INDIANA UNIVERSITY KOKOMO | LIBRARY

I. Brief Summary of Assessment Plan

A. For each of the outcome(s) assessed in 2008-2009, indicate the goal(s), student learning outcome(s), associated components of the outcome(s) (if applicable) and the performance characteristics or criteria.

The Library assessed the first module of a four module information literacy series presented in English Composition I & II (W131 & W132).

Goal:

I. Information Literacy
   Outcome:
   A. Students will locate a book in the IU Kokomo Library using **IUCAT**
      Components:
      1. use a *Keyword* **search** in IUCAT to produce a list of books
      2. use the *Revise Search* feature of IUCAT
      3. **select** one book from the resulting list
      4. **print out** its call number from IUCAT
      5. go to the *Stacks*
      6. **retrieve** the book

The IUCAT print-out will verify that Components 1-4 and the activities associated with them have been completed. The *performance criteria* will be: Yes/No.

Bringing the book that matches the call number on the print-out will verify Components 5 and 6 and their associated activities. The *performance criteria* will be: Yes/No.

B. Indicate a benchmark, that is, what percentage of students should successfully achieve the outcome in order for you to say the program is successful in helping students achieve this outcome.

Since the librarians will not count in their statistics a student attempt to retrieve a book that is verified by a librarian or a faculty member as actually *not* on the Library's shelves nor will we count in the statistics a book verified as misshelved, and since we are also accepting as correct in Component 6a. ii: *the book closest to it in call number order*; the librarians expect 100% achievement in the retrieval of the book from the stacks by the end of the class period.

C. If you changed the assessment since your plan was submitted, describe the change, including a brief explanation of why the change was made.
No change was made since the plan was submitted.

II. Assessment Methods

A. For each outcome assessed, identify approximately when, where (e.g., in which courses), and how (i.e., through what activity) students demonstrated their achievement of the outcome.

The outcome the campus Library will assess in 2008 - 2009 was: Outcome #1: *Instruction for Core Classes (e.g. English W131 and W132).*

The Component evaluated was: *Students will locate a book in the IU Kokomo Library using IUCAT.* This particular component was assessed in 4 (25 %) of the approximately 16 sections (including the Freshman Learning Communities) of *W131: Elementary Composition I* offered in Fall 2008.

The activities that were used to assess each component of the outcome are listed below.

Activities:
1. use a ***Keyword search*** in IUCAT to produce a list of books
   a. be able to login and connect to IUCAT
   b. be able to enter a ***Keyword*** search into IUCAT
2. use the ***Revise Search*** feature of IUCAT to limit the search to those items that are:
   a. books (***Format***)
   b. located in the Stacks (***Shelving Location***)
   c. **resubmit** search to IUCAT
3. select one book from the resulting list
   a. m***ark*** the book selected for printing
4. ***print out*** its call number from IUCAT
   a. click the ***Print\ E-mail\Save*** button
   b. select **Print** from the options; send to printer
   c. **retrieve** the print out
5. go to the ***Stacks***
6. **retrieve** the book
   a. use *LC call numbers* to locate the book in the Stacks
      i. if the book is on the shelf, ***bring the book*** **and** ***matching print out*** to librarian for verification
      ii. if the book is not on the shelf, ***bring the book closest to it in call number order*** to librarian for verification
   b. if there are other **problems** locating the book, students should ask the course instructor or the librarian for assistance

B. **Describe who assessed the students' work and the methods and procedures used to compare the students' work to the performance characteristics/criteria.**
The librarians and the English instructors assessed the students' work. They used the student print-outs and matched them with the books the students brought back from the stacks. The performance criteria were: It matched or it didn't match – (Yes/No).

C. **If you changed the assessment methods since your plan was submitted, describe the change, including a brief explanation of why the change was made.**
No change in assessment methods was made since the plan was submitted.

III. **Description of Assessment Results**
A. **Describe how the students performed on each outcome. Compare the level of students' performance to the benchmark for that outcome. Were expectations reached, exceeded, not reached?**
Since the librarians did not count in their statistics a student attempt to retrieve a book that is verified by a librarian or a faculty member as actually *not* on the Library's shelves nor did we count in the statistics a book verified as misshelved, and since we are also accepting as correct in Component 6a. ii: ***the book closest to it in call number order***; the librarians expect 95-100% achievement in the retrieval of the book from the stacks by the end of the class period.

The assessment results indicate that the Library should continue to include an instruction module on the use of the catalog of Indiana University Libraries in the freshman classes. Because a variety of retrieval methods were accepted as "successful," the end result of the assessment fell within the 95-100% goal set for the project. Additionally, while there were false-starts and assistance was provided if requested, the Library only judged the end result for this assessment.

The expectations for this outcome were reached.

B. **Describe how the faculty interpret these results. What do they mean?**
The library faculty interpret the results as formal evidence of the more informal and anecdotal perceptions we held about our freshmen and their bibliographic proficiencies.

We collected computer print-outs from each of the four sections and returned them to the course instructor. In some (but not all) sections instructors use the print-outs for course "points."

C. **If necessary to clarify your narrative, you may attach your data summary (not raw data) in an appendix (5 pages maximum).**
All students (with the exception of those using computers that did not have functioning printer software) were able to submit a computer print out.

IV. **Using Assessment for Program Improvement**
   A. **Explain the implications of the assessment results for the program. Are changes in the program indicated? If so, what kinds of changes? Are changes in the assessment plan indicated? If so, what kinds of changes?**
   Although changes are made in the IUCAT module every semester due to updates in the online catalog, the assessment results indicate that some form of instruction in IUCAT should continue to be provided.

   There are changes made in the IUCAT module every semester due to updates in the online catalog. However, because of the strong assessment results, this instructional module might be a favorable candidate for the development of an online tutorial to replace or supplement the current face-to-face delivery method.

   To further refine evidence of student assessment, future IUCAT assessments might contain either paper or online quizzes which would provide relevant data to support future changes.

V. **Dissemination of Results**
   A. **Describe how these results are being disseminated to faculty, staff, and students.**
   Results of the IUCAT assessment were reported to library faculty in a department meeting. Because each student brought the teaching librarian an IUCAT print-out and its matching book from the Library stacks, library faculty knew immediately the results of that part of the assessment. The fall 2009 issue of the Library newsletter, *Check It Out!* which is disseminated to all faculty and staff will contain an article on the information literacy assessment data. Over the fall semester 2009, the Library will add this report to the Library Web page. Publication on the Web site will make this information available to students along with faculty, staff and others who would like to view it.

   The Library's assessment results will be a part of the campus report and appear wherever that information is published.

   B. **Describe any relevant responses of groups receiving this information.**
   To date only the librarians have received this information in a setting allowing for discussion. From that discussion, it is likely that an online tutorial will be developed that will either supplement or replace the face-to-face instruction currently in use.

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July 28, 2009