

Student Learning Outcomes Assessment Summary

Library Science (LS101), Core Course Assessment

Rasmuson Library

AYs 2017-2018

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Introduction

For the period under review, Library Information and Research was a required course in the UAF core curriculum. An assessment plan for student learning outcomes for this course has been in place since 1997, and was updated in 1998, 2000, and 2016. The student learning outcomes as well as the instruments used to test outcomes have been revised repeatedly during that time. As research resources for students evolve and change, we see an increase in the need for instruction in selecting the right resource to use for finding information and in evaluating the quality and credibility of resources.

Assessment information collected

The instrument used to test the LS101 Student Learning Outcomes consists of a pre- and post-test, designed to measure the level of improvement in various skills related to learning outcomes, from the beginning to the end of the course. Data are collected in fall and spring semesters for both classroom and online courses. No distinctions have been made in instruction method, or instructor faculty status.

In AY17-18, a total of 163 students took the pre-test, and a total of 116 completed the post-test.

Assessment information collected is based on the department's expected student learning outcomes, as stated below:

Expected Student Learning Outcomes

Students will develop successful library and information retrieval skills:

1. Students will be capable of developing, implementing, and reviewing search strategies.

Student Learning Outcome:

- Students will construct logical search strategies.

2. Students will demonstrate their ability to use library resources.

Student Learning Outcome:

- Students will identify and search databases and catalogs appropriate for specific assignments and topics.
- Students will demonstrate their ability to retrieve resources using online catalogs and multidisciplinary databases.

3. Students will be capable of evaluating the appropriateness of their resources and apply evaluative criteria to determine validity and veracity of information.

Student Learning Outcome:

- Students will identify, evaluate, and select authoritative resources.
4. Students will be capable of citing sources appropriately and illustrate an understanding of what constitutes plagiarism.

Student Learning Outcome:

- Students will appropriately cite subject/discipline related resources.
- Students will recognize what constitutes plagiarism.

Conclusions drawn from the information summarized above

This assessment focuses on increases or decreases in correct responses between the pre and post tests. Examples of improvement, which are quite similar to the previous report (AY 16), were shown in the following areas:

- The ability to select the most appropriate search tool to find a specific type of information, for example, using a Library Catalog to find a call number; or using a periodical index or database to find a citation for a print version of a magazine article.
- Putting Library of Congress call numbers in order.

- Proper use of Boolean commands and being able to predict results of searches.
- Identifying the content in the “source” field of a bibliographic record for a periodical and stating how they would use the “source” information.

Items showing less improvement, which are similar to the previous report (AY 16), included:

- Understanding bibliographic information, for example being able to determine which bibliographic record points to a journal article or a library catalog record.
- Correct understanding of the peer-review process.
- Criterion that can be used to evaluate the quality of a resource.

For our question measuring students’ self-reported confidence level in overall research skills, on the post-test 45% of students selected “No problem, I’m comfortable with this kind of assignment and know how I would approach any search.” This is a 28% increase from their pre-test answer.

Curricular changes resulting from conclusions drawn above

Due to the similarities in pre and post test results in AY16 and AY17-18, the faculty named below met to discuss the assessment results. We agreed that during the Fall 2018 semester, when Library faculty are back on contract, faculty who teach Library Science (LS101) will meet to discuss how the curricula which does not show student improvement may be modified. We will examine the resources used to teach these specific items and update them as needed.

Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting

- Karen Jensen
- Ilana Kingsley
- Tyson Rinio

Has your SLOA plan been updated to include assessment of the program's Communication Plan, as required by Faculty Senate motion? (required for baccalaureate programs only)

Library Science is not a baccalaureate program, so this doesn't apply.