

Program: Library Instruction ProgramDate: May 23, 2012Completed by: Kevin Seeber

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department and return it to Erin Frew, erin.frew@colostate-pueblo.edu as an email attachment before June 1, 2012. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What method was used for assessing the SLO? Please attach a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
SLO 1: Students identify key services in order to know what the library can provide to them.	Spring 2012	Activity Rubric	PoliSci Undergrad: 22 Chem Undergrad: 35 TeacherEd Graduate: 15 Engineering Graduate: 5	80% of students satisfactory or above	U: 22.2% S: 30.0% E: 47.8% (77.8% satisfactory or above)	While use of the LARC has been high and student responses positive, there is a need to teach students that the library has targeted services available to them that go beyond computers, books and coffee.	Teaching faculty who request library instruction are often focused on SLOs 2, 3, and 4. In the future, librarians speaking to classes will need to set aside time to stress these services and ensure that students are fully aware of them.

SLO 2: Students differentiate research tools in order to make informed and useful decisions about how to gather trustworthy information.	Spring 2012	Activity Rubric	English Comp: 270 Chem Undergrad: 35 English Undergrad: 20	80% of students satisfactory or above	U: 5.3% S: 26.7% E: 68.0% (94.7% satisfactory or above)	These numbers were very pleasing to us. Much of our work with English Comp students involves introducing them to different databases and finding “the right one,” and it would appear that our current activities are successful.	At this point, the library instruction program is pleased with these results and will continue with our current activities and assessments into the Fall 2012 semester.
SLO 3: Students construct search strategies in a variety of search systems in order to manipulate results within an information retrieval system.	Spring 2012	Activity Rubric	English Comp: 270 PoliSci Undergrad: 22 Chem Undergrad: 35 English Undergrad: 20 MassComm Undergrad: 27 TeacherEd Graduate: 15 Engineering Graduate: 5 Sociology Undergrad: 32	80% of students satisfactory or above	U: 21.5% S: 40.5% E: 38.0% (78.5% satisfactory or above)	The lower scores associated with SLO 3 stem mainly from questions involving Subject Searching, and how this differs from Keyword searching. This is a problem which has persisted in the program for multiple semesters.	The instruction program is considering a new activity and assessment in the hopes of improving student learning of this concept. This is the SLO which we cover the most in our sessions, and although Subject Searching is often alien to our students, it is a valuable skill which would benefit them in their research.

SLO 4: Students apply criteria in order to evaluate information sources.	Spring 2012	Activity Rubric	English Comp: 113 PoliSci Undergrad: 22 MassComm Undergrad: 27 TeacherEd Graduate: 15 Sociology Undergrad: 32	80% of students satisfactory or above	U: 17.0% S: 40.3% E: 42.7% (83.0% satisfactory or above)	These scores saw a significant increase over the previous semester (up from 76.1%), which was welcome news. Although there is room for improvement, it appears our adjustments (see "Follow-up" below) were successful.	At this point, the library instruction program is pleased with these results and will continue with our current activities and assessments into the Fall 2012 semester.
SLO 5: Students recognize the economic, legal, and social issues related to the use of another person's words or ideas and are able to cite and use their sources in an ethical and legal manner.	Spring 2012	Activity Rubric	Chem Undergrad: 32	80% of students satisfactory or above	U: 9.4% S: 34.4% E: 56.2% (90.6% satisfactory or above)	While these scores are positive, this was our least-assessed SLO. There is also anecdotal evidence from teaching faculty that we should stress this outcome more in instruction sessions.	The library instruction program has started developing two assessments, one multiple choice and one short answer, to assess student understanding of plagiarism. It is hoped these assessments will be implemented at the start of the Fall 2012 semester.

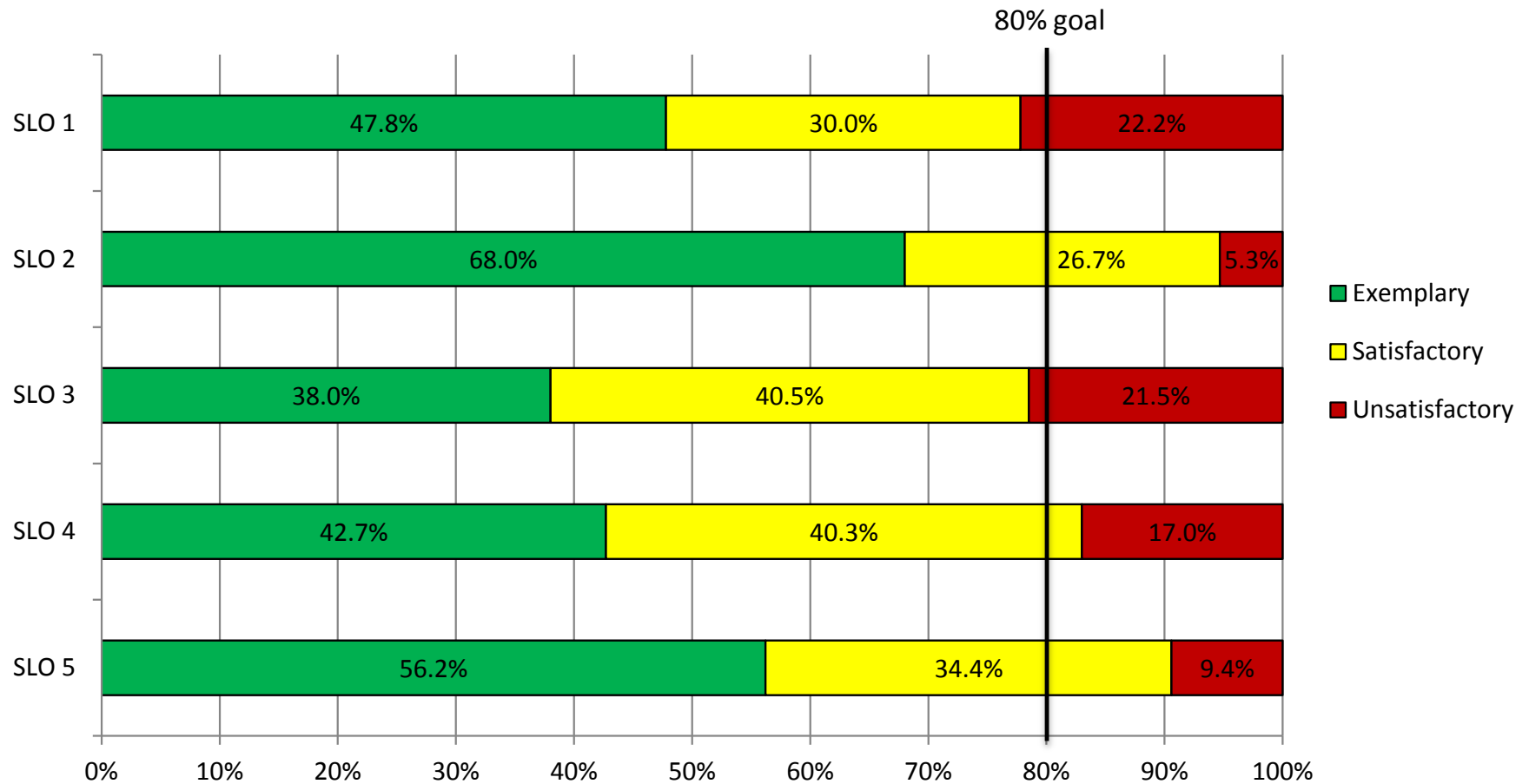
Comments: Spring 2012 was the first semester in which all 5 SLOs were assessed, as well as subject-specific and upper-division courses (previous semesters only assessed English Composition). This expansion came about with the creation of a new "assessment menu" from which librarians can select appropriate questions, each tied to an SLO, to add to online quizzes which follow instruction. These questions and rubrics will likely evolve as the system expands, and as we discuss how our SLOs apply to upper-division coursework. At this point, all SLOs remain applicable. This was also the first semester in which assessment results were shared with teaching faculty following instruction. While this process failed to net much feedback from the campus community, the hope is that input from outside the library will guide future activities and assessments.

B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
SLO 3	Fall 2011	Require students to enter their name on the assessment	Yes	The assessment and rubric were otherwise unchanged, but we saw an increase of nearly 10% in results which were satisfactory or above. There also were no blank or “joke” responses given to the assessment, whereas the Fall 2011 semester had several such instances.
SLO 4	Fall 2011	Reword questions asking about identifying an author’s credentials to include a definition of “credentials.”	Yes	The percentage of responses to this question which were satisfactory or higher increased from 57.7% to 81.4%. This brought to total scores for this SLO up nearly 7%.

Comments: While both of these adjustments were fairly small in their scope, it would seem they had at least some impact on improving student scores. Library assessments (here and elsewhere) have traditionally been anonymous, but as we expand our assessment program, it will become standard practice to require students to enter their names on assessments.

Library Instruction Program Spring 2012 Assessment Results



Multiple Database Activity (SLOs 2 & 3) Questions and Rubric

Question	Exemplary	Satisfactory	Unsatisfactory
Based on the presentations in this class session, which of the Library Databases do you think would be most useful for your research? Explain why this database would be useful to you.	Student clearly demonstrates that they have paid attention to the presentations and understands that each database can provide them with information. Student is able to identify and provide reasoning why a database or databases would be particularly useful to their research.	Student is able to list at least one database that would be of use to their topic/research. Student is able to demonstrate that they can identify at least one library database to use for their research.	Students are unable to list a database or provide reasoning for why the library databases would be of use in their research.
Many of the databases that were covered allow you to limit your results. Provide examples of some of the ways you can limit results using the library databases. Why would these features be useful to you while researching your topic?	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.
What happened to the number of results when another term was added using the word AND? By comparison what happened to the number of results when another term was added using the word OR? When would you want to use each of these options?	Students correctly identify that the AND operator narrows results and the OR operator expands results.	N/A	Student incorrectly answers question or does not provide an answer.
During the presentations subject terms or subject headings were pointed out. What happened when these terms were used? How could you use these terms to help you find articles related to your inquiry?	Student is able understands 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 shows some understanding of what a subject term is and why it is useful in searching for articles.	Student incorrectly answers the question or does not provide an answer.

Scholarly vs. Popular Activity (SLO 4) Questions and Rubric

Question	Exemplary	Satisfactory	Unsatisfactory
What is the title of the article? What is the title of the journal or magazine that published it?	Students identify both journal title and article title.	Students correctly identify title of journal.	Students leaves question blank or gives incorrect answer.
What can you tell about the author(s)? Do they have any relevant credentials, such as a degree or professional experience? If you can't tell anything, write the word "nothing."	Students correctly identify the author's credentials/ affiliations for both articles.	N/A	Student leaves question blank or gives incorrect answer.
Determine whether the article includes a formal or informal layout. Does it include abstract, citation/ works cited headings.	Students correctly identify the elements of the layout for both of the articles by identifying abstracts, work cited, etc.).	Student only state if the layout of the article is formal or informal. With no explanation.	Student leaves question blank or gives incorrect answer.
Determine if the article's content presents research or is intended for more informative/ entertainment purposes.	Students correctly identify both articles and correctly provide explanation.	Students correctly identify both articles but are unable to provide an explanation.	Student leaves question blank or gives incorrect answer.
Identify the intended audience of the article.	Students identify audience as members of the related discipline or profession.	Student identifies one sub group of audience (i.e researchers).	Student leaves question blank or gives incorrect answer such so "People who are interested in the topic".
State the style of writing or language used within the article (Does the article employ specialized vocabulary? Is it formal or informal?)	Students correctly identify stylistic elements for both of the articles by identifying vocabulary, sentence structure, and language (formal/informal).	Students only state if article is formal or informal. With no explanation.	Student leaves question blank or gives incorrect answer.

Assessment Menu Questions and Rubric

SLO 1 - Library Services

Question	Exemplary	Satisfactory	Unsatisfactory
What is Prospector?	Student identifies Prospector as a service which searches libraries across Colorado and allows them to have materials from these institutions sent to CSU-Pueblo.	Student identifies Prospector as a collection of Colorado libraries, but does not explain that these materials are accessible to them at CSU-Pueblo.	Student incorrectly identifies what Prospector 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 checkout a book?	Student correctly identifies their loan period.	N/A	Student incorrectly identifies their loan period.
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.

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 to 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.

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.

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.