Crafton Hills College - Outcomes Assessment Report

Program/Service Area: Library   **Term:** 2012 Spring

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1. Learning Outcomes Statement

SLO #2: At the conclusion of the Library Bibliographic instruction session the students will be able to:

employ the information literacy skill of being able to locate sources in the Library's online catalog and sources in a subscription database that are appropriate to their research needs.

2. Means of Assessment (Measurement Method)

A closed-ended, five-question multiple-choice quiz – The librarian gives a 45-to-50- minute bibliographic instruction lecture to students who have been brought to the library's classroom by their instructor for this purpose. During the following week, the instructor distributes the summary quiz supplied by the librarian. The students complete the quiz, and the instructor returns the completed quizzes to the librarian to tally.

The first two questions on the quiz are measured by SLO #2 below. A correct answer to questions 1 and 2 indicating that the student does, in fact understand how to employ the information literacy skill of locating sources both in the Library's online catalog and in a subscription database, and that they have acquired the outcome being evaluated.

> SLO#1: illustrate the information literacy skill of constructing a successful search statement (keyword and/or subject search) in order to find resources for their research thesis.

> **SLO #2: employ the information literacy skill of being able to locate sources in the Library's online catalog and sources in a subscription database that are appropriate to their research needs.**

> SLO #3: evaluate information sources and determine each source's reliability, validity, authority and point of view.

> SLO #4: demonstrate the independent usage of the library print, non-print, and web-based collections.

> **SLO #5: identify Crafton Hills Library's services.**

3. Criteria for Success (Benchmark)

The class meetings and the testing was conducted only during the evening hours between 5:00 pm and 9:00 pm, using Crafton's part-time English instructors, and Catherine M. Hendrickson as the sole Librarian. This is the first time that the Library has used this method and/or these outcomes. Thus, a benchmark has not been established. A performance goal of a 70% completion rate would seem to be a minimum realistic target. Unfortunately, according to my calculations, we have fallen shy of this figure:

4. Summary of Evidence

    a. **Although the trial quiz proved to be invalid (the testing was done in Spring of 2011, not Spring 2012), it was successful in that it revealed numerous flaws, e.g., one class had all 26 students' quizzes submitted with <u>exactly</u> the same answers.**

    b. **Many of the quizzes had the same answers in groups (e.g., 2 or 3 tests identical tests followed by a gap, and then different identical quiz answers followed).**

    c. **A larger sample, including all the library instruction sessions should be included.**

    d. **The librarian should administer the quiz.**

    e. **The students and the instructor should be informed at the beginning of the lecture that a quiz would be forthcoming.**

    f. Although the students give the impression that they are paying attention, they do not seem to be taking the testing seriously. Thus, I will develop a plan by which the Librarian follows up the bibliographic lecture within no more than two-weeks and through a prior arrangement with the instructor – to distribute and retrieve the test results in person. The appearance of the librarian should help to refresh the students' minds as to the prior lecture.

    g. More emphasis has to be placed on the names of the different databases rather than just discussing the term "databases" generally. Students are not distinguishing the databases by their name or specific utility.

    h. A variety of quizzes should be established emphasizing each of the five SLOs.

    i. A couple of the quiz questions should be revised, e.g., Question 1 refers to the Library Catalog. The correct answer is d. However, it is possible that a student might be able to locate the San Bernardino Sun. This choice should be removed and replaced with a clearly-incorrect answer.

    j. Questions should be developed for the remaining four SLOs, and a system should be established so that all the librarians at all the bibliographic lectures share and contribute to the updating and testing procedures.

5. Use of Results (Implications for Program Improvement & Planning)

    a. **The librarians should arrange a meeting with the English Department to discuss what new techniques and terminology could be incorporated into the bibliographic lectures.**

    b. **The number of librarian interactions with the instructors seems to be declining and some action should be taken to determine a cause and how to correct this situation.**

    c. **Many of the students were getting incorrect answers because they chose more than one answer – the quiz must include Instructions.**