
STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Liberal Arts Core/University Fundamental Competencies

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DATE: 9-30-2017

BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED: Records for annual fundamental competencies assessment are maintained by the Office of Planning and Institutional Effectiveness.

EXECUTIVE SUMMARY

Program description from the Course Catalog: Please copy and paste the current year's catalog description of this program. This is generally a one-two paragraph description immediately following the name of the program. Please be sure to include the listing of program outcomes as printed.

Students in all undergraduate academic majors and minors at Marymount University complete a common curriculum, known as the University Liberal Arts Core. The Liberal Arts Core is an integrated learning experience that develops intellectual as well as practical skills. Its purpose is to enable Marymount students to become critical thinkers and lifelong learners who value and pursue knowledge for its own sake, as well as apply knowledge within their chosen professions.

The Liberal Arts Core reflects the mission of Marymount University, its Catholic identity and the heritage of its founders, the Religious of the Sacred Heart of Mary. Central to this mission is a commitment to the Catholic intellectual tradition for which faith and reason are in harmony and education of the whole person is centered on examining fundamental questions of human existence and values to deepen an appreciation of life. The Liberal Arts Core is therefore grounded in the traditional humanities and sciences, the study of which provides students with a broad understanding of human cultures and the world around them, prompts them to examine their own lives and values, and encourages them to cultivate their sense of personal and social responsibility. Required subjects include theology, religion, philosophy, history, literature, social science, natural science, and mathematics.

There are several other hallmarks or unifying themes of a Marymount education that are supported by the Liberal Arts Core and other University Requirements. The Liberal Arts Core emphasizes the importance of ethical awareness and reflection by requiring a course in moral principles, and the study of ethical issues permeates the rest of the curriculum. The curriculum prepares students for life in an increasingly interdependent world by requiring a global perspective course that focuses on contemporary transnational or cross-cultural issues. Many required courses throughout the curriculum focus on developing written communication, critical thinking, and independent research skills. The Liberal Arts Core also provides students with opportunities to develop aesthetic appreciation through the study of fine art and literature.



Together, the courses in the Liberal Arts Core curriculum promote the following regularly assessed fundamental competencies:

- Critical thinking
- Information literacy
- Written communication
- Inquiry-based learning

The Liberal Arts Core lies at the heart of academic pursuits at Marymount. It enriches students’ learning, lives, and careers. It fosters each student’s intellectual, spiritual, and moral growth through study, reflection, and application of knowledge. It prepares Marymount students for the challenges of the 21st century by developing the knowledge, skills, and attitudes necessary to succeed, adapt to change, and contribute to society.

List all of the program’s learning outcomes: (regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed This Year	Year of Next Planned Assessment
<i>Students will demonstrate effective written communication</i>	2016	yes	2018
<i>Students will demonstrate critical thinking</i>	2016	yes	2018
<i>Students will demonstrate information literacy</i>	2016	yes	2018
<i>Students will demonstrate inquiry based learning</i>	2016	yes	2018

* The assessment rubrics attached as an appendix to this report provide detailed descriptions of the traits that make up these competencies.

Describe how the program’s outcomes support Marymount’s mission, strategic plan, and relevant school plan:

This assessment report reviews student learning with respect to fundamental competencies specified under the liberal arts core/university curriculum. These competencies reflect Marymount University’s commitment to the liberal arts tradition in Catholic higher education, our mission of educating the whole person, and promoting the intellectual, spiritual, and moral growth of each individual. Written communication, information literacy and critical thinking are the most fundamental skills expected of a liberally educated person. A Marymount education places special emphasis on inquiry based learning, the increasingly self-guided capacity for investigation of complex problems for which there is no



single correct solution. Students develop all four of these fundamental competencies through repeated exposure and practice in courses spread across the core curriculum and the major programs of study.

Marymount University's undergraduate core curriculum requires that students complete two basic composition courses followed by three additional writing intensive courses at the intermediate to advanced levels. The core curriculum also requires that students complete a first year inquiry seminar, and three additional designated inquiry courses at the intermediate to advanced levels. Because these courses are required of students in every major and span the introductory, intermediate and advanced levels study, they are used as sources of data for assessment of the written communication, information literacy, critical thinking, and inquiry core competencies.

Provide a brief description of the assessment process used including strengths, challenges and planned improvements and provide evidence of the existence of a culture of continuous improvement based on assessment:

OVERVIEW

The Liberal Arts Core Competency Assessment Workshop occurred on May 18 and 19, 2017, in Rowley Hall. The assessment focused on four competencies: written communication, information literacy, critical thinking, and inquiry. To assess written communication, raters reviewed papers from the lower-level English 102 course and upper-level papers from writing-intensive 300 and 400 level courses in the majors. To assess information literacy and critical thinking, raters reviewed papers from Discover 101 and 201, other 100- and 200-level inquiry courses, and English 102 courses; upper-level papers came from writing-intensive or inquiry courses at the 300-400 level from across the curriculum. For the inquiry competency, raters reviewed lower-level papers from Discover 101 and 201 and other 100- and 200-level inquiry courses and upper-level papers from 300-400 level inquiry courses.

The Director of Institutional Assessment in the office of Planning and Institutional Effectiveness selected a stratified random sample, from which 320 papers were extracted to be included in the assessment process.

Student work was reviewed by a group of full-time faculty members selected by the Liberal Arts Core director. These faculty members were divided into four groups of four-five members, with each group assigned to a competency and led by a faculty member who had previously participated in this assessment process.

Several actions were taken as a result of last year's assessment process, including reaching out to chairs and faculty teaching INQ and WI courses to ensure a common understanding of the requirements of these courses and the types of assignments that should be submitted for assessment; required mapping of program curricula to core competencies to ensure coverage of the competencies in the majors; prioritizing the selection of full-time faculty members as evaluators and ensuring that all schools are represented in the evaluator pool; and requiring faculty evaluators to enter results on a hard-copy rubric as well as the online rubric in order to check validity of the entered data. In addition, faculty

evaluators were given direction that "attempt that fails" should be selected if the trait was a requirement of the assignment but the student failed to demonstrate that trait. "No evidence" was used if demonstration of the trait was not a requirement of the assignment. In the previous year, evaluators selected "no evidence" for both of these cases.

METHOD

Sample

- **Written Communication:** 40 papers from upper level writing-intensive courses and 40 papers from lower-level English 102 per team member.
- **Information Literacy:** 40 papers from upper level writing-intensive or inquiry courses from across the curriculum and 40 papers from Discover 101 and 201, other 100- and 200-level inquiry courses, and English 102 courses. Five upper-level papers evaluated for Information Literacy are missing identifying information, so that first-college or transfer status cannot be tracked.
- **Critical Thinking:** 40 papers from upper level writing-intensive or inquiry courses from across the curriculum and 40 papers from Discover 101 and 201, other 100- and 200-level inquiry courses, and English 102 courses
- **Inquiry:** 40 papers from upper level inquiry courses and 40 papers from lower level Discovery 101/201 and other 100- and 200-level inquiry courses per team member.

Table 1: Sample Demographics

	Written Communication			Critical Thinking			Information Literacy			Inquiry		
	First College	Transfer	Total	First College	Transfer	Total	First College	Transfer	Total	First College	Transfer	Total
Lower Level (LL)	24	16	40	26	13	39	28	12	40	27	13	40
Upper Level (UL)	23	17	40	25	16	41	19	16	40 ¹	19	21	40
Total	47	33	80	51	29	80	47	28	80	46	34	80

Instruments

- Analytic rubrics used in the LAC assessment were created by faculty on the Liberal Arts Core Committee. Each competency was rated on three to five traits as well as an overall category using a four-point scale: 4 = "Strong", 3 = "Adequate", 2 = "Marginal", and 1 = "Attempt that fails". "No evidence" was also an option, with a score of 0. Ratings of "no evidence" are treated as missing values in calculating means.

¹ Five upper-level papers evaluated for Information Literacy are missing identifying information, so that first-college or transfer status cannot be tracked.

- Faculty evaluators were given direction that "attempt that fails" should be selected if the trait was a requirement of the assignment but the student failed to demonstrate that trait. "No evidence" was used if demonstration of the trait was not a requirement of the assignment. In the previous year, evaluators selected "no evidence" for both of these cases.
- On the back of each scoring rubric, ratings are described in detail so that raters have a description of what each rating means relative to the trait. Average ratings at or above 2.5 are considered to be an acceptable level of performance for work from upper-level courses.

Raters

- Each competency was assessed by a team of five faculty members and led by a faculty member who had previously participated in the process. There was a total of 20 raters.
- Faculty raters were selected by the Liberal Arts Core director following a call for volunteers from the population of all full-time and adjunct faculty members. All schools were represented. Thirty-five percent (35%) of the faculty raters were from the School of Arts and Sciences, 18% from the School of Business Administration, 12% from the School of Education and Human Services, 12% from the Malek School of Health Professions, and 24% from Library and Learning Services.

Data Analysis

- Each rater assessed each trait on a four-point scale, with the option of selecting "no evidence" if there was no evidence of the trait being assessed. Faculty evaluators were given direction that "attempt that fails" should be selected if the trait was a requirement of the assignment but the student failed to demonstrate that trait. "No evidence" was used if demonstration of the trait was not a requirement of the assignment. In the previous year, evaluators selected "no evidence" for both of these cases.
- Each rater's scores on each trait were compared and used to calculate a mean score for each trait. If a rater chose "no evidence", that score was omitted in the calculation of the mean.
- Means were analyzed for both upper level and lower level courses as well as for upper level first-college and transfer students.
- The frequency of a rater choosing "no evidence" of a trait was examined by calculating the percentage of ratings that were "no evidence" from the total number of ratings for each trait. The selection of "no evidence" means that students were not required to demonstrate that trait in the assignment.
- Inter-rater reliability was estimated by calculating the two-way random intraclass correlation coefficient (ICC), using a consistency definition for average measure. An ICC is measured on a scale of 0 to 1, with 1 representing perfect reliability and 0 representing no reliability. Generally, a coefficient of .700 or higher is considered acceptable. Ratings of "no evidence" are excluded from this analysis.
- In interpreting the results, it is important to note that the university has differing expectations for performance in lower-level courses and performance in upper-level courses, to reflect anticipated gains in learning over time. The rubric used to assess student work describes the level of performance expected of students as they complete their undergraduate education. **Therefore, the performance benchmark of at least 2.5 on the four-point scale should be applied against performance in upper-level courses only, as students approach completion of their undergraduate degree.** A benchmark for performance in lower-level courses has not yet been developed.

- It is also important to use caution in comparing results from previous years. Differences in sample composition (for example, the ratio of first-college to transfer students), inter-rater reliability, type of work submitted for assessment, and other factors will impact results in an individual year. In 2015-2016, the rating of "no evidence" was introduced, altering the rubric and the choices evaluators made, but the rating did not differentiate between students' failure to demonstrate a trait required by the assignment and the trait not being required as part of the assignment. In 2016-2017, evaluators were instructed to use "no evidence" to indicate that the trait was not evident because it was not assigned; if the trait was included in the assignment and a student failed to demonstrate that trait, it should be considered an "attempt that fails".

GENERAL FINDINGS

- The results of the assessment showed positive performance gains between lower level and upper level courses in all traits of all outcomes.
- **Written Communication:** The overall mean rating for this outcome was 2.85 (UL), meeting the desired minimum performance standard of 2.5 and representing an increase from last year's results (2.52). For the overall measure of sampled students' work from upper-level classes, 75% met or exceeded the performance standard, an increase over the previous year's result of 51%. All traits evaluated from upper level courses, with the exception of "grammar", showed an increase over the previous year. Raters were consistent in their ratings of student work, and few samples resulted in a rating of "no evidence" because the traits were not assigned.
- **Critical Thinking:** The overall mean rating for this outcome was 2.72 (UL), meeting the performance standard of 2.5 and representing an increase from last year's results (2.17). Seventy-three percent (73%) of students' work from upper-level courses met or exceeded the performance standard, representing a large increase over the previous year's result of 33%. Like last year, the lowest ratings were made in "questions key assumption" (34% of upper-level student work). Annual comparisons show substantial increases in performance from students in upper level courses. Raters were less consistent in their findings, with reliability below the "acceptable" standard of 0.7 of all traits except "analyzes". In nearly 13% of sampled student work, the trait "questions key assumptions" was not required as part of the assignment.
- **Information Literacy:** The overall mean rating was 2.62 (UL), above the minimum performance standard of 2.5 and nearly identical to the previous year. Fifty-nine percent (59%) of students in upper-level courses met the standard, also identical to last year's result. In year-on-year comparisons, students in upper-level courses performed better in "demonstrates knowledge of citation usage and methods" and lost ground in "evaluates source material". Raters were consistent in their ratings of student work. In over 18% of student work, students were not required as part of the assignment to demonstrate knowledge of citation usage and methods; "evaluates source material" and "incorporates source material" were similarly not required in more than 14% of sampled student work.
- **Inquiry:** The overall mean rating was 3.04 (UL), exceeding the minimum performance standard of 2.5 and showing an increase over the previous year's result of 2.69. Eighty-three percent (83%) of upper-level student work evaluated by the raters met the standard. A majority of upper-level student work met or exceeded the standard on each of the traits assessed. Year-on-year comparisons show gains in all traits. Rater consistency was high and improved over the previous year, exceeding the "acceptable" standard on all traits. Less than



10% of sampled student work resulted in a score of "no evidence --not assigned" for each trait, with the exception of "designs or uses methodology or theoretical framework appropriate to inquiry question or project."

STRENGTHS

The organization and timing of the assessment workshop was similar to that of the previous eight years. The dedicated service of participating faculty continues to be a main strength of the assessment process. The workshop format promotes collegiality and develops commitment to the assessment process, enables raters to develop consistency in rating, and allows time for informal discussion of assessment process and results. The number of faculty participants has increased from 12 in 2013 to 18 in 2014 to 20 in 2015, 2016, and 2017. As in previous years, the Director of the Liberal Arts Core debriefed participants in the workshop about the effectiveness of the assessment tools, the appropriateness of the assignments under assessment, and the overall quality of student's work.

CHALLENGES

Faculty raters in all groups were generally satisfied with the training procedure and reported a clear understanding of how to use the rubrics. The increased number of evaluators allowed five evaluators to be assigned to each group, but achieving inter-rater consistency continues to be a challenge when assessing critical thinking. Some faculty expressed frustration with being required to be on campus for the assessment; they recommended that, in the future, faculty be allowed to do the assessment online from other locations.

PLANNED IMPROVEMENTS

Some of these improvements can be addressed fairly quickly. Others may require longer-term study and planning.

1. While the 2017 assessment results indicate an improvement in achieving the 2.5 benchmark for critical thinking, more work needs to be done on achieving inter-rater consistency when assessing critical thinking.
2. During 2017-18, as in 2016-17, faculty who teach designated writing intensive and inquiry courses will be contacted early during each semester with a reminder that student work from these courses is used for assessment purposes. In addition, faculty will be provided with descriptions of the qualities under assessment and prompted to submit work from assignments that give students opportunities to demonstrate the fundamental competencies. Copies of the assessment rubrics and of guidelines for writing and inquiry courses will be sent directly to instructors.
3. During 2017-18, the Director of the Liberal Arts Core will meet with school deans and department chairs for discussion of the 2017 assessment results.
4. While staff in the Office of Planning and Institutional Effectiveness are able to provide data organized by course and instructor on individual metrics, more study needs to be undertaken about how to share detailed information with faculty and department chairs.

5. The Liberal Arts Core Committee will continue to evaluate the current critical thinking rubric. The Director of the Liberal Arts Core will solicit feedback from departmental chairs and/or other faculty about how critical thinking is manifested in their field. Critical thinking in math is unlikely to appear in the same form as critical thinking in fashion design, for example, so feedback from different programs on this could help with future revisions to the critical thinking rubric.
6. In consultation with the Writing Committee, the Director of the Liberal Arts Core will continue work to design and implement a new rubric for written communication, to be used for assessment in 2018.
7. In consultation with the Inquiry Committee, the Director of the Liberal Arts Core will work to evaluate the rubric for inquiry-based learning.

Describe how the program implemented its planned improvements from last year:

The 2016 assessment report listed seven planned improvements for the 2016-17 academic year, most of which were addressed. However, some improvements listed in the 2016 report may require longer-term study and planning.

1. The 2016 assessment results suggested that critical thinking was below expected levels, with the overall mean rating for the outcome being 2.17, which fails to meet the performance standard of 2.5. This year the overall mean rating for this outcome increased to 2.72. Thus, all of our outcomes met the performance standard this year.
2. During 2016-17, faculty who teach designated writing intensive and inquiry courses were contacted early during each semester with a reminder that student work from these courses is used for assessment purposes. In addition, faculty were provided with descriptions of the qualities under assessment and prompted to submit work from assignments that give students opportunities to demonstrate the fundamental competencies. Copies of the assessment rubrics and of guidelines for writing and inquiry courses were sent directly to instructors.
3. During 2016-17, the Director of the Liberal Arts Core met with school deans and department chairs for discussion of the 2016 assessment results, with a focus on results in critical thinking and inquiry-based learning.
4. The Director of the Liberal Arts Core worked with the Office of Planning and Institutional Effectiveness to identify places in the core curriculum where the fundamental competencies are in evidence through student work and places where they are not in evidence.
5. The Liberal Arts Core Committee began to evaluate the current inquiry guidelines to determine whether they are adequate or if stricter guidelines are needed. This evaluation will continue over the 2017-18 academic year.
6. The Director of the Liberal Arts Core began working with the Writing Committee to revise the rubric for assessing written communication. This work will continue over the 2017-2018 academic year.
7. A greater diversity of faculty raters was achieved, with all schools being represented. Thirty-five percent (35%) of the faculty raters were from the School of Arts and Sciences, 18% from the School of Business Administration, 12% from the School of Education and Human Services, 12% from the Malek School of Health Professions, and 24% from Library and Learning Services.



Provide a response to last year's University Assessment Committee review of the program's learning assessment report:

The 2016 Fundamental Competencies Assessment Report met all requirements and was accepted as submitted. The Office of Planning and Institutional Effectiveness supported the decision to assess all four fundamental competencies regularly.

NEED TO ADD THIS

Outcomes and Past Assessment

Learning Outcome 1: Written Communication

Is this outcome being reexamined? Yes No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
<p>Direct Measure: Papers from lower and upper-level courses were examined using the rubric for the written communication competency.</p>	<p>Using a rubric created by faculty on the Liberal Arts Core Committee, sample student papers were rated with respect to five traits on a four-point scale, defined as follows: 1 - attempt that fails 2 - marginal 3 - adequate 4 – strong Average ratings at or above 2.5 are considered to be an acceptable level of performance. It is expected that 50% or more of students surveyed in upper-level courses will perform at this level.</p>	<p>Copies of papers were gathered: 40 papers from upper level writing-intensive courses and 40 papers from lower-level English 102.</p> <p>The sample included papers by 33 transfer students, 16 at the lower- level and 17 at the upper- level.</p>	<p>Each student paper was rated on each of five traits and given an overall rating by five faculty raters using the rubric previously created the Liberal Arts Core Committee.</p> <p>The frequency of a rater choosing “no evidence” of a trait was examined by calculating the percentage of ratings that were “no evidence” from the total number of ratings for each trait.</p> <p>The mean rating for each student was then calculated. The percentage of student papers that met the acceptable level of performance (mean rating above 2.5) for each trait and the overall evaluation were calculated. Comparisons were made between results from lower-level and upper-level courses and between MU only students and transfer students. Mean “overall” ratings were compared across five years in which the competency was assessed (2012-17).</p> <p>The intra-class consistency coefficient for ratings of each trait was also calculated.</p>

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define and explain acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the data collected and student population</i></p>	<p>Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i></p>
			<p>75% of the upper level papers and 28% of lower level papers were rated “overall” at the acceptable level or higher.</p> <p>Detailed findings are presented in the tables below.</p>
<p>Indirect Measure: The following item from the 2017 Graduating Student Survey: Develop a coherent written argument</p>	<p>An average student rating of “adequate” (3.00) is expected to meet the acceptable level of performance. The scale used for the question is: 1 = poor 2 = needs improvement 3 = adequate 4 = good 5 = excellent</p>	<p>436 graduating students completed this question on the survey when collecting their graduation tickets.</p>	<p>The students completed the Graduating Student Survey before receiving tickets to the graduation ceremony. The data were collected and analyzed by the Office of Institutional Effectiveness. The mean rating for each item was then calculated.</p> <p>Results: Mean score = 4.03, with 76% of respondents selecting good or excellent</p>

Table 2: Written Communication: Description, Mean Ratings, and Rater Consistency

Trait	Control		Relevant		Organize		Tone		Grammar		Overall	
Description	The paper establishes control of a topic through a focused thesis, hypothesis, or theme that engages complex ideas without oversimplifying or distorting them		Relevant material and only relevant material is included; summary and narrative, if included, are used appropriately and effectively		The paper is effectively and coherently organized, with ideas arranged in a clear sequence; paragraphs are unified and fully developed		The writer adopts a tone and makes word choices appropriate to the topic and the academic context. The sentences are concise and clear and, as appropriate to the discipline, fluent.		The paper is reasonably free of errors in grammar and usage		The paper works as an academic project, in scope, focus, analysis, deliberation, and execution	
	Mean²	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Lower Level (LL) (n=40)	2.05	.533	2.15	.515	1.98	.410	1.99	.455	2.21	.451	2.07	.497
Upper Level (UL) (n=40)	2.82	.657	2.93	.637	2.88	.677	2.78	.578	2.87	.567	2.85	.655
First College (UL) (n=47)	2.45	.728	2.56	.734	2.44	.736	2.38	.697	2.54	.628	2.44	.711
Transfer (UL) (n=33)	2.42	.688	2.51	.647	2.41	.695	2.39	.587	2.54	.583	2.48	.690
Total (n=80)	2.44	.708	2.54	.696	2.43	.715	2.39	.650	2.54	.606	2.46	.698
Rater Consistency³	0.759		0.767		0.809		0.753		0.771		0.792	
“No Evidence”, as % of Total Ratings	1.3%		1.6%		0.3%		0.3%		0.3%		0.3%	

²Ratings of “no evidence” are excluded from the calculation of the mean rating.

³Two-way random intraclass correlation coefficient (ICC), using a consistency definition for average measure, as an estimator of interrater reliability. An ICC is measured on a scale of 0 to 1, with 1 representing perfect reliability and 0 representing no reliability. Generally, a coefficient of .700 or higher is considered acceptable. Ratings of “not in evidence” are excluded from this analysis.

Chart 1: Written Communication: Percentage of Papers with Mean Ratings at or Above 2.5, by Course Level

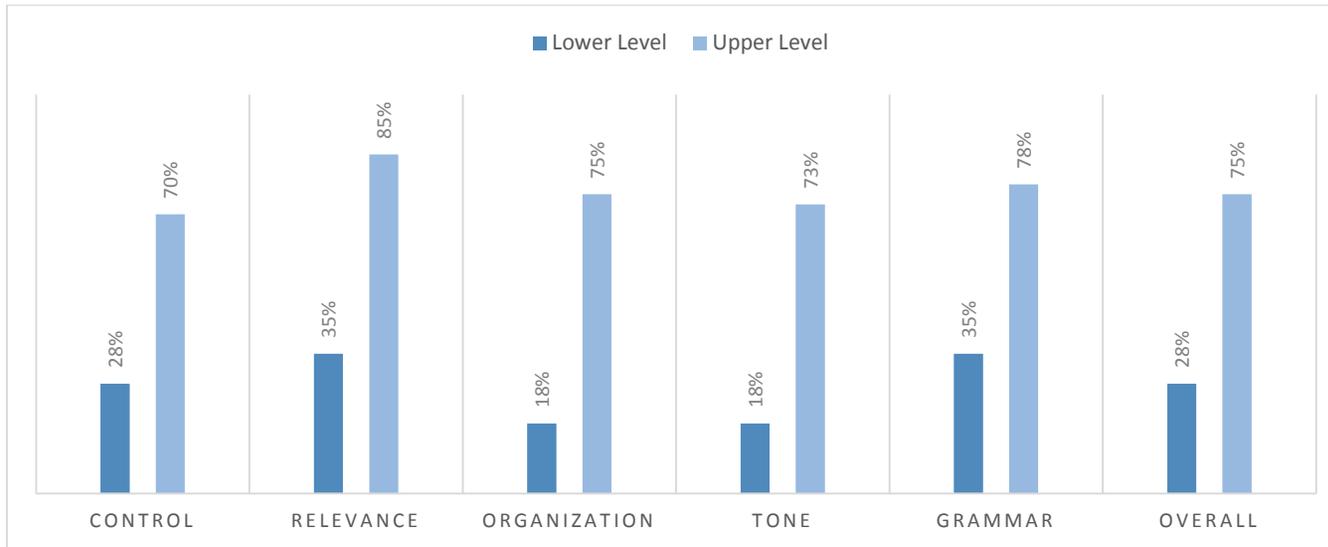


Chart 2: Written Communication: Percentage of *Upper Level* Papers with Mean Ratings at or Above 2.5, by Admissions Type

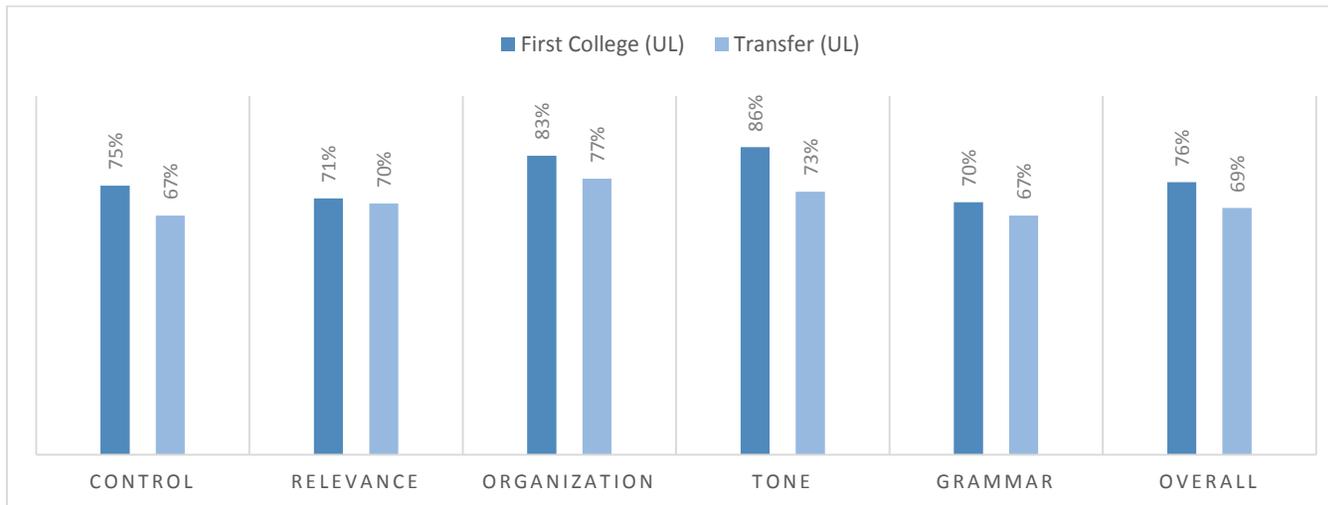
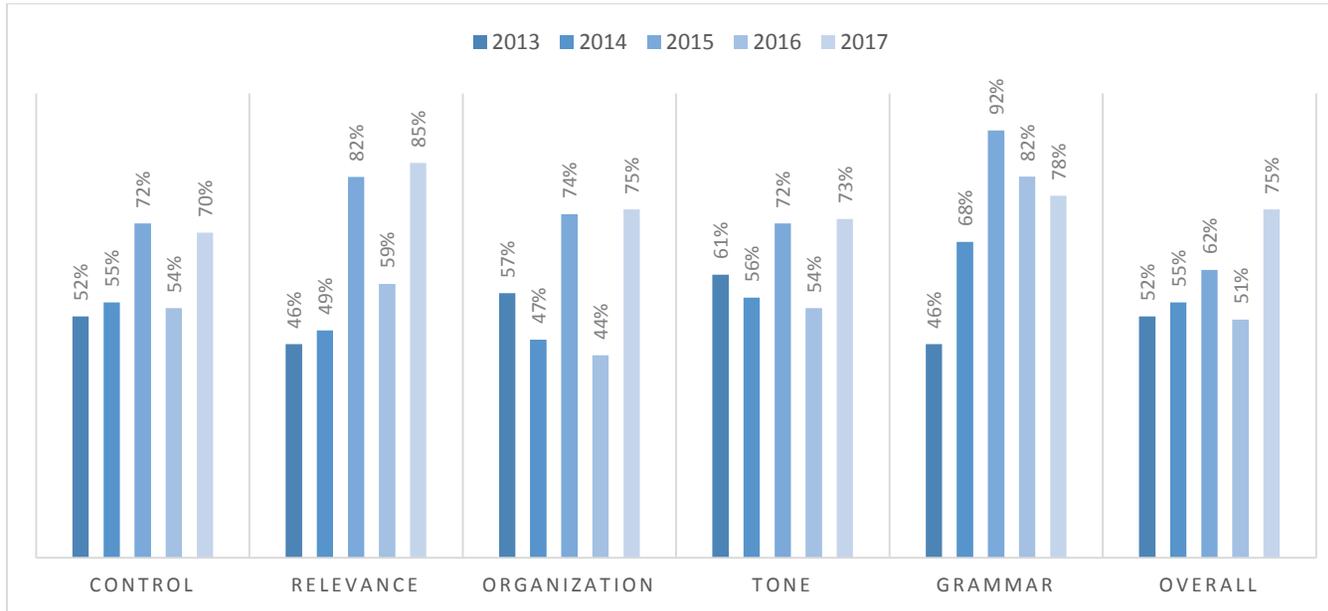


Chart 3: Written Communication: Percentage of *Upper Level* Papers with Mean Ratings at or Above 2.5



Interpretation of Results

Extent this learning outcome has been achieved by students (*Use both direct and indirect measure results*):

The indirect measure data, gathered from numerous students, indicate that by graduation Marymount is effectively helping students develop coherent written arguments.

The direct measure data indicate improvement by students during their Marymount education. The overall mean rating for this outcome was 2.85 (UL), meeting the desired minimum performance standard of 2.5 and representing an increase from last year's results (2.52). For the overall measure of sampled students' work from upper-level classes, 75% met or exceeded the performance standard, an increase over the previous year's result of 51%. All traits evaluated from upper level courses, with the exception of "grammar", showed an increase over the previous year. Raters were consistent in their ratings of student work, and few samples resulted in a rating of "no evidence" because the traits were not assigned. First college students outperform transfer students.



Program strengths and opportunities for improvement relative to assessment of outcome:

During the past six years, Marymount faculty have put a concerted effort into increasing the number of writing intensive courses in the curriculum, and the University has invested in the training of writing instructors. These efforts appear to be fruitful. There is clear evidence that students make significant gains in written communication during the four years of their education. This indicates that major changes to the writing component of the curriculum are not required, but a change to the assessment rubric may clarify the expectations, and make it easier for raters to move through their work. The fact that transfer students perform somewhat less well may suggest a need to reach out to this student population.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

Assessment results will be shared with the writing subcommittee of the Undergraduate Curriculum and Instruction Committee. A new rubric will likely be piloted in 2018.

Learning Outcome 2: Critical Thinking

Is this outcome being reexamined? Yes No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct Measure: Papers from lower and upper-level courses were examined using the rubric for the critical thinking competency.	Using a rubric created by faculty on the Liberal Arts Core Committee, sample student papers were rated with respect to five traits on a four-point scale, defined as follows: 1 - attempt that fails 2 - marginal 3 - adequate	Copies of papers were gathered: 40 papers from upper level writing-intensive or inquiry courses from across the curriculum and 40 papers from Discover 101 and 201, other 100- and 200-level inquiry courses, and English 102 courses.	Each student paper was rated on each of five traits and given an overall rating by five faculty raters using the rubric previously created the Liberal Arts Core Committee. The frequency of a rater choosing “no evidence” of a trait was examined by calculating the percentage of ratings that were “no evidence” from the total number of ratings for each trait.

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
	4 – strong Average ratings at or above 2.5 are considered to be an acceptable level of performance. It is expected that 50% or more of students surveyed in upper-level courses will perform at this level.	The sample included papers by 29 transfer students, 13 at the lower- level and 16 at the upper- level.	The mean rating for each student was then calculated. The percentage of student papers that met the acceptable level of performance (mean rating above 2.5) for each trait and the overall evaluation were calculated. Comparisons were made between results from lower-level and upper-level courses and between MU only students and transfer students. Mean “overall” ratings were compared across five years in which the competency was assessed (2012-17). The intra-class consistency coefficient for ratings of each trait was also calculated. 73% of the upper level papers and 46% of the lower level papers were rated “overall” at the acceptable level or higher. Detailed findings are presented in the tables below.
Indirect Measure: The following item from the 2017 Graduating Student Survey: Solve problems in your field using your knowledge and skills.	An average student rating of “adequate” (3.00) is expected to meet the acceptable level of performance. The scale used for the question is: 1 = poor 2 = needs improvement 3 = adequate 4 = good 5 = excellent	436 graduating students completed this question on the survey.	The data were collected and analyzed by the Office of Institutional Effectiveness. The mean rating for each item was then calculated. Results: Mean score = 4.13, with 81% of respondents selecting good or excellent

Table 3: Critical Thinking: Description, Mean Ratings, and Rater Consistency

Trait	Analyzes		Questions		Adopts		Evidence		Synthesizes		Overall	
	Mean ⁴	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Description	Analyzes and evaluates relevant position		Questions key assumptions		Adopts only claims supported with evidence		Accurately analyzes appropriate evidence		Synthesizes evidence in order to articulate logical and compelling conclusion		Considers perspectives and positions, assesses the data or evidence and reaches appropriate conclusions	
Lower Level (LL) (n=39)	2.50	.538	1.89	.439	2.43	.491	2.55	.439	2.21	.552	2.37	.431
Upper Level (UL) (n=41)	2.90	.501	2.16	.474	2.84	.494	2.94	.430	2.66	.523	2.74	.548
First College (UL) (n=51)	2.66	.590	2.00	.500	2.63	.539	2.73	.463	2.39	.579	2.54	.526
Transfer (UL) (n=29)	2.79	.479	2.08	.429	2.66	.527	2.79	.498	2.53	.582	2.58	.530
Total (n=80)	2.71	.553	2.03	.475	2.64	.532	2.75	.474	2.44	.580	2.56	.524
Rater Consistency⁵	.713		.555		.647		.587		.660		.684	
“No Evidence”, as % of Total Ratings	8.5%		12.8%		9.5%		8.0%		10.0%		8.3%	

⁴Ratings of “no evidence” are excluded from the calculation of the mean rating.

⁵Two-way random intraclass correlation coefficient (ICC), using a consistency definition for average measure, as an estimator of interrater reliability. An ICC is measured on a scale of 0 to 1, with 1 representing perfect reliability and 0 representing no reliability. Generally, a coefficient of .700 or higher is considered acceptable. Ratings of “not in evidence” are excluded from this analysis.

Chart 4: Critical Thinking: Percentage of Papers with Mean Ratings at or Above 2.5, by Course Level

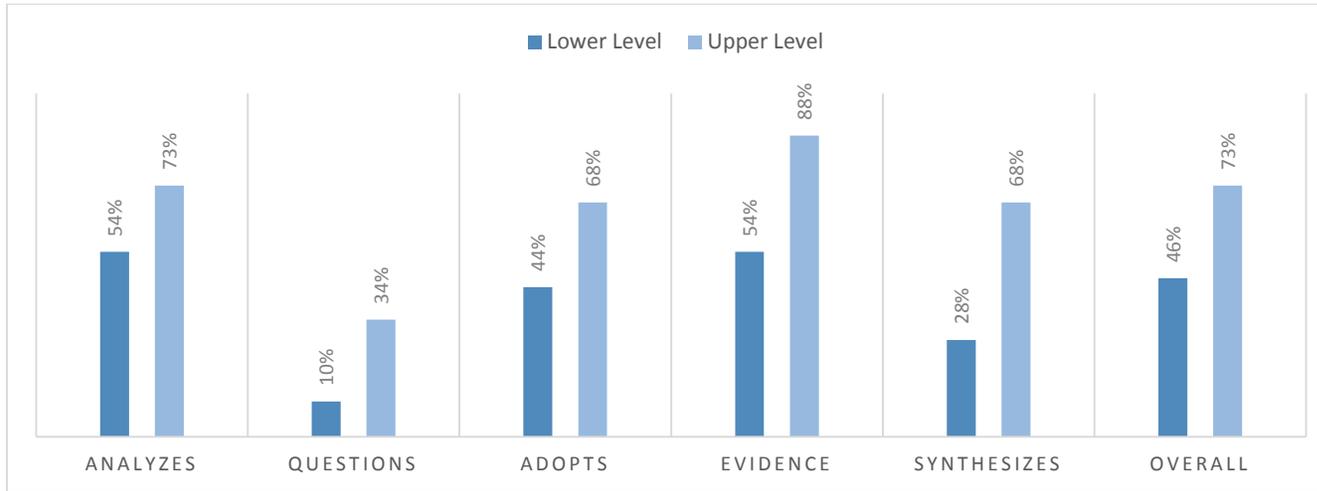


Chart 5: Critical Thinking: Percentage of *Upper Level* Papers with Mean Ratings at or Above 2.5, by Admissions Type

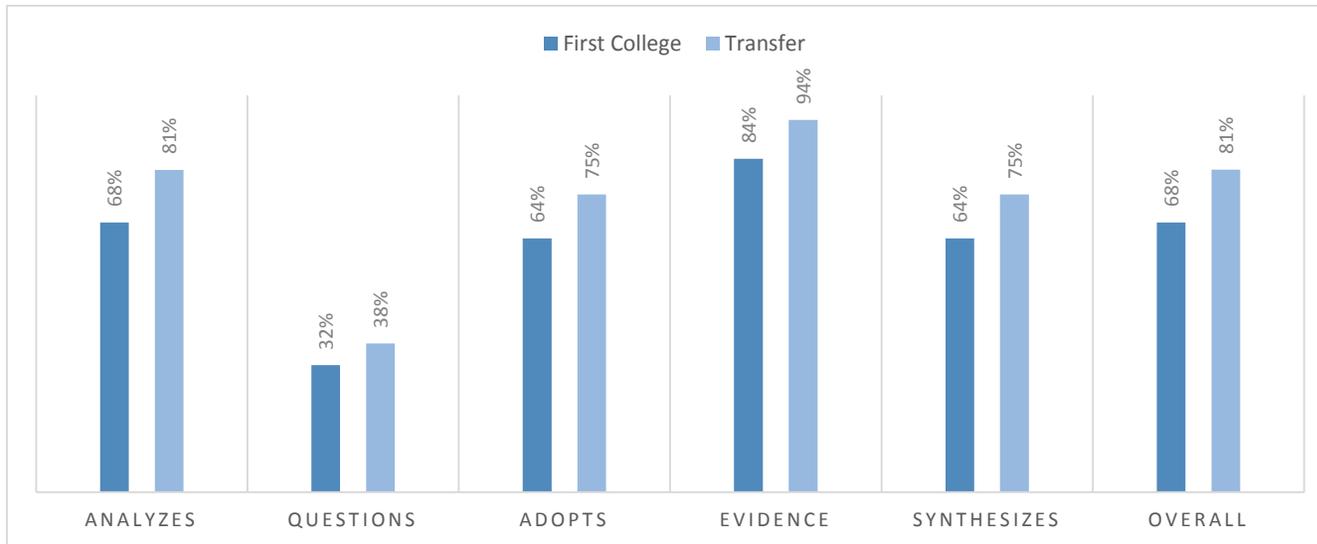
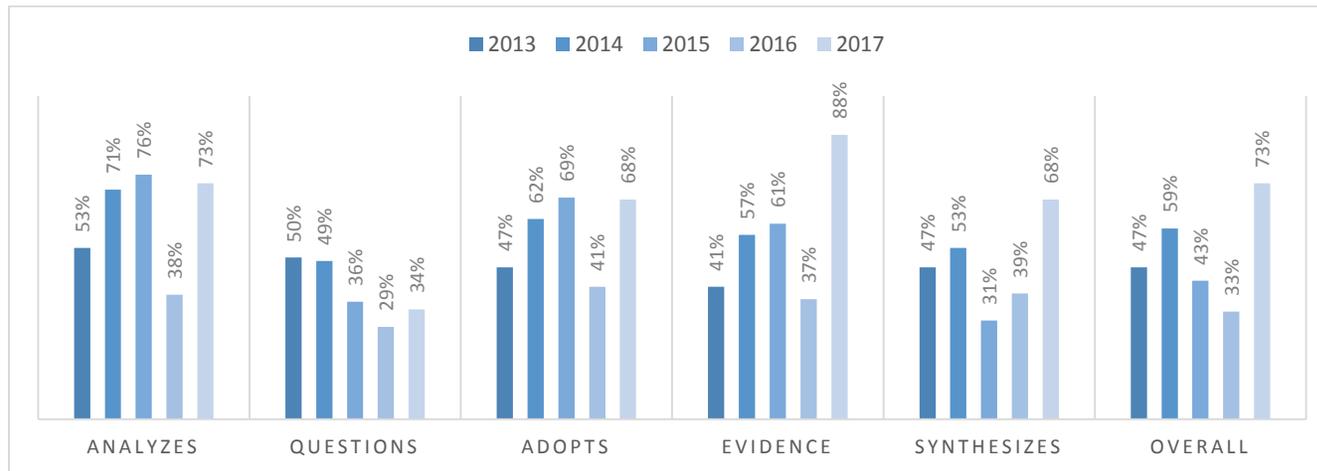


Chart 6: Critical Thinking: Percentage of Upper Level Papers with Mean Ratings at or Above 2.5



Interpretation of Results

Extent this learning outcome has been achieved by students (Use both direct and indirect measure results):

The indirect measure data, gathered from numerous students, indicate that by graduation Marymount is effectively helping students solve problems in their fields.

The direct measure data also indicate improvement by students during their Marymount education. The overall mean rating for this outcome was 2.72 (UL), meeting and exceeding the performance standard of 2.5, and representing an increase from last year's results (2.17). Seventy-three percent (73%) of students' work from upper-level courses met or exceeded the performance standard, representing a large increase over the previous year's result of 33%. Like last year, the lowest ratings were made in "questions key assumption" (34% of upper-level student work). Annual comparisons show substantial increases in performance from students in upper level courses. Raters were less consistent in their findings, with reliability below the "acceptable" standard of 0.7 of all traits except "analyzes". In nearly 13% of sampled student work, the trait "questions key assumptions" was not required as part of the assignment.

Program strengths and opportunities for improvement relative to assessment of outcome:

While the 2017 assessment results indicate an improvement in achieving the 2.5 benchmark for critical thinking, more work needs to be done on achieving inter-rater consistency when assessing critical thinking. The Liberal Arts Core Committee will continue to evaluate the current critical thinking rubric. The



Director of the Liberal Arts Core will solicit feedback from departmental chairs and/or other faculty about how critical thinking is manifested in their field. Critical thinking in math is unlikely to appear in the same form as critical thinking in fashion design, for example, so feedback from different programs on this could help with future revisions to the critical thinking rubric.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

Assessment results will be shared widely with school deans, department chairs and the faculty. During the 2017-18 academic year, the Liberal Arts Core Committee will continue evaluation of the critical thinking competency in the core curriculum.

Learning Outcome 2: Information Literacy

Is this outcome being reexamined? Yes No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

Assessment Activity

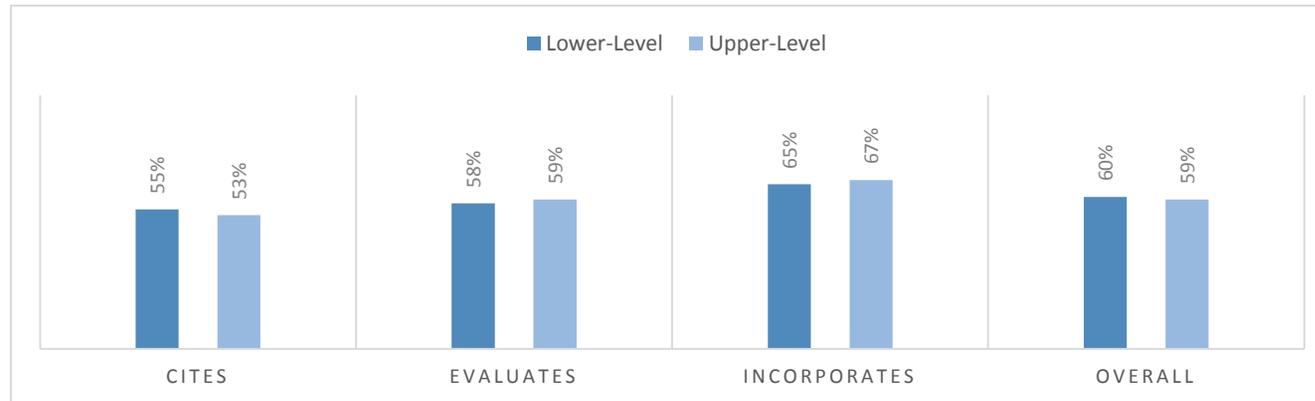
Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct Measure: Papers from lower and upper-level courses were examined using the rubric for the information literacy competency.	Using a rubric created by faculty on the Liberal Arts Core Committee, sample student papers were rated with respect to three traits on a four-point scale, defined as follows: 1 - attempt that fails 2 - marginal 3 - adequate 4 – strong Average ratings at or above 2.5 are considered to be an acceptable level of performance. It is expected that 50% or more of students	Copies of papers were gathered: 40 papers from upper level writing-intensive or inquiry courses from across the curriculum and 40 papers from Discover 101 and 201, other 100- and 200-level inquiry courses, and English 102 courses. The sample included papers by 28 transfer students, 12 at the lower- level and 16 at the upper- level.	Each student paper was rated on each of three traits and given an overall rating by five faculty raters using the rubric previously created the Liberal Arts Core Committee. The frequency of a rater choosing “no evidence” of a trait was examined by calculating the percentage of ratings that were “no evidence” from the total number of ratings for each trait. The mean rating for each student was then calculated. The percentage of student papers that met the acceptable level of performance (mean rating above 2.5) for each trait and the overall evaluation were calculated. Comparisons were made between results from lower-level and upper-level courses and between MU only students and transfer

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
	surveyed in upper-level courses will perform at this level.		students. Comparisons were made between the last two years (2015-2017) The intra-class consistency coefficient for ratings of each trait was also calculated. 59% of the upper level papers and 60% of the lower level papers were rated “overall” at the acceptable level or higher. Detailed findings are presented in the tables below.
Indirect Measure: The following item from the 2017 Graduating Student Survey: Evaluate the quality of information (e.g., scholarly articles, newspapers.)	An average student rating of “adequate” (3.00) is expected to meet the acceptable level of performance. The scale used for the question is: 1 = poor 2 = needs improvement 3 = adequate 4 = good 5 = excellent	436 graduating students completed this question on the survey.	The data were collected and analyzed by the Office of Institutional Effectiveness. The mean rating for each item was then calculated. Results: Mean score = 4.19, with 82% of respondents selecting good or excellent

Table 4: Information Literacy: Description, Mean Ratings, and Rater Consistency

Trait	Cites		Evaluates		Incorporates		Overall	
Description	Demonstrates knowledge of citation usage and methods		Evaluates source material		Incorporates source material		The paper indicates that information was used effectively to accomplish a specific purpose.	
	Mean⁶	SD	Mean	SD	Mean	SD	Mean	SD
Lower Level (LL)	2.31	.856	2.53	.653	2.57	.626	2.50	.696
Upper Level (UL)	2.53	.951	2.63	.920	2.72	.825	2.62	.912
First College (UL)	2.40	.896	2.63	.750	2.69	.688	2.59	.785
Transfer (UL)	2.47	.866	2.53	.811	2.59	.712	2.52	.799
Total	2.41	.903	2.58	.793	2.64	.730	2.56	.807
Rater Consistency⁷	.807		.774		.733		.789	
"No Evidence", as % of Total Ratings	18.5%		15.0%		14.1%		13.8%	

Chart 7: Information Literacy: Percentage of Papers with Mean Ratings at or Above 2.5, by Course Level



⁶Ratings of “no evidence” are excluded from the calculation of the mean rating.

⁷Two-way random intraclass correlation coefficient (ICC), using a consistency definition for average measure, as an estimator of interrater reliability. An ICC is measured on a scale of 0 to 1, with 1 representing perfect reliability and 0 representing no reliability. Generally, a coefficient of .700 or higher is considered acceptable. Ratings of “not in evidence” are excluded from this analysis.

Chart 8: Information Literacy: Percentage of *Upper Level* Papers with Mean Ratings at or Above 2.5, by Admissions Type

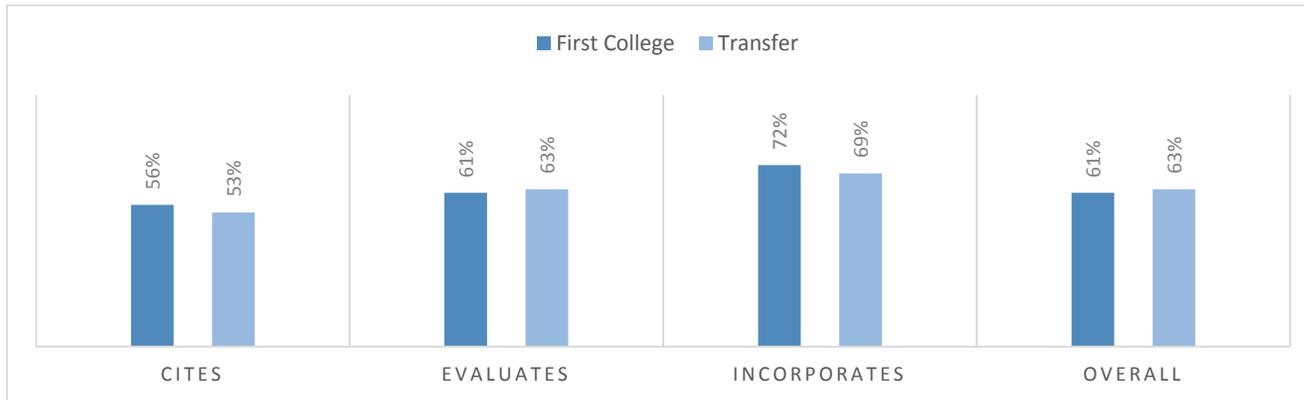
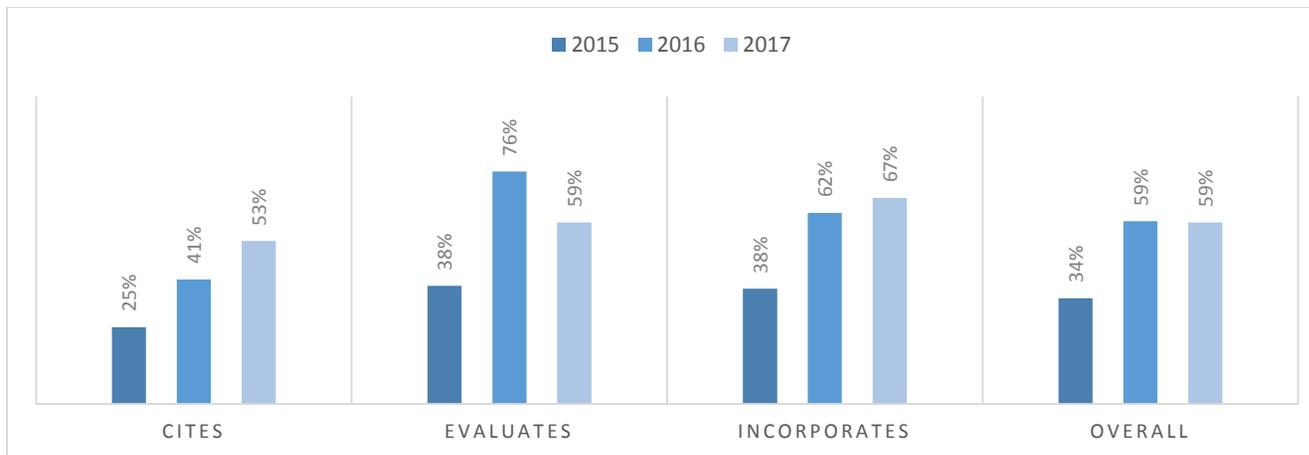


Chart 9: Information Literacy: Percentage of *Upper Level* Papers with Mean Ratings at or Above 2.5



Interpretation of Results

Extent this learning outcome has been achieved by students (*Use both direct and indirect measure results*):

The indirect measure data, gathered from numerous students, indicate that by graduation Marymount is effectively helping students evaluate the quality of information.

With regard to the direct measure data, the overall mean rating was 2.62 (UL), above the minimum performance standard of 2.5 and nearly identical to the previous year. Fifty-nine percent (59%) of students in upper-level courses met the standard, also identical to last year's result. In year-on-year comparisons, students in upper-level courses performed better in "demonstrates knowledge of citation usage and methods" and lost ground in "evaluates source material." Raters were consistent in their ratings of student work. In over 18% of student work, students were not required as part of the assignment to demonstrate knowledge of citation usage and methods; "evaluates source material" and "incorporates source material" were similarly not required in more than 14% of sampled student work.

Program strengths and opportunities for improvement relative to assessment of outcome:

Information literacy shows the least growth in student performance between lower-level and upper-level courses. This seems to suggest that students may be falling into two groups: those who develop information literacy early in their time at Marymount (or at a previous institution) and those who fail to develop information literacy early and end up not developing it at all. This is an area that could clearly use some improvement, perhaps by tailoring one or more upper-level course(s) in each program to explicitly teaching such literacy.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

Because opportunities to demonstrate information literacy come from assignments that require research, it is appropriate to address information literacy learning by focusing on the inquiry component of the core curriculum. During the 2017-18 academic year, the Inquiry committee will continue evaluating the inquiry requirement in the core curriculum. One question to address is whether new guidelines, standards, or requirements for teaching information literacy in inquiry courses should be introduced.

Learning Outcome 4: Inquiry-based learning

Is this outcome being reexamined? Yes No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

Assessment Activity

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define and explain acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the data collected and student population</i></p>	<p>Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i></p>
<p>Direct Measure: Papers from lower and upper-level courses were examined using the rubric for the inquiry competency.</p>	<p>Using a rubric created by faculty on the Liberal Arts Core Committee, sample student papers were rated with respect to five traits on a four-point scale, defined as follows: 1 - attempt that fails 2 - marginal 3 - adequate 4 – strong Average ratings at or above 2.5 are considered to be an acceptable level of performance. It is expected that 50% or more of students surveyed in upper-level courses will perform at this level.</p>	<p>Copies of papers were gathered: 40 papers from upper level inquiry courses and 40 papers from lower level Discovery 101/201 and other 100- and 200-level inquiry courses.</p> <p>The sample included papers by 34 transfer students, 13 at the lower- level and 21 at the upper- level.</p>	<p>Each student paper was rated on each of five traits and given an overall rating by five faculty raters using the rubric previously created the Liberal Arts Core Committee.</p> <p>The frequency of a rater choosing “no evidence” of a trait was examined by calculating the percentage of ratings that were “no evidence” from the total number of ratings for each trait.</p> <p>The mean rating for each student was then calculated. The percentage of student papers that met the acceptable level of performance (mean rating above 2.5) for each trait and the overall evaluation were calculated. Comparisons were made between results from lower-level and upper-level courses and between MU only students and transfer students. Comparisons were made between the last two years (2015-2017).</p> <p>The intra-class consistency coefficient for ratings of each trait was also calculated.</p> <p>83% of the upper level papers and 33% of the lower level papers were rated “overall” at the acceptable level or higher.</p> <p>Detailed findings are presented in the tables below.</p>
<p>Indirect Measure: The following item from the 2017 Graduating Student Survey:</p>	<p>An average student rating of “adequate” (3.00) is expected to meet the acceptable level</p>	<p>438 graduating students completed this question on the survey.</p>	<p>The data were collected and analyzed by the Office of Institutional Effectiveness. The mean rating for each item was then calculated.</p>

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Apply knowledge and skills to new situations	of performance. The scale used for the question is: 1 = poor 2 = needs improvement 3 = adequate 4 = good 5 = excellent		Results: Mean score = 4.16, with 82% of respondents selecting good or excellent

Table 5: Inquiry: Description, Mean Ratings, and Rater Consistency

	Question		Understanding		Methodology		Connections		Conclusions		Overall	
	Provides appropriate, focused inquiry question or project		Demonstrates understanding of context, audience, and purpose of assignment		Designs or uses methodology or theoretical framework appropriate to inquiry question or project		Makes connections between and among ideas		States solid and insightful conclusions		Has a defined focus that uses appropriate methodology or a theoretical framework and provides a solid conclusion	
	Mean⁸	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Lower Level (LL)	2.38	.732	2.21	.796	2.06	.805	2.17	.782	1.96	.801	2.11	.842
Upper Level (UL)	3.13	.735	3.17	.645	3.06	.698	2.95	.663	2.85	.694	3.04	.669
First College (UL)	2.52	.792	2.43	.866	2.32	.889	2.37	.802	2.19	.844	2.33	.882
Transfer (UL)	3.06	.762	3.03	.749	2.85	.842	2.82	.785	2.69	.840	2.89	.800
Total	2.75	.820	2.69	.867	2.55	.903	2.56	.821	2.40	.872	2.57	.888
Rater Consistency⁹	0.792		0.814		0.830		0.806		0.822		0.825	
"No Evidence", as % of Total Ratings	9.4%		7.8%		11.3%		8.1%		8.4%		9.1%	

⁸Ratings of "no evidence" are excluded from the calculation of the mean rating.

⁹Two-way random intraclass correlation coefficient (ICC), using a consistency definition for average measure, as an estimator of interrater reliability. An ICC is measured on a scale of 0 to 1, with 1 representing perfect reliability and 0 representing no reliability. Generally, a coefficient of .700 or higher is considered acceptable. Ratings of "not in evidence" are excluded from this analysis.

Chart 10: Inquiry: Percentage of Papers with Mean Ratings at or Above 2.5, by Course Level

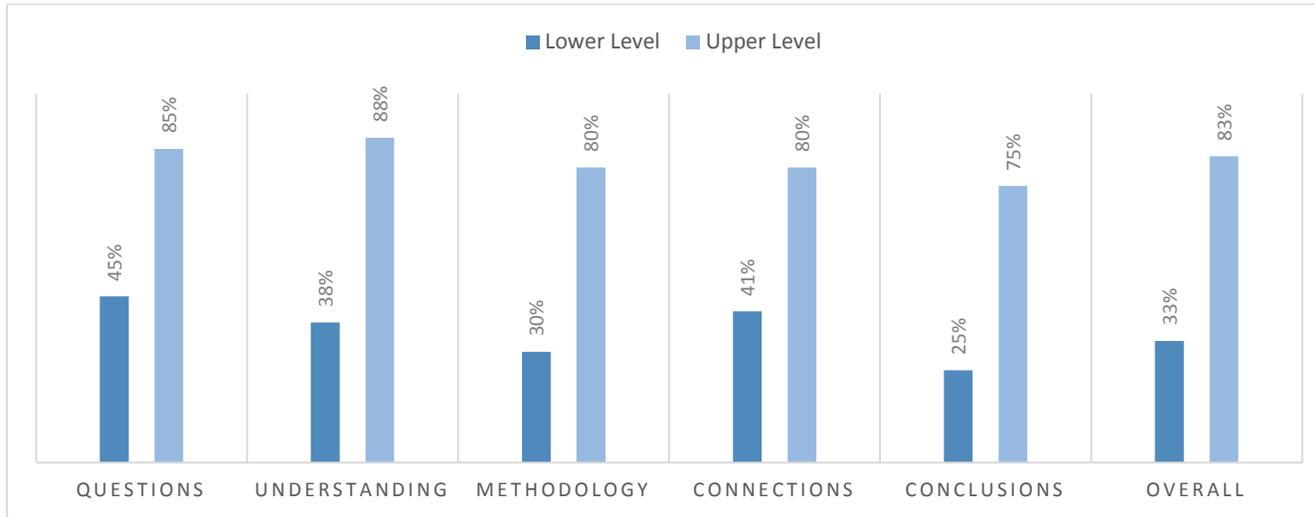


Chart 11: Inquiry: Percentage of *Upper Level* Papers with Mean Ratings at or Above 2.5, by Admissions Type

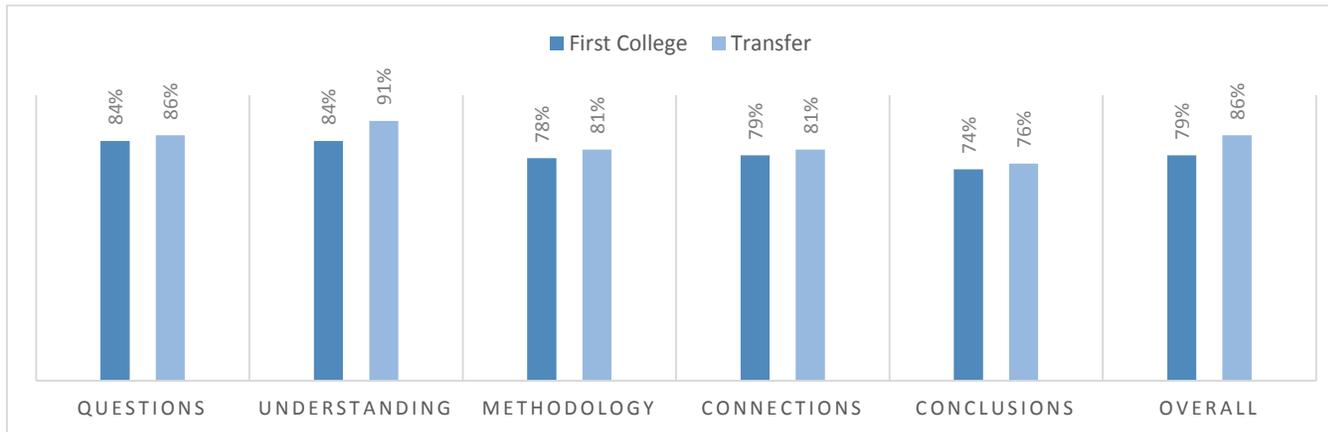
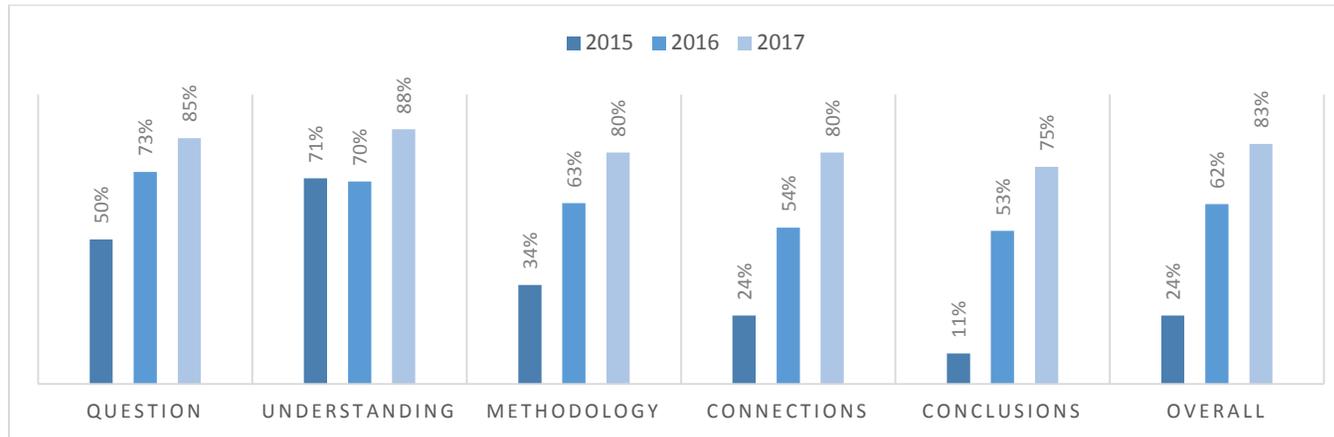


Chart 12: Inquiry: Percentage of Upper Level Papers with Mean Ratings at or Above 2.5



Interpretation of Results

Extent this learning outcome has been achieved by students (Use both direct and indirect measure results):

The indirect measure data, gathered from numerous students, indicate that students have a high level of confidence in their ability to solve novel problems.

The direct measure data also indicate improvement by students during their Marymount education. The overall mean rating was 3.04 (UL), exceeding the minimum performance standard of 2.5 and showing an increase over the previous year's result of 2.69. Eighty-three percent (83%) of upper-level student work evaluated by the raters met the standard. A majority of upper-level student work met or exceeded the standard on each of the traits assessed. Year-on-year comparisons show gains in all traits. Rater consistency was high and improved over the previous year, exceeding the "acceptable" standard on all traits. Less than 10% of sampled student work resulted in a score of "no evidence --not assigned" for each trait, with the exception of "designs or uses methodology or theoretical framework appropriate to inquiry question or project."

Program strengths and opportunities for improvement relative to assessment of outcome:

An opportunity for improvement here lies in communicating more effectively with faculty about the aims of assessment and the types of assignments that most appropriate for submission to the assessment workshop. During 2017-18, as in 2016-17, faculty who teach designated inquiry courses will be contacted early during each semester with a reminder that student work from these courses is used for assessment purposes. In addition, faculty will be provided with descriptions of the qualities under assessment and prompted to submit work from assignments that give students opportunities to demonstrate the fundamental competencies. Copies of the assessment rubrics and of guidelines for inquiry courses will be sent directly to instructors.



Discuss planned curricular or program improvements for this year based on assessment of outcome:

Assessment results will be shared widely with school deans, department chairs, and the faculty. During the 2017-18 academic year, the Liberal Arts Core Committee and the Inquiry Committee will begin evaluation of the inquiry requirement in the core curriculum. One question to address is whether new guidelines, standards, or requirements for teaching inquiry-based learning should be introduced. Another is what must be done to foster a shared understanding of inquiry-based learning across the faculty.

Appendices

Appendix 1 provides copies of the rubrics used by faculty raters at the 2017 assessment workshop. Included are the rubrics for Written Communication, Critical Thinking, Information Literacy, and Inquiry.

WRITTEN COMMUNICATION

Paper Number:

Rater: _____

Please circle the appropriate number.

PERFORMANCE OUTCOMES	Strong	Adequate	Marginal	Attempt that fails	No evidence
The paper establishes control of a topic through a focused thesis, hypothesis, or theme that engages complex ideas without oversimplifying or distorting them.	4	3	2	1	0
Relevant material (and only relevant material) is included; summary and narrative, if included, are used appropriately and effectively.	4	3	2	1	0
The paper is effectively and coherently organized, with ideas arranged in a clear sequence; paragraphs are unified and fully developed.	4	3	2	1	0
The writer adopts a tone and makes word choices appropriate to the topic and the academic context. The sentences are concise and clear and, as appropriate to the discipline, fluent.	4	3	2	1	0
The paper is reasonably free of errors in grammar and usage.	4	3	2	1	0

OVERALL	Strong	Adequate	Marginal	Attempt that fails	No evidence
The paper works as an academic project in scope, focus, analysis, deliberation, and execution.	4	3	2	1	0

Written Communication

Strong: On all levels -content, organization, style- the work embodies the knowledge and skills required to engage and analyze significant issues in writing, to express serious thinking clearly and effectively. These papers, while not perfect, are characterized by a mature level of thought and by capable writing.

- The paper develops from the thesis or theme or purpose by confronting rather than over-simplifying complex issues.
- The organization is clear with transitions as appropriate to the discipline.
- The sentences reflect an understanding of principles of clarity and employ variety and emphasis. The sentences sound and look polished.

Adequate: These papers evince a mature level of thought and development. They demonstrate capable writing but are uneven in execution.

- The paper develops from the thesis or theme or purpose and, for the most part, confronts rather than over-simplifies complex issues.
- The organization is mostly clear with transitions as appropriate to the discipline..
- He sentences reflect an understanding of the principles of conciseness and clarity and at times employ variety and emphasis. The sentences are at least competent, but there may be some lapses in word choice.
- The paper has no serious errors in grammar.

Marginal: The work meets minimal requirements for a successful academic essay.

- There is an attempt to create a complex thesis or theme or purpose, even if it is not fully developed.
- There is minimal development or excessive summary. Narratives do not build to argument, analysis, or synthesis.
- The work is overly general and not very interesting.
- The organization may be barely perceptible.
- The sentences, while immature, awkward, and choppy, should be free from serious grammatical errors.
- Word choice is uneven and perhaps confusing.
- There is some element within this work that could be salvaged with serious revision.

Attempt that Fails: The work is not successful for any number of different reasons.

- The thesis or theme or purpose may carry no significance, or be overly broad.
- The paper may rely entirely on the general and the expected; it may only vaguely suggest an idea.
- The paper may ramble, with no perceivable plan.
- Grammatical errors may be striking and distracting, with sentences so deficient that they are difficult to follow.

No evidence: There is no evidence of the performance outcome.

CRITICAL THINKING

Paper Number:

Rater: _____

Please circle the appropriate number.

Performance Outcomes	Strong	Adequate	Marginal	Attempt that fails	No evidence
Analyzes and evaluates relevant positions	4	3	2	1	0
Questions key assumptions	4	3	2	1	0
Adopts only claims supported with evidence	4	3	2	1	0
Accurately analyzes appropriate evidence	4	3	2	1	0
Synthesizes evidence in order to articulate logical and compelling conclusion	4	3	2	1	0

Overall	Strong	Adequate	Marginal	Attempt that fails	No evidence
Considers perspectives and positions, assesses the data or evidence and reaches appropriate conclusions	4	3	2	1	0

Critical Thinking Criteria

Strong: *Consistently does all or most of the following:*

- Accurately interprets evidence
- Identifies relevant arguments and counter-arguments
- Thoughtfully analyzes and evaluates major alternative points of view
- Justifies key results; explains assumptions and reasoning
- Fair-mindedly follows where evidence and reasoning lead

Adequate: *Does most or many of the following:*

- Accurately interprets evidence
- Identifies relevant arguments and counter-arguments
- Analyzes and evaluates obvious points of view
- Justifies some results and explains reasoning
- Fair-mindedly follows where evidence and reasoning lead

Marginal: *Does most or many of the following:*

- Misinterprets evidence
- Fails to identify relevant arguments and counter-arguments
- Ignores or superficially evaluates obvious alternative points of view
- Justifies few results; seldom explains reasons
- With little regard for evidence or reasons, maintains or defends views based on preconceptions.

Attempt that fails: *Consistently does all or most of the following:*

- Offers biased interpretations of evidence
- Fails to identify or hastily dismisses strong, relevant, counter-arguments
- Ignores or superficially evaluates obvious alternative points of view
- Does not justify results or explain reasons
- Regardless of evidence or reasons, maintains or defends views based on preconceptions

No evidence: There is no evidence of the performance outcome.

INFORMATION LITERACY RUBRIC

Paper Number:

Rater:

Please circle the appropriate number.

PERFORMANCE OUTCOMES	Strong	Adequate	Marginal	Attempt that fails	No evidence
Demonstrates knowledge of citation usage and methods	4	3	2	1	0
Evaluates source material	4	3	2	1	0
Incorporates source material	4	3	2	1	0

OVERALL	Strong	Adequate	Marginal	Attempt that fails	No evidence
The paper indicates that information was used effectively to accomplish a specific purpose	4	3	2	1	0

General Information Literacy Criteria

Strong:

- **Consistently** demonstrates knowledge of how and when to cite by documenting sources, using in-text and notes correctly, and naming and labelling figures and/or graphs.
- **Consistently** demonstrates expertise and sophisticated independent thought by using a variety of appropriate and authoritative sources, distinguishing between source types, and demonstrating a critical exploration of sources.
- **Consistently** integrates and synthesizes sources to expertly support claims, makes a clear distinction between own ideas and ideas of others, does not over or under rely on the ideas or work of a single author.

Adequate:

- **With occasional errors** demonstrates understanding of the rationale for citation, documents sources, uses in-text and notes and names and labels figures and/or graphs completely.
- **With occasional errors** uses source materials that are adequate and appropriate but may lack depth, uses sources that support claims but may not be the most authoritative, usually distinguishes between source types, and demonstrates preliminary critical exploration of sources.
- **With occasional errors** integrates and synthesizes sources proficiently, distinguishes between own ideas and ideas of others, but may over or under rely on the ideas or work of a single author.

Marginal:

- **Frequently** cites incorrectly or not at all, makes errors in in-text citations or notes, or inconsistently labels figures or graphs.
- **Frequently** relies on too few sources or on largely inappropriate sources, does not distinguish between source types, or demonstrates little critical exploration of sources.
- **Frequently** fails to put sources into context and blurs the distinction between own ideas and ideas of others.

Attempt that fails:

- **Consistently fails** to include citations, in-text or in notes, or fails to label figures or graphs.
- **Consistently fails** to use adequate or appropriate sources, fails to distinguish between source types, or fails to think critically about sources as evidence.
- **Consistently fails** to contextualize quotations and evidence, or fails to distinguish between own ideas and ideas of others.

No evidence:

- There is no evidence of the performance outcome.

INQUIRY

Paper Number:

Rater: _____

Please circle the appropriate number.

Performance Outcomes	Strong	Adequate	Marginal	Attempt that fails	No evidence
Provides appropriate, focused inquiry question or project	4	3	2	1	0
Demonstrates understanding of context, audience, and purpose of assignment	4	3	2	1	0
Designs or uses methodology or theoretical framework appropriate to inquiry question or project	4	3	2	1	0
Makes connections between and among ideas	4	3	2	1	0
States solid and insightful conclusions	4	3	2	1	0

Overall	Strong	Adequate	Marginal	Attempt that fails	No evidence
Inquiry project has a defined focus that uses appropriate methodology or a theoretical framework and provides a solid conclusion	4	3	2	1	0

Inquiry Criteria

Strong: Consistently does all or most of the following:

- Provides a central question or project focus is clearly defined and appropriate
- Identifies important and relevant issues
- Demonstrates a thorough understanding of context, audience and purpose of the assignment
- Designs and uses an appropriate methodology or theoretical framework
- Connects information to problem and considers alternative ways of approaching question or project and reconciles conflicting evidence
- States clear and thoughtful conclusion that demonstrates solid understanding

Adequate: Does most or many of the following

- Provides a clear and somewhat focused question or project topic
- Identifies key issues
- Demonstrates an adequate understanding of context, audience and purpose of assignment
- Uses some elements of appropriate methodology or theoretical framework
- Integrates knowledge and makes connections
- States an appropriate conclusion

Marginal: Does most or many of the following

- Provides an inquiry question or project that is appropriate but lacking in focus
- States issues in broad manner
- Demonstrates some attention to context, audience, and purpose of assignment
- Uses few elements of appropriate methodological design
- Recognizes some connections in information
- States a conclusion that is somewhat relevant and provides a limited understanding

Attempt that fails: Consistently does all or most of the following

- Provides an inquiry questions or problem that is inappropriate or lacks focus
- Does not show understanding of issues of topic or purpose of assignment
- Does not provide or use a relevant methodology of theoretical framework
- Does not make connections to information
- States a vague or inappropriate conclusion

No evidence: There is no evidence of the performance outcome.