Co-Curricular Assessment of Student Learning Reporting Form

Contact Person: Samantha Rogers	Date of Report Submission: 10/18/2019
Department: Library	Semester Assessment Conducted: FA/SP FY19

Identify if assessment is:
     X *First time*   ☐ *Repeat/ trend analysis*

Report Title: Library Student Learning Goal #1 – FY19

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

Students use a variety of systems to locate and retrieve information. During library instruction, students are shown how to access resources that provide general information about a given topic. These resources may include reference materials, books, articles and websites. As students become more familiar with a topic, they generate a list of keywords and phrases that are similar or related to the topic as well as controlled vocabulary used in various retrieval systems. All of these newly found terms can be used to locate additional informational resources within the library's retrieval systems, namely the library's online catalog and electronic databases. In this assessment, the librarians evaluated the student's ability to identify keywords in a thesis statement, list terms that are similar or related to a specific topic, identify controlled topics displayed in the item record of the library's online catalog, and the ability to identify controlled subjects in the item record of the library's electronic databases. In addition, the librarians evaluated student confidence levels with respect to these abilities. Student abilities and 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.

Goal 1: Student determines the nature and extent of information needed to answer a question or solve a problem.
    Student Learning Outcomes:
- Explore general information sources to increase familiarity with the topic.
- Identify keywords, synonyms and related terms for the information needed including controlled vocabulary specific to the discipline or information retrieval system selected.

1 b. Identify which students were assessed.
Students attending library instruction sessions during Fall 2018 and Spring 2019 semesters were invited to take part in the assessment for Library Goal #1.
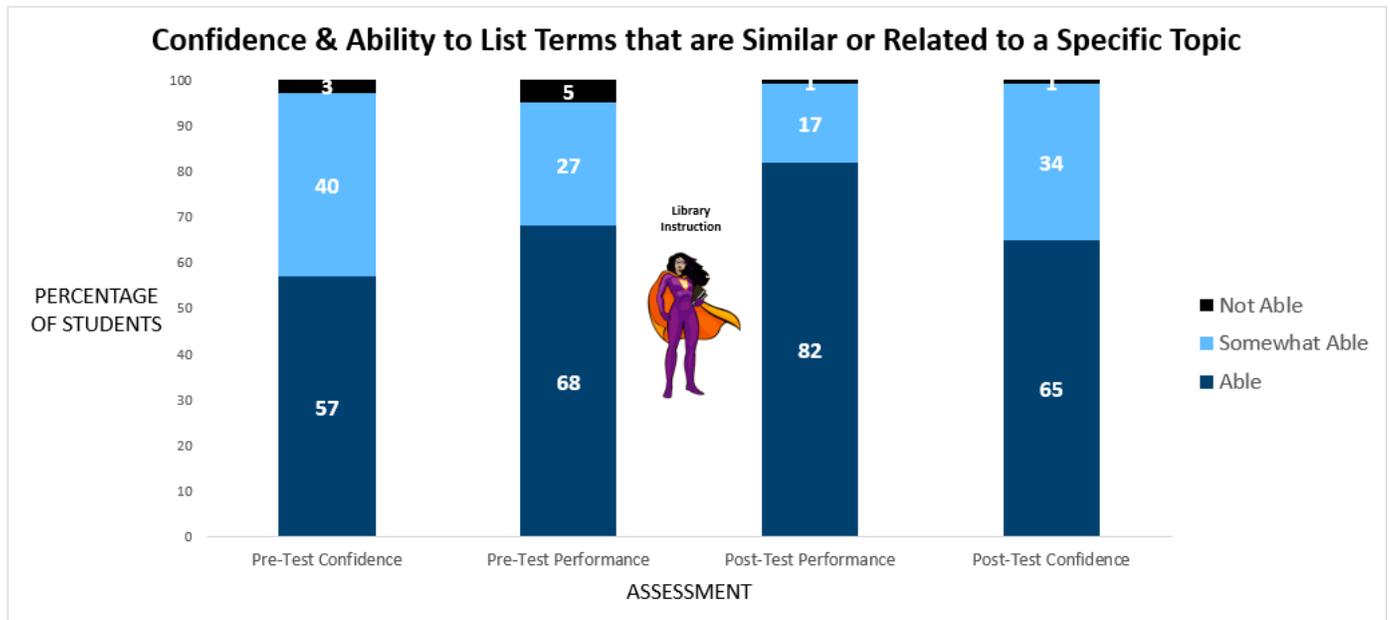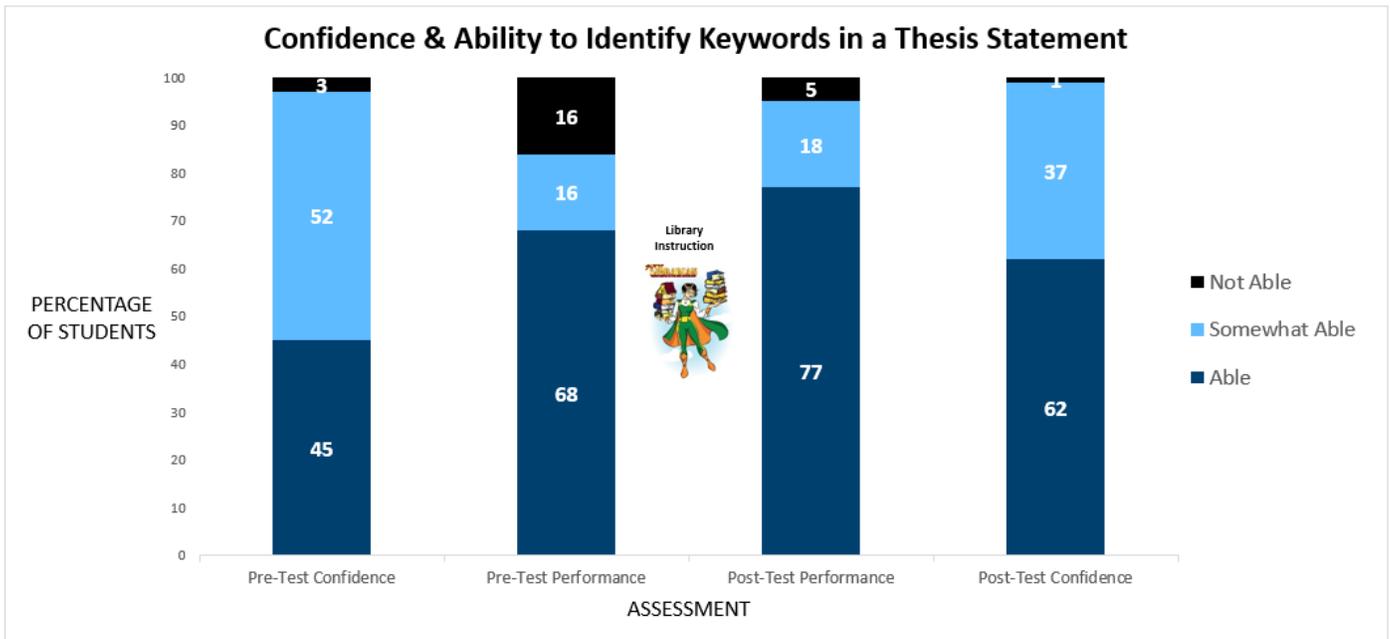
1c. What was the sample size of the group assessed/the number of possible students?

Library instruction was provided to 928 students during the Fall 2018 semester and 1,120 students during the Spring 2019 semester, averaging 1,024 students per semester. 112 students took the pre-test, equating to 11% of the possible population. 172 students took the post-test equating to 17% 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).
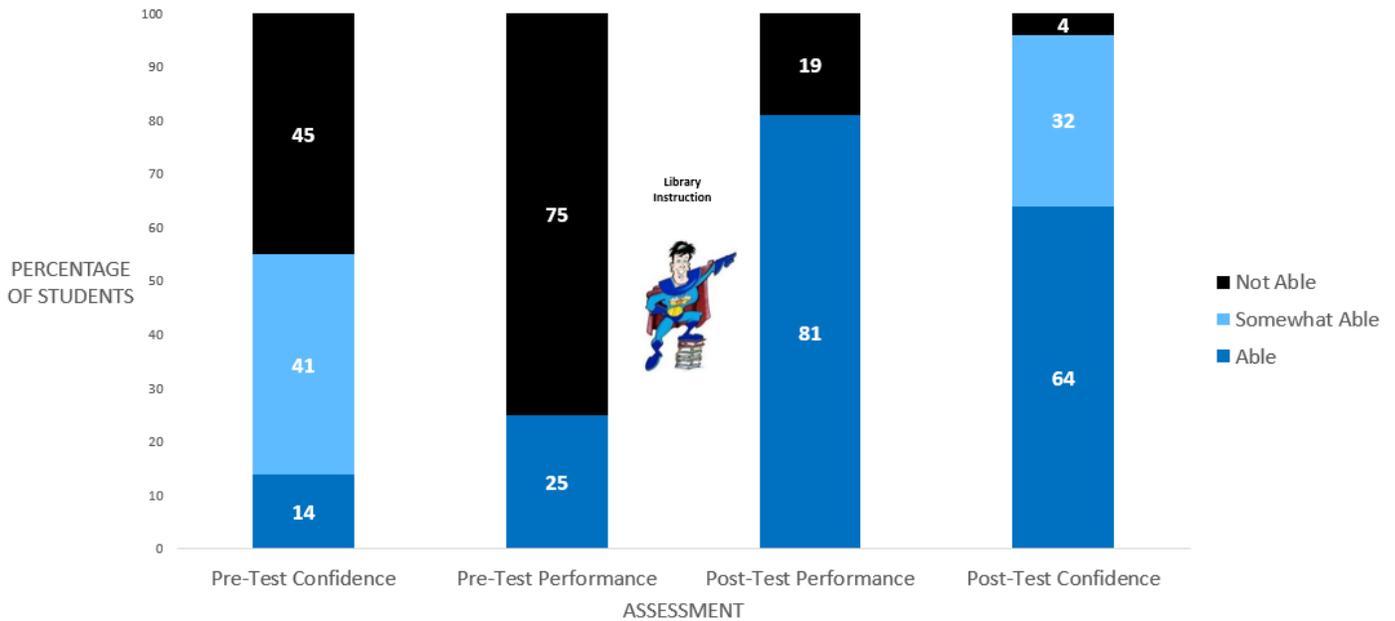
*3. What were the results of this assessment? (Organize data in a chart – no interpretation needed here.) **If this is a repeat assessment, also share the previous assessment results.***

Confidence & Ability to Identify Controlled Topics in the Library's Online Catalog

PERCENTAGE OF STUDENTS

Legend: Not Able (black), Somewhat Able (light blue), Able (dark blue)

Assessment	Able	Somewhat Able	Not Able
Pre-Test Confidence	13	40	47
Pre-Test Performance	18	—	82
Post-Test Performance	72	—	28
Post-Test Confidence	61	34	5

Library Instruction

ASSESSMENT
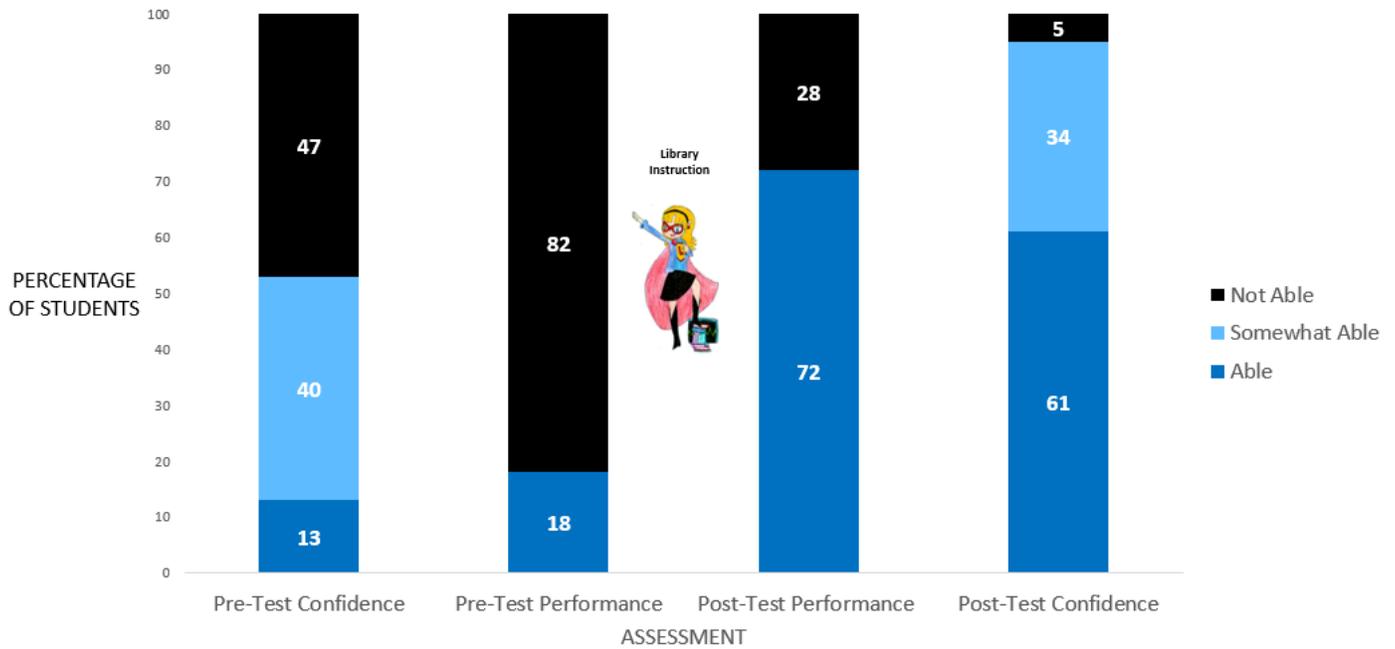
Confidence & Ability to Identify Controlled Subjects in the Library's Databases

PERCENTAGE OF STUDENTS

Legend: Not Able (black), Somewhat Able (light blue), Able (dark blue)

Assessment	Able	Somewhat Able	Not Able
Pre-Test Confidence	14	41	45
Pre-Test Performance	25	—	75
Post-Test Performance	81	—	19
Post-Test Confidence	64	32	4

Library Instruction

ASSESSMENT

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 library instruction session, the librarians expect 7 out of 10 students, or at least 70% of students assessed, to be able to identify the keywords in a thesis statement, determine and list terms that are similar or related to a specific topic, identify controlled topics displayed in the item record of the library's online catalog, and identify controlled subjects in the item record of the library's electronic databases. In addition, at least 70% of students assessed should express confidence to perform these abilities when working on their own when future informational needs arise.

4 a. What is the analysis/interpretation of these results/trend results?

When evaluating student abilities prior to library instruction, pre-test data show that 68% of students were able to identify keywords in a thesis statement and list terms that were similar or related to a given topic, which is close to the benchmark of 70%. However, pre-test data show that only 18% of students could identify controlled topics displayed in an item record of the library's online catalog, and just 25% of students could identify controlled subjects in an item record of the library's electronic databases. Following library instruction each figure improved to exceed the benchmark to 77%, 82%, 72% and 81% respectively. The most significant improvements were in identifying controlled vocabulary in the library's retrieval systems seeing a 54% increase in identifying controlled topics in the library's online catalog and a 56% increase in identifying controlled subjects in the library's electronic databases.

Student confidence levels also improved in all areas assessed. The most significant increases were found in identifying controlled vocabulary in the library's retrieval systems seeing a 48% increase in the library's online catalog and a 50% increase in the library's electronic databases. Overall, 95% of students felt able or somewhat able to perform all tasks assessed when working on their own when future informational needs arise.

4 b. 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 ability and confidence levels regarding the ability to identify keywords in a thesis statement, list terms that are similar or related to a specific topic, identify controlled topics displayed in the item record of the library's online catalog, and the ability to identify controlled subjects in the item record of the library's electronic databases.

4 c. 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.*)

Students use a variety of systems to locate and retrieve information. During library instruction, students are shown how to access resources that provide general information about a given topic. These resources may include reference materials, books, articles and websites. As students become more familiar with a topic, they generate a list of keywords and phrases that are similar or related to the topic as well as controlled vocabulary used in various retrieval systems. All of these newly found terms can be used to locate additional informational resources within the library's retrieval systems, namely the library's online catalog and electronic databases. In this assessment, the librarians evaluated the student's ability to identify keywords in a thesis statement, list terms that are similar or related to a specific topic, identify controlled topics displayed in the item record of the library's online catalog, and the ability to identify controlled subjects in the item record of the library's electronic databases. In addition, the librarians evaluated student confidence levels with respect to these abilities. Student abilities and confidence levels were assessed prior to and following a librarian led instruction session through the use of a pre- and post-test assessment method.

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This assessment has shown that library instruction has a positive impact on student abilities and confidence levels. As a result, the library will continue to provide instruction that shows students how to identify keywords, synonyms and related terms for the information needed including controlled vocabulary specific to the information retrieval system selected, namely the library online catalog and electronic databases.

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

Submitted by: Samantha Rogers	*Department: Library*
Date Reviewed: 10/18/19	*Status: Accepted*

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

PRE-TEST

Student ID _____   Date _____

Course _____   Time _____

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

1. How would you rate your ability to identify the keywords in a thesis statement?
    not able   **somewhat able**   **able**

2. How would you rate your ability to come up with additional terms that are similar to a specific topic?
    not able   **somewhat able**   **able**

3. How would you rate your ability to identify controlled TOPICS in the library's online catalog?
    not able   **somewhat able**   **able**

4. How would you rate your ability to identify controlled SUBJECTS in the library's electronic databases?
    not able   **somewhat able**   **able**

5. Circle the keywords in the following thesis statements:

    a. *Exercise improves health in the elderly.*

    b. *The trends in information technology in the workplace.*

    c. *Fast food causes health risks for children.*

6. Choose <u>ONE</u> of the topics below. Write down as many similar and/or related terms as you can.

Exercise	Media	Children
1)_____	1)_____	1)_____
2)_____	2)_____	2)_____
3)_____	3)_____	3)_____
4)_____	4)_____	4)_____
5)_____	5)_____	5)_____

7. Using the keyword, **sailboat**, write down the <u>first</u> controlled TOPIC listed in the library's online catalog.
_____

8. Using the library's online catalog, search for the book, ***The total novice's guide to UFOs***.
Write down the <u>last</u> controlled TOPIC that describes the informational content of this particular book.

_____

9. Using the keyword, **cars**, write down the <u>first</u> controlled SUBJECT listed in the library's selected EBSCOhost databases.

_____

10. Using the library's selected EBSCOhost databases, search for the article, ***The truth about "self-driving" cars.*** Write down the <u>first</u> controlled SUBJECT TERM that describes the informational content of this particular article.

_____

POST-TEST

Student ID _____   Date _____
Course _____   Time _____

1. Circle the keywords in the following thesis statements:

    a. *Exercise improves health in the elderly.*

    b. *The trends in information technology in the workplace.*

    c. *Fast food causes health risks for children.*

2. Choose <u>ONE</u> of the topics below. Write down as many similar and/or related terms as you can.

Exercise	Media	Children
1)_____	1)_____	1)_____
2) _____	2)_____	2)_____
3)_____	3)_____	3)_____
4) _____	4) _____	4) _____
5) _____	5) _____	5) _____

3. Using the keyword, **sailboat**, write down the <u>first</u> controlled TOPIC listed in the library's online catalog.
_____

4. Using the library's online catalog, search for the book, ***The total novice's guide to UFOs***.
Write down the <u>last</u> controlled TOPIC that describes the informational content of this particular book.
_____

5. Using the keyword, **cars**, write down the <u>first</u> controlled SUBJECT listed in the library's selected EBSCOhost databases.
_____

6. Using the library's selected EBSCOhost databases, search for the article, ***The truth about "self-driving" cars***.
Write down the <u>first</u> controlled SUBJECT TERM that describes the informational content of this particular article.
_____

7. How would you rate your ability to identify the keywords in a thesis statement?
    not able   **somewhat able**   **able**

8. How would you rate your ability to come up with additional terms that are similar to a specific topic?
    not able   **somewhat able**   **able**

9. How would you rate your ability to identify controlled TOPICS in the library's online catalog?
    not able   **somewhat able**   **able**

10. How would you rate your ability to identify controlled SUBJECTS in the library's electronic databases?
    not able   **somewhat able**   **able**