Meeting Students Where They Are
Using Assessment Data to Inform One-Shot Curriculum

Brianne Markowski, Lyda Fontes McCartin, & Stephanie Evers
Agenda

• Assessment Process
• Findings
• Changes to the Curriculum
• Assessing the Changes
UNIV 101 at University of Northern Colorado
What is Peer Review?
Skim the three articles in your yellow folder. Work with your partner to determine if the articles are peer reviewed.

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Searching Summon

Open a new tab and go to the [library website](#). Use your keywords to find a full-text, peer-reviewed journal article on your topic. When you've found an article, use the checklist to make sure the article is peer-reviewed.

Peer-Review Checklist

- Longer, in-depth article.
- Information is organized into sections with headings: Abstract, introduction, literature review, methods, results, conclusions, references.
- Includes graphs or tables but few, if any, images or advertisements.
- Includes specialized or field-specific language and jargon.
- Includes a reference list and in-text citations.
- Informs other scholars and students of new research findings and analysis.
- Authors are experts in their fields; may be researchers, practitioners, professors or scholars.
Once you've found a full-text, peer-reviewed article on your topic, leave the full text open on your computer so that your librarian or instructor can confirm with you that it is a peer-reviewed article.

Complete the following information about the article. This will help you find the article again and start your bibliography.

Article Title:

Journal Title (May be labeled Publication Title or Source Title):

Author(s):

Month (if available) and Year of Publication:
How are students using sources?
Assessment Process
Assessment Process

1. Obtained papers
Assessment Process

1. Obtained papers
2. Developed rubric
<table>
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<tr>
<th><strong>Sources</strong> (Written Communication AAC&amp;U VALUE rubric)</th>
<th><strong>Evidence</strong> Selecting and using information to investigate a point of view or conclusion. (Critical Thinking AAC&amp;U VALUE rubric)</th>
<th><strong>Access and Use Information Ethically and Legally</strong> (Information Literacy AAC&amp;U VALUE rubric)</th>
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</thead>
</table>
| Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. | Students use correctly all of the following information use strategies  
- Use of citations and references  
- Choice of paraphrasing, summary, or quoting  
- Using information in ways that are true to original context  
- Distinguishing between common knowledge and ideas requiring attribution |
| Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. | Students use correctly three of the following information use strategies  
- Use of citations and references  
- Choice of paraphrasing, summary, or quoting  
- Using information in ways that are true to original context  
- Distinguishing between common knowledge and ideas requiring attribution |
| Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are mostly taken as fact, with little questioning. | Students use correctly two of the following information use strategies  
- Use of citations and references  
- Choice of paraphrasing, summary, or quoting  
- Using information in ways that are true to original context  
- Distinguishing between common knowledge and ideas requiring attribution |
| Demonstrates an attempt to use sources to support ideas in the writing. | Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. | Students use correctly one of the following information use strategies  
- Use of citations and references  
- Choice of paraphrasing, summary, or quoting  
- Using information in ways that are true to original context  
- Distinguishing between common knowledge and ideas requiring attribution |
Assessment Process

1. Obtained papers
2. Developed rubric
3. Normed rubric
<table>
<thead>
<tr>
<th>Sources (Written Communication VALUE rubric)</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
<th>Notes:</th>
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<td>Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.</td>
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<td>Demonstrates an attempt to use sources to support ideas in the writing.</td>
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<tr>
<td>- Consistently supporting ideas with varied sources throughout (see paper 60)</td>
<td>- Consistently supporting ideas with varied sources throughout (see paper 60)</td>
<td>- 2 or more peer reviewed sources used (see paper 18)</td>
<td>- 1 or fewer peer reviewed sources used</td>
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<tr>
<td>- Contains sections where student is not using sources to support ideas (see paper 58 &amp; 75)</td>
<td>- Contains sections where student is not using sources to support ideas (see paper 58 &amp; 75)</td>
<td>- Or more than 1 peer reviewed source but most evidence taken from poor sources (see paper 77)</td>
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<tr>
<th>Evidence (Critical Thinking VALUE rubric)</th>
<th>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are questioned thoroughly.</th>
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<tr>
<td>- Lays out argument and supports throughout (see 60)</td>
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<td>- Some argument but not fully coherent (see paper 71)</td>
<td>- No argument / definitional (see paper 18)</td>
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<tr>
<td>- Shares opinion but doesn’t use evidence to back it up (see paper 75)</td>
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<td>- Does some interpretation or attempts to make an argument but doesn’t make sense (see paper 24 and 58)</td>
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<td>- Shares opinion but doesn’t use evidence to back it up (see paper 75)</td>
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Pay attention to page length of articles from journals to spot opinion pieces. News, websites, and other non-peer reviewed sources can be considered credible.
## Capstone 4

### Access and Use Information Ethically and Legally (Information Literacy VALUE rubric)

<table>
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### Milestones 3

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<th>Students use correctly three of the following information use strategies</th>
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### Milestones 2

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### Milestones 1

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### Notes:

See below

## Use of citations and references

- Errors make accessing original source difficult
  - No page numbers for in-text citation quote (missing from Ref. list o.k.)
  - No URL for website
- Stylistic mistakes (e.g. doi, capitalization, only one author cited but can still match to Ref list) are allowed

## Choice of paraphrasing, summary, or quoting

- All papers should have quotes – if not, is the student really paraphrasing
- Quote needs to make sense but if it seems like a Freshman would have a hard time paraphrasing it, consider it correct (see paper 54)
- See quote on paper 79, p. 4 as an example of an o.k. quote

## Using information in ways that are true to original context

- Examples of using information in ways that aren’t true to original context include:
  - Citing someone citing someone else
  - Not using the research of the study. Remember to look at source titles in Reference List to check for specific topics not discussed in student paper
  - Obviously using information from the abstract (look for titles in foreign languages)
Assessment Process

1. Obtained papers
2. Developed rubric
3. Normed rubric
4. Scored papers
Assessment Process

1. Obtained papers
2. Developed rubric
3. Normed rubric
4. Scored papers
5. Reached agreement
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Fall 2015 (n=124)
References


References


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GMOs & Consumers

The astonishing ability of GMOs to shape to their environment offers promising results in meeting some of the greatest goals set forth in this century (Bawa & Anilakumar, 2012). Many people in society cannot eat a specific food due to health concerns, such as allergies. With the new advances in GMOs and the gene modifications, specific foods can be engineered to eliminate the precise genes that would cause the allergic reactions. Whether those allergies are life threatening or not, it is still a hassle to not eat a specific food. Gluten is a key example of this. Some of the most popular foods have gluten in them, including fried chicken, bread, and pasta. Now, thanks to some breakthroughs in the genetic engineering of this specific food, gluten could be removed from these foods to make them enjoyable to a wider variety of consumers. A study indicated that the number of people suffering from fatal food related allergic reactions is increasing (Gaivoronskaia & Hvinden, 2006). GMOs can reduce, if not eliminate, the chances of fatal anaphylactic reactions. The science is there, the results are there, but there is one obstacle in the way of GMOs being the dominant food source. It is the consumer’s attitudes, preferences, and morals.
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Decreased Family Dining and Negative Effects on Adolescents

Furthermore, family meals frequently pose a direct correlation to mental/emotional well-being and behavior. Outwardly destructive behaviors such as violence, suicidal thoughts/actions, and substance abuse occur more often in families that eat together two or fewer times each week (Harrison et al., 2015). These results appear most prominently in females (Eisenberg, Neumark-Sztainer, Fulkerson, & Story, 2008). A study following 366 males and 440 females in Midwest middle schools observed the relationship between family meal frequency and cigarette, alcohol, and marijuana use as the students matured through adolescence. Females in particular showed a significant correlation to regular family meals and long-term avoidance of substance abuse. The study takes care to note that “whether young people report that they have strong or relatively poor relationships with their parents, regular family meals may offer some protection against initiation of substance use,” (Eisenberg et al., 2008). This study highlights the significance of family meals because it conveys the idea that the effects of family dining are so strong that they overcome deviant adolescent attitudes.
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Changes to Curriculum
**What is Peer Review?**

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<td></td>
<td>Informs other scholars and students of new research findings and analysis.</td>
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<td>Authors are experts in their fields; may be researchers, practitioners, professors or scholars. Authors’ credentials provided for easy to access.</td>
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How to Read a Study!

Here is the path for reading a research study:

1. **Read the Abstract.** The abstract is a summary of the research study.

2. **Read the Discussion/Conclusion.** This section will discuss the researcher’s conclusions.

3. **Read the Results.** The results tell you what the researchers found, which may include statistics, charts, and tables.

Following the path, read the article titled *Neighborhood Income Composition by Household Race and Income, 1990-2009.*

Once you’ve read the article, discuss it with your partner. What did the author(s) conclude in their study? Based on the conclusions, do you think this is a good article for a paper about residential segregation?
Grounds to Give Up Coffee? : Health: Research links the brew to cancer, stress and, most recently, heart attacks. But other studies show that it has positive effects on the mind and body.

September 18, 1990  |  SHARI ROAN  |  TIMES HEALTH WRITER

In the New York offices of the National Coffee Assn., officials last week weighed the latest bombshell against their industry with the kind of calm resignation that results from frequent attacks.

 Asked about a new study showing that heavy coffee consumption can boost the risk of heart attacks, George Boecklin, the association's president, said he preferred to keep his silence until a panel of scientific experts reviews the study for the association. "We'd rather not go off half-cocked," he said with a sigh.

Since the early '60s, the association—which represents Folgers, Maxwell House and other coffee makers—has weathered repeated studies reporting negative health effects of America's beloved wake-up beverage.

LIFESTYLE

One In 10 Adults Think Coffee Causes Cancer

15/12/2013 12:47  |  Updated 25 January 2014

By SHARON BEGLEY  |  @shbegle

JUNE 16, 2016

Coffee isn't likely to give you cancer after all, the World Health Organization's cancer agency announced on Wednesday.
Creating In-Text Citations

Embedding Quotes

To “embed” means to make the quote you use an integral part of the sentence you compose. A truly embedded quote is absolutely necessary to the syntactical structure. Without it, the sentence does not make sense.

For example: It is true that this is “in the mind of the beholder” (Ellis, 2005, p. 23).

Embedding Quotes - Practice

1. Embed a portion of the following quote by introducing the author first and giving appropriate citation at the end of the quote.

“The results provide support for both the strain and control theories of crime and, in particular, for Sampson and Wilson’s integrated social disorganization-strain perspective. As control theory, percent of households female-headed had a positive discrimination in burglary rates.”

DeFronzo, J. (1996). Welfare...
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Fall 2015  (n=124)

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Fall 2016  (n=30)
“I will not only apply what I learned in the workshop to my paper due in University 101, but also in my other classes. I already have used some of the knowledge gained about peer reviewed articles in my English 122 class, and I see that increasing as the semester continues.”
“I believe the library workshop did help us understand how to start your research. The library workshop was informative but also fun at the same time. It helped me have a better understanding on how to read a journal article. I had no prior knowledge about a journal article.”
“I would appreciate more one on one time with the librarian.”
“I don't think it needs to be improved. If anything you could have a later workshop so kids know what they are looking for and can practice that with the instructor instead of some random thing to search because that isn't always interesting.”
Next Steps

• Analyze larger sample of Fall 2016 papers

• Collect and assess Sophomore, Junior, & Senior papers
Questions?

Brianne Markowski
brianne.markowski@unco.edu

Lyda Fontes McCartin
lyda.mccartin@unco.edu

Stephanie Evers
stephanie.evers@unco.edu
Reflect and Discuss

• How could a rubric-based paper assessment process be adopted in your library?

• What assessment projects has your library found most valuable?
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