The Library Science department does not offer a major, minor or certificate degree program. However we do teach Library Information and Research, (LS 101X) 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 Core assessment portion of the Provost’s web site:


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; identify and retrieve bibliographic records from library catalogs, periodical indexes, and web search engines; interpret the records and the citations they obtain; cite sources for a research paper; and apply evaluative criteria to determine validity and veracity of their search results.

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. Results are 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. Response in the web-based sections has been so low that the only meaningful data came from classroom based instruction. Attempts to increase participation from students in online sections have not been successful.
Since our last biennial report in May 2010, we have administered the entry/exit instrument in the following semesters:

- Spring 2010. 1 class was sampled. (Assessments were requested from an additional online class but no students responded).
- Fall 2010. 2 classes were sampled.
- Spring 2011. 4 classes were sampled.
- Fall 2011. 1 class was sampled (Assessments were requested from an additional online class but no students responded).

A total of 133 students completed both the pre and post-tests.

This report focuses on results showing an increase or decrease of 20 percentage points between the two tests. Using this as the benchmark for significance, improvement occurred in the following areas:

- The selection of appropriate search instruments (library catalogs vs. commercial journal indexes etc.).
- Correct means of determining call numbers especially for non-book material.
- The ability to correctly determine the availability of full text journal articles.
- Overall comfort with the research process.

Some sections showed additional significant improvement in the construction of search requests especially if they used Boolean logic to connect phrases.

The SLOA instrument is currently under review to increase its conformity with the information literacy competency standard developed by the Association of College and Research Libraries division of the American Library Association.