Campus Library 2013-14 Student Learning Outcomes Report Summary:  
Business BUS300

Background:
BUS300 student work was gathered from Fall 2013 through Spring 2014. Forty-six samples of work were collected from across five sections of BUS 300. The student work samples were Team-based annotated bibliographies, and included sections taught at both Bothell and Eastside Leadership Center locations. Librarians, the Director of the UWB Teaching and Learning Center, and faculty members from Business and IAS reviewed a randomly selected set of 25 samples from various sections in July 2014. BUS 300 rubrics focused on the selection, evaluation, and citation of sources. Two separate rubrics were used for the scoring of different sets of student work, to reflect the slightly varying emphases in assignments for the different sections of the course.

Key Results:
- The majority of students achieved a benchmark level of 2 or 3 (‘Developing’ or ‘Accomplished’) for all performance categories: selects evidence from appropriate source types/formats; evaluates sources; and acknowledges sources of ideas/citation. See Appendix for results charts.
- Students in the section that received feedback from a librarian on their draft annotated bibliographies (and who followed the suggestions provided) achieved higher performance scores for all categories than those students who did not received feedback.
- For both rubrics, there was a higher percentage of students performing at the Beginning level in terms of evaluating sources that the other categories. Raters noted that many students struggled to move beyond a basic assertion of the usefulness of a source, without evaluating it critically or discussing in any depth why and how it was relevant to their research.
- Raters also that students seemed to find it challenging to identify the specific kinds of sources they were using (e.g. if a source was a free web source, database, etc.), and many students used a limited number of sources derived from library databases and other sources deemed ‘acceptable’ by the faculty.

Key Recommendations:
- Provide additional support and guidance to students about what is expected in terms of source evaluation. Consider providing greater detail in assignments about evaluation expectations, and providing students with examples of exemplary annotations as models for their own work.
- Provide additional guidance about selection and identification of specific source types.
- Examine syllabi and assignments from different sections of BUS300 in order to identify best practices in assignment design and student support.
- Consider adding language about research skills to BUS300 syllabi/course objectives in order to convey to students the importance of developing these skills for their program.
Appendix: Student Rubric Scores for BUS300 (Percentages)

**BUS300 Rubric #1 Management of Organizations**

- **Selects evidence from appropriate source types/forms**: Beginning (20), Developing (70), Accomplished (10), Exemplary (10)
- **Evaluates sources**: Beginning (30), Developing (50), Accomplished (20), Exemplary (10)
- **Acknowledges sources of ideas**: Beginning (40), Developing (60), Accomplished (20), Exemplary (0)

**BUS300 Rubric #2 Management of Organizations**

- **Selects evidence from appropriate source types/forms**: Beginning (10), Developing (60), Accomplished (30), Exemplary (10)
- **Evaluates sources**: Beginning (10), Developing (50), Accomplished (40), Exemplary (0)
- **Acknowledges sources of ideas**: Beginning (0), Developing (30), Accomplished (60), Exemplary (10)