

# Colorado State University – Pueblo Academic Program Assessment Report for AY 2015-2016

Program: University Library

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Please describe the 2015-2016 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2016-2017 based on the assessment process. In Part II, please describe activities engaged in during 2015-2016 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2014-2015. 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? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO last assessed? <b>Please indicate the semester and year.</b>	C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b>	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?
SLO 1. Students identify key services in order to know what the library can provide to them.	a. Spring 2016	a. In-Class Direct Assessment (short answer questions)	a. 20 PSY 207 students	a. 85% satisfactory or above	a. 100%	a. Students know avenues to request unavailable articles found in databases.	a. None planned: this is covered in ENG 102 instruction.
	b. Spring 2016	b. In-Class Direct Assessment (short answer questions)	b. 19 HIST 102 students	b. 85% satisfactory or above	b. 72.5%	b. Students confused about local classification	b. Address Library of Congress system. Modify instruction content.

	c. Fall 2015	c. Anonymized assignment papers	c. 18 HIST 101 students Assignment built around using interlibrary loan systems.	c. Qualitative - reading for themes. Expect some level of confidence in using systems.		system & scope of various interlibrary systems.  c. Students are confused about internal book arrangement and need reiteration of how to use systems. Lack of confidence a theme.	c. Address Library of Congress system. New catalog may allow book records to show floor locations. Continue partnering with faculty to read student papers, and make changes based on emerging themes. Pull reference desk transactions to determine follow up interactions.
SLO 2. Students differentiate research tools in order to make informed and useful decisions about how to gather trustworthy information.	a. Fall 2015  b. Spring 2016	In-Class Direct Assessment (short answer and open ended questions)	a. 25 students in ENG 130  b. 20 students in PSY 207	85% satisfactory or above	a. 100%  b. 70%	a. This class is an appropriate one to introduce a variety of databases.  b. Google Scholar needs to be introduced earlier to students. They were largely unaware of it; and didn't grasp its library linking capability.	a. none  b. Introduce Google Scholar in English 101/102. Students will benefit from an earlier introduction and then can be reminded of it in upper level instruction.
SLO 3 Students construct search strategies in a variety of search	Fall 2015 and Spring 2016	In-Class Direct Assessment (short answer questions)	257 students from 8 ENG 101 and 7 ENG 102	85% satisfactory or above	87.98%	Students gained a basic understanding of database content and search limiters.	With the composition curriculum change to writing across disciplines, it may be advantageous

systems in order to manipulate results within an information retrieval system		Super Search/Multiple Database /SuperSearch Discipline Activities	classes, working in groups of 3 or 4				to visit classes multiple times during the various sections: Humanities/Soc. Science/Sciences/Professional to highlight specific sources. Have a full first session, then appropriate liaison librarians visit for 15-20 minutes.
SLO 4. Students apply criteria in order to evaluate information sources.	Fall 2015 and Spring 2016	In-Class Direct Assessment (short answer questions)	a. 25 students Fall BIO 352 b. 25 students Spring BIO 352		a. 93% b. 84%		
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.	a. Fall 2015 b. Fall 2015	a. In-Class Direct Assessment (closed questions) b. In-Class Direct Assessment (open questions)	a. 46 students in 3 ENG099 classes. b. 8 students in EN 593	85% satisfactory or above	a. 85% b. 79.2%	a. Students have a basic knowledge of plagiarism. b. Copyright is a confusing topic, especially to international students.	a. none b. Create a hands on activity with scenario cards to generate group and class discussion of copyright and intellectual property issues.

Comments: The departure of the instruction librarian left a void which was filled in part by temporary staff. While we were able to enhance and develop new in class activities per instructors' requests and to accommodate curricular changes, the library's presence in ENG composition classes decreased considerably. We are hoping to regain footing with the hiring of a new instruction librarian. Additionally, Student Learning Outcomes will be modified over the summer to reflect the Association of College & Research Libraries' Framework for Information Literacy for Higher Education <http://www.ala.org/acrl/standards/ilframework>. Concurrently, the Library's Assessment Plan will be updated.

**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?
SLO 3 Students construct search strategies in a variety of search systems in order to manipulate results within an information retrieval system.	Fall/Spring 2015	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	<p>The Super Search activity worksheet was edited to enhance clarity, and accompanying rubric was created.</p> <p>In spring 2016, a new Super Search activity focusing on searching for discipline-based perspectives was introduced.</p>	The new activity was successful, with 89% satisfactory or above.

Comments:

## SLO 1 - Library Services HIST 102 / PSYCH 207

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 is Worldcat?	Student identifies Worldcat as a service which searches libraries internationally and allows them to have materials from these institutions sent to CSU-Pueblo.	Student identifies Worldcat as a collection of international libraries, but does not explain that these materials are accessible to them at CSU-Pueblo.	Student incorrectly identifies what Worldcat is.
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.
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.
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.

## SLO 2 - Selecting Sources ENG 130 & PSYCH 207

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.
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.

## SLO 3-- Search Strategies See class activity worksheets & rubrics

## SLO 4 – Evaluation BIO 352

What is a primary research article (aka "original research article" or "scholarly scientific journal article")?

- Letter from Nature
- News story from Nature
- Review from Cell Press
- Conference proceedings – PNAs
- Wikipedia article
- Commentary from Evolution

## SLO 5 – Citation EN 593

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.
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.

## FINDING SCHOLARLY ARTICLES IN SUPER SEARCH

This activity has you try out **Super Search**, a library database that finds a variety of sources. Start at the library homepage, where you should see the Super Search box in the center of the page. Run a keyword search for **Climate Change**.

### PART A: REVIEWING AND REFINING THE RESULTS

1. What kinds of sources does Super Search find?
2. How can you narrow to just scholarly sources?
3. What does it mean for an article to be “full text”?
4. How can you see articles published within a specific timeframe?
5. How can you narrow to articles talking only about the United States? Why might you need to do this?

### PART B: REVIEWING A SPECIFIC ARTICLE

6. Find a scholarly article and click its title. Why did the article’s author(s) choose this title?
7. What’s an abstract? What information is contained in the abstract? Why is it useful?
8. Find the publication date. Based on the age and topic of the article, how relevant is this information today?
9. How can you e-mail and cite the article?



## PART C: LOOKING AT THE TEXT OF AN ARTICLE

10. Open the full article. What information given can help determine the author's credibility?

11. What type of language is used?

12. Who do you think is the intended audience?

13. How are References at the end of an article useful?

## FINDING SCHOLARLY ARTICLES IN SUPER SEARCH RUBRIC

	EXEMPLARY	SATISFACTORY	UNSATISFACTORY
1. What kinds of sources does Super Search find?	Identifies and/or lists more than half the sources.	Identifies more than three sources.	Is unable to identify or list more than one type or lists only 'articles'.
2. How can you narrow to just scholarly sources?	Able to narrow sources using both peer reviewed and academic journal limiters.	Narrows to scholarly sources using one limiter.	Is unable to identify methods of narrowing sources.
3. What does it mean for an article to be "full text"?	Identifies difference between abstract and full article.	Acknowledges whole article is available for reading.	Is unable to define full text or acknowledge difference between abstract and article.
4. How can you see articles published within a specific timeframe?	N/A	Identifies limiters correctly.	Is unable to identify or locate appropriate limiters.
5. How can you narrow to articles talking only about the United States? Why might you need to do this?	Lists why one might need to narrow to U.S. and NOT other countries.	Gives answer such as 'we live in the U.S.'	Gives no response.
6. Find a scholarly article and click its title. Why did the article's author(s) choose this title?	N/A	Indicates that the title shows content of article.	Is unable or shows no attempt to reason why title was chosen.
7. What's an abstract? What information is contained in the abstract? Why is it useful?	Can accurately describe abstract and why it is useful. Answers all questions.	Can accurately describe abstract.	Is unable to define or describe abstract and makes no attempt to answer questions.
8. Find the production date. Based on the age of the article and the topic, how relevant is this information today?	Can connect the date and topic to relevancy of article.	Connects either date or topic to relevancy.	Make no connections between date, topic, or relevancy.
9. How can you e-mail and cite the article?	N/A	Can locate correct buttons.	Is unable to locate correct buttons
10. Open the full article. What information given can help determine the author's credibility?	Identifies authors and their credentials.	Identifies authors	Is unable to identify authors.
11. Who do you think is the intended audience?			
12. What type of writing is used?	Identifies both type of writing and audience.	Identifies either type of writing OR audience	Is unable to identify style or audience.

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13. How are References at the end of an article useful?	N/A	Gives one or two solid uses for references.	Is unable to list any uses for references.
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## FINDING DISCIPLINE-BASED ARTICLES IN SUPER SEARCH

This activity has you try out **Super Search**, a library database that finds a variety of sources. Start at the library homepage, where you should see the Super Search box in the center of the page.

### PART A: REVIEWING AND REFINING THE RESULTS

1. Run a keyword search for **Global Warming**. What source types does Super Search find?
  
  
  
  
  
  
  
  
  
  
2. How can you narrow to just scholarly sources?
  
  
  
  
  
  
  
  
  
  
3. Click on Advanced Search and add **Study** in the second search box, then use the Abstract index to rerun your search.
  - a. What's an abstract?
  - b. What information is contained in the abstract?
  - c. Why is it useful?
  
  
  
  
  
  
  
  
  
  
4. How can you see articles published within a specific timeframe? Why is this important?

### PART B: FINDING DISCIPLINE-BASED ARTICLES

5. In the third search box, use the Subject Terms index and add one of the following terms: music, engineering, political science, religion, sociology, business, or mathematics. How does doing this affect your results?

6. Can you find articles from two separate disciplines in your results? List the two titles and match them with their discipline.
  
7. Using the Subject facet, click on Show More to see all of the subjects. Choose relevant subject terms that reflect a specific discipline. What subject term/s helped you narrow down to that discipline?
  
8. Look at the results under Publication and click on Show More. What's in this list? How can it help you to determine the disciplinary approaches found in your search results?

## PART C: LOOKING AT THE TEXT OF AN ARTICLE

9. Choose an article. How is this title different than the titles of popular magazine articles you have seen in the past?
  
10. Open the full article. What information given can help determine the author's credibility?
  
11. What career or professional groups are the target audience of this article? How can you tell?
  
12. How are References at the end of an article useful?

## FINDING DISCIPLINE-BASED ARTICLES IN SUPER SEARCH RUBRIC

	EXEMPLARY	SATISFACTORY	UNSATISFACTORY
1. What source types does Super Search find?	Identifies and/or lists more than half of the types of sources.	Identifies more than three types of sources.	Is unable to identify or list more than one type or lists only 'articles'.
2. How can you narrow to just scholarly sources?	Able to narrow sources using both peer reviewed and academic journal limiters.	Narrows to scholarly sources using one limiter.	Is unable to identify methods of narrowing sources.
3. Click on Advanced Search and add <b>Study</b> in the second search box, then use the Abstract index to rerun your search. a. What's an abstract? b. What information is contained in the abstract? c. Why is it useful?	Correctly answers all three questions.	Correctly answers two of the three questions.	Answers only one question OR does not provide an answer.
4. How can you see articles published within a specific timeframe? Why is this important?	N/A	Identifies limiters correctly.	Is unable to identify or locate appropriate limiters.
5. In the third search box, use the Subject Term index and add one of the following terms: music, engineering, political science, religion, sociology, business, or mathematics. How does doing this affect your results?	Details how using the subject term index affects results.	Discusses how the subject term affects results.	Does not provide an answer.
6. Can you find articles from two separate disciplines in your results? List the two titles and match them with their discipline.	N/A	Lists two titles with appropriate disciplines	Does not list titles with their discipline OR does not provide an answer.
7. Using the Subject facet, click on Show More to see all of the subjects. Choose relevant subject terms that reflect a specific discipline. What subject term/s helped you narrow down to that discipline?	N/A	Lists subject terms.	Does not provide an answer.
8. Look at the results under Publication and click on Show More. What's in this list? How can it help you to determine the disciplinary approaches found in your search results?	Correctly answers both questions.	Correctly identifies what is contained in the Publication list.	Does not correctly identify what is contained in the Publication list.
9. Choose an article. How is this title different than the titles of popular magazine articles you have seen in the past?	N/A	Gives one or more differences.	Does not provide an answer.
10. Open the full article. What information given can help determine the author's credibility?	N/A	Lists one or more items to document author's credibility.	Does not provide an answer.

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11. What career or professional groups are the target audience of this article? How can you tell?	N/A	Lists one or more professional groups with basic reasoning on how they can tell.	Does not provide an answer.
12. How are References at the end of an article useful?	N/A	Gives one or more reasons as to how the references are helpful.	Does not provide an answer.