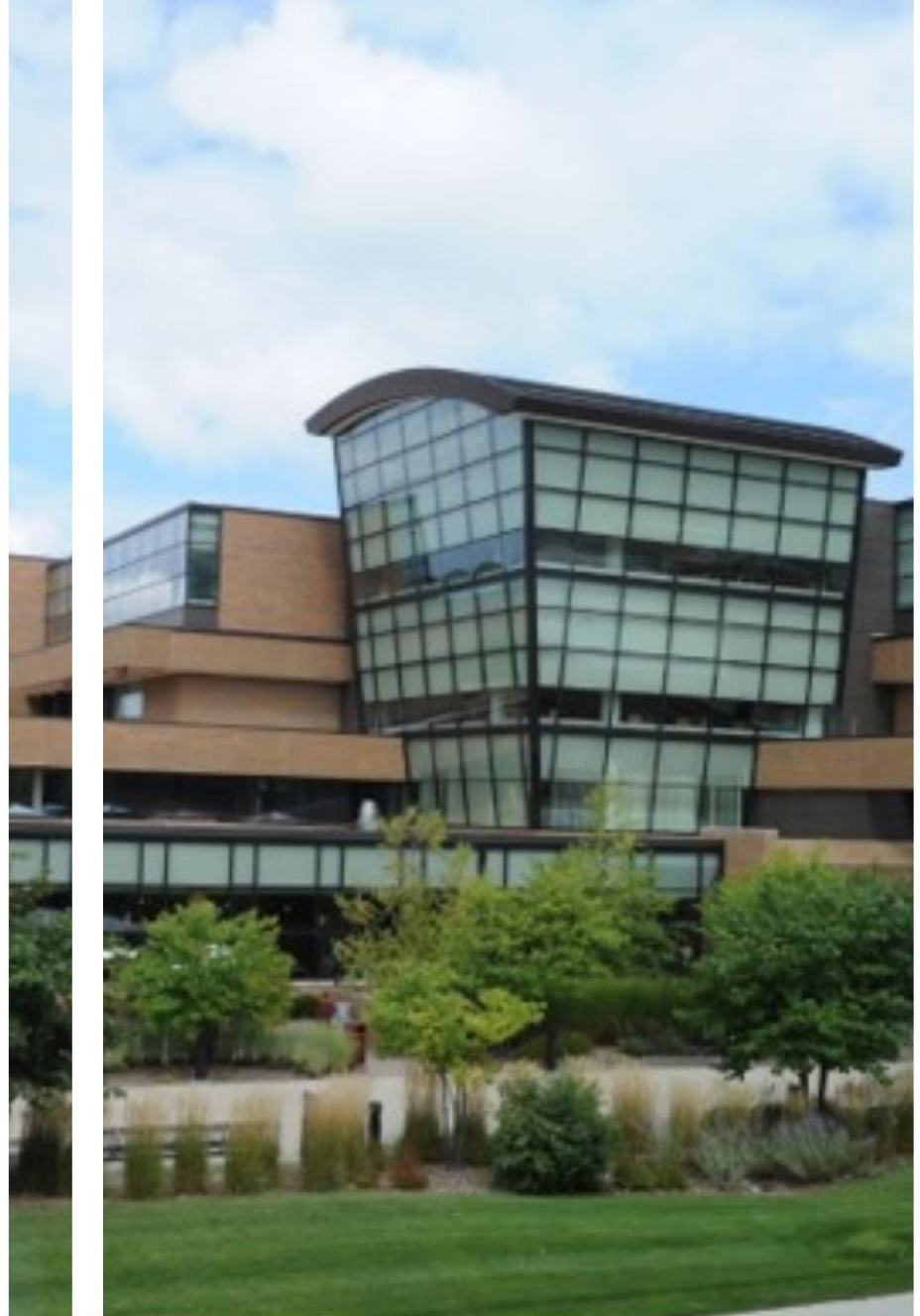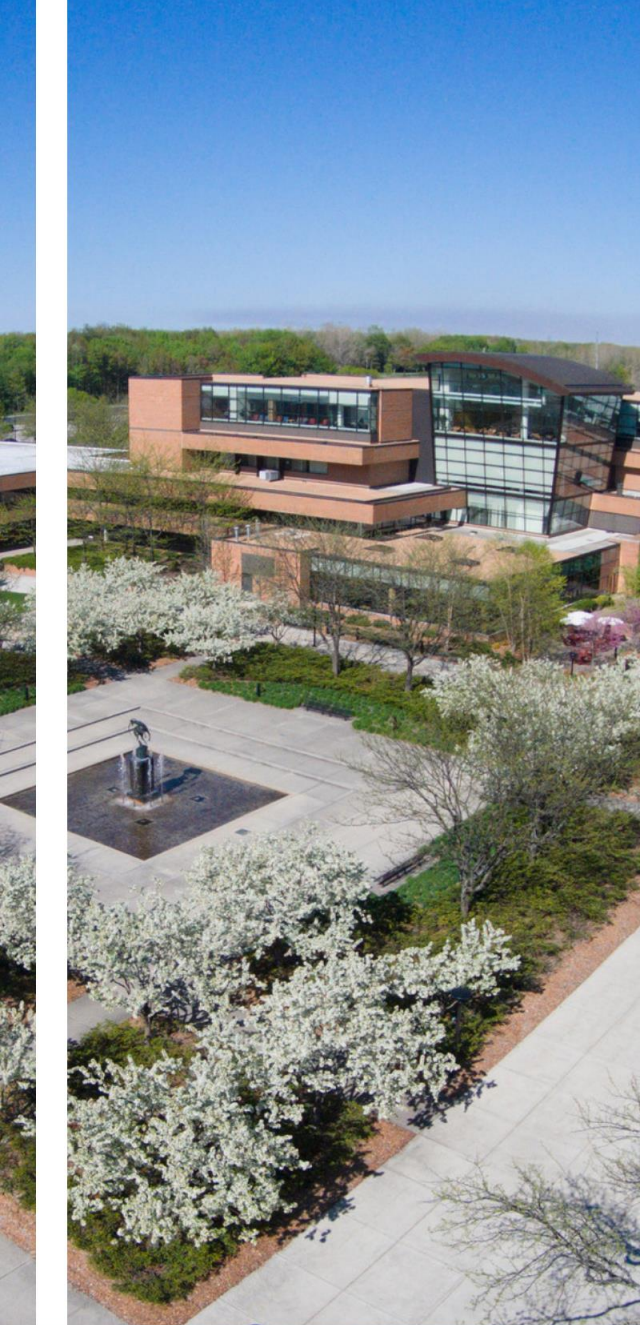# Sustainable Library Instruction: Assessment of Student Learning

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SV
SU **SAGINAW VALLEY**
STATE UNIVERSITY

SVSU

- 9,165 Students Enrolled in Fall 2016

- 63 ENGL 111 Library Instruction

  Sessions in Fall 2016 and Winter 2017

- 6 Research Librarians

Outline

1. ENGL 111 Library Instruction - Background & Overview

2. Assessment Process & Results

3. Lessons Learned/Tips for Assessment

4. Communicating Results
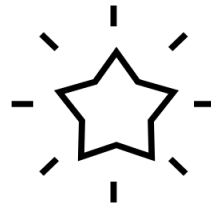
Brief History of ENGL 111 Library Instruction

Fall 2011 - Winter 2016

<u>1st session</u> - Shared with Writing Center. Provided basic orientation **(40-minutes).**

<u>2nd session</u> - Library research session **(80-minutes)**

Fall 2016 - Present

One REDESIGNED library research session **(80 minutes)**

ENGL 111
Lesson

- Brief lectures with 4 activities integrated into the session
- Libguides + Survey Gizmo
- Students worked in pairs on activities 1-3
- Individual Reflection

Learning Outcomes & Frameworks

LO #1

Identify library resources in order to find materials in multiple formats to meet student research needs.

Framework

Searching as Strategic Exploration

Activity

ENGL 111-Library Activity

Question 1

<u>Do not</u> hit **SUBMIT** until you complete all 3 articles

9. Refer to the articles provided to you in your folder to type in your answers to the questions on the following chart:

	Does it have an abstract?	How many authors are listed for this article?	Are there credentials for the authors?	How many pages is the article?	Are there references at the end of the article?	When was this article published?	Is this a scholarly journal article?	Is this a magazine article?	Is this a newspaper article?
Apps of Hate?									
Attacking Others Online: The Formation of Cyberbullying in Late Adolescence									
Independent Schools Unite to Take Stand Against Bullying									

Back   Submit

92%

Learning Outcomes & Frameworks

To recognize how information is formally and informally produced, organized, and disseminated in order to select appropriate resources.

LO #2

Framework

Information Creation as Process

Learning Outcomes & Frameworks

LO #3

Students will be able to create a research question from a broad topic in order to search the ProQuest database.

Framework

Research as Inquiry

Learning Outcomes & Frameworks

Students will identify keywords in order to construct a search strategy.

LO #4

Framework

Searching as Strategic Exploration

Activity

Activity

ENG 111 Reflection

1. Section Number:

[   ]

2. Instructor's Name:

[   ]

3. Name at least one thing you have learned during today's class that you did not know before.

[   ]

Submit

0%

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Assessment Project Steps

The process we took in order to complete this assessment project
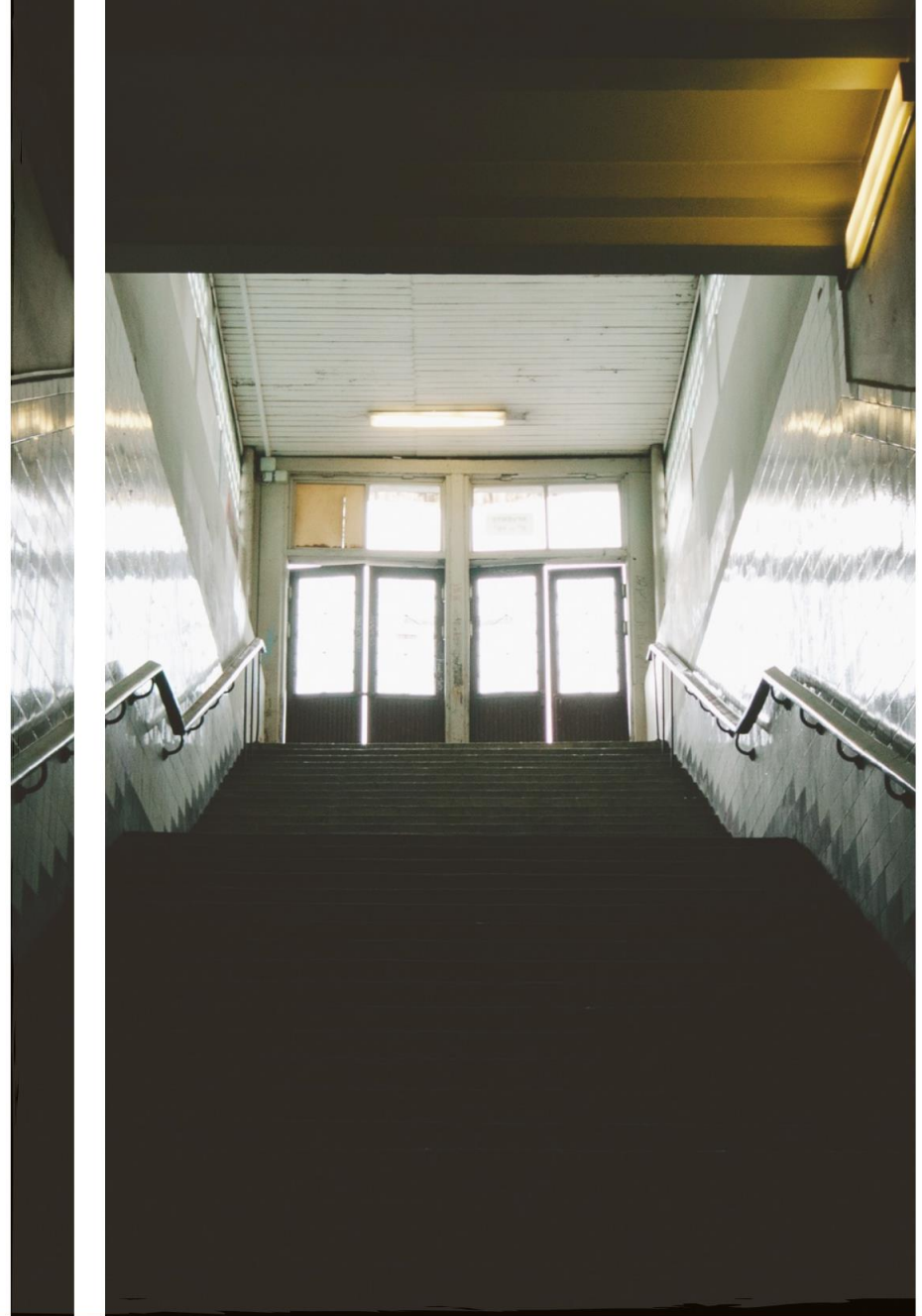
Top Priority: Library Instruction

- This project was prioritized in the library's 4-year assessment plan

  - Sustainability of project was a factor

Project
Goals

- Collect data on how well students grasped our learning outcomes

- Improve student learning in library instruction

Developing the Assessment Project

- Met to develop a meaningful assessment of student learning and a measure of faculty attitudes toward the new instruction model

  - Created a plan of assessment

  - Multi-pronged assessment project

Methodology

- Looked at 30% of student activity responses

- Analyzed 100% of faculty survey responses

Incorporating the Research Services Team

- Team Activities:

  - IRB Application Process and CITI Training

  - Normed and edited rubrics

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Assessing the Library Instruction Activities

Are students able to focus their research topic using database subjects?

Can students create a research question from several keywords?

	Distinguished (3)	Proficient (2)	Developing (1)	Emerging (0)
Chooses a subject that focuses their topic	Student chose a relevant ProQuest subject that could focus their research.	Student chose a relevant ProQuest subject that could not focus their research	Student chose a ProQuest subject that wasn't relevant to their topic	Student did not choose a ProQuest subject
Creates a Research Question from a broad topic	Defines a complete research question /topic that incorporates the broad topic, keywords and chosen subject. The research question is narrowed and focused and could be turned into a research paper.	Defines a complete research question /topic that incorporates the broad topic, keywords and chosen subject. The research question could be answered briefly and didn't encourage explanation.	Defines an incomplete research question /topic. (e.g. too broad or too narrow)	Does not define a research question/topic.

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Assessing the Library Instruction Activities

Can students identify Scholarly Articles, Magazine Articles and Newspaper Articles?

	Distinguished (3)	Proficient (2)	Developing (1)	Emerging (0)
Able to correctly identify a Scholarly Article	Student was able to correctly identify a scholarly article and all of its parts.	Student was able to correctly identify a scholarly article, but had a few mistakes when identifying the parts of a scholarly article	Student was able to correctly identify a scholarly article, but had 3 or more mistakes or did not show identifying parts of a scholarly article	Student was unable to correctly identify a scholarly article
Able to correctly identify a magazine article	Student was able to correctly identify a magazine article and all of its parts.	Student was able to correctly identify a magazine article, but had a few mistakes when identifying the parts of a magazine article	Student was able to correctly identify a scholarly article, but had 3 or more mistakes or did not show identifying parts of a magazine article	Student was unable to correctly identify a magazine article
Able to correctly identify a newspaper article	Student was able to correctly identify a newspaper article and all of its parts.	Student was able to correctly identify a newspaper article, but had a few mistakes when identifying the parts of a newspaper article	Student was able to correctly identify a newspaper article, but had 3 or more mistakes or did not show identifying parts of a newspaper article	Student was unable to correctly identify a newspaper article

Assessing the Library Instruction Activities

Student Reflection Categories: Learning Outcomes

|			
Identify library resources in order to find materials in multiple formats to meet student research needs.	To recognize how information is formally and informally produced, organized and disseminated in order to select appropriate resources.	Students will be able to create a research question from a broad topic in order to search the ProQuest database.	Students will identify keywords in order to construct a search strategy.

Team
Activities

- Applied data sets to the rubric

- Coded open ended questions

- Analyzed results

Key Takeaways: Research Question
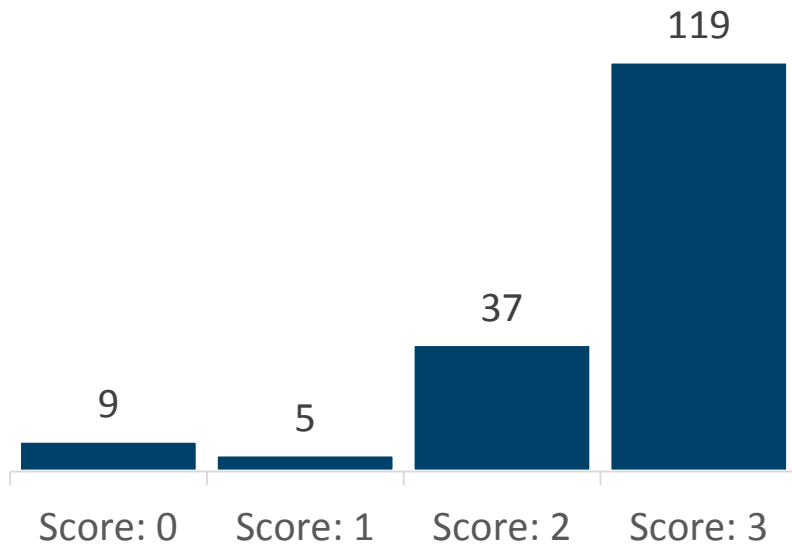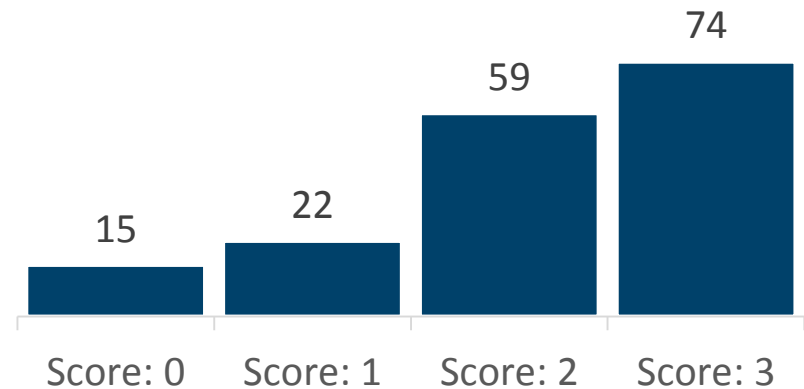
Key Takeaways: Article Identification

Able to correctly identify a Scholarly Article
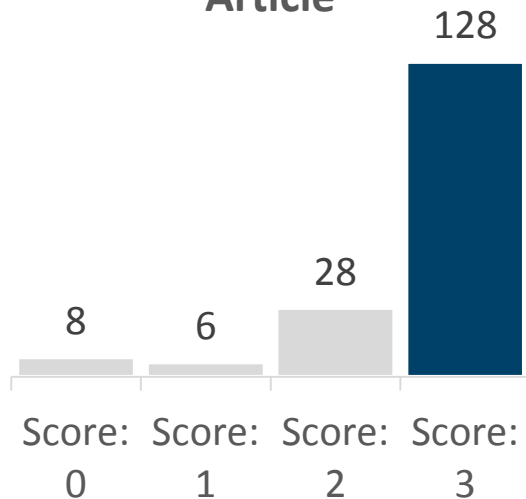
128

28

8   6

Score: 0   Score: 1   Score: 2   Score: 3

Able to Correctly Identify a Magazine Article

94

60

8   8

Score: 0   Score: 1   Score: 2   Score: 3

Able to correctly identify a Newspaper Article

34   61   67

8

Score: 0   Score: 1   Score: 2   Score: 3
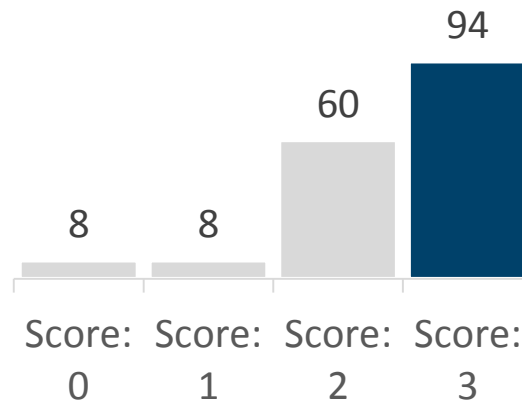
Key Takeaways: Reflection Question

Name at least one thing you have learned during today's class that you did not know before

| Value	Category
89	Identify library resources in order to find materials in multiple formats to meet student research needs.
6	To recognize how information is formally and informally produced, organized and disseminated in order to select appropriate resources.
42	Students will be able to create a research question from a broad topic in order to search the ProQuest database.
30	Students will identify keywords in order to construct a search strategy.
23	Other

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Faculty Survey Responses

The following topics are important for my students to learn.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
How to Narrow a Broad Topic	8	6	0	0	0
How to Create a Research Question from a Broad Topic	7	7	0	0	0
How to Search the ProQuest database	9	5	0	0	0
How to Find a Book	7	6	1	0	0
Understanding the Information Creation Timeline	5	7	2	0	0
Differentiating between Scholarly Journals and Magazines Count	9	5	0	0	0

Faculty Survey Responses

After the Library Instruction session, my students were able to:

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Narrow a Broad Topic	1	8	3	0	0
Create a Research Question from a Broad Topic	1	11	2	0	0
Show evidence they can search the ProQuest Database	3	10	1	0	0
Find a book using the library catalog or MelCat	2	11	1	0	0
Understand the Information Creation Timeline	2	6	6	0	0
Differentiate between Scholarly Journals and Magazines	5	7	2	0	0

Lessons Learned

1. Faculty members and students liked the active learning activities

2. Students had the most difficulties identifying a Newspaper Article

3. Students had difficulty turning their subject into a research question

4. We did not have an assessment activity for a portion of our lesson

5. In the Student Reflection, most students were vague in their answers

Lesson Revisions

- New activity reinforcing the concept of the Information Timeline

- Additional focus on the difference between newspapers and magazine articles

- Updated research topics

- Changed reflection question wording

- EDS (Ebsco Discovery Service)

Communicating with Faculty

Results were presented using multiple formats with varying levels of detail
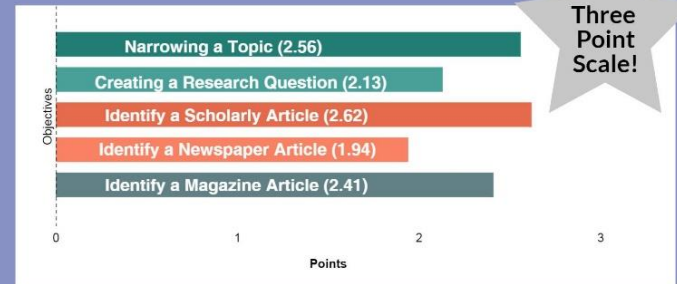
Communicating with Faculty

- Meetings with faculty

- Libguide

  - Infographics
  - Prezi
  - Detailed Report

ENGL 111 Library Assessment
Overview & Analysis

Student Results

Three Point Scale!

- Narrowing a Topic (2.56)
- Creating a Research Question (2.13)
- Identify a Scholarly Article (2.62)
- Identify a Newspaper Article (1.94)
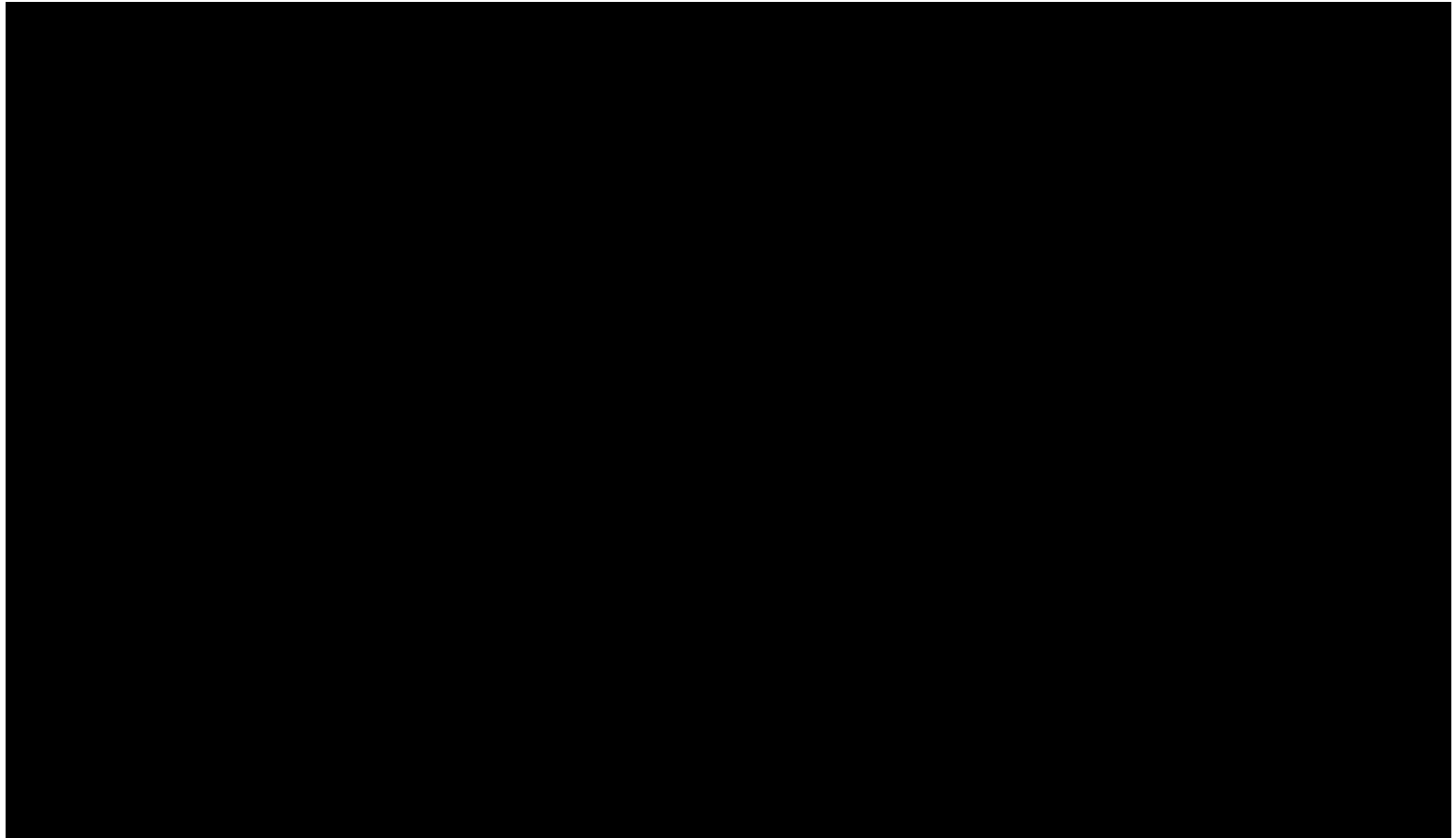- Identify a Magazine Article (2.41)

Points

Learning Outcomes

#1 Identify Library Resources

#2 Identify how Information is Produced, Organized & Disseminated

#3 Create a Research Question Searching in ProQuest

#4 Identify Keywords

Summary

8 out of 9 faculty members feel this instruction is an improvement!

Communicating with Faculty

Dr. Emily Beard-Bohn
Associate Professor of English and First Year Writing Program Chair

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Assessment Tips

1. Get stakeholders involved throughout the process

2. Be flexible

3. Write out intentional rubrics

4. Communicate the results of the assessment

5. Make changes based on the assessment results

6. Make an actionable plan for follow-up assessment

projects

Thank You

http://librarysubjectguides.svsu.edu/engl111assessment