2017 Outcomes Assessment

ENC 1102, Spring 2017

Students will be able to cite and document information correctly.

MEASURE 1: Direct Assessment of Avoiding Plagiarism and Using Sources by Summarizing, Paraphrasing, and Quoting in Blackboard

Students in ENC 1102 will view Proquest Research Companion Module 8 videos, which cover avoiding plagiarism and using sources effectively by properly summarizing, paraphrasing, and quoting while maintaining the author’s voice. After the lesson, students will take a seventeen-question, multiple-choice assessment.

Target: At least 13 out of the 17 questions (~76.5%) will be answered with at least 80% accuracy.

Unfortunately, difficulties in data collection prevented us from disaggregating the data on this assessment, so results will be reported overall only. College-wide, we had a total of 358 students completing the exercise with usable/measurable data.

Results Summary:

Question 1: 89.94% of students answered this question correctly, thus Exceeding Expectations.
Question 2: 90.5% of students answered this question correctly, thus Exceeding Expectations.
Question 3: 91.34% of students answered this question correctly, thus Exceeding Expectations.
Question 4: 85.75% of students answered this question correctly, thus Exceeding Expectations.
Question 5: 80.73% of students answered this question correctly, thus Exceeding Expectations.
Question 6: 91.9% of students answered this question correctly, thus Exceeding Expectations.
Question 7: 93.58% of students answered this question correctly, thus Exceeding Expectations.
Question 8: 93.58% of students answered this question correctly, thus Exceeding Expectations.
Question 9: 83.52% of students answered this question correctly, thus Exceeding Expectations.
Question 10: 87.99% of students answered this question correctly, thus Exceeding Expectations.
Question 11: 73.74% of students answered this question correctly, thus Not Meeting Expectations.
Question 12: 68.44% of students answered this question correctly, thus Not Meeting Expectations.
Question 13: 89.66% of students answered this question correctly, thus Exceeding Expectations.
Question 14: 48.88% of students answered this question correctly, thus Not Meeting Expectations.
Question 15: 90.5% of students answered this question correctly, thus Exceeding Expectations.
Question 16: 77.37% of students answered this question correctly, thus Not Meeting Expectations.
Question 17: 54.19% of students answered this question correctly, thus Not Meeting Expectations.

12 out of the 17 questions were answered with at least 80% accuracy, not quite meeting expectations.

Overall, students performed well on questions which involved simply recitation of rules of or generalizations about avoiding plagiarism or correctly summarizing, paraphrasing, and citing, but when faced with questions that involved recognizing correct application of summarizing and paraphrasing,
student performance went down sharply, as can be seen in the list of subjects of the questions on which the students did not meet expectations below:

Question 11 (73.74% proficiency) asked students to recognize correct definitions of summarizing. Question 12 (68.44% proficiency) asked students to correctly identify or define acceptable summarizing. Question 14 (48.88% proficiency) asked students to correctly identify acceptable paraphrasing. Question 16 (77.37% proficiency) asked students to correctly identify best example of quoting and citing the given passage. (This result may have been an outlier, as three options were extremely similar, the errors in the incorrect examples being one word missing or the opening quotation marks missing, possibly testing attention to detail as much as knowledge of quoting – though of course attention to detail is still important to good quoting.) Question 17 (54.19% proficiency) asked students to correctly identify which option appropriately quotes the given passage and avoids plagiarism.

Given these results, the logical conclusion to draw is that in general, students are understanding instruction given in the principles of correct citing and documenting, but they are having difficulties applying those principles or even recognizing correct application of those principles in action. Indeed, even the questions where students performed least well involved paraphrasing or a mix of paraphrasing and quoting, and paraphrasing is indeed a challenging skill to master and takes a great deal of practice. It would seem helpful for us to continue using the videos supplied in conjunction with the Library Learning Commons to introduce these concepts, but to follow up with more practical application activities to help students transfer knowledge from the conceptual to the applicable.

**MEASURE 2:** FSCJ survey of graduating students to measure their self-reported gains in information literacy.

FSCJ conducts a yearly survey of graduating students to measure their self-reported gains in each of the general education outcome areas, and we will study the 2017 graduating students’ self-reported gains in information literacy. The relevant survey question asks the extent to which the students’ degree/certificate has prepared them on the following scale: 1=very underprepared; 2=somewhat underprepared; 3=somewhat prepared; 4=well prepared; 5=very well prepared.

Target: On average, graduating students will report at least a 4 (well prepared) or higher.

The nature of this survey prevents us from disaggregating the data, so results will be reported overall only.

**Results Summary:**

The 2017 FSCJ Graduate Survey Results as of July 1, 2017, captured a total of 1,002 responses. Questions 24 asks the extent to which the students’ degree/certificate has prepared them in each of the general education outcome areas using the following scale: 1=very underprepared; 2=somewhat underprepared; 3=somewhat prepared; 4=well prepared; 5=very well prepared.
Under the area titled “Information Literacy (Find, evaluate, organize and use information),” students reported an average self-assessment of 4.16, meaning slightly more than well prepared. This result met and slightly exceeded expectations.

IMPROVEMENT PLAN:

To improve student learning in this outcome, given these findings of this assessment – that students are understanding instruction given in the principles of correct citing and documenting, but having difficulties applying those principles or even recognizing correct application of those principles in action - it would seem helpful for us to continue using the videos supplied in conjunction with the Library Learning Commons to introduce these concepts, but to follow up with more practical application activities to help students transfer knowledge from the conceptual to the applicable before actually administering the quiz. Another option might be to follow up the initial quiz session with practice/practical application, and then allow a re-take of the quiz, which is very possible due to the quiz pulling from a test bank, so that students never receive the exact same quiz questions per quiz.

Although faculty are welcome to use any method of instructing and providing practice, whether online or face-to-face or some combination thereof, we would like to explore providing some resources for practice for faculty to use at their preference and discretion, and will spend the fall term collecting such resources to be placed in the Letters Council Blackboard Community prior to the end of fall term for use in spring term. We would also like to share results and possibly collaborate further with Library Learning Commons. If this collaboration led to more resources which could be provided through the library webpage as well, potentially more than just current communications students might be helped, eventually contributing to more student success in information literacy across the A.A. program and College as a whole.