**LIS500 – ASTI - SLO Outcomes 1-3 Assessment Results – Fall 2019 – by Amy Stewart-Deaker**

**Outcome 1:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **EXCEEDED** | **MET** | **NOT MET** |
| Articulate a problem, issue or search question.  (Maps to ILO #1) | Selected appropriate database, successfully searched for the assigned topic and articulated something learned from the article. | Student found a somewhat topically related article using a database and articulated what was learned ***OR*** student found an appropriate article and did not discuss what was learned. | Student was not able to find an appropriate article within the chosen databases and did not articulate what was learned from the article. |
| **Number of Students** | 45 | 4 | 0 |
| **Percent of Students Assessed** | **91.8%** | **8.2%** | **0%** |

**Number of Students Assessed -** 49

**Students Meeting Success Criteria -** 49 (100%)

**Number of Students on Roster -** 49

**SLO that is Being Assessed -** Articulate a problem, issue or search question.

**Description of Assessment Tool -** Students will conduct a successful search for information on an assigned topic, using their choice of the CQ Researcher database or the Gale In Context: Opposing Viewpoints database. Refer to assignment titled “Using the CoA Library Database.”

**Success Criteria -** 70% of students will locate a topically relevant article within the CQ Researcher or Opposing Viewpoints database (Exceeds or Meets Learning Outcome #1).

**Results and Analysis -** 100% of the students assessed were able to successfully search for their assigned topic and find an appropriate article. 91.9% of the students assessed exceeded expectations through selection of the article and providing original commentary on what they learned from the article. An additional 8.2% of the assessed met expectations of this learning outcome. The four students who “MET” expectations, rather than “EXCEEDED” expectations did not sufficiently demonstrate an understanding of what the article was about. Every student met our criteria for success.

**Learning gaps identified based on analysis -** None

**Action Needed at Institutional Level -** Continue to use this assignment, however revise final question to specify that the students should state what they have learned from the article in their own words rather than directly quoting from the article.

**Outcome 2:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **EXCEEDED** | **MET** | **NOT MET** |
| Locate, evaluate, synthesize, organize and present credible information that fulfills the identified information need. (Maps to ILO #2) | Successfully identified and collected all 7 pieces of requested information within an article’s database listing that would be utilized in an MLA citation. | Identified and collected 5 or 6 of the requested 7 pieces of information within an article’s database listing that would be utilized in an MLA citation. | Identified and collected 4 or less of the requested 7 pieces of information within an article’s database listing that would be utilized in an MLA citation. |
| **Number of Students** | 37 | 12 | 0 |
| **Percent of Students Assessed** | **75.5%** | **24.5%** | **0%** |

**Number of Students Assessed -** 49

**Students Meeting Success Criteria** - 49 (100%)

**Number of Students on Roster -** 49

**SLO that is Being Assessed -** Locate, evaluate, synthesize, organize and present credible information that fulfills the identified information need.

**Description of Assessment Tool -** Students will use library databases to successfully identify and collect information necessary to properly cite a scholarly article in MLA. Refer to assignment titled “Using the CoA Library Database.”

**Success Criteria -** 70% of students will successfully identify and collect information necessary to properly cite a scholarly article in MLA (Exceeds or Meets Learning Outcome #2).

**Results and Analysis -** Students were requested to collect seven pieces of information (Database Used, Authors(s), Article Title, Name of Journal Publication, Date of Publication, Page Numbers, and Date of Access) that could be used toward an MLA citation. Not all information was available for all articles and, therefore, students needed to determine if the information requested was provided in the database or if it was missing and/or not applicable. 75.5% of the students exceeded expectations by successfully collecting all of the requested citation information available for their article. An additional 24.5% of the students identified over 70% of the data requested (five or six items). Every student met our criteria for success.

**Learning gaps identified based on analysis -** Some students were confused identifying data with use of CQ Researcher, unclear as to whether CQ Researcher was the database, the publisher, or both (the correct answer). Some students also struggled with the “Date of Access” (the date the student found the source), determination of page numbers for internet articles, and identification of the database utilized.

**Action Needed at Institutional Level -** Continue to use assignment in the future, but demonstrate in lecture explicitly how to identify the database and situations in when page numbers are not required. Remind students in lecture what “Date of Access” means and that CQ Researcher is both a publisher and the database.

**Outcome 3:**

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| --- | --- | --- | --- |
|  | **EXCEEDED** | **MET** | **NOT MET** |
| Apply information literacy skills to enable further learning.  (Maps to ILO #1) | Identify multiple situations (and provide detailed insight) in which information literacy skills would be applicable in their lives. | Identified a situation in which information literacy skills would prove useful and apply in their lives. | Could not identify a situation in which information literacy skills would prove useful in their lives. |
| **Number of Students** | 0 | 43 | 1 |
| **Percent of Students Assessed** | **0%** | **97.7%** | **2.3%** |

**Number of Students Assessed -** 44

**Students Meeting Success Criteria -** 43 (97.7%)

**Number of Students on Roster -** 49

**SLO that is Being Assessed -** Apply information literacy skills to enable further learning.

**Description of Assessment Tool -** Students will identify a way in which information literacy skills may be applied to their everyday lives. Refer to Question #10 from the assignment titled “ASTI: Scavenger Hunt at the College of Alameda Library.”

**Success Criteria -** 70% of students will successfully identify a way in which information literacy skills may be applied to their everyday lives. (Exceeds or Meets Learning Outcome #3).

**Results and Analysis -** Students “MET” expectations if they discussed a method in which they might apply information literacy skills within their lives. Most students identified a scenario that was discussed in class. 97.7% of the students assessed successfully listed a situation they would apply information retrieval skills to further their learning. Students “EXCEEDED” expectations if they provided detailed discussions on multiple means of application and/or identified a novel means (not discussed in class) to use the skills; none of the students assessed exceeded expectations. One student was not able to identify a way in which he would apply information literacy skills and, therefore, did not meet expectations. Given that 97.7% of the students “MET” expectations, Learning Outcome 3 met the success criteria.

**Learning gaps identified based on analysis -** The students focused on academic uses of information literacy skills rather than including situations outside of academia.

**Action Needed at Institutional Level -** Continue to use this question in student assessments however change the student response from an open-ended question to a “select all applicable” multiple choice question. Listing a variety of situations in which information literacy skills might be utilized (e.g. buying a car) will reinforce awareness and understanding of expanded information literacy applications.