STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Liberal Arts Core/University Fundamental Competencies
SUBMITTED BY: Ariane Economos
DATE: 9/30/2018
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
Students will demonstrate effective written communication	2017	Yes	2019
Students will demonstrate critical thinking	2017	Yes	2019
Students will demonstrate information literacy	2017	Yes	2019
Students will demonstrate inquiry based learning	2017	Yes	2019

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

Describe briefly how the program's outcomes support Marymount's mission, strategic plan, and relevant school plan *(generally not more than two paragraphs, may use bullet points)*:

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 to the process, and provide evidence of the existence of a culture of continuous improvement based on assessment *(generally not more than two paragraphs, may use bullet points)***:**

OVERVIEW

The Liberal Arts Core Competency Assessment Workshop occurred on May 17 and 18, 2018, 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 to five members, with each group assigned to a competency and led by a faculty member who had previously participated in this assessment process. The morning of each day of the workshop is devoted to norming and training, to help improve rater consistency.

This year, evaluators were given a revised rubric for Written Communication.

METHOD

Sample

- **Written Communication:** 40 papers from upper level writing-intensive courses and 40 papers from lower-level English 102 per team member.
- **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
- **Information Literacy:** 39 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. One paper was removed from the sample, as the student was non-degree.
- **Inquiry:** 40 papers from upper level inquiry courses and 39 papers from lower level Discovery 101/201 and other 100- and 200-level inquiry courses per team member. One paper was removed from the sample, as the student was non-degree.

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**	28	12	**40**	30	10	**40**	32	7	**39**
Upper Level (UL)	20	20	**40**	21	19	**40**	19	23	**39**	25	15	**40**
Total	**44**	**36**	**80**	**49**	**31**	**80**	**46**	**33**	**79**	**57**	**22**	**79**

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.
- The rubric for written communication was revised this year, so comparisons with previous years will not be valid.
- 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.
- 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 four to five faculty members and led by a faculty member who had previously participated in the process. There was a total of 17 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. Six of the faculty raters were from the School of Arts and Sciences, two from the School of Business Administration, three from the School of Education and Human Services, one from the Malek School of Health Professions, and five 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".

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. 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 were generally satisfied with the training procedure and reported a clear understanding of how to use the rubrics, but achieving inter-rater consistency continues to be a challenge when assessing critical thinking and inquiry-based learning, and became a challenge this year for written communication as well, which may be due to the introduction of a new rubric. Faculty assessing written communication reported challenges with using the new rubric.

PLANNED IMPROVEMENTS

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

1. As was the case in 2017, this year's assessment results indicate that more work needs to be done to achieving inter-rater consistency.
2. During 2018-19, as in 2017-18, 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 will be sent directly to instructors.
3. During 2018-19, members of the Liberal Arts Core Committee will share assessment results with their schools and will solicit feedback on how to improve student performance in these outcomes.
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. In consultation with the Inquiry Committee, the Director of the Liberal Arts Core will work to evaluate the rubric for inquiry-based learning.
6. In consultation with the Writing Committee, the Director of the Liberal Arts Core will work to evaluate and possibly recommend changes to the rubric for written communication.

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

Outcome	Planned Improvement	Update *(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)*
Written Communication	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.	Assessment results were shared with the writing subcommittee of the Undergraduate Curriculum and Instruction Committee. A new rubric was piloted at the 2018 Assessment Workshop.
Critical Thinking	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.	Assessment results were shared with deans, department chairs, and faculty. The Liberal Arts Core Committee continued to evaluate the critical thinking competency in the core curriculum by soliciting information from all schools regarding how critical thinking is best understood in a variety of fields. The committee decided not to develop a new critical thinking rubric, because work with the Inquiry committee indicated that they wanted to develop and pilot a new rubric. The LAC committee thought it best not to pilot two new rubrics the same year.
Information Literacy	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.	The LAC committee and the LAC Director worked with the Inquiry committee to develop new guidelines for developing Inquiry-designated courses. Part of these new guidelines include more information on the need for the research products coming out of Inquiry-designed classes to show that the student is information literate.
Inquiry-based learning	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.	Assessment results were shared with deans, department chairs, and faculty. The LAC committee worked with the Inquiry committee to evaluate the inquiry requirement in the core curriculum. As a result of this work, new guidelines and requirements for teaching inquiry-based learning have been introduced. In order to foster a shared understanding of inquiry-based learning, a new syllabus (containing the new guidelines and requirements) was proposed and approved for use in all inquiry-based courses.

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

Comment: The 2017 Fundamental Competencies Assessment Report met all requirements and was accepted as submitted. The Assessment Committee recommended re-wording the competencies into outcome statements.

Response: Each of the competencies has been re-worded as an outcome statement.

Outcomes Assessment 2017-2018

Learning Outcome 1: Students will demonstrate effective written communication

Assessment Activity

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	**Performance Standard** *Define and explain acceptable level of student performance.*	**Data Collection** *Discuss how the data was collected and describe the student population*	**Analysis** *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
Direct Measure: Papers from lower and upper-level courses were examined using the rubric for the written communication 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 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.	Copies of 80 papers were gathered: 40 papers from upper level writing-intensive courses and 40 papers from lower-level English 102. The sample included papers by 36 transfer students, 16 at the lower- level and 20 at the upper-level.	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. 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. The intra-class consistency coefficient for ratings of each trait was also calculated. 75% of the upper level papers and 45% of 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 2017-2018 Graduating Student Survey: Develop a coherent written argument	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	366 graduating students completed this question on the survey	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. **Results**: Mean score = 4.05

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	**Performance Standard** *Define and explain acceptable level of student performance.*	**Data Collection** *Discuss how the data was collected and describe the student population*	**Analysis** *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
	3 = adequate 4 = good 5 = excellent		

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

Trait	Genre Awareness		Argument		Support		Organization		Sentence-Level Prose		Overall	
Description	The tone of the paper is appropriate for the targeted audience and the task.		The paper has a focused thesis, theme, or purpose that engages complex ideas without oversimplifying or distorting them.		Support for this argument effectively moves between generalizations and details. Irrelevant material is not included.		The paper advances its purpose clearly and coherently at the level of the paper, paragraphs, and sentences.		The paper shows careful attention to clear, fluent sentences and grammatical correctness.		Overall, the paper is an effective academic or professional product.	
	Mean[1]	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Lower Level (LL) (n =40)	2.66	.459	2.32	.469	2.36	.523	2.35	.490	2.22	.405	2.34	.361
Upper Level (UL) (n=40)	**2.96**	**.431**	**2.78**	**.451**	**2.79**	**.520**	**2.73**	**.478**	**2.63**	**.586**	**2.74**	**.516**
First College (UL) (n=44)	2.78	.442	2.56	.525	2.56	.554	2.53	.518	2.40	.494	2.57	.486
Transfer (UL) (n=36)	2.84	.502	2.53	.502	2.55	.592	2.55	.522	2.45	.600	2.50	.486
Total (n=80)	**2.81**	**.468**	**2.55**	**.512**	**2.56**	**.568**	**2.54**	**.516**	**2.43**	**.542**	**2.54**	**.484**
Rater Consistency[2]	0.672		0.668		0.714		0.670		0.726		0.653	
"No Evidence", as % of Total Ratings	0.3%		3.1%		1.9%		0.6%		0.0%		0.6%	

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

[1]Ratings of "no evidence" are excluded from the calculation of the mean rating.

[2]Two-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.

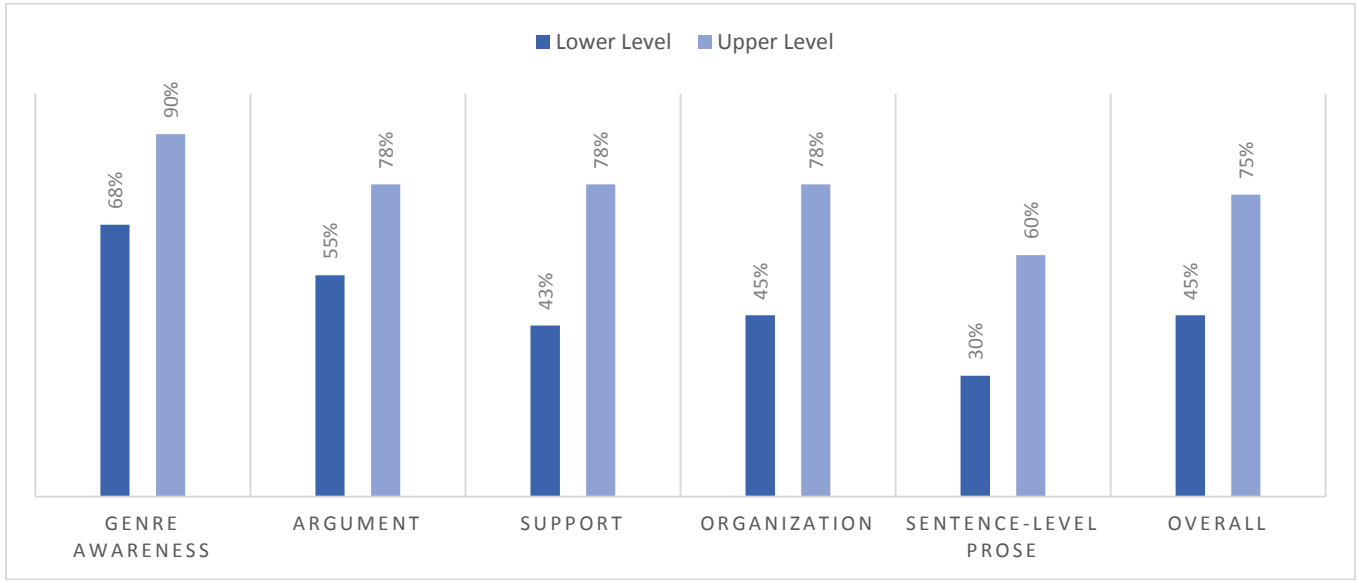
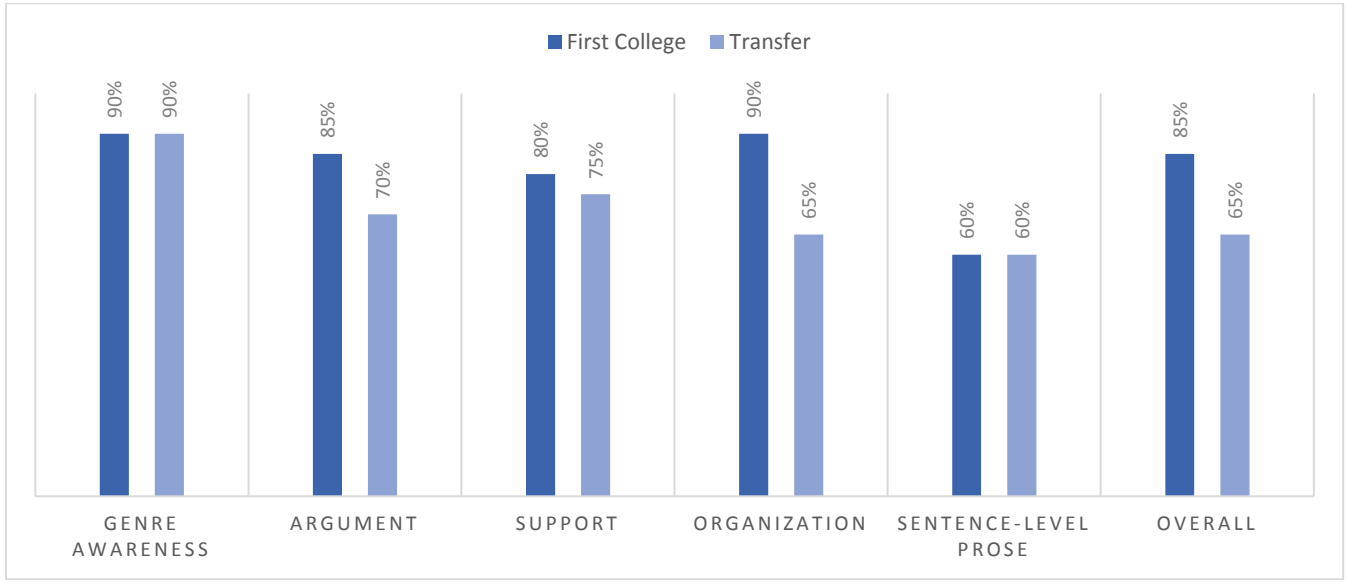


Chart 2: Written Communication: Percentage of *Upper Level* Papers with Mean Ratings at or Above 2.5, by Admissions Type



Interpretation of Results

Describe the extent to which 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:

- The overall mean rating for this outcome was 2.54 (UL), meeting the desired minimum performance standard of 2.5.
- For the overall measure of sampled students' work from upper-level classes, 75% met or exceeded the performance standard. Performance was strongest on "genre awareness" and weakest on "sentence-level prose", with 60% of upper-level students meeting or exceeding the 2.5/4.0 standard. There were positive performance gains between lower level and upper level courses in all traits.
- First college students performed at a higher level on the overall measure than transfer students.
- Raters were less consistent than in previous years in their ratings of student work, possibly an effect of the introduction of a new rubric.
- Few samples resulted in a rating of "no evidence" because the traits were not assigned.

Briefly describe 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. Changes to the assessment rubric, however, may have resulted in the reduced inter-rater reliability seen this year. Faculty reported more difficulty using the rubric this year. Additionally, 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. In particular, the challenges that faculty reported when using the new written communication rubric will be discussed with this committee. Edits to the rubric (possibly in the form of clarifications of, rather than alterations to, its elements) may be recommended for the rubric to be used in 2019.

Learning Outcome 2: Students will demonstrate critical thinking

Assessment Activity

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	**Performance Standard** *Define and explain acceptable level of student performance.*	**Data Collection** *Discuss how the data was collected and describe the student population*	**Analysis** *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
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 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.	Copies of 80 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 31 transfer students, 12 at the lower- level and 19 at the upper-level.	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. 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 (2014-2018). The intra-class consistency coefficient for ratings of each trait was also calculated. 53% of the upper level papers and 28% 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 items from the 2017-2018 Graduating Student Survey: (1) Apply knowledge and skills to new situations. (2) 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	367 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 for (1) = 4.15, mean score for (2) = 4.14

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

Trait	Analyzes		Questions		Adopts		Evidence		Synthesizes		Overall	
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	
	Mean[3]	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Lower Level (LL) (n=40)	2.00	.613	1.76	.617	2.12	.644	2.13	.632	1.96	.698	1.96	.727
Upper Level (UL) (n=38)	**2.57**	**.643**	**2.20**	**.651**	**2.57**	**.627**	**2.57**	**.659**	**2.45**	**.709**	**2.51**	**.713**
First College (UL) (n=47)	2.15	.645	1.89	.684	2.28	.653	2.26	.614	2.09	.694	2.12	.717
Transfer (UL) (n=31)	2.48	.711	2.10	.635	2.44	.700	2.48	.759	2.36	.789	2.41	.818
Total (n=78[4])	**2.28**	**.686**	**1.98**	**.669**	**2.34**	**.672**	**2.35**	**.679**	**2.20**	**.741**	**2.23**	**.767**
Rater Consistency[5]	.712		.661		.696		.674		.718		.763	
"No Evidence", as % of Total Ratings	6.9%		7.2%		5.9%		6.3%		6.3%		6.3%	

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

[3]Ratings of "no evidence" are excluded from the calculation of the mean rating.

[4] Two papers received ratings of "9" (no evidence, not assigned) on all traits by all raters so were excluded from calculation of means. A total of 80 papers were evaluated.

[5]Two-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.

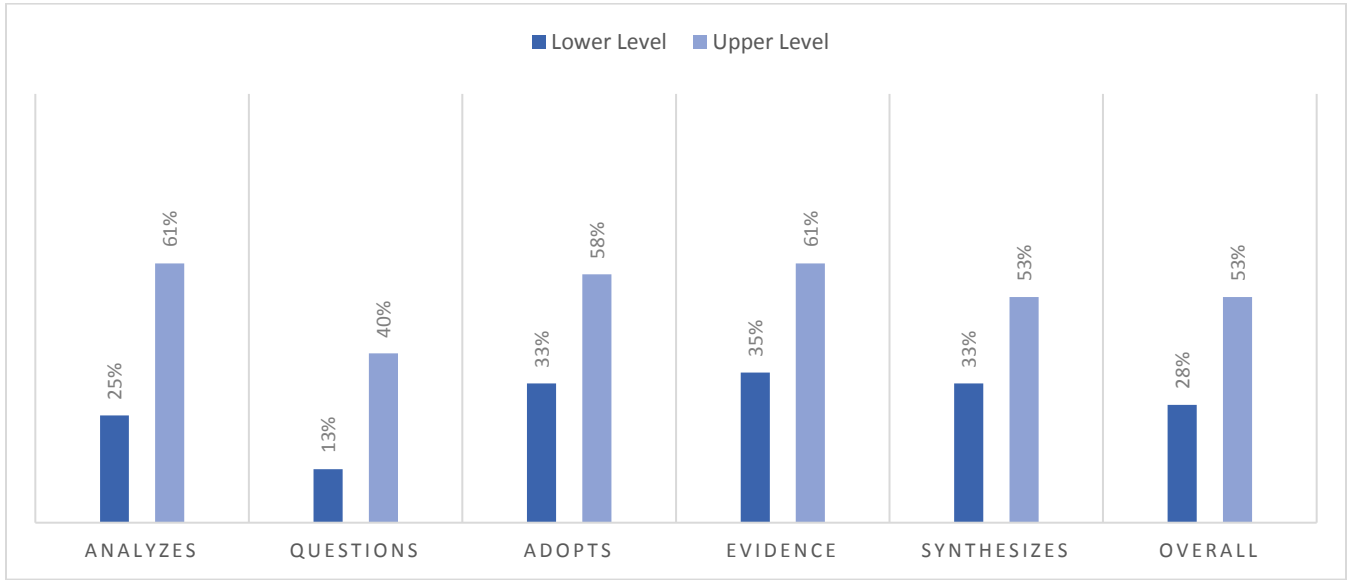
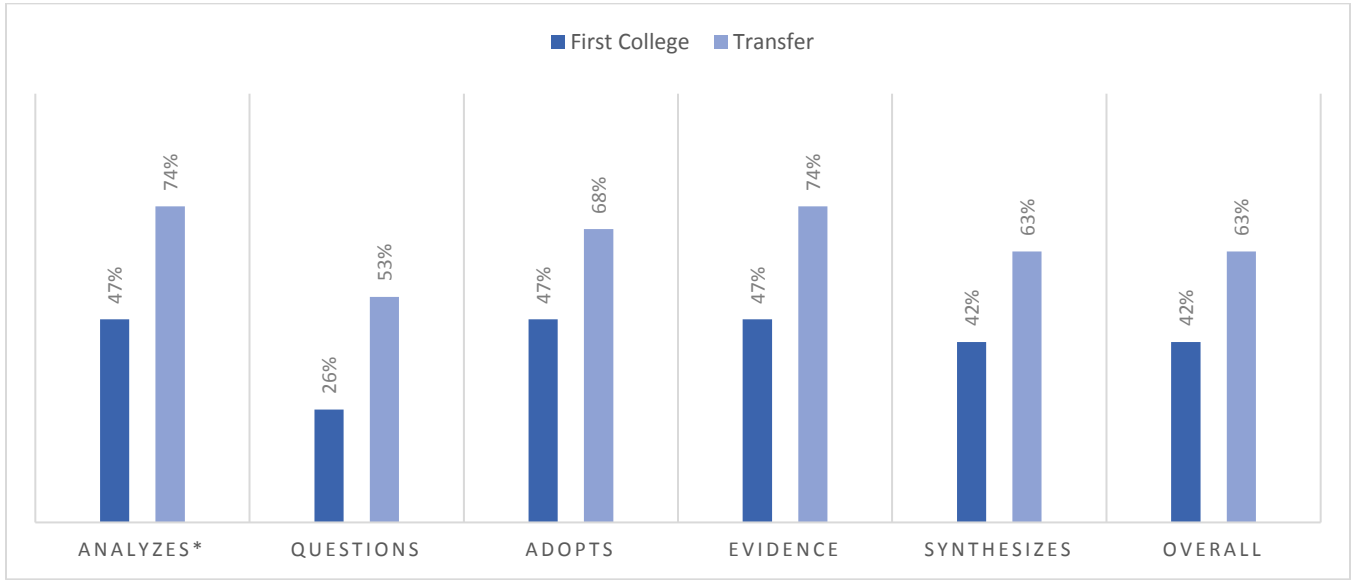
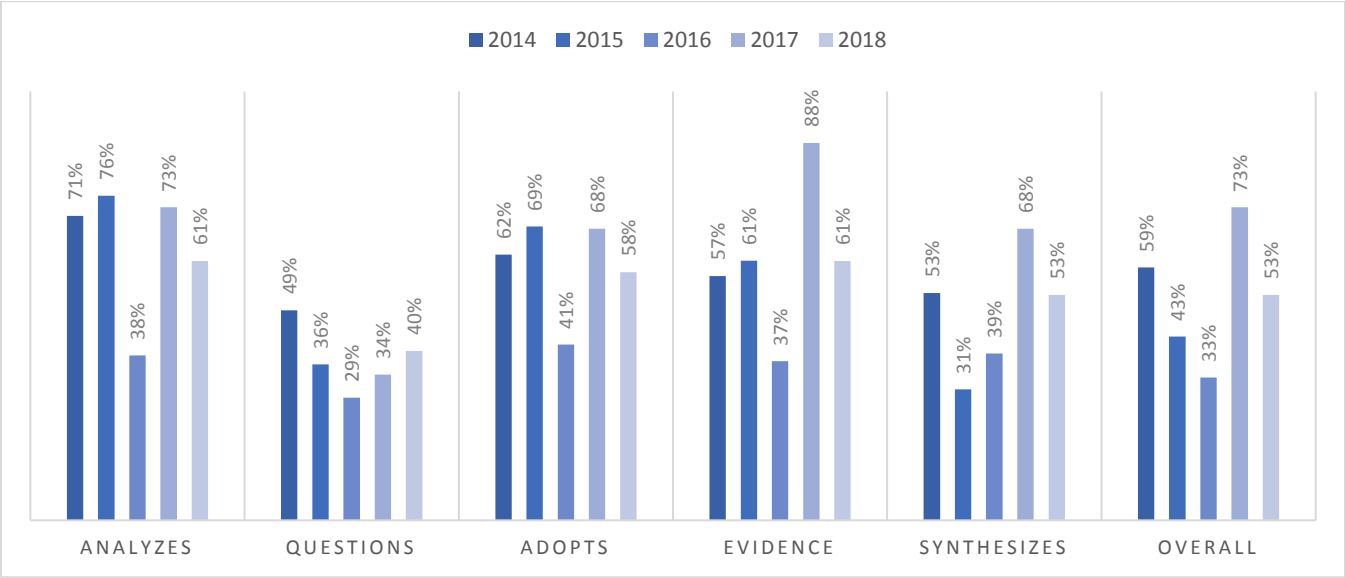


Chart 5: Critical Thinking: Percentage of *Upper Level* Papers with Mean Ratings at or Above 2.5, by Admissions Type



*Indicates that there is a significant difference between groups, measured using an independent-samples t-test with p<.05.

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



Interpretation of Results

Describe the extent to which this learning outcomes 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 indicate:

- The overall mean rating for this outcome was 2.23 (UL), failing to meet the performance standard of 2.5 and representing a decrease from last year's results (2.72).
- Fifty-three percent (53%) of students' work from upper-level courses met or exceeded the performance standard, representing a large decrease over the previous year's result of 73%. As in previous years, the lowest ratings were made in "questions key assumption" (40% of upper-level student work met the standard). Annual comparisons show substantial increases in performance from students in upper level courses.
- Raters were more consistent this year in their findings, with reliability at or above the "acceptable" standard of 0.7 on nearly all traits, with the exception of "questions key assumptions" and "accurately analyzes appropriate evidence."
- The percentage of student papers where specific traits were not assigned fell from last year; the traits required the least (7.3%) was "questions key assumptions."
- Upper level transfer students outperformed first college students.

Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:

Students did not perform as well in this area as they did last year, however, last year's results were significantly above the student performance we have seen over the past five years. More work needs to be done on achieving inter-rater consistency when assessing critical thinking, but this year's reliability is an improvement over last year's. The Liberal Arts Core Committee will continue to evaluate the current critical thinking rubric. The Director of the Liberal Arts Core will continue to solicit feedback from departmental chairs and/or other faculty about how critical thinking is manifested in their field, with the end goal being the development of a university-wide understanding of what critical thinking is, and what the best practices are for teaching it across a variety of fields.

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. The Director of the Liberal Arts Core will continue to solicit feedback from departmental chairs and/or other faculty about how critical thinking is practiced in their field. Feedback from a variety of programs could help with promoting a university-wide understanding of what is meant by "critical thinking" and what the best practices are for teaching this skill.

Learning Outcome 3: Students will demonstrate information literacy

Assessment Activity

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	**Performance Standard** *Define and explain acceptable level of student performance.*	**Data Collection** *Discuss how the data was collected and describe the student population*	**Analysis** *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
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 surveyed in upper-level courses will perform at this level.	Copies of 79 papers were gathered: 39 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 33 transfer students, 10 at the lower- level and 23 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 students. Comparisons were made over the last four years (2015-2018) The intra-class consistency coefficient for ratings of each trait was also calculated.

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	**Performance Standard** *Define and explain acceptable level of student performance.*	**Data Collection** *Discuss how the data was collected and describe the student population*	**Analysis** *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
			61% of the upper level papers and 59% 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 items from the 2017-2018 Graduating Student Survey: (1) Find appropriate sources of information. (2) 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	367 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 for (1) = 4.19, mean score for (2) = 4.20

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

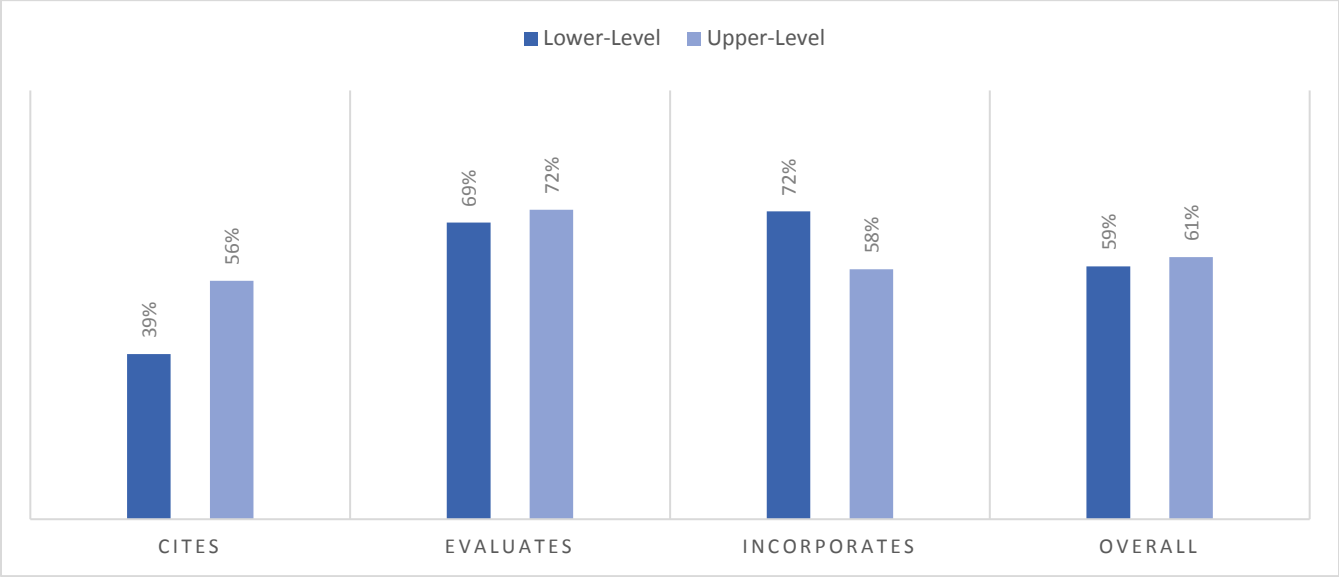
Trait	**Cites**		**Evaluates**		**Incorporates**		**Overall**	
Description	Demonstrates knowledge of citation usage and methods		Evaluates source material		Incorporates source material		The paper indicates that information was used effectively to accomplish a specific purpose.	
	Mean[6]	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Lower Level (LL) (n=39)	2.25	.467	2.65	.489	2.61	.432	2.56	.492
Upper Level (UL) (n=36)	**2.46**	**.743**	**2.65**	**.773**	**2.44**	**.649**	**2.51**	**.746**
First College (UL) (n=45)	2.43	.575	2.74	.574	2.62	.499	2.63	.573
Transfer (UL) (n=30)	2.23	.674	2.51	.709	2.40	.604	2.39	.675
Total (n=75)[7]	**2.35**	**.620**	**2.65**	**.637**	**2.53**	**.550**	**2.54**	**.623**

[6]Ratings of "no evidence" are excluded from the calculation of the mean rating.

[7] Four papers received ratings of "9" (no evidence, not assigned) on all traits by all raters so were excluded from calculation of means. A total of 80 papers were evaluated. One paper was removed from the sample, as the student was non-degree.

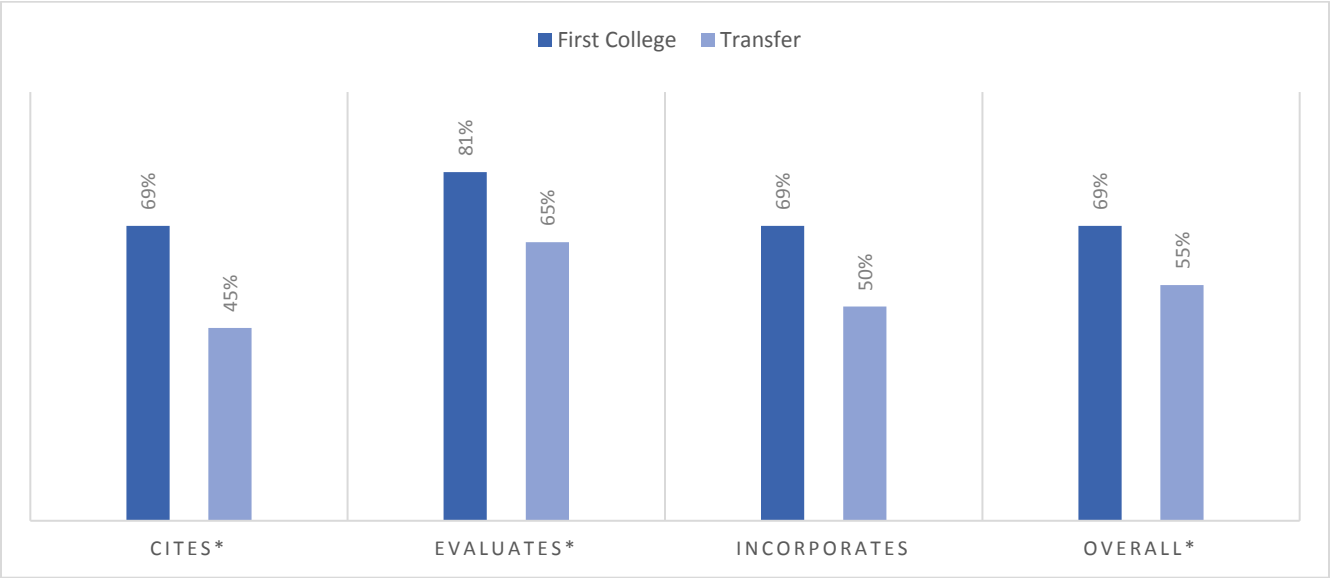
Rater Consistency[8]	.876	.814	.711	.836
"No Evidence", as % of Total Ratings	6.9%	8.8%	8.8%	8.8%

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



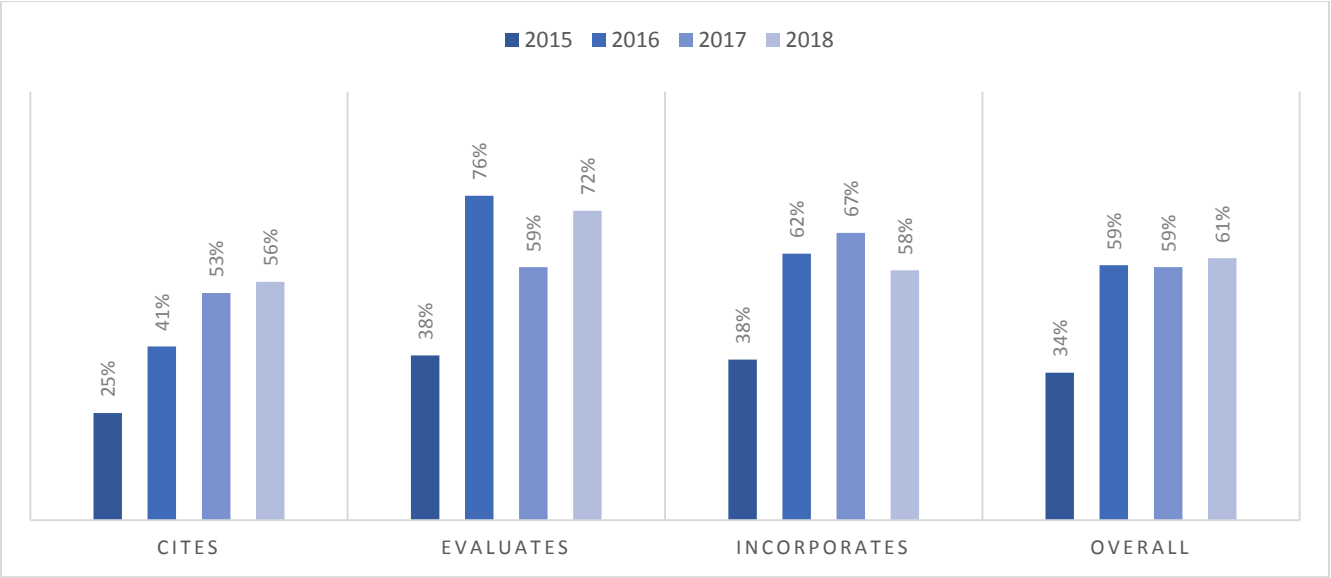
[8]Two-way random intraclass correlation coefficient (ICC), using a consistency definition for average measure, as an estimator of interrater reliability. An ICC is measured on a scale of 0 to 1, with 1 representing perfect reliability and 0 representing no reliability. Generally, a coefficient of .700 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



*Indicates that there is a significant difference between groups, measured using an independent-samples t-test with p<.05.

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



Interpretation of Results

Describe the extent to which this learning outcomes 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.

The direct measure data indicate:

- The overall mean rating was 2.51 (UL), just above the minimum performance standard of 2.5 and slightly lower than the previous year.
- Sixty-one percent (61%) of students in upper-level courses met the standard, nearly identical to last year's result. In year-on-year comparisons, students in upper-level courses performed slightly better in "demonstrates knowledge of citation usage and methods," substantially better in "evaluates source material," and lost ground in "incorporates source material."
- Raters were consistent in their ratings of student work.
- In 9% of student work, students were not required as part of the assignment to demonstrate knowledge of "evaluates source material" and "incorporates source material," and in 7% of sampled student work, students were not required to demonstrate knowledge of citation usage and methods.

Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:

As was the case in 2017, Information literacy continues to show 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 use some improvement, as students should be gaining greater skills in this area during their time at Marymount. Additionally, information literacy had the largest number of papers that raters marked as showing “no evidence” of this outcome.

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

The Liberal Arts Core committee will be working with members of the library to determine ways to increase student performance on this outcome. Additionally, the committee will be reaching out to programs that independently assess their students’ information literacy, in order to see if transfer students are consistently worse in performance on this outcome across programs, or whether the perform better in particular programs. If they do perform better in particular programs, then gaining information on what these programs are doing right would be helpful. Finally, because of the large number of papers showing “no evidence” of this outcome, faculty need to be made more aware that they should be requiring students to demonstrate information literacy in most, if not all, of their written products.

Learning Outcome 4: Students will demonstrate inquiry-based learning

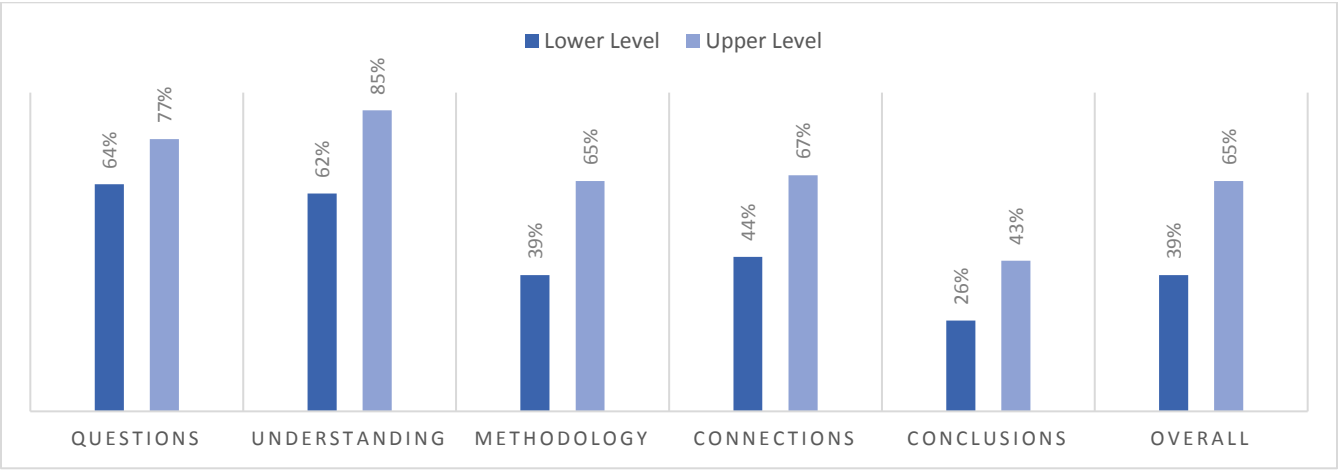
Assessment Activity

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	**Performance Standard** *Define and explain acceptable level of student performance.*	**Data Collection** *Discuss how the data was collected and describe the student population*	**Analysis** *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
Direct Measure: Papers from lower and upper-level courses were examined using the rubric for the inquiry 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 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.	Copies of 79 papers were gathered: 40 papers from upper level inquiry courses and 39 papers from lower level Discovery 101/201 and other 100- and 200-level inquiry courses. The sample included papers by 22 transfer students, 7 at the lower- level and 15 at the upper-level.	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. 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 four years (2015-2018). The intra-class consistency coefficient for ratings of each trait was also calculated. 65% of the upper level papers and 39% 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 items from the 2017-2018 Graduating Student Survey: (1) Conduct research to support a position (2) Use quantitative/qualitative techniques within your professional field	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	365 graduating UG 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 for (1) = 3.90, mean score for (2) = 4.07

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	
	Mean[9]	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Lower Level (LL) (n=39)	2.59	.518	2.69	.578	2.40	.546	2.38	.520	2.12	.491	2.32	.503
Upper Level (UL) (n=40)	**2.94**	**.623**	**3.09**	**.586**	**2.81**	**.629**	**2.83**	**.627**	**2.52**	**.625**	**2.70**	**.674**
First College (UL) (n=57)	2.74	.581	2.88	.595	2.57	.613	2.56	.603	2.26	.562	2.45	.614
Transfer (UL) (n=22)	2.83	.643	2.92	.670	2.72	.646	2.76	.636	2.48	.655	2.68	.619
Total (n=79)[10]	**2.77**	**.596**	**2.89**	**.612**	**2.61**	**.622**	**2.61**	**.616**	**2.32**	**.594**	**2.51**	**.621**
Rater Consistency[11]	0.691		0.706		0.653		0.722		0.617		0.659	
"No Evidence", as % of Total Ratings	6.8%		5.6%		6.6%		7.1%		6.8%		6.3%	

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



[9]Ratings of "no evidence" are excluded from the calculation of the mean rating.

[10] One paper was removed from the sample, as the student was non-degree.

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

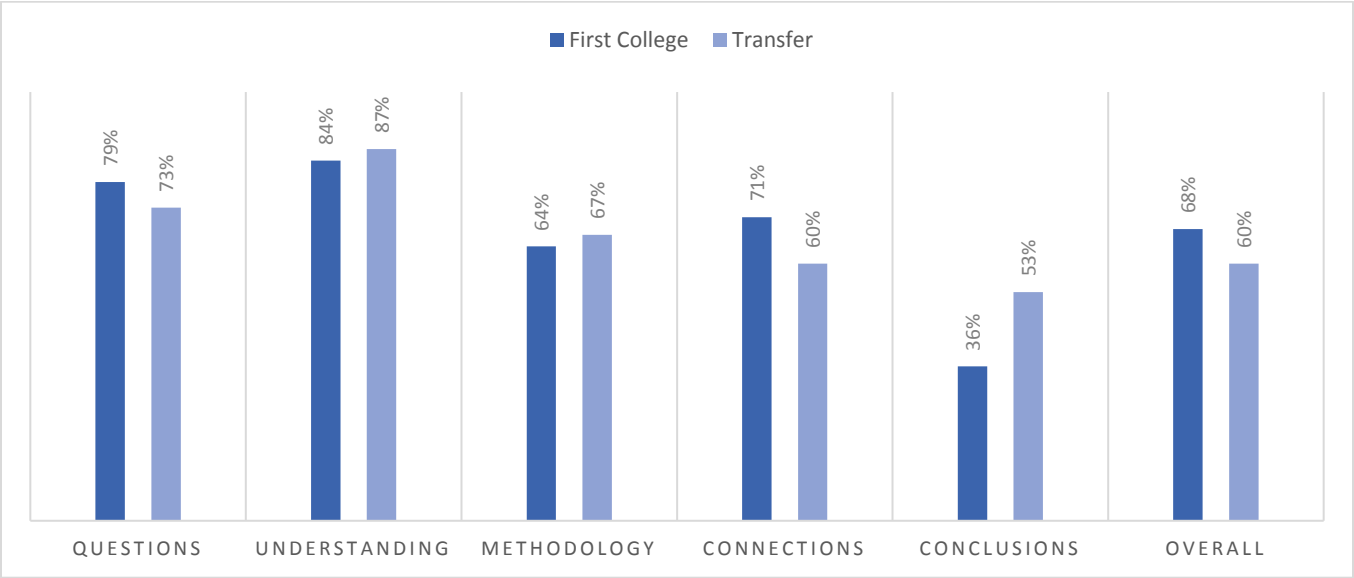
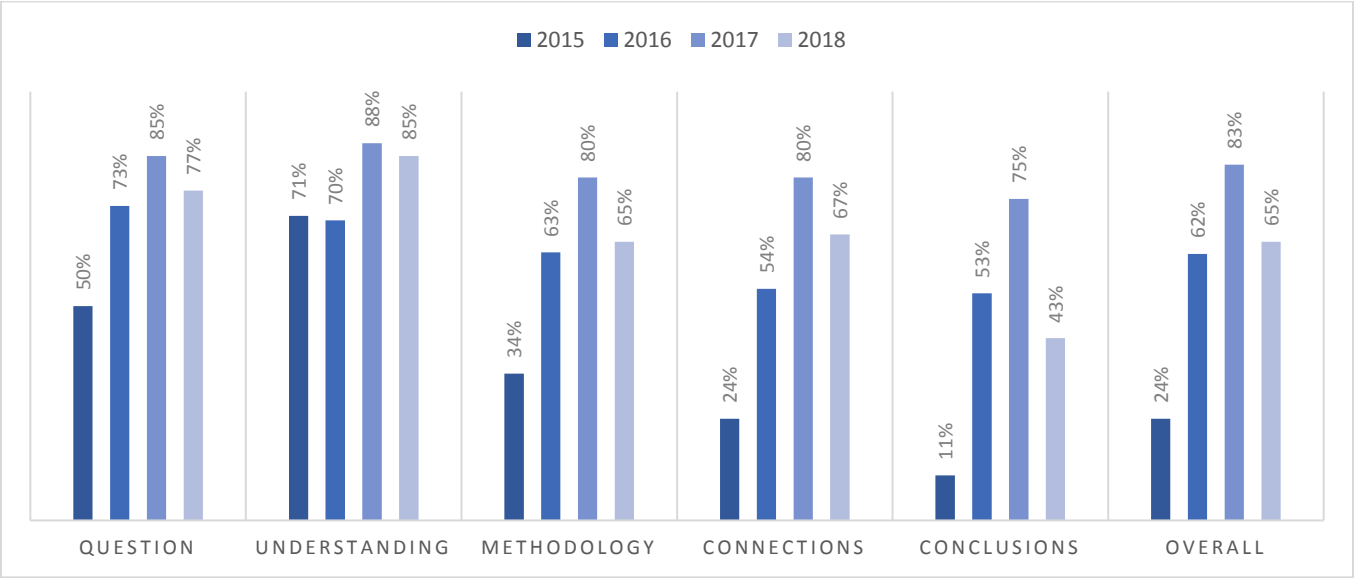


Chart 12: Inquiry: Percentage of *Upper Level* Papers with Mean Ratings at or Above 2.5



Interpretation of Results

Describe the extent to which this learning outcomes 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 indicate:

- The overall mean rating was 2.70 (UL), exceeding the minimum performance standard of 2.5 and showing a decrease over the previous year's result of 3.02.
- Sixty-five percent (65%) 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, with the exception of "states solid and insightful conclusions" (43%). First college students in particular had difficulty with this trait. Year-on-year comparisons show a retreat from the previous year's gains.
- There were positive performance gains between lower level and upper level courses in all traits.
- Rater consistency was problematic and lower than last year, failing to meet the "acceptable" threshold on half the traits.
- Fewer sampled student work than last year resulted in a score of "no evidence --not assigned" for each trait.

Briefly describe 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 types of assignments that are most appropriate for inquiry-based learning. The 2018-2019 academic year will be the first to require faculty teaching inquiry-designated courses to use a syllabus template especially designed for these courses. The template will include the outcomes that will be assessed, and it will also include guidelines for developing an inquiry-focused assignment(s). 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 2018-19 academic year, the Liberal Arts Core Committee and the Inquiry Committee will continue evaluation of the inquiry requirement in the core curriculum. Now that new guidelines and requirements for teaching inquiry-based learning have been introduced, both committees will track how student performance in inquiry-based classes fares. 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 in their syllabi, and prompted to submit work from assignments that give students opportunities to demonstrate these qualities.

Appendices

Appendix 1 provides copies of the rubrics used by faculty raters at the 2018 assessment workshop. Included are the rubrics for Written Communication, Critical Thinking, Information Literacy, and Inquiry-based Learning.

Appendix 2 contains the data gained from student feedback on institutional surveys (graduating students and alumni) that was used as an indirect measure.

WRITTEN COMMUNICATION

Paper Number:

Rater: _____

Please circle the appropriate number.

PERFORMANCE OUTCOMES	Strong	Adequate	Marginal	Attempt that fails	No evidence -- not assigned
Genre Awareness: The tone of the paper is appropriate for the targeted audience and the task.	**4**	**3**	**2**	**1**	**0**
Argument: The paper has a focused thesis, theme, or purpose that engages complex ideas without oversimplifying or distorting them.	**4**	**3**	**2**	**1**	**0**
Support: Support for this argument effectively moves between generalizations and details. Irrelevant material is not included.	**4**	**3**	**2**	**1**	**0**
Organization: The paper advances its purpose clearly and coherently at the level of the paper, paragraphs, and sentences.	**4**	**3**	**2**	**1**	**0**
Sentence-Level Prose: The paper shows careful attention to clear, fluent sentences and grammatical correctness.	**4**	**3**	**2**	**1**	**0**

OVERALL	Strong	Adequate	Marginal	Attempt that fails	No evidence -- not assigned
Overall, the paper is an effective academic or professional product.	**4**	**3**	**2**	**1**	**0**

Written Communication

Strong: On all levels -content, organization, style- the work exhibits 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 consistently and effectively adopts a tone appropriate to the targeted audience and purpose
- The paper contains a focused thesis, theme, or purpose that engages complex ideas without oversimplifying or distorting them.
- The paper develops this thesis, theme, or purpose with specifics, illustrations, and details that are explained and well connected. For the most part, only relevant material is included.
- The organization is fluid with transitions as appropriate to the discipline.
- The sentences reflect an understanding of principles of clarity and conciseness, and they convey meaning through 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 is mostly successful in adopting a tone appropriate to the targeted audience and task. There may be some lapses.
- The paper contains a (perhaps too broad) thesis, theme, or purpose that nonetheless mostly confronts rather than over-simplifies complex issues.
- Paper contains relevant material and many specifics. Specifics and details may not always be explained so that they clearly support the thesis, theme, or purpose.
- The organization is mostly clear with transitions as appropriate to the discipline.
- The sentences reflect an understanding of the principles of clarity, and at times they use variety and emphasis to convey meaning. The paper has few distracting errors in grammar.

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

- The paper's tone may not be the most effective choice for the audience or task or may be too inconsistently adopted to be successful.
- The paper contains a relevant thesis, theme, or purpose though it is not complex and perhaps too broad.
- Some support is provided. However, narratives do not always build to argument, analysis, or synthesis. There is excessive summary and too much irrelevant material. Paper relies too often on the general.
- There is an organizational strategy present with attempts at transitions.
- The sentences sometimes lack clarity or conciseness. The prose may be awkward and choppy. The sentences may contain some errors, but these errors do not distract or impede meaning.

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

- The tone of the paper shows little or no awareness of audience or task requirements.
- The paper may only vaguely suggest an idea. The theme, thesis, or purpose may contain no arguable claim.
- The paper may rely entirely on the general; specifics if included are not relevant.
- The paper may ramble with no perceivable plan; transitions may be mostly missing.
- The sentences are often so lacking in clarity that they are hard to follow. Grammatical errors may be striking and distracting, with sentences so deficient that they are impede meaning.

No evidence: There is no evidence of the performance outcome because the assignment didn't require demonstration of that trait.

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 because the assignment didn't require demonstration of that trait.

INFORMATION LITERACY RUBRIC

Paper Number:

Rater: _____

Please circle the appropriate number.

PERFORMANCE OUTCOMES	Strong	Adequate	Marginal	Attempt that fails	No evidence --not assigned
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 --not assigned
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 -- not assigned: There is no evidence of the performance outcome because the assignment didn't require demonstration of that trait.

CRITICAL THINKING

Paper Number:

Rater: _____

Please circle the appropriate number.

Performance Outcomes	Strong	Adequate	Marginal	Attempt that fails	No evidence -- not assigned
Analyzes and evaluates relevant positions	**4**	**3**	**2**	**1**	**9**
Questions key assumptions	**4**	**3**	**2**	**1**	**9**
Adopts only claims supported with evidence	**4**	**3**	**2**	**1**	**9**
Accurately analyzes appropriate evidence	**4**	**3**	**2**	**1**	**9**
Synthesizes evidence in order to articulate logical and compelling conclusion	**4**	**3**	**2**	**1**	**9**

Overall	Strong	Adequate	Marginal	Attempt that fails	No evidence -- not assigned
Considers perspectives and positions, assesses the data or evidence and reaches appropriate conclusions	**4**	**3**	**2**	**1**	**9**

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:*

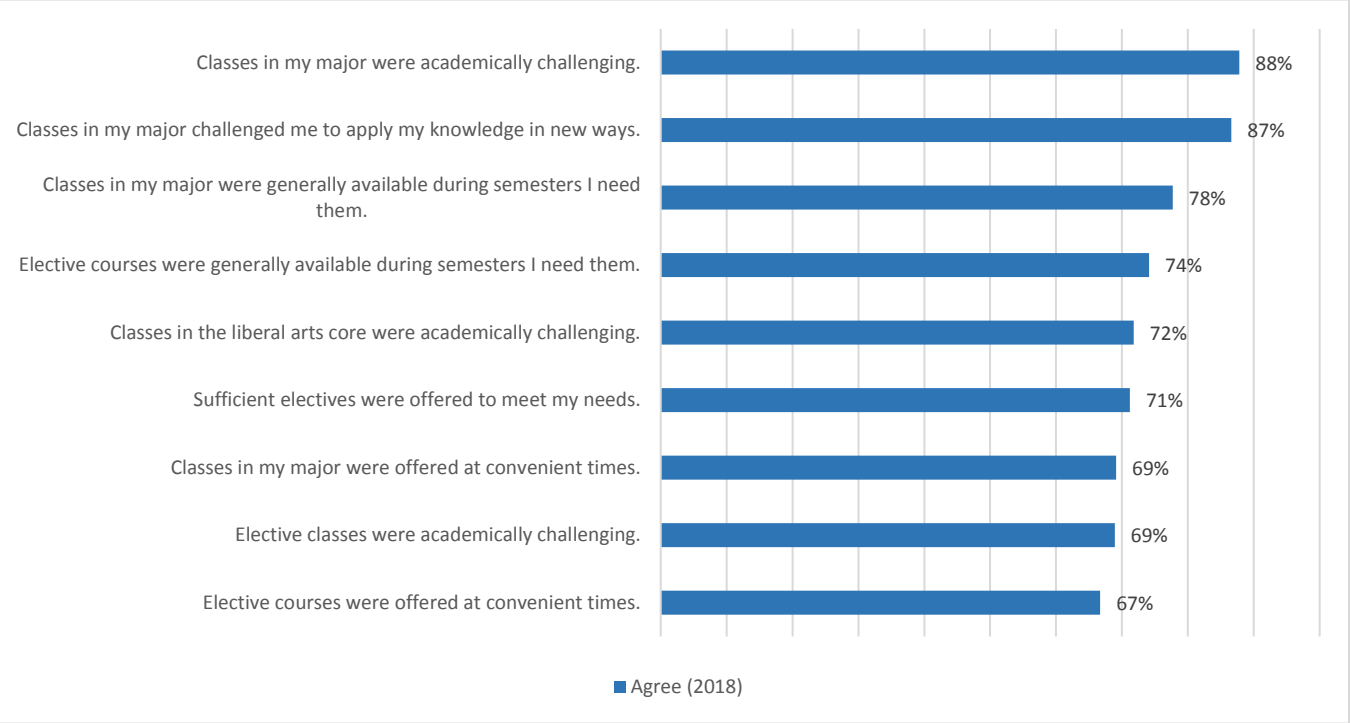
- Misinterprets evidence
- Fails to identify relevant arguments and counter-arguments
- Ignores or superficially evaluates obvious alternative points of view
- Justifies few results; seldom explains reasons
- With little regard for evidence or reasons, maintains or defends views based on preconceptions.

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 -- not assigned: There is no evidence of the performance outcome because the assignment didn't require demonstration of that trait.

Chart 3: Percentage of students responding that they agree or strongly agree with statements.

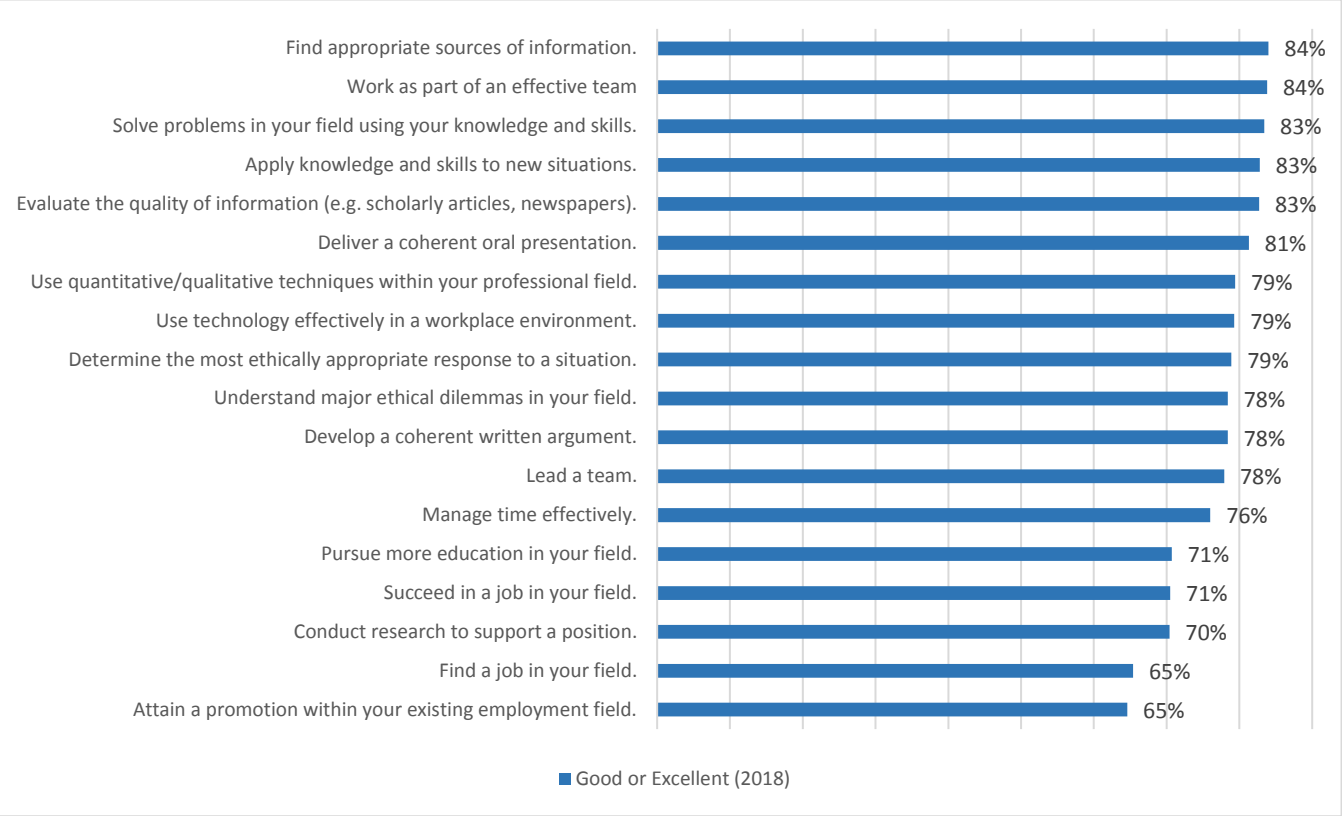


Educational Outcomes

For each of the following skills, please indicate how well you believe your education prepared you to: (1= "Poor", 2= "Needs Improvement", 3= "Adequate", 4= "Good", and 5= "Excellent")

	Mean	N	Poor	Needs Improvement	Adequate	Good	Excellent
Find a job in your field.	3.72	367	4.4%	11.4%	18.8%	38.7%	26.7%
Succeed in a job in your field.	3.86	367	4.1%	8.2%	17.2%	39.2%	31.3%
Attain a promotion within your existing employment field.	3.69	364	4.7%	11.0%	19.8%	39.6%	25.0%
Pursue more education in your field.	3.91	365	3.8%	6.6%	18.9%	36.2%	34.5%
Conduct research to support a position.	3.90	365	3.0%	6.0%	20.5%	39.2%	31.2%
Develop a coherent written argument.	4.05	366	2.2%	3.6%	15.8%	43.7%	34.7%
Deliver a coherent oral presentation.	4.16	364	0.8%	2.7%	15.1%	42.6%	38.7%
Use quantitative/qualitative techniques within your professional field.	4.07	364	1.9%	4.1%	14.6%	43.7%	35.7%
Determine the most ethically appropriate response to a situation.	4.10	366	0.8%	3.3%	16.9%	43.4%	35.5%
Understand major ethical dilemmas in your field.	4.09	365	1.1%	3.0%	17.5%	42.2%	36.2%
Work as part of an effective team	4.18	365	1.4%	3.3%	11.5%	43.3%	40.5%
Lead a team.	4.08	363	1.4%	4.1%	16.5%	41.3%	36.6%
Manage time effectively.	4.02	367	1.4%	4.9%	17.7%	42.2%	33.8%
Use technology effectively in a workplace environment.	4.04	367	3.0%	5.2%	12.5%	43.1%	36.2%
Apply knowledge and skills to new situations.	4.15	367	1.4%	3.0%	12.8%	44.7%	38.1%
Solve problems in your field using your knowledge and skills.	4.14	366	2.2%	3.0%	11.5%	45.1%	38.3%
Find appropriate sources of information.	4.19	367	1.4%	2.7%	12.0%	43.1%	40.9%
Evaluate the quality of information (e.g. scholarly articles, newspapers).	4.20	365	0.8%	2.7%	13.7%	40.8%	41.9%

Chart 4: Percentage of student respondents who rated preparation as "good" or "excellent"



Please indicate your agreement with each of the following statements. (1= "Strongly disagree", 2= "Disagree", 3= "No opinion", 4= "Agree", and 5= "Strongly agree")

	Mean	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
I believe I have the knowledge and skills necessary to be effective at making positive changes in my community.	4.22	366	0.5%	1.4%	9.3%	53.3%	35.5%
I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences.	4.38	367	0.3%	1.1%	5.7%	46.0%	46.9%
I feel a sense of commitment to serve others throughout my lifetime.	4.23	367	0.5%	1.1%	11.2%	49.3%	37.9%
I'm aware of how I might apply what I've learned at Marymount to serve my community.	4.15	366	0.8%	1.9%	12.0%	51.6%	33.6%

Chart 5: Percentage of students responding that they agree or strongly agree with statements.