General Education Assessment Report Cover Sheet

Email to: assessment@unlv.edu

Program Information:

Program Assessed	UNLV Libraries Instruction
Department	Educational Initiatives
College	UNLV Libraries
Department Chair	Rosan Mitola
Assessment Coordinator	Starr Hoffman
Date Submitted	
Contact Person for This Plan	
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Academic Year:
Course Name/Catalog Number:
General Education Component: Choose an item.
UULO(s) assessed this year:
☐ Intellectual Breadth/Life-long Learning
☐ Inquiry/Critical Thinking
☐ Communication
☐ Global/Multicultural Knowledge and Awareness
☐ Citizenship & Ethics
Other learning outcomes assessed this year: Click here to enter text.

Process: Please provide a brief narrative of the assessment process for this course. Include a description of the type of student work assessed (e.g., research papers, exams, etc.), the number and roles of people involved in the process, any tools used for the assessment (e.g., checklists, rubrics, etc.), and how student learning was evaluated.

> In 2019 we assessed how well students who are completing creative research assignments are able to synthesize multiple sources of information in order to draw a conclusion and credit the work of others. We focused on courses where disciplinary

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faculty have attended the UNLV Libraries Faculty Institute on Creative Research Assignments and the work they have submitted as a result of those institutes. While many faculty members chose not to submit their student work, we reviewed 21 student artifacts that included interviews, powerpoint presentations, infographics, and websites. We measured these works against a rubric that detailed three criteria for successfully synthesizing information: (1) Using and citing multiple sources, (2) Connecting specific research to individual, community, or global experiences, and (3) Presenting information in logical order. This process included a team of five library faculty and staff members. We used multiple sources to norm our rubric as a group, and then assigned artifacts for group members to individually rate. We built in reviewer overlap for multiple sources in order to ensure the rubric was being applied consistently across group members. We then discussed our ratings as a group, noted trends between the works, and identified recommendations for moving forward.

Results: Please provide a brief summary of the results of your assessment process. Include both what you learned about your students' achievement of the specified learning outcomes and what you learned about the assessment process itself, if applicable.

Students generally did not succeed at effectively synthesizing sources in the creative research assignments. Overall scores ranged from 0-7 on a scale of 9. The highest average category was using and citing multiple sources, and the lowest was putting things in a logical order in order to find a conclusion. Much of the student work did not have a conclusion, which we assume to be due to the assignments not asking students to draw conclusions from their research. While we were interested in information synthesis we believe as a result of this assessment practice that faculty are not asking students to practice this in their creative research work. It may be that when transitioning from a research paper to a creative research assignment, instructors were less concerned about students' ability to synthesize and more focused on how to present the information in the new format.

Conclusions: Please describe how the results of this assessment process might be used to revise instruction in this course and/or refine the assessment process in future years.

We believe that multiple steps will improve students' information synthesis in creative research assignments; instructor education, student education, and transparent assignments.

In future iterations of the UNLV Libraries Faculty Institute on Creative Research Assignments, we plan to add content about how to effectively encourage students to

synthesize information in this new format. Synthesis is one of the most challenging components of research, and we believe faculty did not ask students to do so in their creative work. We feel we should add a part about synthesis into the faculty institutes and encourage instructors to remember that this is a research assignment that just happens to be a creative work, but that they should still ask their students to effectively complete the research by synthesizing multiple sources in order to draw a conclusion.

Additionally, student education on synthesis would also improve these skills. One skill in particular we intend to incorporate into student education is data visualization. Data visualization instruction will improve students ability to communicate patterns they have identified in multiple sources. Additionally, showing them good examples of citing and pattern making could help.

This goes hand in hand with our third suggestion: transparent assignments. We found that while you can effectively present all of the required information well in creative research projects, students were not doing so because they likely did not understand it was an important element of the process. We believe if we show students how to successfully achieve this through a rubric they will have a much better understanding of what we are asking of them and will be more likely to succeed.

Finally, in order to improve our assessment initiatives in the future, we will require attendees of the Faculty Institute to submit student work so we can note changes over time and continue our assessment work.

Appendices: Please attach any applicable assignment descriptions, rubrics, results tables, or graphic representations of results.

[Rubric attached here](#)

Name of Work:

Main Concept	0 Does not attempt to meet criteria	1 Attempts to meet criteria	2 Adequately meets criteria	3 Exceeds criteria

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Using and citing multiple sources	Does not use and/or cite multiple sources	Uses or cites multiple sources **but not both**	Uses **and** cites multiple sources	Uses **and** cites multiple sources **including various information types**
Connecting specific research to individual, community, or global experiences (ICG)	Does not mention either ICG experiences or specific research	Lists ICG experiences and specific research but **does not connect the two**	Connects ICG experiences to specific research but does **not do so consistently**	Seamlessly **and** consistently connects ICG experiences with specific research
Presenting information in logical order	Does not organize information in a logical order or state a conclusion	Organizes information in a logical order or states a conclusion that logically follows from the research **but not both**	Organizes information in logical order **and** states a conclusion that logically follows from the research	Organizes information to reveal insightful patterns, differences, or similarities **and** states a conclusion that logically follows from and is **thoroughly supported** by the research

Would like additional review? Yes No Maybe

Interesting notes about the work: