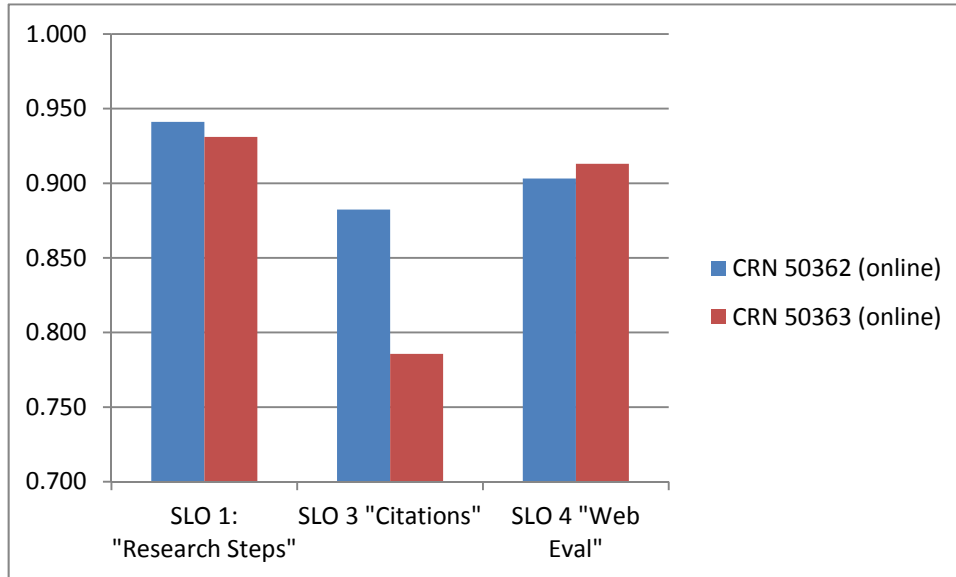


Library SLO Update fall 2011

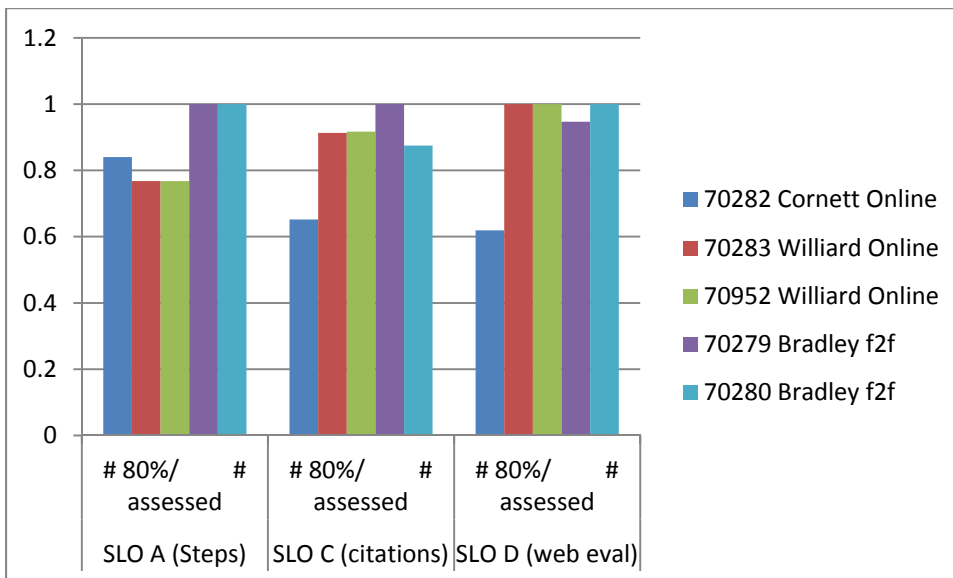
COURSE-LEVEL

Assessments of Student Learning Outcomes for IC C075 were initiated in summer 2010. It was determined that the first level of assessment would tackle SLO 1, 3, and 4 in summer and fall 2010. The following graphs tabulate SLO data for sections of IC C075 from the summer and fall semesters. SLO assessment of the remaining 2 SLOs is being undertaken in fall 2011.

Summer 2010



Fall 2011



FINDINGS AND RECOMMENDATIONS

Summer 2010

Only 2 sections of IC were offered in the summer semester and both were offered online and taught by the same instructor using identical Moodle class sites. SLOs were assessed using identical assessment tools. Only students who completed the assignments and quizzes used to assess the SLOs were assessed. For each CRN, this averaged to:

- 33 students assessed for all 3 SLOs in CRN 50362
- 27 students assessed for all 3 SLOs in CRN 50363

Students in both classes scored fairly high in SLOs 1 and 4 (above 90%). Factors causing the lower percentages (less than 90%) in both CRNs for SLO 3 might include:

- The “citations” assignment being the last assignment in the class—students may be feeling end-of-course “burn out”;
- The citations assignment requires the most attention to detail;
- The library chair is looking into other factors as well.

Fall 2010

5 sections of IC were offered in the fall semester and 3 instructors taught the sections. Two of the instructors were brand new adjuncts and were teaching the course for the 1st time. Though coordination was attempted on the part of the department chair to assess the SLOs using identical assessment tools, an end-of-course debriefing revealed that there was some inconsistency in assessments, which in some ways made the assessment inconsistent. For example, 1 instructor allowed students to hand-write the citations page and gave students a chance to “fix” errors before turning in specific assignments linked to assessment. This could account for the fact that all f2f students scored very high in all SLOs assessed.

It became clear during the end-of-course debriefing with both new adjuncts that the assessment tools must not only be identical but also administered in the exact same way at the same time of the semester in all sections taught.

Regardless of the inconsistency in assessment, findings reveal that students in each section scored highest in the SLO 1 (or A) and SLO 4 (or B).

RECOMMENDATIONS FOR FUTURE ASSESSMENT OF CURRICULUM SLOS

Revising the SLOs for the IC C075 course and developing standardized assessment tools for all instructors was initiated in the spring 2011 semester. Faculty in the library department, (Julie Cornett, Nancy Williard, Sandra Bradley) met several times to develop better assessment tools to assess SLOs. This discussion is still under way as the department deems it necessary to revise the SLOs for the IC C075 course to align them with the Standards for Information Competency developed by the Association of College and Research Libraries. This will ensure

that Cerro Coso students are meeting the same Information Competency learning goals and outcomes as other students in the nation's colleges.

After the fall 2011 semester, all SLOs will have been assessed. The department will discuss findings, which will inform future assessments and future SLO revision.

PROGRAM LEVEL

Library Programming

Program Learning Outcomes were initially developed in 2008 by the then Library Director. The outcomes have been revised and assessment tools were developed beginning in 2010 by the new faculty chair of the library. Development of effective assessment tools has been a challenge due to the fact that library programming has undergone some changes. For example, Library Orientations and Research Instruction presentations to classes as well as Library Workshops are new key components to library programming; hence, assessment tools are still being fine-tuned to capture necessary data.

A 2-page "exit quiz" was developed to assess SLOs for the Library Orientation/Research Instruction presentations to classes. After trying it out in a couple of English 70 classes, it became clear that there needed to be two separate assessment tools to assess two separate levels of class presentations: a Basic Library Orientation (offered to below 70-level courses) and a Research Instruction session (offered to 70-level and above courses that have a research paper requirement as part of the course). For each level of library instruction, a different set of program SLOs are assessed. Having gone through both levels of library instruction sessions (over the course of a student's tenure at the college), all program SLOs would be covered and assessed.

Similar "exit quizzes" are being developed for Library Workshops.

These tools are currently being finished and tried out in presentations and workshops (fall 2011).

ADMINISTRATIVE LEVEL

AUO #1

To provide materials that support academic programs and the research interests of students, staff, and faculty.

AUO #2

To provide an environment that supports and fosters student learning, and faculty teaching and research.

The department is in discussion about ways to assess the library's administrative unit outcomes. As a start, in AY 11/12, surveys were developed to assess student and faculty use and perceptions of the library. Findings are reported below.

Student Survey spring 2011 Findings

To assess the library's administrative outcomes, a student survey was circulated in spring 2011. The survey, the first of its kind, targeted on-ground students at the main campus. 83 students filled out the survey and the following findings were reported:

- Most respondents visit the library a couple of times per week.
- The most common reasons for visiting the library: to study, to use text reserves, and to use online research databases.
- Many on-site students use library resources remotely "often" and "sometimes".
- However, many respondents were not aware of online library resources.
- Most respondents reported that they felt "very comfortable" asking the librarian questions and that the library staff is helpful.
- All but 5 respondents reported that the LRC space is pleasant.
- Only half of respondents were aware of library workshops.
- The majority of respondents desire the library to be open longer hours on Fridays.

Overall, the survey results reveal a fairly positive student view of the campus library environment—with approachable staff and comfortable study/research areas. Findings reveal that online database tutorials would work well to help students navigate electronic resources. Additionally, it is noted that the library can increase marketing efforts to publicize resources and programs. Lastly, adding additional weekend hours to the library schedule is being looked into at the administrative level.

Another survey is being developed for spring 2011 with questions that better measure the library's administrative unit outcomes. Specific questions about collection strengths are needed as well as some more pointed questions about the library environment.

The department is discussing surveying students at the distant sites now that there is adjunct coverage at those locations. The question about surveying online students is also in discussion.

Faculty Survey fall 2010 Findings

To assess the library's administrative outcomes, a student survey was circulated in fall 2010. This inaugural survey was circulated to faculty at all sites, including adjuncts teaching online. Only 23 faculty completed the survey and the following findings were reported:

- The resources and services ranking highest as "very important" to faculty for instruction were: books and ebooks, journals and databases, librarian help with research instruction, and instructional equipment.
- The library instruction topics thought to be "very important" to faculty for their students were: "Steps in the Research Process", "Overview of library research databases", "Evaluating web resources", and "Database search strategies".
- 78% of respondents were satisfied with library hours, with 4 respondents suggesting to open the library weekend hours.
- In general, only about half of respondents are "satisfied" with the library's print and online collections and services. Fewer than half are "satisfied" with the library's website.
- About one third of respondents "don't use" library collections and services, including the website.
- Faculty see the top 2 priorities for the library as: providing access to more ebooks and develop more online library tutorials and subject guides.

- One respondent suggested the library specify how the libraries on different campuses are different.

The faculty survey results reveal that, while faculty view library resources as important for instruction, many do not use them. The library department has addressed some of the faculty concerns brought up in the survey: the website has been updated to include site-specific information and also includes a new “Research Guidance” section with several library tutorials on citation styles and evaluating web information.

Another survey will be developed with questions that are better designed to measure the library’s administrative unit outcomes. Questions addressing the library environment were left out of the faculty survey and will be included in the next version.

The department is in discussion about how to achieve better participation in the faculty survey.