CSU PUEBLO

2021 Academic Program Assessment Report		Program current assessment plan here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/results-and-reports/2017/assessment-plans/Library-Assessment-Plan-2016.pdf
Library		Program prior assessment report here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/library-assessment-report-2020.pdf

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Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

Brief Statement of Program Mission and Goals:	The Colorado State University Pueblo Library actively develops and empowers the campus community by integrating information literacy across the curriculum and providing collections, spaces, and services that facilitate interdisciplinary, problem-based, learning, research, and innovation for a diverse and inclusive community.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
SLO 1: Identify library services for study, research, and collaboration (*Key Services*)	Spring 2020	1) Recorded reference transactions (F2F, chat, email, phone) addressing SLO 1 - 2) Direct assessment (questions adapted/drawn from Assessment Menu and SuperSearch Rubrics, included)	1) 865 reference transactions recorded with students in Fall 2020 – Spring 2021. 2a) 102 students enrolled in 7 sections of ENG 101 in Fall 2020 2b) 67 students enrolled in 5 sections of ENG 102 in Spring 2021 2c) 16 students enrolled in 2 sections of ENG 115/117 in Spring 2021 2d) 32 students enrolled in 1 section of BUSAD 101 in Spring 2021	1) Qualitative reading for themes, common questions, etc. 2) 80% of students measured are proficient or above	1) n/a - 2a) 88% of students measured are proficient or above 2b) 85% of students measured are proficient or above 2c) 89% of students measured are proficient or above 2d) 70% of students measured are proficient or above	Students demonstrate a basic awareness of what is available at and how to use the library, as well as a basic understanding of library vocabulary. However, there is still difficulty grasping nuances between more complex terms, e.g. the difference between a search engine and a database, as well as the strengths of different research tools. In addition to supporting the above, review of reference transactions shows there is ongoing confusion between services offered in LARC by other campus entities (e.g. IT Helpdesk) and library services/resources. This was maginified during the pandemic with the library coordinating with IT to support technology circulation and librarians troubleshooting student issues with online access more frequently than in previous years Lack of confidence is also an ongoing theme, especially evident in chat transactions.	While some students confidently utilize the library and its services, there are still gaps in student understanding. Much attention has been placed on catching students in General Education courses in order to build foundational knowledge of the library (e.g. ENG 101 and ENG 102). However, not all CSU Pueblo students matriculate through these classes on our campus, so SLO 1 is also frequently addressed in individualized interactions/reference transactions. This, coupled with the move to online instruction for much of AY 2020 -2 2021, lead the library is develop more digital learning objects (DLOs, e.g. instructional videos and online tutorials) to be used in synchronous and asynchronous instruction. It is recommended that the library continue developing DLOs in order to support an introductory research/library services course that can be completed asynchronously to better prepare and support students pre/post library instruction sessions or be assigned in the place of a

SLO	Start	Method	Enrollment	Target	Results	Analysis	Recommendations
SLO 3: Develop and refine search strategies within appropriate information retrieval systems to find meaningful results (*Search Strategies*)	Spring 2019	Direct assessment (questions adapted/drawn from Assessment Menu Rubric, included)	a) 16 students enrolled in 1 section of PSYCH 103 in Fall 2020 b) 102 students enrolled in 7 sections of ENG 101 in Fall 2020 c) 23 students in 2 sections of ENG 130 in Fall 2020 d) 5 students in 1 section of ENG 492/502 in Fall 2020 e) 17 students enrolled in 1 section of PSYCH 103 in Spring 2021 f) 67 students enrolled in 5 sections of ENG 102 in Spring 2021 g) 16 students enrolled in 2 sections of ENG 115/117 in Spring 2021 h) 4 students enrolled in 1 section of ENG 120 in Spring 2021 i) 10 students enrolled in 1 sections of ENG 130 in Spring 2021 j) 4 students enrolled in 1 section of ENG 360 in Spring	80% of students measured are proficient or above	a) 82% of students measured are proficient or above b) 88% of students measured are proficient or above c) 95% of students measured are proficient or above d) 100% of students measured are proficient or above e) 86% of students measured are proficient or above f) 85% of students measured are proficient or above g) 89% of students measured are proficient or above h) 75% of students measured are proficient or above i) 90% of students measured are proficient or above	Students are being introduced to more complex searching than they have previously encountered. Determing keywords/synonyms for searching can be difficult for some, but their assessed responses demonstrate newfound knowledge of database content and search limiters. The introduction of discipline-specific database tools (e.g. APA thesaurus available in PsycInfo database) greatly expands students using of synonyms and aids in determing keywords. However, students struggle with differentiating between databases and search engines and other types of research tools, as well as what constiutues "library resources."	Recommend continuing with assessment questions that reflect student understanding of differences among databases, and how they'd go about choosing one over another. It is also recommended that additional instruction be developed to support assessment questions about the differences between a database and a search engine, and what can be found in either. Recommend that subject liaisons develop instructional resources covering database specific tools that are relevant to research in their college's disciplines.
SLO 5: Recognize the academic, legal, economic, and social factors in the production, access, and use of information (*Production, Access, and Use of Information*)	Spring 2019	1) Review of anonymized annotated bibliographies (see Rubric for Annotated Bibliographies, included) - 2) Direct assessment (questions adapted/drawn from Assessment Menu Rubric, included)	1) 18 artifacts from 3 sections of ENG 101 & ENG 102 in Fall 2019 - 2a) 16 students enrolled in 1 section of PSYCH 103 in Fall 2020 2b) 102 students enrolled in 7 sections of ENG 101 in Fall 2020 2c) 47 students enrolled in 3 sections of COMR 103 in Fall 2020 2d) 17 students enrolled in 1 section of PSYCH 103 in Spring 2021 2e) 67 students enrolled in 5 sections of ENG 102 in Spring 2021 2f) 16 students enrolled in 2 sections of COMR 103 in Spring 2021	80% of students measured are proficient or above	1) 82% of students measured proficient or above - 2a) 88% of students measured are proficient or above 2b) 85% of students measured are proficient or above 2c) 91% of students measured are proficient or above 2d) 84% of students measured are proficient or above 2e) 86% of students measured are proficient or above 2f) 83% of students measure are proficient or above	Students have a basic knowledge of plagiarism but struggle with copyright issues. They understand the importance of citing one's sources but struggle with identifying parts of a citation and/or searching for and finding an article using that citation. Students given an opportunity to engage with concepts via open ended questions provided thoughtful responses.	It is recommended the library develop more open ended question prompts for assessment of SLO 5. It is recommended that the library update and enhance their current resources on copyright, plagiarism, and fair use. The current resources are minimal and primarily directed towards faculty and do not explictily address student scholarship. Furthermore, it is recommended that copyright and plagiarism resources are provided explicitly with online instruction in mind. It is also recommended that the library collaborate with the Writing Center to strengthen resources on writing and citation.
Comments on part I:		The Instruction Program has developed a set of questions and corresponding rubrics (included) that address all SLOs and can be adapted for library instruction and activities/assignments. These rubrics are used as the basis for librarian-lead instruction, as well as adapted to create digital learning objects (DLOs, e.g. instructional videos and online tutorials). The library plans to update the assessment set be updated along with the library's SLOs and Assessment Plan ahead of AY 2021 - 2022.					

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
SLO 1: Identify library services for study, research, and collaboration (Key Services)	Spring 2020	Recommended that the library develop more digital learning objects (DLOs, e.g. instructional videos and online tutorials) to be used in synchronous and asynchronous instruction, to better prepare and support students pre/post library instruction sessions, as well as support users on a point of-need basis.	The library has continued development of DLOs. This need became even more pronounced when all instruction was moved online in 2020 and librarians were forced to deliver all instruction and research support services remotely. Librarians created videos for use in a variety of courses and developed other online resources (e.g. research guides, Nearpod lessons, step-by-step videos) to be shared over email and the Ask a Librarian chat service.	Students who completed asynchronous online library lessons consistently scored higher than those in synchronous face-to-face sessions of the same courses in years prior. The majority of students who did not meet proficiency in these asynchronous sessions simply did not complete the assignments. Those who completed the entire lesson consistently scored at proficent or excellent. It is recommended that the library continue to develop DLOs and asynchronous instruction resources.
SLO 5: Recognize the academic, legal, economic, and social factors in the production, access, and use of information (Production, Access, and Use of Information)	Spring 2019	Recommend updating and expanding Fake News research guide. Recommend further development of Fake News Nearpod lesson, in order to make it available to any subject librarian or instructor who would like to assign it to their classes, regardless of discipline.	Updated and expanded Fake News research guide (https://guides.library.csupueblo.edu/fakenews). Updated and expanded upon asynchronous delivery online lesson in Nearpod on the topic of Fake News.	As this topic is a complicated one, it is recommended that there be ongoing updates to the research guide and asynchronous lesson. It is also recommended that librarians develop short informational videos on concepts like "misinformation versus disinformation" and "fair use."
Comments on part II:	In order to best support our students, the library needs to continue the development and implementation of DLOs and other asynchronous methods of instruction. These DLOs can be easily integrated into Blackboard and other LMS, as well as being used to develop robust online lessons using software like Nearpod. Librarians have an opportunity to leverage these tools to become more embedded and accessible to our faculty and students. Nearpod in particular offers a chance for significant formative pre-class assessment that can be used to model a more effective library instruction session. This is especially valuable as librarians often have only one opportunity to meet with a class, no matter the research focus. It is also highly recommended that librarians investigate ways to formally assess reference transactions so as to further integrate these interactions into the instruction program assessment. Lastly, the library is currently reconfiguring services to accomoadate the Writing Center now falling under the library's umbrella and to prepare for the collaborative student support model of the LINC. These new collaborations will guide the library's upcoming evaluation and updating of its SLOs, its instruction program, and how that will be assessed.			