



Program Name	Date Completed
Library	5-29-26
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. Those assessments are driven by assignment requirements to which we attach our SLOs. Most of our assessments are focused on our other three learning outcomes which were reported on last year, not on the three included in this year’s report, due to assignment requirements.</p> <p>There are a variety of approaches used by instructors to encourage students to complete library assessments, including allowing in-class time to complete the assessment immediately after the library instruction session, completing it shortly after the associated assignment has been submitted, and granting extra credit for evidence of completion whenever the student would like to compete the assessment. 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 2025-2026 that was implemented to improve student learning, in response to prior assessment cycles or other data.

A. Describe issues or SLOs addressed in the AY 2025-2026 cycle. Paste SLOs verbatim below.
Because we were able to hire a third instruction librarian in January who focuses on first- and second-year courses, we communicated with departments and instructors prior to start of the fall semester about our ability to lead library instruction sessions in upper level courses and graduate courses. Our instruction and assessment are dominated by



students in first-year courses, and we want to have more opportunities to build on research skills in upper level courses.

B. In which prior academic year and semester was this SLO last assessed to generate data that informed the change(s) this year?

n/a

C. What were the recommendations for change in the previous cycle?

We wanted to proactively let instructors know about our ability to provide library instruction workshops and resources to students in upper level and graduate courses.

D. How were the recommendations for change acted upon?

We looked through the courses being offered in the fall and spring and emailed instructors who were teaching upper level and graduate courses that indicated library research in their short descriptions.

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

We received many responses from faculty in the fall in particular (I sent nearly 50 emails in the fall, and about half of those messages resulted in instruction sessions), so we were able to have more instruction sessions and assessments from upper level and graduate students. As long as we continue to have three instruction librarians, we will continue this practice.

Enter Comments on Table I Closing the Loop Below

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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2025-26

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

A. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
Through library instruction, students should be able to: Recognize and articulate their research questions
B. Semester and year this SLO was previously reported on before 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(s).
1) Recorded research help 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) 35 research help transactions aligned to this SLO were recorded during the 2025-2026 academic year; all were undergraduate students.
2) 2 undergraduate students – ENG 101; HIST 250
E. Explain the expected proficiency level and proportion of students who should reach this level.
1) We reviewed the research help 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. Provide Assessment results and number of students who met defined proficiency level.

- 1) Review of research help interactions indicates that this a common topic that comes up during research consultations occurring at the beginning of a research project, when students are mulling over possible topics. Most reference transactions associated with this SLO indicate that students need significant assistance when defining or refining research questions and topics and that they learn a lot in the process. Once students have settled on a topic (which is usually when they decide to contact a librarian for research help), they have typically moved past this learning outcome.
- 2) The two students were able to fully answer each question.

G. Describe what the results or trends indicate about student performance.

Contemplating research questions is an important part of the research process but is not one which we in the library have frequent opportunity to interact with students. That is unfortunate because there is much to be gained here for students to help them better understand how information is created and produced for scholarly consumption. One of the students wrote the following in response to the assessment prompt of one thing they'll now do differently when researching: "I will let the research question come to me while researching instead of starting with a strict topic." This is a revolutionary idea coming from an undergraduate in a 200-level course – that doing research early on during the topic formation stage can actually help a person come up with a research question. More often, students seem to be under the impression that they choose a "strict topic" without first exploring the research available and that any deviation from that topic is a reflection of failure of their part. So much of our library instruction sessions are focused on introducing students to resources (most frequently, databases and other online resources) they can use to find articles or books or other information sources for their projects and search strategies, which leaves little room for other essential learning outcomes. While the number of students assessed with this learning outcome is not large, the impact of the learning outcome on them is profound.

H. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.

It would be wonderful to have more opportunities to lead library instruction workshops for students in courses when they are in the topic formation stage of their research. In the planned emails about library instruction going out to faculty teaching courses involving research in the fall and spring, we can emphasize our ability to help students develop topics and research questions in an effort to increase assessment numbers for this SLO.

Enter Comments on Table II AY 2026 Assessment Below



Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2025-26

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

I. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
Through library instruction, students should be able to: Read, understand, and organize the retrieved information
J. Semester and year this SLO was previously reported on before 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(s).
1) Recorded research help 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) 12 research help transactions aligned to this SLO were recorded during the 2025-2026 academic year; 8 undergraduate and 4 graduate students.
2) 3 students – 2 undergraduates in EPER 162 and ENG 101; 1 graduate student in SW 685
M. Explain the expected proficiency level and proportion of students who should reach this level.
1) We reviewed the research help 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. Provide Assessment results and number of students who met defined proficiency level.
1) Review of research help interactions indicates something that we've been noticing in interactions with students for several years now – reading comprehension is a struggle for many students. Students needed assistance with reading database entries about articles and books (trouble with understanding words related to their topics, particularly when those words aren't ones they're using in their searches), and students needed suggestions for how to read books and articles so that they can use them in their research. Students receiving help for these reading-related challenges learned a lot in the research help interactions.



2) The three students were able to fully answer each question. In response to the assessment prompt of one thing they'll now do differently when researching, the two undergraduates wrote: "Read carefully" (this was a senior) and "See more on how secondary sources are analyzing a subject." The graduate student wrote, "I think reading articles I still struggle with." So much to unpack here!

O. Describe what the results or trends indicate about student performance.

Providing strategies for reading and using sources in research is something I've regularly incorporated into my library instruction sessions for over 20 years because I've seen those skills lacking in students. In the latter half of my career thusfar, I've noticed reading skills continue to decline (or what I perceive to be reading skills – it could be lack of attention, being rushed, probably any number of things). To be fair, reading and understanding scholarly articles in one's subject area is a challenge and a skill to be developed; it's not something anyone is born with. Reading and understanding scholarly articles across numerous subject areas, which is a likely expectation for undergraduates taking courses in and outside of their majors, is even more challenging, and students, even graduate students, need help navigating these sources and using them in their research projects. It's an unspoken rule that you don't need to read an entire book to use it in a research project, but a class of ENG 101 students this academic year was surprised when I suggested it. Graduate social work students were interested to see how to use common sections found in scholarly articles ("Methods," "Results", "Discussion," etc.) to conduct a literature review and to determine whether an article can be a useful for a topic. Students need to be able to use and understand information found in research resources to be able to incorporate them into research projects, which means that they need skills to be able to make sense of long-form text. PSYC 103 has a great assignment for introductory students in the major to use the PsycINFO database to find and use a scholarly article, and no doubt there are other such assignments out there on campus where instructors are actively helping students meet these challenges.

P. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.

Most library instruction sessions are requested by the instructor because they want students to learn about article databases and search strategies for finding resources for their research projects, but if instructors are noticing that their students are struggling with reading and using research sources, the library can assist by providing a session specifically focused on that. Similar to the changes planned for the previous learning outcome, we can emphasize our ability to provide instruction sessions focused on reading and using research sources in our planned email to faculty prior to the next academic year.

Enter Comments on Table II AY 2026 Assessment Below



Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2025-26

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

Q. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
Through library instruction, students should be able to: Evaluate and select appropriate ideas and concepts
R. Semester and year this SLO was previously reported on before 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(s).
1) Recorded research help 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) 5 research help transactions aligned to this SLO were recorded during the 2025-2026 academic year; all were undergraduate students.
2) 21 students – 2 BSAD 101; 13 ENG 101; 1 ENG 102; 1 EPER 162; 2 HIST 201; 1 HIST 250; 1 HIST 493
U. Explain the expected proficiency level and proportion of students who should reach this level.
1) We reviewed the research help 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. Provide Assessment results and number of students who met defined proficiency level.
1) All research help transactions were consultations (appointments with a student and librarian lasting 15-20 minutes or more), and conversations included how to identify primary and secondary sources associated with topics and how to determine what sources might be helpful and related to their topics.
2) All students were able to fully answer the questions. Comments included a focus on being more careful with sources they use in research projects, being more aware of how AI can influence their topics, and a new understanding of how using different types of sources can create a better research project.



W. Describe what the results or trends indicate about student performance.

Evaluating and selecting ideas when doing research are fraught topics. Those days of looking at a website’s domain (.org, .com, .gov., edu) and making determinations about its value are long gone, if they ever existed. Evaluation goes beyond the container of the information and moves into the content of the topic. It also involves being aware of one’s own blind spots and assumptions about the topic. The following student’s comment about what they’ll now do differently when researching encapsulates what we hope all students take away from library instruction sessions about evaluating information: “I also want to make sure I’m researching to find my topic and not to research to find a niche document to support an argument I already have.” Research can involve wrestling with information that you weren’t expecting and that you may not agree with; research can also reveal information that confirms and conforms to your expectations. Being able and willing to accept both realities and join them in research projects is essential. Most students in our assessments focused on their ability to identify credible sources, but their ideas of how to determine credibility rest on outdated and simplistic criteria that do not reflect the current and increasingly complicated information environment. Using AI tools to attempt to simplify and streamline the research process can further obscure the complexities of evaluating and selecting ideas for research projects, which is also something that we briefly touch on when engaging students in thinking about this part of the research process.

X. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.

We can emphasize in the email to faculty our ability to design a library instruction session focused on evaluating and selecting ideas.

This year, we assessed the remaining 3 of our 6 student learning outcomes (the other 3 were assessed last year). Because we wrote new student learning outcomes and implemented them last academic year, this is our first opportunity to see all 6 outcomes assessed. We will use this year’s and last year’s assessment to determine if we want to continue on the current assessment schedule (SLOs 2, 3, and 6 one year, SLOs 1, 4, and 5 the next year) or whether we want to change the order and/or frequency of assessment going forward.

Enter Comments on Table II AY 2026 Assessment Below