

Program: University LibraryDate: May 29, 2015Completed by: Kevin SeeberAssessment contributors (other faculty involved in this program's assessment): Sandy Hudock, Rhonda Gonzales

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 1, 2015. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2014-2015 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2015-2016 based on the assessment process. In Part II, please describe activities engaged in during 2014-2015 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2013-2014. 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? Please indicate the 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. | E. What is the expected achievement level and how many or what proportion of 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? |
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| SLO 1. Students identify key services in order to know what the library can | Fall 2014 | In-Class Direct Assessment (short answer questions) | 16 students enrolled in PSYCH 207 | 80% of students measured are proficient or above | 14 (88%) of students measured are proficient or above. | We are pleased with this performance, though we also recognize this is far from being a | The library intends to expand assessment of this outcome in the coming academic year. |

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| provide to them. | | | | | | representative sample of students. | |
| SLO 2. Students differentiate research tools in order to make informed and useful decisions about how to gather trustworthy information. | Fall 2014 | In-Class Direct Assessment (short answer questions) | 6 students enrolled in EN 503 | 85% of students measured are proficient or above (This outcome was not measured quantitatively during the current assessment cycle). | All 6 students (100%) measured proficient or above. | Like with SLO 1, we are pleased with this performance, though we also recognize this is far from being a representative sample of students. | The library is revisiting its learning outcomes to see if this particular SLO is still as important as it was in the past. Advancements in web-scale discovery have drastically altered the information seeking landscape, putting less emphasis on research tools and more emphasis on critically evaluating the information which students find. |
| SLO 3. Students construct search strategies in a variety of search systems in order to manipulate results within an information retrieval system. | Fall 2014 | In-Class Direct Assessment (short answer questions) | 7 small groups of students enrolled in ENG 102 | 80% of students measured are proficient or above | All 7 groups (100%) measured proficient or above. | We are pleased with this performance. This is the library's second year since implementing "Super Search," our web-scale discovery tool, and it would appear students are becoming more comfortable with its functions. | No drastic changes are planned at this time, though we will need to continue emphasizing how to perform faceted searches, as well as expand assessment of this outcome. |
| SLO 4. Students apply criteria in order to evaluate information sources. | Spring 2015 | In-Class Direct Assessments (open ended questions-rubrics attached) | 149 small groups of students enrolled in ENG 101 | 85% of students measured are proficient or above | 135 (91%) of students measured proficient or above | This outcome continues to be central to our instruction program, and we are very pleased with this high performance. | No changes planned. |
| SLO 5. Students recognize the economic, legal, | Fall 2014 | In-Class Direct Assessment (closed | 67 students enrolled in ENG 099 and | 85% of students measured are | 59 (88%) of students measured | We are pleased with this performance. | No changes planned. |

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| 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. | | questions) | 101 | proficient or above | proficient or above. | | |
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Comments:

II. 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? Please indicate the semester and year. | 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? |
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| SLO 3. Students construct search strategies in a variety of search systems in order to manipulate results within an information retrieval system. | Spring 2014 | Instruction of this learning outcome needs to be better integrated into earlier classroom visits, especially in ENG 099 and ENG 101, which will prepare them for this evaluation near the end of ENG 102. | In part. Activities dealing with Search Strategies were incorporated into some ENG 099 sessions in the fall semester, however changes to the course curriculum in the spring prevented us from emphasizing this SLO. | It's hard to tell how successful these changes were. For the most part, assessment of this SLO was limited this year, so the library will need to increase our efforts in the future. |

Comments:

SCHOLARLY AND POPULAR ARTICLES RUBRIC

| | EXEMPLARY | SATISFACTORY | UNSATISFACTORY |
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| 1. What is the title of the article? What is the title of the journal, magazine, website, or organization that published it? | Correctly identifies the article title AND journal title for BOTH examples. | Correctly identifies the article title OR journal title for BOTH examples. | Does not correctly identify the article title OR journal title for BOTH examples. |
| 2. What can you tell about the author(s)? Do they have any relevant credentials, such as a degree or professional experience? Why does knowing this matter? | Identifies credentials, or lack thereof, for BOTH authors. Provides rationale for how authors' credentials impact authority/credibility. | Identifies credentials, or lack thereof, for BOTH authors. Does NOT provide rationale for how authors' credentials impact authority/credibility. | Does not identify credentials, or lack thereof, for BOTH authors. |
| 3. How much research went into the article? How can you tell? | Qualifies amount of research for BOTH examples. Provides reasoning based on evidence in the text (e.g. citations, data, interviews). | Qualifies amount of research for BOTH examples. Does NOT provide reasoning based on evidence in the text. | Does NOT qualify amount of research or gives an oversimplified answer (e.g. "a lot"). |
| 4. Why did the author(s) write this article? | Identifies "research" or "discovery" for scholarly research AND informing "the general public" for the popular example. | Identifies only a generalized purpose for BOTH articles (e.g. "to tell people about the topic"). | Does NOT provide any motive or agency on the part of the authors. |
| 5. What is the style of writing or language used within the article? | Identifies the style of language for BOTH articles and provides examples from the text. | Identifies the style of language for BOTH articles and does NOT provide examples from the text. | Does NOT identify the style of language for BOTH articles. |
| 6. Identify the intended audience of the article. Who would read this? | Identifies researchers within the academic field (e.g. surgeons) for the scholarly source AND "the public" for the popular source. | Identifies generic audiences for BOTH articles (e.g. "scholars," "people interested in the topic"). | Does NOT identify an audience for BOTH articles. |