

KCC Library Instruction Student Learning Outcome Assessment Report

AY 2013-2014

SLO	Objective	Course	Benchmark (% successful / confident / strong)	Assessment Method	Results of Achievement	Next Steps
SLO 1: Students will be able to access needed information	General ability in accessing information	ENG 22/100	75%	Survey of faculty (n=9)	“Based on the work produced by your students, has the Research Challenge been successful in getting your students to ACCESS INFORMATION?” <ul style="list-style-type: none">Very Successful = 11%Successful = 89%	Maintain F2F participation levels
				Survey of students (n=45)	“I am now more confident that I can find sources” ** <ul style="list-style-type: none">Yes = 78%Somewhat = 15%Not really = 7%	Increase participation from online classes
		HWST 270	80%	Rubric applied to student work (n=10)	<ul style="list-style-type: none">Proficient = 100%	Produce video on using library resources
						Continue to create online research guides
	A. Gain familiarity with the library (e.g., services, resources, layout)					Work with FYE to see if they have data on NSO library tours
	B. Access appropriate sources for specific needs	HWST/PACS	80%	Survey of faculty (n=9)	“Based on the work produced by your students, how successful was the library session in teaching your students to access the appropriate sources for their research assignment?” <ul style="list-style-type: none">Very Successful = 67%Successful = 22%Not sure = 11%	Increase outreach to HWST faculty
				Survey of students (n=206)	“I am now more confident that I can effectively find appropriate sources for my research assignment” ** <ul style="list-style-type: none">Yes = 85%Somewhat = 15%	
		ENG 22/100	75%	Rubric applied to student work (n=28; N/A=5)	<ul style="list-style-type: none">Strong = 100%	
				Rubric applied to student work	<ul style="list-style-type: none">Proficient = 90%	
	C. Use Hawaii Voyager to find books	HWST 270	80%			

				(n=10)	<ul style="list-style-type: none"> Approaching = 10% 	
	D. Find books on the library shelves					
	E. Use electronic resources to find journal articles	ENG 22/100	75%	Rubric applied to student work (n=33)	<ul style="list-style-type: none"> Strong = 91% Approaching = 9% 	Work with instructors to embed a library presence into their online classes or Laulima
		FAMR/PSY 100/NURS/RAD	100%	Survey of faculty (n=3)	“Based on the work produced by your students, has the Library workshop been successful in getting your students to ACCESS INFORMATION?” <ul style="list-style-type: none"> Very Successful = 100% 	
				Rubric applied to student work (25% of students in classes that submitted worksheets)	<ul style="list-style-type: none"> Strong = 100% 	
	F. Email/print/save articles found in electronic resources					
	G. Identify keywords, synonyms and related terms for the information needed	ENG 22/100	75%	Rubric applied to student work (n=28; N/A=5)	<ul style="list-style-type: none"> Strong = 75% Approaching = 11% Not Strong = 14% 	
	H. Utilize core texts and/or e-resources used in Hawaiian Studies research*	HWST 270	75%	Rubric applied to student work (n=10)	<ul style="list-style-type: none"> Proficient = 100% 	
SLO 2: Students will be able to evaluate information and its sources critically	I. Effectively use a print and/or online index in order to locate relevant information*	HWST 270	75%	Rubric applied to student work (n=10)	<ul style="list-style-type: none"> Proficient = 100% Approaching = 0% 	
	General ability to evaluate information and its sources	HWST/PACS	75%	Survey of faculty (n=9)	“Based on the work produced by your students, has the library workshop been successful in getting your students to EVALUATE SOURCES for their research assignment?” <ul style="list-style-type: none"> Successful = 100% 	
				Survey of students (n=206)	“I am now more confident that I can effectively evaluate information and its sources critically” ** <ul style="list-style-type: none"> Yes = 79% Somewhat = 20% Not really = 1% 	
	A. Evaluate for reliability, validity, accuracy, authority, timeliness, and point of view or bias	ENG 22/100	50%	Survey of faculty (n=9)	“Based on the work produced by your students, has the Research Challenge been successful in getting your	Work with faculty to encourage students to submit CRAAP evaluations

					students to EVALUATE INFORMATION?” <ul style="list-style-type: none"> • Successful = 89% • Not sure = 11% 	for all sources used in their final paper Use the CRAAP questions to encourage critical thinking skills
				Survey of students (n=45)	“I am now more confident that I can evaluate sources” ** <ul style="list-style-type: none"> • Yes = 71% • Somewhat = 22% • Not really = 7% 	
				Rubric applied to student work (n=33)	<ul style="list-style-type: none"> • Strong = 85% • Approaching = 9% • Not Strong = 6% 	
		HWST 270	50%	Rubric applied to student work (n=9; N/A=1)	<ul style="list-style-type: none"> • Proficient = 37% • Approaching = 63% <p>(author eval = 20% proficient; CRAAP = 56% proficient)</p>	Note: students were less proficient when specifically evaluating a source based on authority and point of view of the author, compared to completing the CRAAP Test (20% vs. 56%) Increase focus on evaluation of sources in instruction
		FAMR/PSY 100/NURS/RAD	75%	Survey of faculty (n=3)	“Based on the work produced by your students, has the Library workshop been successful in getting your students to EVALUATE INFORMATION?” <ul style="list-style-type: none"> • Very Successful = 66% • Successful = 33% 	
				Rubric applied to student work (25% of students in classes that submitted worksheets)	<ul style="list-style-type: none"> • Strong = 63% • Approaching = 10% • Not Strong = 27% 	
	B. Determine if the information found meets their information needs					
	C. Recognize that searches may be limited or expanded by					

	modifying search terminology or logic					
	D. Summarize research purpose, findings, and methods; restates concepts in their own words; identifies verbatim material for quoting appropriately*	FAMR/PSY 100/NURS/RAD	66%	Rubric applied to student work (25% of students in classes that submitted worksheets)	<ul style="list-style-type: none"> Strong = 42% Approaching = 33% Not Strong = 25% 	Provide good and bad examples of analysis for each section. PSY: Allow paraphrase only FAMR&NURS: 2 types of in-text citation required. Include examples of citations NURS: Compares general keywords search results and subject heading search results
SLO 3: Students will be able to acknowledge sources	General ability to acknowledge sources	HWST/PACS	50%	Survey of faculty (n=9)	“Based on the work produced by your students, has the library workshop been successful in getting your students to ACKNOWLEDGE SOURCES for their research assignment?” <ul style="list-style-type: none"> Very Successful = 50% Successful = 38% Not sure = 12% 	
	A. Retrieve the source’s citation information found in electronic databases					
	B. Check database-generated citations for errors					
	C. Use MLA/APA style correctly	ENG 22/100	50%	Survey of faculty (n=9)	“Based on the work produced by your students, has the Research Challenge been successful in getting your students to CITE INFORMATION?” <ul style="list-style-type: none"> Successful = 77% Not really = 33% 	Produce more citation videos
				Survey of students (n=45)	“I am now more confident that I can cite sources” **	

					<ul style="list-style-type: none"> • Yes = 62% • Somewhat = 31% • Not really = 7% 	
				Rubric applied to student work (n=32; N/A=1)	<ul style="list-style-type: none"> • Strong = 47% • Approaching = 53% 	
		HWST/PACS	50%	Survey of students (n=206)	“I am now more confident that I can effectively cite sources using proper documentation style” ** <ul style="list-style-type: none"> • Yes = 79% • Somewhat = 21% 	
		HWST 270	50%	Rubric applied to student work (n=3; N/A=2)	<ul style="list-style-type: none"> • Proficient = 67% • Approaching = 33% 	Re-evaluate assessment method
		FAMR/PSY 100/NURS/RAD	75%	Survey of faculty (n=3)	“Based on the work produced by your students, has the Library workshop been successful in getting your students to CITE INFORMATION?” <ul style="list-style-type: none"> • Very Successful = 100% 	Provide more good and bad examples of quoting and paraphrasing major sections of an article
				Rubric applied to student work (25% of students in classes that submitted worksheets)	<ul style="list-style-type: none"> • Strong = 72% • Approaching = 18% • Not Strong = 10% 	

* SLO 1 Objective H and I & SLO2 Objective D have been added to Library Instruction SLOs as of AY 2013-14

**These student reflection surveys measure perceived gains in confidence, not the level of confidence.

Student Attitudes Assessment (conducted via survey)

Question	Course	Benchmark	Results	Next Steps
Did you learn something new at this workshop?	FAMR/PSY 100/NURS/RAD	95%	<ul style="list-style-type: none"> • Yes = 96% • No = 4% 	
If this session was available next semester, would you recommend it to other students?	FAMR/PSY 100/NURS/RAD	95%	<ul style="list-style-type: none"> • Yes = 91% • Not sure = 8% • No = 1% 	