

Program Name	Date Completed
Library	May 30, 2025
Report Completed By	Report Contributors
Beth Baeza	
Brief Statement of Program Mission and Goals	
<p>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.</p> <p>The library functions differently in our assessment from academic programs on campus. 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 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, which is why those interactions are included in this report.</p>	

Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2024-2025 that was implemented to improve student learning, in response to prior assessments or other data.

A. Describe issues or SLOs addressed in the AY 2024-2025 cycle. Paste SLOs verbatim below.
We created new SLOS, and we planned to write a new assessment plan. (This is an issue that was associated with our assessment report in general, not with a particular SLO.)
B. In which academic year and semester was this SLO last assessed to generate data that informed the change(s)?
n/a



C. What were the recommendations for change in the previous cycle? (See Column H in the previous cycle's report.)

We wrote: We recently revised our SLOs and will write a new assessment plan.

D. How were the recommendations for change acted upon?

Due to having only two instruction librarians for over a year, we weren't able to complete this task.

E. How did the change(s) impact student learning? If the change was not effective, what are the next steps or new recommendations?

We plan to write a new assessment plan this year.

Enter Table I Closing the Loop Comments Below

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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2024-25

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
Through library instruction, students should be able to: Identify appropriate resources to fulfill their study, research, and collaboration needs
B. Semester and year this SLO was reported on prior to this cycle.
We updated our student learning outcomes, so this is the first time assessing this SLO.
C. Describe the assessment method for this SLO.
1) Recorded reference transactions (chat, email, face-to-face, phone, video) addressing this SLO
2) Student self-assessment completed after a library instruction session
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
1) 94 reference transactions aligned to this SLO were recorded during the 2024-2025 academic year from undergraduate and graduate students.
2) 139 undergraduate and graduate students – 49 ENG 101/102; 33 EPER 162; 10 GEOG 103; 8 BSAD 101; 6 HIST 110; 6 HIST 250; 3 BIO 171; 3 PSYC 491; 3 BSAD 270; 3 HIST 333; 2 HIST 202; 2 PSYC 405; 1 PSYC 103; 6 BIO/CHEM Grad BIO 510; 2 EN Grad EN 503
E. Expected proficiency level and proportion of students who should reach this level.
1) We reviewed the reference transactions for themes. There is not a proficiency level expected for this type of assessment.
2) We'd like all students to be able to write 3 things they learned in the library session and 1 thing that they'll now do differently when researching.

F. Assessment results and number of students who met proficiency level.
<p>1) Review of reference transactions shows that a wide variety of resource-related questions about the library are asked, particularly regarding how to use SuperSearch to find sources.</p> <p>2) Nearly all students were able to fully answer both questions.</p>
G. Describe what results indicate about student performance.
<p>1) There is a great deal of information that needs to be discovered and learned for someone to be able to find research sources for an assignment, let alone use the library effectively. Librarians depend on research help interactions to address this SLO as well as library sessions in introductory level courses in particular. Librarians work to integrate elements of this foundational information, when relevant, into class sessions, although most class sessions are focused on the skills of search, selection, and evaluation that are most pertinent to that course's particular research assignment.</p> <p>2) Librarians know that people tend toward the path of least resistance when it comes to searching, meaning that they'll use a familiar resource first rather than one that is best suited to the inquiry at hand. This is certainly reflected in reference transactions as students are very often asking about finding sources in SuperSearch when one of our other more subject-specific databases would suit their needs better. Knowledge of other database searching options beyond SuperSearch, however, requires more sophisticated knowledge of the library's resources, and that comes with more advanced coursework. Most of the student self-assessments (and most of our instruction sessions) come from introductory 100-level courses, particularly from ENG 101/102.</p> <p>2) Many student reflections indicated that they'll now use the "library database" (again, an indication that they'll use SuperSearch, which is the database listed on the library's homepage), and that's certainly a step forward since, prior to the library instruction, many students indicated that they weren't aware that the library had a website. At the same time, SuperSearch shouldn't be the stopping place for their research needs going forward.</p>
H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.
<p>I appreciate that students are discovering through library instruction classes that there is an alternative to Google to finding sources for their projects, and I also appreciate that they're using SuperSearch, the database found on the homepage of the library. The challenge becomes helping students to recognize that there is more to the library than just SuperSearch and that our vast array of subject-specific databases and research guides will be helpful to them for more advanced research projects.</p> <p>The library operated with two librarians doing instruction from October 2023-December 2024, during which time the number of instruction sessions we were leading increased by 50% solely through word-of-mouth among instructors and without any communication from the librarians to departments and colleges about what we can do. In January 2025, we were able to hire another instruction librarian who will focus on first- and second-year courses so that the other two librarians can focus on upper level and graduate courses. We plan to communicate with departments and colleges about our ability to lead library</p>



instruction sessions prior to the fall semester in hopes that we will get more instruction classes from upper level courses. Perhaps, as we're able to lead library instruction classes in more advanced courses, we'll have more opportunities to show students how these subject-specific databases and resources are helpful for their projects.

Enter Table II AY 2025 Assessment Comments Below

Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2024-25

2. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

I. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
Through library instruction, students should be able to: Develop and refine search strategies to find meaningful results
J. Semester and year this SLO was reported on prior to this cycle.
We updated our student learning outcomes, so this is the first time assessing this SLO.
K. Describe the assessment method for this SLO.
1) Recorded reference transactions (chat, email, face-to-face, phone, video) addressing this SLO 2) Student self-assessment completed after a library instruction session
L. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
1) 36 reference transactions aligned to this SLO were recorded during the 2024-2025 academic year from undergraduate and graduate students. 2) 139 undergraduate and graduate students – 49 ENG 101/102; 33 EPER 162; 10 GEOG 103; 8 BSAD 101; 6 HIST 110; 6 HIST 250; 3 BIO 171; 3 PSYC 491; 3 BSAD 270; 3 HIST 333; 2 HIST 202; 2 PSYC 405; 1 PSYC 103; 6 BIO/CHEM Grad BIO 510; 2 EN Grad EN 503
M. Expected proficiency level and proportion of students who should reach this level.
1) We reviewed the reference transactions for themes. There is not a proficiency level expected for this type of assessment.

2) We'd like all students to be able to write 3 things they learned in the library session and 1 thing that they'll now do differently when researching.

N. Assessment results and number of students who met proficiency level.

1) The majority of reference transactions associated with this SLO indicates that students have questions about how to get started searching when they have a topic, including how to formulate a search in a database and how to find particular types of sources, particularly peer reviewed sources, in a search.

2) Nearly all students were able to fully answer each question.

O. Describe what results indicate about student performance.

1) The questions that students ask in our reference transactions about how to get started searching demonstrate how much students need to learn about searching for resources for academic research projects, particularly when compared to assessment results for students in 100-level courses. Using keywords, connecting them with the Boolean operators of AND/OR/NOT, and being able to find particular types of sources with a search is not intuitive, and many students benefit from receiving guided practice of this process in a library instruction class session.

2) Repeatedly, students indicated that they learned in a library instruction class session how to use keywords and quotation marks in their searching and that they'll use those searching techniques in the future. These basics of searching are often revolutionary for students in 100-level classes (and beyond) since many have had little to no experience doing independent research projects in K-12. Some students also indicated that learning how to search involves not just choosing the words they will use but also finding background information about their topics first before they start searching for sources, allowing them to be more selective about the sources they ultimately use. It's important that students recognize that part of finding and selecting quality information sources begins with the search process, and some are making that connection.

P. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.

Continuing to emphasize and getting guided practice with the search process in library instruction sessions, particularly in first- and second-year courses, is essential, although students at all levels of courses benefit from this knowledge since it is relatively novel for them. Part of knowing how to search involves an implicit understanding of how information is created and organized, which is something that many of us not currently pursuing a degree naturally understand, but so much in the current world of information prohibits any such knowledge to be considered necessary or even relevant. It is hoped that instructors will continue to invite librarians to their courses to coincide with opportune times when their course research assignments are asking students to find sources. If that occurs, the library session can be immediately relevant to the students, and they will have a compelling reason to practice the ideas presented to them.



Enter Table II AY 2025 Assessment Comments Below

Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2024-25

3. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

Q. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
Through library instruction, students should be able to: Synthesize, communicate, and cite their gained knowledge
R. Semester and year this SLO was reported on prior to this cycle.
We updated our student learning outcomes, so this is the first time assessing this SLO.
S. Describe the assessment method for this SLO.
1) Recorded reference transactions (chat, email, face-to-face, phone, video) addressing this SLO 2) Student self-assessment completed after a library instruction session
T. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
1) 7 reference transactions aligned to this SLO were recorded during the 2024-2025 academic year from undergraduate and graduate students. 2) 8 graduate students - 6 BIO/CHEM Grad BIO 510; 2 EN Grad EN 503
U. Expected proficiency level and proportion of students who should reach this level.
1) We reviewed the reference transactions for themes. There is not a proficiency level expected for this type of assessment. 2) We'd like all students to be able to write 3 things they learned in the library session and 1 thing that they'll now do differently when researching.
V. Assessment results and number of students who met proficiency level.
1) Review of reference interactions indicates that this isn't a common topic that comes up, but when it does come up, the interaction primarily focuses on the use of citation managers, such as EndNote and Zotero.

2) All students were able to fully answer each question. Five out of the seven students (all graduate students) indicated that they intended to use a citation management program after being introduced to them in a library instruction class session.

W. Describe what results indicate about student performance.

1) A citation manager isn't necessary for all research projects, but for some students doing extended research projects over a semester or more that involve many different resources, software of this type is invaluable. Training in these citation management programs is something that requires an investment of time and dedication from the learner, which usually occurs only in select upper level and graduate courses with select students when they are working on more substantial research projects. The basics of the use of citation managers can be covered in a library instruction session, but students (and some faculty) often request one-on-one assistance from a librarian when setting up and using a citation manager for more detailed help and tips.

X. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.

With more upper level instruction sessions, particularly in graduate level courses, it's hoped that we can have more in-depth conversations about this SLO and will be able to include the synthesis and communication of information aspects from this SLO, too.

Enter Table II AY 2025 Assessment Comments Below