

Course or Program Assessment Summary http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary.docx

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: **Library**

Program: **Library**

Date: **9/16/2014**

v. 2 2014

Courses in program, or course: _____

Faculty involved with the assessment and analysis: **Kevin Bontenbal, Laurie Allen, Tina Lau, Carina Love**

Course-to-program outcome mapping document is completed

1	Student Learning Outcome Statements x Program <input type="checkbox"/> Course	1) Conceptualize and communicate a research topic or information need, and know when expert assistance is necessary. 2) Synthesize material and evaluate whether information need has been successfully satisfied. 3) Locate, use, and evaluate library and information resources relevant to collegiate assignments and personal information needs.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Each semester, students in English 201A complete the <i>Library Research Workbook</i> . Because the <i>Workbook</i> focuses on developing the information competency skills which are encompassed by the Library's Student Learning Outcomes, the primary assessment method is analysis of English 201A <i>Workbook</i> scores. A majority of the questions map to SLO #3, while six map to #2, and two map to #1. Indirect assessment is provided by students' self-assessed competency in various information competency areas, as part of the <i>Workbook</i> test. Additional assessment data is provided by the English division, which periodically assesses students' achievement of ENGL 201A SLOs, and by the assessment of the Institutional Learning Outcomes, including Critical Thinking and Informational Fluency, which overlap with the Library's SLOs.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	More than 950 students complete the <i>Workbook</i> every semester. The <i>Workbook</i> 's multiple-choice questions are answered in an online form, and results are tabulated and charted, showing the percentage of students who selected each option. Charts are shared with library faculty, one of whom is the <i>Workbook</i> editor. Data from English Division student surveys and from the ILO Assessment are also reviewed. Indirect assessment based on the optional student self-assessment is analyzed annually in the Fall semester.
4	Assessment Results Summary (summarize Data)	<ul style="list-style-type: none"> Over the past six semesters (Spring 2011 – Fall 2013) nine questions were answered correctly by fewer than 80% of students. Calendar year 2013 indirect assessment results show a modest difference (1-5%) in self-reported competencies, depending upon whether the student received a library orientation or not. For example, on the question of whether the Library Research Workbook prepared them very well to use internet searching effectively, 83% of students who had an orientation said yes, whereas 78% of those who did not have an orientation said yes. English 201A students rate themselves highly on their ability to find, evaluate, and use information (though faculty assessment of student papers rates their ability much lower.) In the 2013 ILO Assessment, the majority of students agree or strongly agree that they have improved their ability to locate (88%), evaluate (90%), and use (90%) information.
5	Discussion of Assessment Procedure and Results, and	The <i>Workbook</i> editor reviews the charts every semester, in part to identify questions which are particularly troublesome for students. In some cases, the wording of questions is changed to make the choices more clear, in

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	Effectiveness of Previous Improvement Plans	<p>others the text of the <i>Workbook</i>, or the resource being taught, are changed to improve the presentation or provide a more clear example.</p> <p>After examining the most recent semesters in aggregate, the <i>Workbook</i> editor and the director identified the most troublesome area for students as evaluating information. While students are generally successful at finding information, they sometimes are challenged to determine whether the information they have found is reliable and relevant.</p> <p>After examining academic year 2013 in aggregate, the librarians and director identified the most troublesome area for students as citation. While students are generally successful at finding information, they have difficulty correctly citing it.</p>
6	Recommended Changes & Plans for Implementation of Improvements	<p>The <i>Workbook</i> editor will continue to make changes that improve the clarity of presentation. As a result of the most recent assessment, two questions have been changed.</p> <p>Librarians who conduct orientations for English 201A are encouraged to place more emphasis on the evaluation of resources.</p> <p>Library faculty will work with English faculty to achieve a common, more detailed understanding of just where English instructors felt students fall short of expectations, and to identify ways we can work together to improve student learning in those areas.</p> <p>Library director will inform the English Division that students whose English 201A classes had an in-library orientation self-report a somewhat higher degree of information competency, and will encourage English faculty to schedule class orientations in the library. Also, the director will point out students self-report a lower level of confidence in their ability to cite sources correctly.</p>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<p>Library faculty frequently discuss the <i>Workbook</i>, especially regarding changes from one edition to the next. Information on assignments is shared among reference librarians, to foster a shared understanding of student needs and resources to meet them.</p> <p>Analysis of students' self-assessment of the <i>Workbook</i> takes place at an annual faculty meeting in the Fall semester.</p>