Co-Curricular Assessment of Student Learning Reporting Form

Contact Person: **Samantha Rogers**	Date of Report Submission: **Fall 2017**
Department: **Library**	Semester Assessment Conducted: **FA & SP FY17**

Identify if assessment is: **X** *First time*

Report Title: **Student Learning Goal #2 – Fall 2016 and Spring 2017**

Type of assessment: (Check all that apply.)
 _X__ *Departmental Student Learning goal*
 ___ *Core Competency*
Identify if this assessment was completed in collaboration with a specific:
X *co-curricular dept.* ☐ *course* ☐ *discipline* ☐ *program* ☐ *degree* ☐ *grant* ☐ *other*

1. Describe <u>what you wanted to know</u> about student knowledge, skills or attitudes/behaviors. (Explain why you conducted this assessment.) OR <u>if this is a repeat assessment to "close the loop"</u> – describe what was initially assessed and what changes were implemented.

The librarians evaluated student knowledge regarding the organization of the library's collection as well as student ability to use the library's classification system to retrieve information resources within the library. In addition, the librarians evaluated student confidence levels regarding individual ability to locate print resources in the library, and more specifically to use the library's online catalog to search for items in the library collection and the ability to use an item's call number to locate an item on the library shelves. Student knowledge and abilities as well as student confidence levels were assessed prior to and following a librarian led instruction session through the use of a pre and post-test assessment method.

1a. State the department SL goal(s) or core competency linked to this assessment.

<u>Goal</u>: Student applies a variety of strategies and research finding tools in order to identify, access, and use sources most appropriate to the research question or problem.
 <u>Student Learning Outcomes</u>:
- Recognize that knowledge can be organized influencing the way information is accessed.
- Use various classification schemes and other systems to retrieve information resources within the library.

1 b. Identify which students were assessed.

Students attending librarian led instruction sessions during the Fall 2016 and Spring 2017 semesters were invited to take part in the assessment.

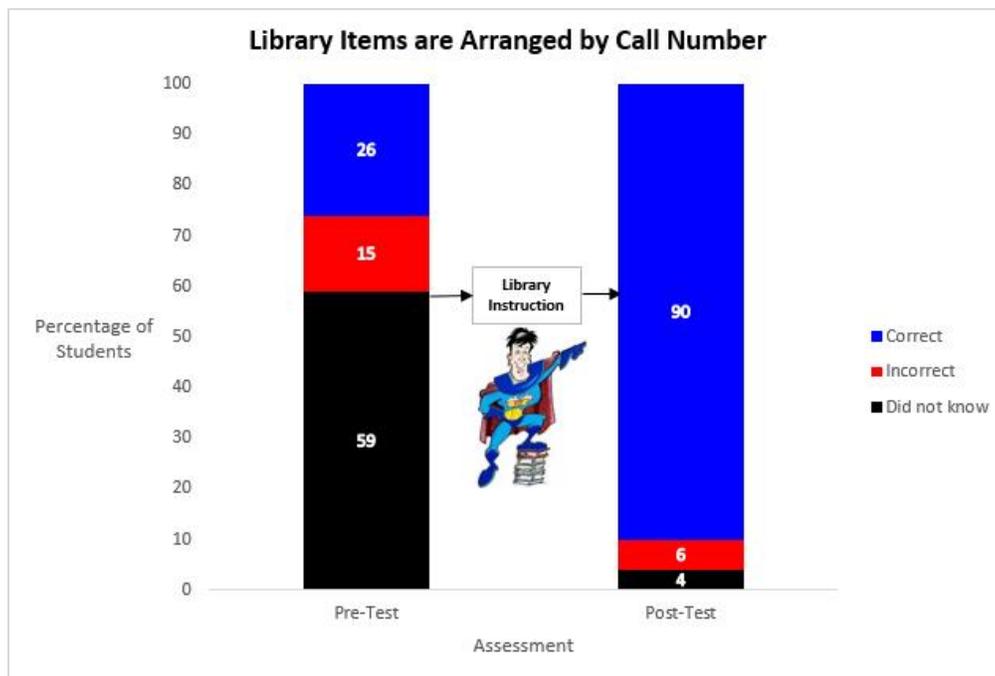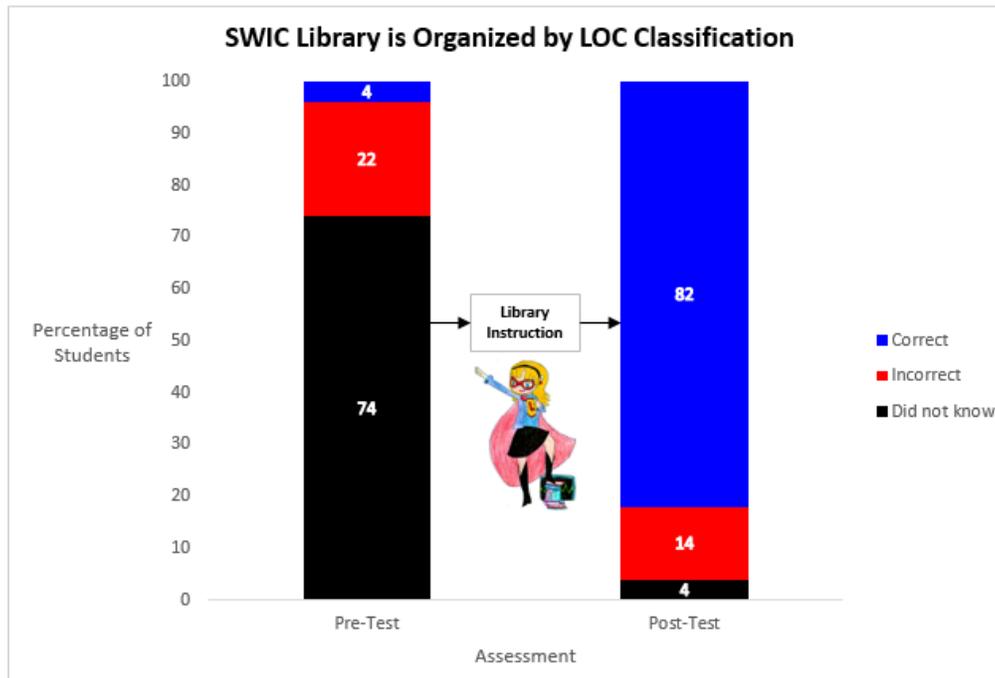*1c. What was the sample size of the group assessed/the number of possible students?*

Librarian led instruction was provided to 1,548 students during the Fall 2016 semester and 1,422 students during the Spring 2017 semester, averaging 1,485 students per semester. 110 students took the pre-test equating to 7% of the possible population and 83 students took the post-test equating to 6% of the possible population.

2. Describe when and how the assessment was conducted/completed. *(Attach the tool(s) that was used to collect performance measures.)*
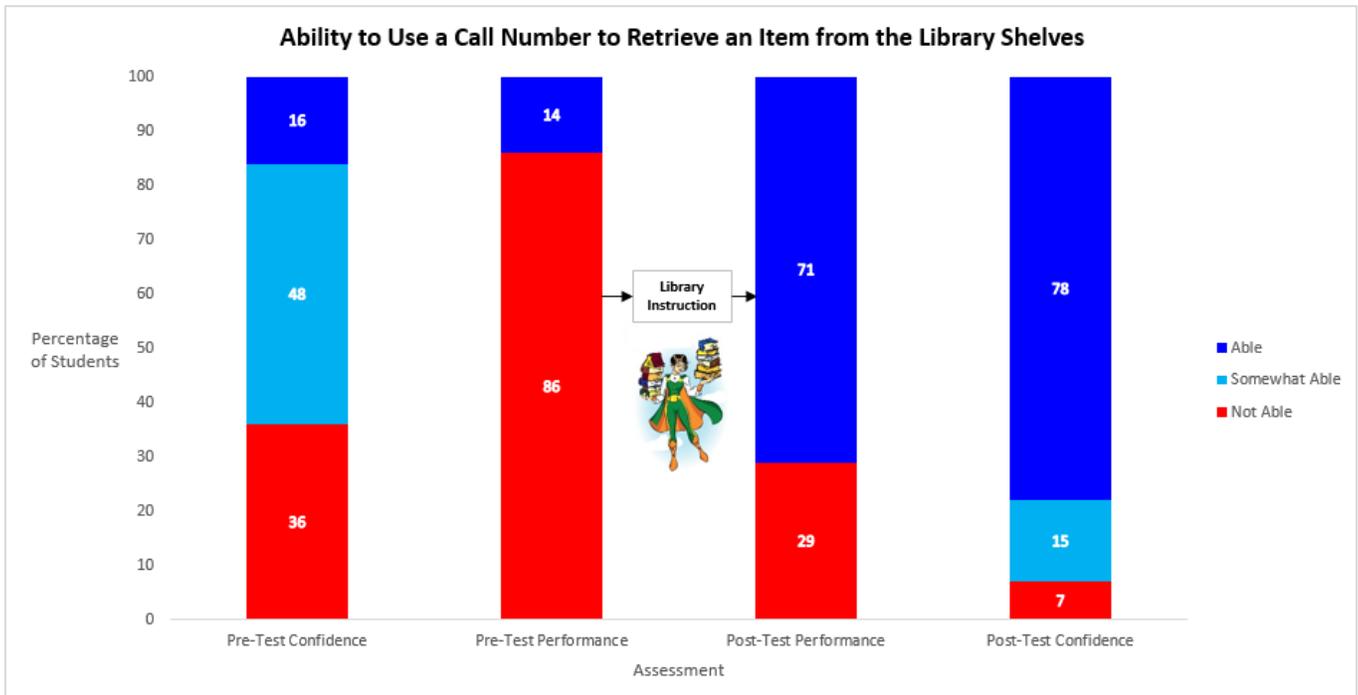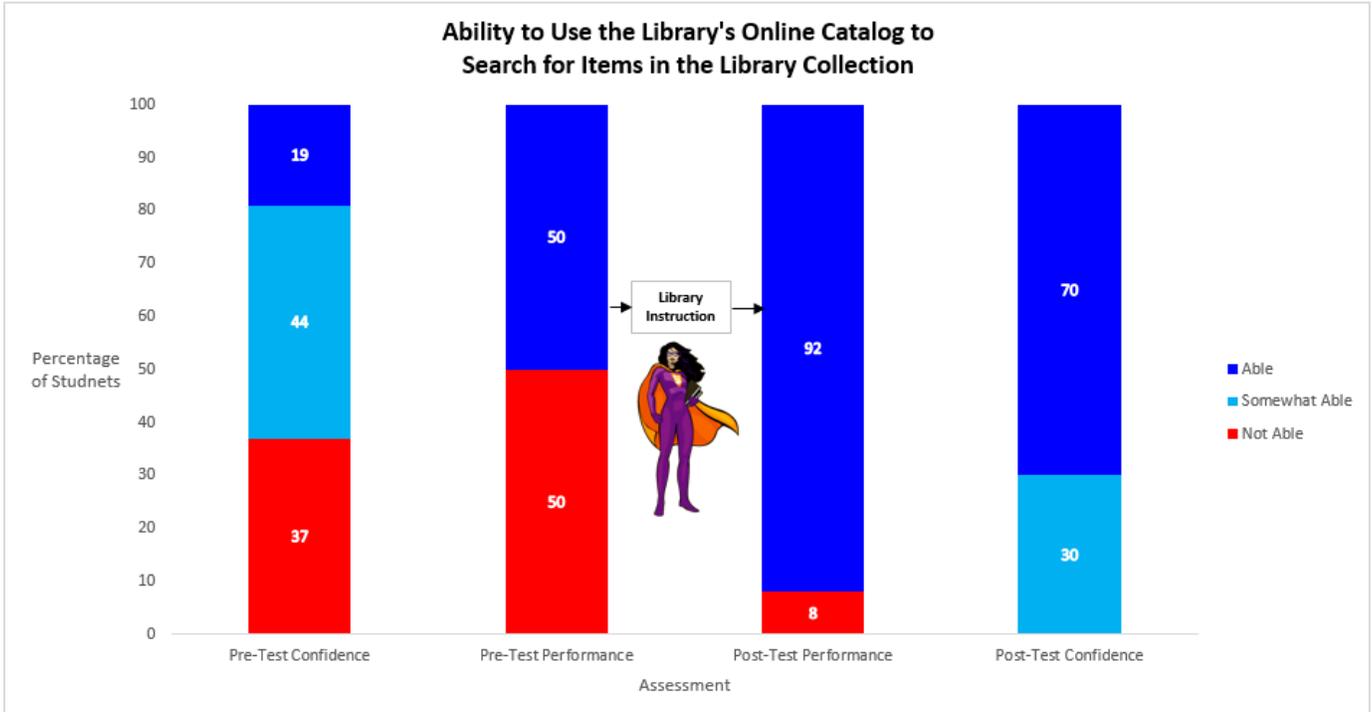
A pre-test and post-test was administered by the librarian to students before and after a library instruction session (see attached).

3. *What were the results* of this assessment? *(Organize data in a chart – no interpretation needed here.)* **If this is a repeat assessment, also share the previous assessment results.**

Measurements of Student Knowledge

SWIC Library is Organized by LOC Classification

Pre-Test: Did not know 74, Incorrect 22, Correct 4
Post-Test: Did not know 4, Incorrect 14, Correct 82

Legend: Correct (blue), Incorrect (red), Did not know (black)

Library Items are Arranged by Call Number

Pre-Test: Did not know 59, Incorrect 15, Correct 26
Post-Test: Did not know 4, Incorrect 6, Correct 90

Legend: Correct (blue), Incorrect (red), Did not know (black)

Measurements of Student Confidence and Abilities

Ability to Use the Library's Online Catalog to Search for Items in the Library Collection

Percentage of Studnets

Assessment	Pre-Test Confidence	Pre-Test Performance	Post-Test Performance	Post-Test Confidence
Able	19	50	92	70
Somewhat Able	44	—	—	30
Not Able	37	50	8	—

Library Instruction

Legend: Able (blue), Somewhat Able (light blue), Not Able (red)

Ability to Use a Call Number to Retrieve an Item from the Library Shelves

Percentage of Students

Assessment	Pre-Test Confidence	Pre-Test Performance	Post-Test Performance	Post-Test Confidence
Able	16	14	71	78
Somewhat Able	48	—	—	15
Not Able	36	86	29	7

Library Instruction

Legend: Able (blue), Somewhat Able (light blue), Not Able (red)

3a. What was the cut off point (benchmark) using this tool which would indicate satisfactory performance on the goal/objective or core competency skill assessed?

As a result of participating in a librarian led instruction session, the librarians expect 7 out of 10 students, or at least 70% of students assessed, to know the organization and arrangement of the library collection and have the ability to search for and retrieve library items from the library shelves. In addition, at least 70% of students assessed should express confidence in their ability to search for and retrieve items on their own when future informational needs arise.

4a. What is the _analysis/interpretation_ of these results/trend results?

When evaluating student knowledge prior to the library instruction session, it was determined from the pre-test that only 4% of students assessed knew that the library's collection is arranged by the Library of Congress classification system and just 26% knew that library items are arranged on the shelves by call number. Following a librarian led instruction session these figures improved significantly to 82% and 90% respectively.

When evaluating student ability prior to the library instruction session, it was determined from the pre-test that only 50% of students assessed showed that they were capable of using the library's online catalog to search for items in the library's collection. In addition, just 14% of the students assessed could successfully use an item's call number to retrieve an item from the library shelves. Following a librarian led instruction session these figures improved significantly to 92% and 71% respectively.

When evaluating student confidence levels prior to the library instruction session, pre-test results show that only 19% of students assessed indicated they felt capable of using the library's online catalog to search for items in the library's collection and 44% indicated they felt somewhat capable. It was also determined that 16% of students indicated they felt capable of using an item's call number to retrieve an item from the library shelves and 48% indicated they felt somewhat able to do so. Following a librarian led instruction session, these figures improved significantly. Post-test results show that 70% of students indicated that they felt capable of using the library's online catalog to search for items in the library collection and 30% felt they were somewhat capable. Furthermore, 78% of students indicated they felt capable of using an item's call number to retrieve an item from the library shelves and 15% felt somewhat capable.

4b. Did the groups meet the benchmark?

Post-test results showed that students exceeded the benchmark in all areas assessed. A comparison of pre and post-test data show that librarian led instruction significantly improves student knowledge, ability and confidence levels regarding the organization of the library's collection and the ability to use the library's classification system to retrieve information resources within the library.

4c. Were there differences in performance based on ethnicity, mode of delivery, GPA, participation in specific support activities, etc.?

N/A

5. What changes, if any, does the department plan to implement to improve student performance? (*Note: The response to this question is printed in a public document, the OA Report, posted on www.swic.edu without the above information. Please write this response for summary stand-alone statement that the public will understand – what was assessed, analysis of results, and plans for action.*)

The librarians evaluated student knowledge, ability and confidence levels regarding the organization of the library's collection and the ability to use the library's classification system to retrieve information resources within the library and more specifically to use the library's online catalog to search for items in the library collection and the ability to use an item's call number to locate an item on the library shelves. Student knowledge and abilities as well as student confidence levels were assessed prior to and following a librarian led instruction session through the use of a pre and post-test assessment method.

When evaluating student knowledge prior to the library instruction session, it was determined from the pre-test that only 4% of students assessed knew that the library's collection is arranged by the Library of Congress classification system and just 26% knew that library items are arranged on the shelves by call number. Following a librarian led instruction session these figures improved significantly to 82% and 90% respectively.

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The results show that librarian led instruction significantly improves student knowledge, ability and confidence levels regarding the organization of the library's collection and the ability to use the library's classification system to retrieve information resources within the library and more specifically to use the library's online catalog to search for items in the library collection and the ability to use an item's call number to locate an item on the library shelves. Following library instruction, student knowledge, ability and confidence levels exceeded the benchmark.

The lowest post-test result of 71%, while it exceeded the benchmark, was with the student's ability to retrieve an item from the library shelves. To improve, the Library plans to place directional signage at the end of each library range to guide students across the library aisle to the next range in the collection.

Note: Attach relevant summary of data, rubric, or assessment tool.

Submitted by: Samantha Rogers   *Department:* Library
Date Reviewed: 9/22/17   *Status:* Accepted   For official use only.

Please submit this form electronically to: OA coordinator and Supervisor.

PRE-TEST

Student ID _____

Course _____

Semester _____

Date _____

Time _____

1. Have you been through a SWIC Library instruction session before? **Yes or No**

2. How would you rate your ability to locate print resources on your own in the SWIC Library?

      not able   **somewhat able**   **able**

3. How would you rate your ability to use the SWIC Library online catalog to search for items in the library collection?

      not able   **somewhat able**   **able**

4. Using the item's call number, how would you rate your ability to locate that item on the library shelves?

      not able   **somewhat able**   **able**

5. How is the SWIC Library collection organized on the shelves?
   - **A. Books are arranged by size**
   - **B. Books are arranged by color**
   - **C. Books are arranged by author's last name**
   - **D. Books are arranged by call number**
   - **E. Books are arranged by publication date**
   - **F. I don't know**

6. What classification system does the SWIC Library use to arrange books on the shelf?
   - **A. Dewey Decimal System**
   - **B. Library of Congress Classification System**
   - **C. Universal Decimal Classification**
   - **D. International Standard Book Number**
   - **E. I don't know**

TOPIC: **Adoption** (each student is given a different topic)

Search the topic above in the SWIC Library online catalog.

7. Select an item from the result list that is "available" and write down the item's call number here.

_____

8. Using the call number, retrieve the item from the library shelves and bring the item to the librarian.

POST-TEST

Student ID _____

Course _____

Semester _____

Date _____

Time _____

1. Have you been through a SWIC Library instruction session before? **Yes or No**

2. How is the SWIC Library collection organized on the shelves?
   A. **Books are arranged by size**
   B. **Books are arranged by color**
   C. **Books are arranged by author's last name**
   D. **Books are arranged by call number**
   E. **Books are arranged by publication date**
   F. **I don't know**

3. What classification system does the SWIC Library use to arrange books on the shelf?
   A. **Dewey Decimal System**
   B. **Library of Congress Classification System**
   C. **Universal Decimal Classification**
   D. **International Standard Book Number**
   E. **I don't know**

TOPIC: **Abraham Lincoln** (each student is given a different topic)
Search the topic above in the SWIC Library online catalog.

4. Select an item from the result list that is "available" and write down the item's call number here.

_____

5. Using the call number, retrieve the item from the library shelves and bring the item to the librarian.

6. How would you rate your ability to locate print resources on your own in the SWIC Library?
   not able   **somewhat able**   **able**

7. How would you rate your ability to use the SWIC Library online catalog to search for items in the library collection?
   not able   **somewhat able**   **able**

8. Using the item's call number, how would you rate your ability to locate that item on the library shelves?
   not able   **somewhat able**   **able**