



2023 Academic Program Assessment Report

Library

Program current assessment plan here:

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-plans/library_assessment_plan_2018.pdf

Program prior assessment report here:

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2022/library-assessment-report-2022.pdf

Report Completed By: Beth Fuchs

Date Report Completed: June 1, 2023

Faculty members involved in this Assessment: Betsy Schippers, Tom Sommer

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?

<p>SLO 1: Identify library services for study, research, and collaboration (<i>Key Services</i>)</p>	<p>Spring 2022</p>	<p>1) Recorded reference transactions (F2F, chat, email, phone) addressing SLO 1</p> <p>2) Direct assessment (questions adapted/drawn from Assessment Menu and SuperSearch Rubrics, included)</p>	<p>1) 343 reference transactions related to SLO 1 were recorded with students during Fall 2022 – Spring 2023.</p> <p>2) Due to staffing changes in AY22-23, the librarians did not meet regularly with English Composition Classes and therefore did not give students the vocabulary quiz mentioned in the assessment report. In addition, the instruction librarian position became vacant in February and all assessment results were not recorded.</p>	<p>1) Qualitative reading for themes, common questions, etc.</p> <p>2) 80% of students measured are proficient or above</p>	<p>1) We reviewed the reference transactions for common themes, which did emerge. There is not a proficiency level expected for this type of assessment.</p> <p>2) n/a</p>	<p>1) Review of reference transactions indicates there is foundational knowledge about the library's services and spaces that needs to be developed and reinforced. Librarians work to integrate elements of this foundational information, when relevant, into class sessions; most class sessions, however, are focused on student learning outcomes that focus on the skills and abilities of search and evaluation (SLO 2-5). Librarians depend on research help interactions to address this SLO as well as introductory level courses.</p> <p>2)n/a</p>	<p>1) It is important for library staff to continue to be involved in orientations and other welcome events for students so that this SLO can continue to be broadly applied and repeated through research help interactions and introductory courses. If a first year experience course is planned, that would be another important and ideal place for undergraduate students to benefit from an introduction to library services and spaces.</p> <p>2) The librarians used to routinely visit almost all English 101 and 102 classes where they were able to provide an introduction to library services and basic research. Librarian turnover and COVID disrupted those routines. We plan to rebuild the instruction and assessment program with the new English Comp coordinator for the 2023-2024 academic year.</p> <p>3) This SLO is unique among our SLOs in that it is more fact-based than action-based and may require a different assessment approach as compared to our other SLOs. We will investigate this SLO in the upcoming year and consider alternate assessment approaches.</p>
<p>SLO 3: Develop and refine search strategies within appropriate information retrieval systems to find meaningful results (<i>Search Strategies</i>)</p>	<p>Spring 2021</p>	<p>1) Recorded reference transactions (F2F, chat, email, phone) addressing SLO 3</p> <p>2) Direct assessment (questions adapted/drawn from Assessment Menu and SuperSearch Rubrics, included)</p>	<p>1) 137 reference transactions related to SLO 3 were recorded with students during Fall 2022 – Spring 2023.</p> <p>2a) 3 students enrolled in ENG 102</p> <p>2b) 4 students enrolled in PSYC 103</p> <p>2c) 1 student enrolled in CRIM 401</p> <p>2d) 2 students enrolled in HIST 491</p>	<p>1) Qualitative reading for themes, common questions, etc.</p> <p>2) 80% of students measured are proficient or above</p>	<p>1) We reviewed the reference transactions for common themes, which did emerge. There is not a proficiency level expected for this type of assessment.</p> <p>2a) 66% of students measured are proficient or above</p> <p>2b) 100% of students measured are proficient or above</p> <p>2c) 100% of students measured are proficient or above</p> <p>2d) 100% of students measured are proficient or above</p>	<p>1) Review of reference transactions indicates that particularly as searching needs get more specific with higher level research, some students struggle to create effective search strategies. Searching challenges faced by students include determining appropriate keywords and synonyms for their topics and using subject-specific database features (e.g., the subject term thesaurus in the PsycInfo database).</p> <p>2) Due to staffing shortages and transitions, assessment measures were inconsistently applied, which led to small assessment sample sizes. When students did complete an assessment, results show that most were proficient or above.</p>	<p>1) It is recommended that librarians continue to ask students to articulate their search strategies, both the search terms and the database features they are using, during research help interactions. Working with students one-on-one to refine their techniques helps to emphasize that thoughtful search strategies lead to more effective results.</p> <p>2) A more consistent assessment method will be used in the 2023-2024 academic year to make sure that more assessment results are gathered.</p>

<p>SLO 5: Recognize the academic, legal, economic, and social factors in the production, access, and use of information (Production, Access, and Use of Information)</p>	Spring 2021	<p>1) Recorded reference transactions (F2F, chat, email, phone) addressing SLO 5</p> <p>2) In-direct assessment (Library Assessment Survey, included)</p>	<p>1) 25 reference transactions related to SLO 5 were recorded with students during Fall 2022 – Spring 2023.</p> <p>2) Of the 22 students who responded to the Library Assessment Survey, 14 specifically mentioned resources or skills connected to this learning outcome in their response to the question, "What was one thing you found interesting or that already seems valuable to you? Why?"</p>	<p>1) Qualitative reading for themes, common questions, etc.</p> <p>2) n/a</p>	<p>1) We reviewed the reference transactions for common themes, which did emerge. There is not a proficiency level expected for this type of assessment.</p> <p>2) Because these are results from an indirect measure, there is not a proficiency level expected for this type of assessment. Students specifically mentioned EndNote, a bibliography and reference management tool. They also mentioned new appreciation for how archival materials are received and made available for the public.</p>	<p>1) Review of reference transactions indicates that students are using EndNote and have questions about using it effectively.</p> <p>2) Students are interested in and excited about EndNote and the archives.</p>	<p>1) The interest in and use of EndNote seems to indicate that the library may be successful hosting EndNote workshops that are open to all and provided outside of a regular academic course. Such a workshop may provide a needed help to students to supplement their knowledge of issues related to this SLO.</p> <p>2) We have a very active archives program within the library, doing good work with students, and it would be helpful to be sure that those efforts are fully represented in our SLOs. Conversations between the Archivist and the Instruction Coordinator in 2023-2024 will help ensure efforts are aligned in our assessment plan and SLOs.</p> <p>3) Our new Scholarly Communications Librarian begins this summer. We have been without this position for two years, so updates to current resources on copyright, plagiarism, and fair use, especially as they pertain to student scholarship, will be among the goals for the person in this position.</p>
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Comments on part I:

For most of the academic year, we had two (out of four) liaison librarian positions vacant. The Instruction Coordinator began in the middle of the fall semester and used mostly pre-existing assessment measures to better understand previous approaches to instruction and assessment and to determine their efficiency and efficacy. Because we depend on invitations from course instructors to create information literacy class sessions, we also depend on the cooperation of instructors to get assessment results. There are a variety of approaches used by instructors to encourage students to complete library assessments, and part of our plan to get more consistent assessment results will likely require a more consistent approach to how we ask for these assessments, particularly in the ENG 101/102 program. The instruction program, in addition to in-class information literacy sessions, is also reflected in our research help interactions with students, whether via chat, email, or in-depth consultations as part of our departmental liaison responsibilities, which is why those interactions are included in this report.

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 2022	1) Incorporating the Writing Center Director in more classroom visits and creating DLOs associated with Writing Center services 2) Rebuild the instruction and assessment program with English Comp and other Gen Ed programs	1) Due to the Writing Center's move out of the library in December 2022, this recommendation is now out of date. 2) This recommendation is ongoing due to a recent change in the coordinator of the English Comp program.	1) The synergy of research and writing seems to call for continued collaboration between the library and the Writing Center, regardless of physical location. Opportunities to collaborate on workshops or other programs that meet both of our goals would be ideal. The LINC (Learning, Innovating, and Networking Center) brings together research, writing, and technology support for students and faculty and seems the best place to continue this partnership. 2) The Instruction Coordinator will meet with the soon-to-be named coordinator of the English Comp program this summer to begin conversations and develop a plan.				
SLO 2: Differentiate and employ various research tools and methods to address complex research questions. (Research Tools and Methods)	Spring 2022	More consistently assess this SLO to be sure that all students are proficient and not just a small sub-section	This recommendation is ongoing and applicable to assessment of all our SLOs.	The results of the changes are forthcoming when a more consistent approach to assessment is introduced in the 2023-2024 academic year.				
SLO 4: Make deliberate and informed choices about when and how to use information (When and How to Use Information)	Spring 2022	More consistently assess this SLO to be sure that all students are proficient and not just a small sub-section	This recommendation is ongoing and applicable to assessment of all our SLOs.	The results of the changes are forthcoming when a more consistent approach to assessment is introduced in the 2023-2024 academic year. The new Instruction Librarian, once hired, will continue with this goal into next academic year.				
Comments on part II:								
Since February 2022, the library has had only two public services librarians, down from the recent group of four. As a consequence, the library was not able to complete all the recommendations made last year. We have a Scholarly Communications Librarian starting in the summer, and we anticipate that having three public services librarians will enable us to accomplish a great deal, including revamping our approach to instruction and assessment for the next academic year.								

Assessment Menu Questions and Rubric

SLO 1 - Library Services

Question	Exemplary	Satisfactory	Unsatisfactory
What is Prospecor?	Student identifies Prospecor as a service which searches libraries across Colorado and allows them to have materials from these institutions sent to CSU-Pueblo.	Student identifies Prospecor as a collection of Colorado libraries, but does not explain that these materials are accessible to them at CSU-Pueblo.	Student incorrectly identifies what Prospecor is.
What is Worldcat?	Student identifies Worldcat as a service which searches libraries internationally and allows them to have materials from these institutions sent to CSU-Pueblo.	Student identifies Worldcat as a collection of international libraries, but does not explain that these materials are accessible to them at CSU-Pueblo.	Student incorrectly identifies what Worldcat is.
What are the Library's hours?	Student correctly identifies the library's hours throughout the week.	Student identifies library hours for only one day.	Student does not correctly list the library's hours.
Who is the library liaison for your department?	Student correctly identifies their subject liaison.	N/A	Student does not identify their subject liaison.
If a database doesn't have the full text of an article, what can you do?	Student identifies specific library services by name as well as acknowledges their benefits and limitations.	Student identifies specific library services by name without demonstrating an understanding of their benefits and limitations.	Student does not identify available library services.
How many books can you check out at once?	Student states that they can borrow an unlimited number of books from our collection.	N/A	Student identifies a limitation to the number of items they can borrow.
For how long can you check out a book?	Student correctly identifies their loan period.	N/A	Student incorrectly identifies their loan period.
What organizational system does the library use to shelve books?	Student correctly identifies Library of Congress call number system.	Student identifies call number system but does not specify which.	Student incorrectly identifies organizational system.

What do you need to do to access library databases from off-campus?	Student acknowledges that they can access databases from off-campus by using their eAccount username and password.	Student acknowledges that they can access databases from off campus by logging in, but does not name the specific username and password they'll use.	Student does not state how databases can be accessed from off campus.
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SLO 2 - Selecting Sources

Question	Exemplary	Satisfactory	Unsatisfactory
Which database did you find the most useful? Why?	Student is able to identify a database by name and provide reasoning why this database would be particularly useful to their research.	Student is able to identify a database by name, but does not provide reasoning why this database would be particularly useful to their research.	Student does not identify a database or mention anything useful about them.
What kinds of sources can you expect to find in [Database]?	Student identifies content unique to that database.	Student provides a vague explanation of sources, without demonstrating an understanding of that database's unique content.	Student does not identify available sources.
What are some of the Pros and Cons of Google Scholar?	Student lists features unique to Google Scholar which are both helpful and a hindrance.	Student lists some benefits of Google Scholar without acknowledging its limitations.	Student does not provide an explanation for why Google is or is not useful.
Why should you set your "Scholar Preferences" before using Google Scholar?	Student states that setting their preferences will allow them to access content to which the CSU-Pueblo Library subscribes on their behalf.	Student states that setting their preferences will get them access to more full text articles.	Student does not explain the usefulness of setting their preferences.
What can "Search Alerts" do for you?	Student identifies search alerts as a means of keeping up to date on current research in their unique research area.	Student identifies search alerts as a means of finding new articles, but does not explain their usefulness to their unique research area.	Student does not identify how search alerts can be used.

SLO 3 - Search Strategies

Question	Exemplary	Satisfactory	Unsatisfactory
What happens when you add AND/OR/NOT to your search?	Students correctly identify that the AND operator narrows results, the OR operator expands results, and the NOT operator eliminates unwanted terms from results.	N/A	Student incorrectly answers question or does not provide an answer
What happens when you “put something in quotes” when searching?	Student states that only results with that phrase, in that order, will be returned by the database. Provides an explanation for why phrase searching would be useful for them.	Student states only that results with that phrase will be returned.	Student incorrectly identifies what using quotes around a phrase can do.
Why is it helpful to consult the “References” section of a scholarly article?	Student explains that References verify the accuracy of a study, as well as point out related articles which they could use in their own research.	Student explains that References verify the accuracy of a study, but fail to mention that they can also be used to find related sources.	Student does not explain how References are helpful.
Which limiter(s) do you find most useful? Why?	Student provides detailed explanation of limiting features along with giving specific examples. Provides insight into why these limiters would be useful to them personally.	Students list some of the ways to limit results with little to no understanding of why these would be useful to their needs.	Students do not list limiters that are available in the databases and cannot supply why these limiters would be useful.
How can searching by subject, rather than keyword, be helpful?	Student demonstrates an understanding of what a subject term is compared to a keyword. Student is able to provide reasoning why a subject term would be used over using just a keyword to search for articles.	Student gives a basic explanation of subject searching, but does not state how it compares to keyword searching.	Student incorrectly answers question or does not provide an answer.

What subject term(s) does [Database] use to describe your topic?	Student correctly identifies subject terms from the database used in class.	N/A	Student does not provide correct subject terms or leaves the question blank.
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SLO 4 - Evaluation

Question	Exemplary	Satisfactory	Unsatisfactory
What is the difference between scholarly and popular sources?	Student identifies one or more components which make scholarly sources unique, as well as contrasts them with aspects unique to popular sources.	Student compares scholarly and popular sources, but does not identify aspects which are unique to both sources.	Student does not state the difference between the two sources.
Which section of a scholarly article do you find most useful? Why?	Student identifies a specific section of a scholarly article and provides an explanation for why that section is useful to them when researching.	Student identifies a specific section of a scholarly article but does not provide an explanation for its utility.	Student does not identify a section of a scholarly article.
List one advantage and one drawback of scholarly sources.	Student identifies both a benefit and a disadvantage which is unique to scholarly sources.	Student identifies only a benefit or disadvantage, but not both.	Student does not identify an advantage or disadvantage of scholarly sources.
List one advantage and one drawback of popular sources.	Student identifies both a benefit and a disadvantage which is unique to popular sources.	Student identifies only a benefit or disadvantage, but not both.	Student does not identify an advantage or disadvantage of popular sources.
What is the difference between primary and secondary sources?	Student correctly defines primary and secondary sources, as well as demonstrates why one or both is useful.	Student correctly identifies only one type of source. Does not provide explanation of why either type is useful.	Student does not provide an explanation for the differences between the two sources.
What is the difference between primary and secondary literature?	Student correctly defines primary and secondary literature, as well as demonstrates why one or both is useful.	Student correctly identifies only one type of source. Does not provide explanation of why either type is useful.	Student does not provide an explanation for the differences between the two sources.

What is usually in the “Results” section of a scholarly article? How does this differ from the “Discussion” section?	Student identifies that the results section consists of data with little analysis, whereas the discussion section provides context for the data.	Student only identifies what is in one of the sections, but not both.	Student does not identify what is included in either of the sections.
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SLO 5 - Citation

Question	Exemplary	Satisfactory	Unsatisfactory
When is it necessary to cite another person’s work?	Student provides a definition of plagiarism which includes examples of using another's ideas, not just their exact words.	Student provides an explanation of using other sources, but doesn't explain that citation should occur both for exact quotes and paraphrasing.	Student does not explain when citing another source is necessary.
Why is a DOI important when citing a work?	Student identifies the DOI as a replacement for a URL. Explains that certain citation styles require the inclusion of a DOI in lieu of a URL.	Student identifies the DOI as a replacement for a URL, but does not explain that some citation styles require its inclusion.	Student incorrectly identifies what a DOI is or why it is needed for citation.
Describe the difference between Open Access and For-Profit publishing.	Student demonstrates an understanding of competing publishing models, both with regards to accessing content and limiting distribution.	Students states that Open Access publishing guarantees access to resources, but does not acknowledge the limitations of For-Profit publishing.	Student does not identify the differences between the two publishing models.
What do you have to do to copyright your own work?	Student states that they don't need to do anything to copyright a work, and they own the right to it until they sign it away to another person or organization.	Student states that they don't need to do anything.	Student provides an answer involving a legal service or otherwise answers the question incorrectly.
What tools exist to help you cite your sources?	Student identifies specific citation management software as well as database citing tools.	Student mentions database citing tools, but neglects to mention citation management software.	Student does not identify any citation assistance.