

8) Action Plan:

Based on the assessment results, what changes are planned to increase student success? When will they be implemented? Please check any appropriate boxes and provide a brief description with a timeline for changes.

Although students who completed the assignment were successful there is an identified gap in the number of students who did not complete the assignment (@ 25% in each class. Research needs to be done on why students are not completing the capstone project even when they have done the smaller exercises that lead to the capstone.

A. X Conduct further assessment related to the issue and outcome

B. ☐ Use new or revised teaching methods (e.g., more use of group work, new lecture, etc.)

C. ☐ Develop new methods of evaluating student work

D. ☐ Plan purchase of new equipment or supplies needed for modified student activities

E. ☐ Make changes in staffing plans (e.g., modified job descriptions, requests for new positions, etc.)

F. ☐ Engage in professional development about best practices for this type of class/activity

G. ☐ Revise the course sequence or prerequisites

H. ☐ Revise the course syllabus or outline (e.g., change in course topics)

I. ☐ Unable to determine what should be done

J. ☐ Other: Click here to enter text.

Provide a brief description with a timeline for changes:

Start in Spring 2017 follow up with students on why they did not complete the capstone.

9) The dialogue that occurred while planning assessments, evaluating data results, and determining action plans took place

A. ☐ with others in my program during department/division meetings

B. ☐ during on-campus workshops, duty day, flex, etc.

C. ☐ over email

D. ☐ with colleagues from other campuses

E. ☐ with my dean and/or colleagues in my division

F. X other: Only person teaching this course at RC

G. ☐ No dialogue occurred. Reason no dialogue occurred (i.e. “Dialogue was difficult due to the large number of adjuncts in this program” etc.): Click here to enter text.