

I. Brief Summary of Assessment Plan

A. List the goal(s), student learning outcome(s) and the associated components of the outcome assessed during the previous academic year.

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

B. For each component of the outcome(s) assessed, describe the performance characteristics or criteria necessary for successful achievement.

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.

C. 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.

D. 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 assessed by the Library was: *Students will locate a book in the IU Kokomo Library using IUCAT*. This outcome is a part of the Library's Information Literacy goals for W31: English Composition I. The IUCAT outcome was assessed in 100% of W131 sections taught over the Fall 2005 semester. This included the three e-courses and the blended course taught in that particular semester. In all, that totaled 16 sections and 20 presentations as the large e-courses/blended course were each split into two groups. The librarians worked with almost 300 freshmen in learning to locate books in a college library by topic. The students used the online catalog, the campus printing system, retrieved a book from the stacks, and brought it to the librarian to match with their print-out.

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 to **OneStart** to 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. **Mark** 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, ask the course instructor or the librarian for assistance

II. 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).

III. Description of Assessment Results

A. Describe the results of the assessment activities for each outcome. Indicate 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 do 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 do they count in the statistics a book verified as misshelved, and since they also accepted as correct in Component 6a. ii: *the book closest to it in call number order*; the librarians expected 100% achievement in the retrieval of the book from the stacks by the end of the class period.

The expectations for this outcome were reached.

B. Describe how the faculty interpret these results. What do they mean? If necessary to clarify your narrative, you may attach your data summary (not raw data) in an appendix (5 pages maximum).

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 intended to formally survey only 4 or 5 of the 16 W131 sections, but in the end surveyed all of them with 12 sections participating in a *Zoomerang* survey. We collected computer print-outs from 13 of the 16 sections. In some sections instructors use the print-outs for course "points", and in other sections, we forgot to collect the print-outs, so although 100% of the sections made print-outs, we did not collect them all for this report.

IV. Using Assessment for Program Improvement: 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?

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. Freshmen do not arrive on campus knowledgeable in the use of the library.

In addition to the IUCAT exercise assessment, the Library prepared a concurrent survey (mentioned above) administered online via *Zoomerang* software. This survey included ancillary information about the campus Library as well as specific practice with the Library of Congress (LC) call number system. Knowledge of the LC call numbers was needed to complete the IUCAT outcome. The *Zoomerang* Pre-Test/Post-Test shows a decided improvement in the use of library call numbers. (Students went from 35% to 68% in being able to correctly place the first call number in a set of five. Only 10% of all W131 students could correctly place all 5 call numbers on the pre-test while 47% could do so on the post-test.)

Although changes are made in the IUCAT module every semester due to updates in the online catalog, the assessment results indicate that no design changes are needed in the instructional module.

V. Dissemination of Results: 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. Individual librarians often looked at the *Zoomerang* surveys from the classes that they had taught. The *Zoomerang* printouts of the Pre-Test and Post-Test were sometimes shared with the teaching faculty if they expressed an interest in seeing how their class performed on the exercise. (More faculty might have expressed an interest if they had realized that the results were in “real time” and instantly viewable.) The fall 2005 issue of the Library newsletter, *Check It Out!* which is disseminated to all faculty and staff also contained an article on information literacy which used some of the Library’s assessment data. By early in the fall semester 2006, 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.

Additionally, with Information Literacy set to become a requirement of the General Education curriculum in the next few months, the Library data will be disseminated to the members of the Educational Policies Committee representing a variety of departments/divisions on campus. The data will help to inform the design of the Information Literacy piece of General Education.

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

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