

GENERAL EDUCATION ASSESSMENT REPORT

Information Literacy, Spring 2013

Assessment One (A1): Lisa Weigard, Reference/Instruction Librarian

Assessment Two (A2): Instruction Librarians on all HACC Campuses

STATEMENT OF INSTITUTION MISSION AND COLLEGE GOALS	SP Goal 5: Improve the process for assessing programs, courses, and student learning.
GENERAL EDUCATION OUTCOMES (or student learning outcome/program competency)	Information Literacy: Demonstrate the ability to find, evaluate, organize and use information effectively and ethically.
ASSESSMENT CRITERIA AND PROCEDURES	<p>A1: Library faculty member solicited samples of research assignments from the following courses: Sociology 201; Psychology 213; Environmental Science 201; Chemistry 202; History 201; and Foundational Studies 100 (50 samples total). Using a simple rubric (available upon request), samples were assessed for reliability and variety of sources; and accuracy of citations (including in-text). Scoring was as follows:</p> <p>Beginning/emerging: 0-1pt.</p> <p>Developing: 2-3 pts.</p> <p>Advanced: 4-5 pts.</p> <p>A2: 557 English 101 students from all HACC Campuses were assessed after a library instruction session. A short worksheet was administered, asking students to locate an article on their topic, from a library databases. They were also asked to identify the following: Topic; name of database; Author; Title of article; Title of Publication; and Date of Publication. Librarians entered data on a Google Form (<i>Appendix One</i>):</p>
ASSESSMENT RESULTS	<p>A1: Results (available upon request) were as follows:</p> <p>Find information: 3.22 Evaluate information: 3.2 Cite correctly: 2.75</p> <p>A2: Students performed very well on all questions except the question asking them to identify the name of the</p>

	<p>publication. 19% responded incorrectly to this question. See <i>Appendix Two</i> for a link to the results report.</p>
<p>USE OF THE RESULTS</p>	<p>A1: Results will be shared with the professors who shared their samples, so professors and librarians can work together to emphasize citation in future library sessions.</p> <p>Although scores for finding and evaluating were on target for community college students, professors and librarians will also work together to emphasize evaluation methods while selecting sources.</p> <p>Results will also be shared with library faculty, so they can discuss the possibility of revising the rubric and working with CWAC and Institutional Research to draw a random sample for a future assessment. It is possible that our results were unnaturally high, since the courses selected were known to be “library-friendly.” Also, for this study, there were developmental students and college-ready students combined. A future project would probably want to separate these two populations.</p> <p>A2: A Summer 2013 meeting is planned where librarians will compare strategies, as well as brainstorm new strategies for helping students to identify the name of the publication in a database article record.</p> <p>We will use the same assessment again in Fall 2013 to determine if our new strategies result in an improvement for this score.</p> <p>Also, librarians have been in touch with English 101 faculty with the results, so they are aware of this common area of confusion in identifying a key component of a citation.</p>
<p>Additional Notes / Resources</p>	<p>Appendix One: https://docs.google.com/forms/d/1WT7pBM0HgHmllIGgrly0XLF2XjbZZfkT1JPeTQLlYw/viewform</p> <p>Appendix Two: https://docs.google.com/forms/d/1WT7pBM0HgHmllIGgrly0XLF2XjbZZfkT1JPeTQLlYw/viewanalytics?pli=1</p>