The Library Science department does not offer a major, minor or certificate degree program; however we do teach LS 101X, Library Information and Research, which is part of the core curriculum. We have had a student learning outcomes assessment plan in place since 1997. The plan is posted on the Provost’s assessment web site: [www.uaf.edu/provost/outcomes/lsplan.htm](http://www.uaf.edu/provost/outcomes/lsplan.htm)

The student outcome goals and objectives of the Library Science program are:

- Students will be able to formulate and articulate a research statement and devise appropriate search strategies.
- Students will be capable of carrying out a search strategy using appropriate tools to obtain resources.
- Students will be capable of evaluating the appropriateness of their resources.
- Students’ confidence in their ability to use library resources and research strategies will increase.

Specifically, LS101 instructors teach students how to: formulate research strategies and identify and retrieve information using tools such as catalogs, periodical indexes, and web search engines; interpret the bibliographic records in catalogs and indexes and the citations they contain; cite sources for a research paper; and apply evaluative criteria to determine validity and veracity of information.

A locally-written entrance/exit survey (based upon samples of similar instruments at other institutions and a review of assessment literature) is used with several sections of LS 101X annually to gather student responses which are then analyzed to measure differences in knowledge/abilities/confidence from the beginning to the end of the course. Data are collected in the Fall and Spring semesters with more assessments done in Fall when we offer more sections. Backup copies of the assessment data are kept in the Dean of Libraries administrative assistant’s office. Response in the web-based sections to the online version of the instrument has been very low so that no meaningful data was gathered during this period. Increased attempts to solicit participation from students in online sections by email or announcements in Blackboard (all online LS sections use Blackboard) have not been successful.

Since our last report in March 2008 (we file reports biennially), we have administered the entry/exit instrument in the following semesters:

- Spring 2008. 35 students who took both the entry/exit instrument.
- Fall 2008. No data was collected.
Spring 2009. 46 students who took both the entry/exit instrument.

Fall 2009. 19 students who took both the entry/exit instrument.

This report focuses on results that show an increase or decrease of 20 percentage points or more in the number of incorrect responses between the entry and exit administrations of the survey. Analysis of the survey data for this reporting period showed the following trends.

Spring 2008 results indicated:
- An increased ability to identify the appropriate search tool for different formats, e.g. the library catalog to find a book, map or DVD, a periodical index to find an article.
- One section showed an increased ability in understanding the results of searches based on Boolean logic, showing that many have gained skill in manipulating search words with an understanding of the effect on search results.
- An improved ability in all sections to briefly explain whether or not a sample web page was a reliable source of information on a topic.
- An improved ability to identify certain elements in a periodical index record and distinguish between elements in a catalog record and an index citation.
- An increased confidence in ability to research a ten-page paper on an unfamiliar topic, although this comfort level is not entirely substantiated by the assessment results.

Spring 2009 results indicated:
- An increased ability in most sections to identify the appropriate search tool for different formats, e.g. the library catalog to find a book, map or DVD, a periodical index to find an article.
- Two sections showed an increased ability in understanding the results of searches based on Boolean logic (manipulating search words with an understanding of the effect on search results).

Fall 2009 results:
- An improved ability to identify the bibliographic elements in a catalog record.
- An improved ability to identify certain elements in a periodical index record and distinguish between elements in a catalog record and an index citation.

Our plan for next academic year is to review the SLOA instrument to bring it into more conformity with the information literacy competency standards for higher education developed by the Association of College and Research Libraries division of the American Library Association.

http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm