

# KCC Library Instruction Student Learning Outcome Assessment Report

AY 2015-2016

This year, the Library assessed a reduced number of SLOs and courses (see table below), and focused much attention on the creation and implementation of a new information literacy course and SLOs (see page 2).

SLO	Objective	Course	Benchmark (% successful / confident / strong)	Assessment Method	Results of Achievement	Next Steps
<b>SLO 1: Students will be able to access needed information</b>	B. Access appropriate sources for specific needs	HWST/PACS	80%	Survey of students (n=232)	<p>“Following the library workshop, I am now more confident that I can FIND APPROPRIATE SOURCES for my research assignment.”</p> <ul style="list-style-type: none"> <li>• Yes = 86%,</li> <li>• Somewhat = 13%,</li> <li>• Not really = 1%</li> </ul>	
<b>SLO 2: Students will be able to evaluate information and its sources critically</b>	A. Evaluate for reliability, validity, accuracy, authority, timeliness, and point of view or bias	HWST/PACS	75%	Survey of students (n=174)	<p>“Following the library workshop, I am now more confident that I can evaluate information and its sources critically.”</p> <ul style="list-style-type: none"> <li>• Yes = 82%</li> <li>• Somewhat = 17%</li> <li>• Not Really = 1%</li> </ul>	Improved by 7% from last year
<b>SLO 3: Students will be able to acknowledge sources</b>	A. Use MLA/APA style correctly	HWST/PACS	50%	Survey of students (n=174)	<p>“Following the library workshop, I am now more confident that I can cite sources using proper documentation style.”</p> <ul style="list-style-type: none"> <li>• Yes = 86%</li> <li>• Somewhat = 12%</li> <li>• Not really = 2%</li> </ul>	Improved by 12% from last year

## IS 297P Exit Essay Assessment

As a response to the new Association of College and Research Libraries' new *Framework for Information Literacy for Higher Education* (filed by the ACRL Board February 2015, adopted by the ACRL Board January 2016), Kapi'olani Community College Librarians developed and ran an experimental course, IS297P: Information, Power, and the Internet. SLOs for this course are inspired by the *Framework*.

SLO	Course	Benchmark (% meets or exceeds)	Assessment Method	Results of Achievement	Next Steps
<b>SLO 1: Students will be able to question traditional markers of authority.</b>	IS 297P	75%	Rubric applied to student work (Exit Essay) (n=6)	<ul style="list-style-type: none"> <li>Exceeds = 33%</li> <li>Meets = 67%</li> <li>Approaching = 0%</li> </ul> Total = 100% meets or exceeds	
<b>SLO 2: Students will be able to identify multiple perspectives in cultural, political, and social context.</b>	IS 297P	75%	Rubric applied to student work (Exit Essay) (n=6)	<ul style="list-style-type: none"> <li>Exceeds = 0%</li> <li>Meets = 17%</li> <li>Approaching = 83%</li> </ul> Total = <b>17%</b> meets or exceeds	Need to revise the prompts for this SLO to help guide students to provide better responses.
<b>SLO 3: Students will be able to explain the value of information.</b>	IS 297P	75%	Rubric applied to student work (Exit Essay) (n=6)	<ul style="list-style-type: none"> <li>Exceeds = 17%</li> <li>Meets = 50%</li> <li>Approaching = 33%</li> </ul> Total = <b>67%</b> meets or exceeds	Need to get students to think more critically and not just state the obvious. Revise prompts.
<b>SLO 4: Students will be able to describe issues of access and barriers to information.</b>	IS 297P	75%	Rubric applied to student work (Exit Essay) (n=6)	<ul style="list-style-type: none"> <li>Exceeds = 33%</li> <li>Meets = 50%</li> <li>Approaching = 17%</li> </ul> Total = 88% meets or exceeds	
<b>SLO 5: Students will be able to make informed choices regarding their online actions.</b>	IS 297P	80%	Rubric applied to student work (Exit Essay) (n=6)	<ul style="list-style-type: none"> <li>Exceeds = 100%</li> <li>Meets = 0%</li> <li>Approaching = 0%</li> </ul> Total = 100% meets or exceeds	

### Summary

In IS 297P, students are not meeting the benchmarks for the following SLOs:

- **SLO 2: Identify multiple perspectives in cultural, political, and social context**
  - Next steps: Need to revise the prompts for this SLO to help guide students to provide better responses
- **SLO 3: Explain the value of information**
  - Next steps: Need to get students to think more critically and not just state the obvious. Revise prompts.

The Library Instruction Program's current official SLOs are aligned with the ACRL's *Information Literacy Competency Standards for Higher Education* (2000). The Standards were rescinded by the ACRL Board in June 2016, therefore, the Library must make the transition to align its learning outcomes with the new ACRL *Framework for Information Literacy for Higher Education*.