



<b>2022 Academic Program Assessment Report</b>		<b>Program current assessment plan here:</b>	<a href="https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-plans/library_assessment_plan_2018.pdf">https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-plans/library_assessment_plan_2018.pdf</a>
<b>Library</b>		<b>Program prior assessment report here:</b>	<a href="https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-reports/library-2021-assessment-report.pdf">https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-reports/library-2021-assessment-report.pdf</a>

<b>Report Completed By:</b>	Rhonda Gonzales and Betsy Schippers
<b>Date Report Completed:</b>	June 8, 2022
<b>Faculty members involved in this Assessment:</b>	Betsy Schippers, Joelle Quigley

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?
<b>SLO 1: Identify library services for study, research, and collaboration (Key Services)</b>	Spring 2021	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) 1299 reference transactions related to SLO 1 were recorded with students during Fall 2021 – Spring 2022.  2) Due to staffing changes in AY21-22, 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.	1) Qualitative reading for themes, common questions, etc.  2) 80% of students measured are proficient or above	1) We reviewed the reference transactions for common themes, which did emerge. There is not a proficiency level expected for this type of assessment.  2) n/a	1) Review of reference transactions indicates there is a need for more clarity about the Writing Center including the location and the use of WC Online for appointment scheduling.  2) n/a	1) Since the integration of the Writing Center/CHASS Learning Center with the Library is still very recent, there is an obvious need for more communication regarding the new location and the new scheduling system. When the new Instruction Librarian is hired, s/he will work on incorporating the Writing Center Director in more classroom visits and in creating DLOs related to these key services.  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. This has not been happening post-COVID. When the new Instruction Librarian is hired for next fall, s/he will need to focus on rebuilding the instruction and assessment program with English Comp and other Gen Ed programs.

<p><b>SLO 2:</b> Differentiate and employ various research tools and methods to address complex research questions. (<i>Research Tools and Methods</i>)</p>	Spring 2020	Direct assessment (questions adapted/drawn from Assessment Menu and SuperSearch Rubrics, included)	<p>a) 13 students enrolled in Biol/Chem 510</p> <p>b) 6 students enrolled in EN 593</p> <p>c) 5 students enrolled in ENG 102</p> <p>d) 5 students enrolled in ENG 101</p>	80% of students measured are proficient or above	<p>a)88% of students measured at proficient or above</p> <p>b) 83% of students measured at proficient or above</p> <p>c)90% of students measured at proficient or above</p> <p>d)85% of students measured at proficient or above</p>	Due to staffing shortages and a vacancy in the Instruction Librarian position, the librarians were not able to consistently measure this SLO in classes and/or report consistently. Where they did, student performance was proficient or above.	Librarians need to more consistently assess this SLO over next year to be sure that all students are proficient and not just a small sub-section.	
<p><b>SLO 4:</b> Make deliberate and informed choices about when and how to use information (<i>When and How to Use Information</i>)</p>	Spring 2020	Summative assessment drawn from set	<p>a) 27 students enrolled in EPER 101</p> <p>b) 13 students enrolled in Biol/Chem 510</p> <p>c) 6 students enrolled in EN 593</p>	80% of students measured are proficient or above	<p>a) 85% of students measured at proficient or above</p> <p>b)92% of students measured at proficient or above</p> <p>c)92% of students measured at proficient or above</p>	Due to staffing shortages and a vacancy in the Instruction Librarian position, the librarians were not able to consistently measure this SLO in classes and/or report consistently. Where they did, student performance was proficient or above.	Librarians need to more consistently assess this SLO over next year to be sure that all students are proficient and not just a small sub-section.	
<b>Comments on part I:</b>								
<p>Changes due to COVID, moving the Writing/CHASS Learning Center into the Library, and creating the LINC have all changed our current situation so that it no longer meshes with our plan. In addition, we currently have two (out of four) liaison librarian positions vacant. One of those was the instruction librarian who was primarily responsible for leading assessment efforts. We are hiring a new librarian this summer and plan to revise our assessment plan as well as to regroup and refocus our assessment efforts next academic year.</p>								
<b>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.</b>								
<b>A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.</b>	<b>B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.</b>	<b>C. What were the recommendations for change from the previous assessment column H and/or feedback?</b>	<b>D. How were the recommendations for change acted upon?</b>	<b>E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?</b>				
SLO 1: Identify library services for study, research, and collaboration (Key Services)	Spring 2022	Continue to develop DLOs with built in assessment for use in online teaching.	Librarians created videos to use in online classes. However these were focused on specific upper division research methods courses and didn't specifically address SLO 1. The Instruction Librarian whose primary focus was the Gen Ed classes left half way through the year and was not able to complete this task.	The new Instruction Librarian, once hired, will continue with this goal into next academic year.				

<p>SLO 3: Develop and refine search strategies within appropriate information retrieval systems to find meaningful results (Search Strategies)</p>	<p>Spring 2022</p>	<p>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.</p> <p>Recommend that subject liaisons develop instructional resources covering database specific tools that are relevant to research in their college's disciplines.</p>	<p>The Library Assessment Survey asked open-ended questions that allowed students to identify material (specific databases, searching skills, etc) from the instruction session that they found most valuable.</p> <p>Librarians created database specific videos to use in online classes and asynchronously. For example, videos were created for graduate level social work students, and nursing research classes.</p>	<p>Of the 123 students who responded to the Library Assessment Survey, 45 specifically mentioned resources or skills connected to SLO 3 (including specific databases, search strategies, and limiters) in their response to the question, "What was one thing you found interesting or that already seems valuable to you? Why?"</p> <p>The new Instruction Librarian, once hired, will continue with this goal into next academic year.</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>	<p>Spring 2022</p>	<p>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 explicitly address student scholarship.</p> <p>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.</p>	<p>With the Writing Center coming under the umbrella of the LINC in the Library, further collaboration between the librarians and the Writing Center occurred during the Spring semester. One example of this increased collaboration was a presentation focused on properly citing research and images in presentation slides.</p> <p>The Library has been operating without a Scholarly Communication Librarian for the 21/22 academic year, so updates are still needed of the current resources on copyright, plagiarism, and fair use to tailor them more towards student scholarship.</p>	<p>Of the 123 students who responded to the Library Assessment Survey, 28 specifically mentioned resources or skills connected to SLO 5 in their response to the question, "What was one thing you found interesting or that already seems valuable to you? Why?"</p> <p>The new Instruction Librarian, once hired, will continue with this goal into next academic year.</p>			
<p><b>Comments on part II:</b></p>							
<p>Alexis Wolstein left her position half-way through the year. Instruction and assessment was her primary responsibility. In addition, one of the Library's other liaison positions (STEM college) is vacant and the HSB liaison librarian, who is in her first year at the Library, was responsible for both HSB and STEM. As a result the Library was not able to complete all the recommendations made last year. We are hiring a new instruction librarian and will need to revisit all our SLOs and assessment methods for next academic year. I anticipate that we will be revising our plan and regrouping to update our assessment methods in light of a larger focus on online and asynchronous instruction as well as working with both the CHASS Learning Center and Writing Center and the Innovation Lab as part of integrated instruction for students available in the LINC (Learning, Innovating, and Networking Center) in the Library.</p>							