

2012-2013 Assessment Snapshot for Instruction

[Learning Outcomes](#) [2012-2013 Snapshot \(read only\)](#) [2013-14 Current Cycle](#) [2014-15 Next Cycle](#)

Last edited by DProrak on 10-SEP-13

Learning Outcome (s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
<p>Students can find outside sources for a project that are appropriate for their topic, the requirements of the assignment and their level of expertise.</p>	<p>Direct Measure Using a rubric, review a sample of English 102 (or other course) project "works cited" lists.</p> <p>Indirect Measure Survey students in lower and upper division courses before library instruction sessions, to ask them 1) what sources and methods of information research they have used recently and 2) what they want to learn in the library session(s). After the instruction, survey to ask what they learned, what questions they still have and if they found sources for their assignment.</p> <p>Student Interviews</p>	<p>Direct Benchmarks If required for the assignment, 60% of bibliographies reviewed had references (some library-based) that were mostly appropriate: relevant, reliable, timely and listed in an appropriate citation format.</p> <p>Indirect Benchmarks At least 70% of students will report having learned a concept or resource to help their information searching and 50% will have made progress on finding sources for their assignments.</p>	<p>Direct Findings 80.4% of the bibliographies reviewed were scored as "passing" using a rubric and scoring sheet.</p> <p>Indirect Findings 97% of students in sample surveys indicated they had learned something helpful for information seeking during the sessions and 94% found sources for their assignments as a result of the session</p> <p>Face-to-Face Findings</p>	<p>DIRECT: While we met this target, and instructors consistently comment that our library instruction sessions improve student bibliographies, other data indicates that we still need to improve student learning and skill transfer in the areas of search strategy and evaluation of sources. Library faculty will try new strategies to improve learning in these areas.</p> <hr/> <p>INDIRECT: Students often initially had expectations that they would learn about basic information skills or physical aspects of the library. They often reported learning more sophisticated skills or learning about library resources they hadn't thought about. Thus our sessions often exceeded their expectations. However, we still see that students need to learn more about topic selection, search strategies and evaluation of sources, so library faculty discussed several approaches to expand student learning in these areas.</p>

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Learning Outcome (s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
<p>Students can retrieve reliable sources of information using library based and other information sources.</p>	<p>Direct Measure 1. Using a rubric, review a sample of "pre-instruction" and "post-instruction" English 102 (or other course) project "works cited" lists.</p> <p>Indirect Measure 1. Library instruction session self-assessments (5 question short answer sheets).</p> <p>2. Survey students in lower and upper division courses before library instruction sessions, to ask them 1) what sources and methods of information research they have used recently and 2) what they want to learn in the library session(s). After the instruction, survey to ask what they learned, what questions they still have and if they found sources for their assignment.</p> <p>Student Interviews</p>	<p>Direct Benchmarks 1. There will be a significant increase in the bibliographies rated "acceptable" (using a rubric) in the post-instruction group.</p> <p>Indirect Benchmarks 1. 75% of students will mention that they learned about a resource or concept in the instruction sessions that will likely help them retrieve reliable information.</p> <p>2. At least 60% of students will report having learned a concept or resource to help their information searching and 50% will have made progress on finding sources for their assignments.</p>	<p>Direct Findings PRE-INSTRUCTION: 0% of the pre-instruction bibliographies were rated as "acceptable." POST-INSTRUCTION: 91% of the post-instruction bibliographies from the same students were judged acceptable using the rubric.</p> <p>Indirect Findings 1. 97% of students in sample surveys indicated they had learned something helpful for information seeking during the sessions.</p> <p>2. 97% of students in sample surveys indicated they had learned something helpful for information seeking during the sessions and 94% found sources for their assignments as a result of the session.</p> <p>Face-to-Face Findings</p>	<p>DIRECT: While we met this target, and instructors consistently comment that our library instruction sessions improve student bibliographies, other data indicates that we still need to improve student learning and skill transfer in the areas of search strategy and evaluation of sources. Library faculty will try new strategies to improve learning in these areas.</p> <p>INDIRECT: 1. Upper level students noted the usefulness of library research guides more than lower division students. We will work to better market these online tools to lower division students.</p> <p>2. Students often initially had expectations that they would learn about basic information skills or physical aspects of the library. They often reported learning more sophisticated skills or learning about library resources they hadn't thought about. Thus our sessions often exceeded their expectations. However, we still see that students need to learn more about topic selection, search strategies and evaluation of sources, so library faculty discussed several approaches to expand student learning in these areas.</p>

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Learning Outcome (s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
<p>Students can incorporate reliable sources of information into research projects using library based and other information sources</p>	<p>Direct Measure Using a rubric, review a sample of English 102 (or other course) project "works cited" lists.</p> <p>Indirect Measure a. Library instruction session self-assessments</p> <hr/> <p>b. Survey students in lower and upper division courses before library instruction sessions, to ask them 1) what sources and methods of information research they have used recently and 2) what they want to learn in the library session(s). After the instruction, survey to ask what they learned, what questions they still have and if they found sources for their assignment.</p> <hr/> <p>c. Survey of instructors whose classes participated in library instruction sessions</p>	<p>Direct Benchmarks If required for the assignment, 60% of bibliographies reviewed had references (some library-based) that were mostly appropriate: relevant, reliable, timely and listed in an appropriate citation format.</p> <p>Indirect Benchmarks a. 75% of students will mention that they learned about a resource or concept in the instruction sessions that will likely help them retrieve reliable information.</p> <hr/> <p>b. At least 60% of students will report having learned a concept or resource to help their information searching and 50% will have made progress on finding sources for their assignments.</p> <hr/> <p>c. The majority of instructors responding will say that library instruction, instructional resources or the librarian's help assisted students in learning to find quality sources.</p>	<p>Direct Findings 80.4% of the bibliographies reviewed were scored as "passing" using a rubric and scoring sheet.</p> <p>Indirect Findings a. 97% of students in sample surveys indicated they had learned something helpful for information seeking during the sessions.</p> <hr/> <p>b. 97% of students in sample surveys indicated they had learned something helpful for information seeking during the sessions and 94% found sources for their assignments as a result of the session.</p> <hr/> <p>c. 100% of instructors responding indicated that the library instruction sessions were beneficial to their students in learning information literacy skills.</p>	<p>DIRECT: While we met this target, and instructors consistently comment that our library instruction sessions improve student bibliographies, other data indicates that we still need to improve student learning and skill transfer in the areas of search strategy and evaluation of sources. Library faculty will try new strategies to improve learning in these areas.</p> <hr/> <p>INDIRECT: a. Upper level students noted the usefulness of library research guides more than lower division students. We will work to better market these online tools to lower division students.</p> <hr/> <p>b. Students often initially had expectations that they would learn about basic information skills or physical aspects of the library. They often reported learning more sophisticated skills or learning about library resources they hadn't thought about. Thus our sessions often exceeded their expectations. However, we still see that students need to learn more about topic selection, search strategies and evaluation of sources, so library faculty discussed several approaches to expand student learning in these areas.</p> <hr/> <p>c. We would like to get more responses so the library faculty discussed several approaches we will try to increase feedback from faculty.</p>
<p>Student Interviews</p>	<p>Face-to-Face Findings</p>			

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<p>Students can determine the reliability of an information source regardless of the viewpoint presented.</p>	<p>Direct Measure Using a rubric, review a sample of "pre-instruction" and "post-instruction" English 102 (or other course) project "works cited" lists.</p> <p>Indirect Measure 1. Library instruction session self-assessments</p> <p>2. Survey students in lower and upper division courses before library instruction sessions, to ask them 1) what sources and methods of information research they have used recently and 2) what they want to learn in the library session(s). After the instruction, survey to ask what they learned, what questions they still have and if they found sources for their assignment.</p> <p>Student Interviews</p>	<p>Direct Benchmarks There will be a significant increase in the bibliographies rated "acceptable" (using our rubric) in the post-instruction group.</p> <p>Indirect Benchmarks 1. 75% of students will mention that they learned about a resource or concept in the instruction sessions that will likely help them identify or retrieve reliable information.</p> <p>2. At least 60% of students will report having learned a concept or resource to help their information searching and 50% will have made progress on finding sources for their assignments.</p>	<p>Direct Findings PRE-INSTRUCTION: 0% of the pre-instruction bibliographies were rated as "acceptable. POST-INSTRUCTION: 91% of the post-instruction bibliographies from the same students were judged acceptable using the rubric.</p> <p>Indirect Findings 1. 97% of students in sample surveys indicated they had learned something helpful for information seeking during the sessions.</p> <p>2. 97% of students in sample surveys indicated they had learned something helpful for information seeking during the sessions and 94% found sources for their assignments as a result of the session.</p> <p>Face-to-Face Findings</p>	<p>DIRECT: We hope to gather a larger sample of pre-post bibliography sets next year for assessment.</p> <p>INDIRECT: 1. Upper level students noted the usefulness of library research guides more than lower division students. We will work to better market these online tools to lower division students.</p> <p>2. Students often initially had expectations that they would learn about basic information skills or physical aspects of the library. They often reported learning more sophisticated skills or learning about library resources they hadn't thought about. Thus our sessions often exceeded their expectations. However, we still see that students need to learn more about topic selection, search strategies and evaluation of sources, so library faculty discussed several approaches to expand student learning in these areas.</p>

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<p>Students will learn to respect intellectual property by using and attributing sources of information appropriately.</p> <hr/>	<p>Direct Measure Using a rubric, review a sample of English 102 (or other course) project "works cited" lists.</p> <p>Indirect Measure Survey of instructors whose classes participated in library instruction sessions</p> <p>Student Interviews</p>	<p>Direct Benchmarks If required for the assignment, 60% of bibliographies reviewed had references (some library-based) that were mostly appropriate: relevant, reliable, timely and listed in an appropriate citation format.</p> <p>Indirect Benchmarks The majority of instructors responding will say that library instruction, instructional resources or the librarian's help assisted students in learning to find quality sources.</p>	<p>Direct Findings 80.4% of the bibliographies reviewed were scored as "passing" using a rubric and scoring sheet.</p> <p>Indirect Findings 100% of instructors responding indicated that the library instruction sessions were beneficial to their students in learning information literacy skills.</p> <p>Face-to-Face Findings</p>	<p>DIRECT: While we met this target, and instructors consistently comment that our library instruction sessions improve student bibliographies, other data indicates that we still need to improve student learning and skill transfer in the areas of search strategy and evaluation of sources. Library faculty will try new strategies to improve learning in these areas.</p> <hr/> <p>INDIRECT: We would like to get more responses so the library faculty discussed several approaches we will try to increase feedback from faculty.</p>

Evaluation Questions

Discuss your progress on the actions identified in your Assessment plan for 2011-12.

As we recommended in 2011-12, we added a question to our post-instruction surveys asking students if they found sources as a result of the library instruction session and 94% responded positively to this question. This shows we are focusing our pedagogy on teaching students at point of need. We also increased our efforts on effective methods of teaching search strategy skills, and 24% of the sample self-reported learning these skills as one of the notable concepts they learned during the sessions. Since these skills are difficult for students, we will continue to focus our teaching efforts on improving search strategy skills through our instruction sessions.

In what ways were the changes you made in 2011-12 effective in improving your program?

By focusing on whether students find sources as a result of the library sessions, we are increasing our active learning and scheduling nearly all sessions at a time when students need to do research. This increases student attention and learning. By focusing on whether students find sources as a result of the library sessions, we are increasing our active learning and scheduling nearly all sessions at a time when students need to do research. This increases student attention and learning. By focusing on search strategies, we have moved our instructional emphasis to concepts that transfer across information tools, rather than U of Idaho specific. Since students used a variety of sources in the bibliographies we examined, the 80.4% proficiency (and the vast improvement from pre-instruction to post-instruction bibliographies) shown by the research paper bibliography assessment may indicate that they are better able develop a search strategy after our instruction and apply it to searching a variety of sources.

Files Uploaded Between October 16, 2012 and October 15, 2013

Uploaded 11-SEP-13: [DProrak F-2080871784/Minutes library faculty meeting 1213 assessment.docx](#)

Uploaded 11-SEP-13: [DProrak F-1968644842/Rubric for assessing Engl102 bibliographies 2013.docx](#)

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