Introduction:

Library Information and Research is a course in the UAF core curriculum. An assessment plan for student learning outcomes for this course has been in place since 1997, updated in 1998, and again in 2000. A revision of this plan is currently underway. 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 finding, assessing and using the right resources. As an example, the Association of College and Research Libraries published a new framework for information literacy instruction that acknowledges the increased role students play in searching out and assessing relevant information.

Due to rapid and substantial turnover in the Library Science department in AY15, no data were collected or reported during that year.

1. Assessment information collected

Expected Student Learning Outcomes (2016)

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:

   a. Students will identify and search databases and catalogs appropriate for specific assignments and topics.

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

The instrument currently being 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 AY16, a total of 101 students took the pre-test, and a total of 41 completed the post-test.

2. Conclusions drawn from the information summarized above
This assessment focuses on increases or decreases in correct responses between the two tests. Examples of improvement were shown in the following areas for questions with a single correct answer:
   ● Selecting the most appropriate search tool – 20% more students selected the correct answers on the post-test.
   ● Putting Library of Congress call numbers in order – 21% more students got all answers correct on the post-test.
   ● Proper use of Boolean commands and being able to predict results of searches – approximately 18% of students did better on the post-test.
   ● Identifying the content in the “source” field of a bibliographic record for a periodical – 11.7% more students answered the question correctly on the post-test.

Items showing less improvement tended to be questions for which the pre-test responses showed a high degree of correct answers:
   ● Correctly reading catalog records – showed minimal change at 2-3%, but initial correct responses were high (89%).
   ● Correct understanding of the peer-review process – showed minimal change at 1%, but initial correct answers were high (77%).

Finally in our summary question on both tests, measuring the students’ self-reported confidence levels in overall research skills, the following percentages were recorded:
● 11% moved into the “No problem, I’m comfortable with this type of assignment” category

3. **Curricular changes resulting from conclusions drawn above**
The Library Science department, currently consisting of two tenured and two tenure-track faculty, will prepare a revised student learning outcomes assessment plan in AY17 and will simplify the testing instrument for quicker and more accurate reporting. Students clearly show high performance on some of the learning outcomes which will enable us to instead focus on areas in which significant change occurred or in areas (e.g., understanding peer-review criteria) which are still low overall. Full test results are available upon request.

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

Karen Jensen, Associate Professor
Ilana Kingsley, Associate Professor
Tyson Rinio, Assistant Professor
Steven Hunt, Assistant Professor