

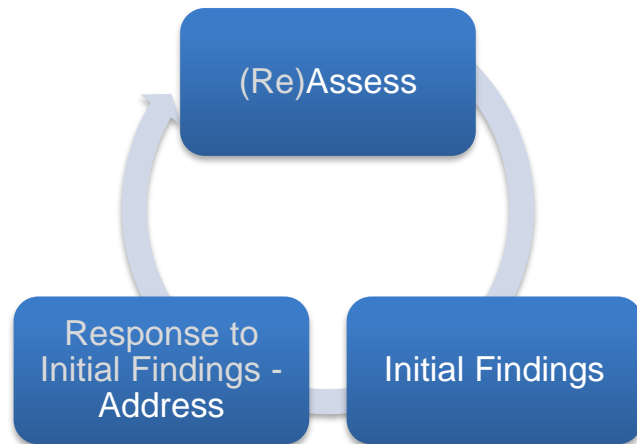
Subject Area Committee Name: Library

Core Outcome Being Reassessed: Information Literacy

Contact Person:

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Use this form if your assessment project is a follow-up reassessment of a previously completed initial assessment. The basic model we use for core outcome assessment at PCC is an “assess – address – reassess” model.



The primary purpose for yearly assessment is to improve student learning. We do this by seeking out areas of concern, making changes, reassessing to see if the changes helped.

- Refer to the help document for guidance in filling out this report. If this document does not address your question/concern, contact [Wayne Hooke](#) to arrange for coaching assistance.
- Please attach all rubrics/assignments/etc. to your report submissions.
- **Subject Line of Email:** Assessment Report Form (or ARF) for <your SAC name> (Example: ARF for MTH)
- **File name:** SACInitials_ARF_2016 (Example: MTH_ARF_2016)
- SACs are encouraged to share this report with their LAC coach for feedback before submitting.
- Make all submissions to learningassessment@pcc.edu.

Due Dates:

- **Planning Sections of LAC Assessment or Reassessment Reports: November 28th, 2016**
- **Completed LAC Assessment or Reassessment Reports: June 16th, 2017**

Please Verify This Before Beginning this Report:

This project is the second stage of the assess/reassess process (if this is not a follow-up, re-assessment project, use the LAC Assessment Report Form LDC. Available [here](#).)

Initial Assessment Project Summary (previously completed assessment project)

*Briefly summarize the main findings of your **initial** assessment. Include either 1) the frequencies (counts) of students who attained your benchmarks and those who did not, or 2) the percentage of students who attained your benchmark(s.)*

Our initial 2015-2016 study was a pre-assessment of students' ability to identify and critically evaluate a variety of web sources for usefulness and quality in a particular context. We assessed a large sample of Reading 115 and Writing 121 and Writing 122 students from course sections offered throughout the college during the first three weeks of the term, before receiving direct information literacy instruction. The pre-assessment consisted of an online survey that asked students to imagine they were given an assignment to research uniforms in public schools, asked them where they would start their research, and to evaluate three sources related to the topic.

As part of this first study, we were working to set benchmarks for what to expect from students at the start of their time in college in terms of their ability to identify and evaluate web sources, and so did not have specific criteria for attainment. Also, given that source evaluation is highly subjective, it is difficult to set benchmarks for anything beyond the percentage of students who correctly identified each source -- which was 92% in RD 115, 93% in WR 121, and 96% for WR 122 for source #1 (a news article); 77% in RD 115, 86% in WR 121, and 90% for WR 122 for source #2 (data from a federal agency); and 90% in RD 115, 91% in WR 121, and 88% for WR 122 for source #3 (a blog post). However, we were more concerned with how students made these determinations and found that the majority of students used superficial criteria for evaluating sources (such as URL, logos, the look of the source).

Summary of main findings

At the start of Fall 2016 term, we met as a SAC to discuss the implications of the assessment results and how it might impact how we teach source evaluation. Many of us have moved away from teaching students how to identify certain types of sources (and what they can expect from each type in terms of quality) and toward teaching students simple specific questions to ask of any source in determining credibility. We also presented our results (bit.ly/libsacpresent) at the Developmental Education and Composition and Literature SAC meetings to encourage them to include instruction on source evaluation in their own teaching (or to have them bring their students to the library for us to teach it). Here are a few conclusions were considered most salient by the librarians involved in analyzing the data, pulled from the executive summary of our full summary and analysis of 2016 assessment results (available at <http://bit.ly/libsac16>)

"Students often have a very narrow sense of "authority" in evaluating sources. They look for sources that provide citations and factual information and assume far less authority and quality when opinions or personal experiences are shared.

The fact that students are less likely to trust primary sources -- sources where the author's credibility is based on professional or lived experience -- as they proceed in their studies is concerning. Primary sources can be a valuable source of support in a research assignment in many disciplines, but students need to learn how they are different and how they can best be used in their research (their rhetorical value).

Many students are likely to value or devalue sources based on superficial criteria, such as the look of the source and its length. Students in RD 115, in particular had difficulty seeing the value of a source that was short.

The focus on the look of the source is much more problematic when doing online research because the content and the means by which students access sources (through Facebook, for example) is so divorced from the context in which the information is originally published, and different types of content often look the same so out of context. Many students stated that sites that accept comments or have social media icons must be social media, but these have become hallmarks of the websites of many traditional media sites. When information becomes atomized, identifying the type of source -- and making assumptions about its appropriateness based on that identification -- becomes much more difficult.

In the end, evaluating sources is complex and highly contextual and discipline-specific. Giving students simplified black-and-white instructions such as "don't use sources that are short" or "only use sources written by experts with requisite education" lead to the devaluing of sources that might provide valuable information, but are shorter or written by people whose authority is conferred by experience. They might also unintentionally devalue the students' sense of their own ability to develop expertise; something that is necessary to participate in the scholarly conversation that takes place in research. Students need experiences that teach them how to interrogate a source and consider its value based on how they plan to use it."

Briefly summarize the changes to instruction, assignments, texts, lectures, etc. that you have made to address your initial findings:

Our initial assessment evaluated students prior to instruction, and while we teach to the Information Literacy CCOGs in the courses where we assessed, we don't provide direct instruction, instead, only in collaboration with and support to all Reading 115, Writing 121 and Writing 122 courses at the college. The Library SAC has decided to re-assess student learning, post direct instruction, in the context of Library 101, our one-credit Information Literacy course.

Last year, we made significant changes to our LIB101 online course curriculum, which has been widely adopted by the SAC, for use in both in-person and online classes. The new approach to teaching evaluation, based on our assessment, is largely focused on teaching students to evaluate sources based on the context in which they will be used and simple questions students can ask of any source (regardless of type).

If you initially assessed students in courses, which courses did you assess:

RD 115, WR 121, and WR 122

If you made changes to your assessment tools or processes for this reassessment, briefly describe those changes here:

We only added one question in which we ask students “Which of the following classes have you taken or are you currently taking? Check the boxes for all that apply” with options for RD 115, WR 121, and WR 122. Also, given that our sample size is smaller, we will be analyzing every response instead of every other response.

1. Core Outcome

1A. PCC Core Outcome: Information Literacy (as if an established PCC Core Outcome)

1B. How does your discipline interpret the outcome you are reassessing?

Information Literacy is the core outcome for our discipline. More specifically, this reassessment addresses source identification and evaluation, and within the context of information literacy instruction, we see thinking critically about source selection as woven throughout the research process starting with the initial development and refinement of the information need. Thinking critically about sources is most important in research when students are selecting sources as this is the information they will be depending on to answer that question. Since so many students conduct their research on the free web (rather than with vetted content in library databases) understanding how they select sources is critical to informing our teaching practices around source evaluation.

1C. Briefly describe how this outcome is/might be important/useful to your students.

Students seek information within the context of research assignments, but also to make decisions in their everyday lives. The sources they decide to trust makes a huge difference in their understanding of a particular issue and, in the context of a research assignment, can significantly impact their performance and thus their grade.

2. Project Description

2A. Assessment Context

Check all the applicable items:

- Course-based assessment.**
 Course names and number(s): All sections of LIB 101: Library Research and Beyond
 Type of assessment (e.g., essay, exam, speech, project, etc.): assignment (see:<http://bit.ly/libsac>)
 Are there course outcomes that align with this aspect of the core outcome being investigated? Yes No
 If yes, include the course outcome(s) from the relevant CCOG(s): Evaluate sources of information to distinguish between facts and opinions in order to enter into the community of scholarship, and develop professional competence.
- Common/embedded assignment in all relevant course sections.** An embedded assignment is one that is already included as an element in the course as usually taught. Please attach the activity in an appendix. If the activity cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):
- Common – but not embedded - assignment used in all relevant course sections.** Please attach the activity in an appendix. If the activity cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):
- Practicum/Clinical work.** Please attach the activity/checklist/etc. in an appendix. If this cannot be shared, indicate the type of assessment (e.g., supervisor checklist, interview, essay, exam, speech, project, etc.):
- External certification exam.** Please attach sample questions for the relevant portions of the exam in an appendix (provided that publically revealing this information will not compromise test security). Also, briefly describe how the results of this exam are broken down in a way that leads to nuanced information about the aspect of the core outcome that is being investigated.
- SAC-created, non-course assessment.** Please attach the assessment in an appendix. If the assessment cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):
- Portfolio.** Please attach sample instructions/activities/etc. for the relevant portions of the portfolio submission in an appendix. Briefly describe how the results of this assessment are broken down in a way that leads to nuanced information about the aspect of the core outcome that is being investigated:
- Survey**

Interview

Other. Please attach the activity/assessment in an appendix. If the activity cannot be shared, please briefly describe:

In the event publicly sharing your assessment documents will compromise future assessments or uses of the assignment, do not attach the actual assignment/document. Instead, please give as much detail about the activity as possible in an appendix.

2B. How will you score/measure/quantify student performance?

Rubric (used when student performance is on a continuum - if available, attach as an appendix – if in development, attach to the completed report that is submitted in June)

Checklist (used when presence/absence rather than quality is being evaluated - if available, attach as an appendix – if in development, attach to the completed report that is submitted in June)

Trend Analysis (often used to understand the ways in which students are, and are not, meeting expectations; trend analysis can complement rubrics and checklist)

Objective Scoring (e.g., Scantron-scored examinations)

Other – briefly describe: **Content analysis using already developed codes for describing student responses.**

2C. Type of assessment (select one per column)

Quantitative

Qualitative

Direct Assessment

Indirect Assessment

If you selected 'Indirect Assessment', please share your rationale:

Qualitative Measures: projects that analyze in-depth, non-numerical data via observer impression rather than via quantitative analysis. Generally, qualitative measures are used in exploratory, pilot projects rather than in true assessments of student attainment. Note that the **use of a numerical rubric is considered quantitative analysis**, even if the artifacts under consideration are not based on quantitative calculations (e.g. an essay scored by a rubric counts as quantitative in the context of assessment).

Indirect assessments (e.g., surveys, focus groups, etc.) do not use measures of direct student work output. These types of assessments are also not able to truly document student attainment.

2D. Check any of the following that were used by your SAC to create or select the assessment/scoring criteria/instruments used in this project:

Committee or subcommittee of the SAC collaborated in its creation

<input type="checkbox"/> Standardized assessment <input type="checkbox"/> Collaboration with external stakeholders (e.g., advisory board, transfer institution/program) <input type="checkbox"/> Theoretical model (e.g., Bloom’s Taxonomy) <input checked="" type="checkbox"/> Aligned the assessment with standards from a professional body (for example, The American Psychological Association Undergraduate Guidelines, etc.) <input type="checkbox"/> Aligned the benchmark with the Associate’s Degree-level expectations of the Degree Qualifications Profile <input type="checkbox"/> Aligned the benchmark to within-discipline post-requisite course(s) <input type="checkbox"/> Aligned the benchmark to out-of-discipline post-requisite course(s) <input type="checkbox"/> Other (briefly explain:)
<p>2E. In which quarter will student artifacts (samples of student work) be collected? If student artifacts will be collected in more than one term, check all that apply.</p> <p><input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Other (e.g., if work is collected between terms)</p>
<p>2F. What student group do you want to generalize the results of your assessment to? For example, if you are assessing performance in a course, the student group you want to generalize to is ‘all students taking this course.’</p> <p>All students taking Library 101</p>
<p>2G. There is no single, recommended assessment strategy. Each SAC is tasked with choosing appropriate methods for their purposes. Which best describes the purpose of this project?</p> <p><input checked="" type="checkbox"/> To measure established outcomes and/or drive programmatic change <input type="checkbox"/> To participate in the Multi-State Collaborative for Learning Outcomes Assessment <input type="checkbox"/> Preliminary/Exploratory investigation</p> <p>If you selected ‘Preliminary/Exploratory’, briefly describe your rationale for selecting your sampling method:</p>
<p>2H. Which will you measure?</p> <p><input checked="" type="checkbox"/> the population (all relevant students – e.g., all students enrolled in all currently-offered sections of the course) <input type="checkbox"/> a sample (a subset of students)</p> <p>If you are using a sample, select all of the following that describe your sample/sampling strategy (refer to the Help Guide for assistance):</p>

- Random Sample** (student work selected completely randomly from all relevant students)
- Systematic Sample** (student work selected through an arbitrary pattern, e.g., 'start at student 7 on the roster and then select every 5th student following'; repeating this in all relevant course sections)
- Stratified Sample** (more complex, consult with an LAC coach if you need assistance)
- Cluster Sample** (students are selected randomly from meaningful, naturally-occurring groupings (e.g., SES, placement exam scores, etc.))
- Voluntary Response Sample** (students submit their work/responses through voluntary submission – e.g., via a survey)
- Opportunity/Convenience Sample** (only some of the relevant instructors are participating)


The last three options in bolded red have a high risk of introducing bias. If your SAC is using one or more of these sample/sampling strategies, please share your rationale:

2J. Briefly describe the procedure you will use to select your sample (including a description of the procedures used to ensure student and instructor anonymity).

We asked all LIB 101 instructors to assign their students to complete the survey and suggested they build it into the course to complete it, which all instructors agreed to do as a course assignment. Students completed a Qualtrics survey to submit their work. Individual scores are shared with the relevant instructor. Before data analysis, all student and instructor identifying information is redacted from the data set. Codes were established to group responses by type and support analysis (for example, responses from individuals who had previously taken or currently enrolled in WR122).

2K. Follow this link to determine how many artifacts (samples of student work) you should include in your assessment: <http://www.raosoft.com/samplesize.html> (see screen shot below).

Start with the number of students you estimate will be enrolled in the course(s) from which you will draw the sample – that is your “population.” Enter the other numbers as indicated in the screenshot. The sample size calculator will tell you how many artifacts you need to collect. Enter that number below:


Sample size calculator

What margin of error can you accept? <small>5% is a common choice</small>	<input type="text" value="10"/> %	<p style="font-size: 0.8em; color: #0070C0;">The margin of error is the amount of error that you can tolerate. If 90% of respondents answer <i>yes</i>, while 10% answer <i>no</i>, you may be able to tolerate a larger amount of error than if the respondents are split 50-50 or 45-55. Lower margin of error requires a larger sample size.</p> <p style="color: red; font-weight: bold; font-size: 0.9em;">Use 10% and 90% in these boxes.</p>
What confidence level do you need? <small>Typical choices are 90%, 95%, or 99%</small>	<input type="text" value="90"/> %	<p style="font-size: 0.8em; color: #0070C0;">The confidence level is the amount of uncertainty you can tolerate. Suppose that you have 20 yes-no questions in your survey. With a confidence level of 95%, you would expect that for one of the questions (1 in 20), the percentage of people who answer <i>yes</i> would be more than the margin of error away from the true answer. The true answer is the percentage you would get if you exhaustively interviewed everyone. Higher confidence level requires a larger sample size.</p> <p style="color: red; font-weight: bold; font-size: 0.9em;">Enter the total number of students currently enrolled in all sections of the courses you are assessing here.</p>
What is the population size? <small>If you don't know, use 20000</small>	<input type="text" value="105"/>	<p style="font-size: 0.8em; color: #0070C0;">How many people are there to choose your random sample from? The sample size does not change for populations larger than 20,000.</p>
What is the response distribution? <small>Leave this as 50%</small>	<input type="text" value="50"/> %	<p style="font-size: 0.8em; color: #0070C0;">For each question, what do you expect the results will be? If the sample is skewed highly one way or the other, the population probably is, too. If you don't know, use 50%, which gives the largest sample size. See below under More information if this is confusing.</p> <p style="color: red; font-weight: bold; font-size: 0.9em;">Measure this many students.</p>
Your recommended sample size is	<div style="border: 2px solid red; padding: 2px; display: inline-block;">42</div>	<p style="font-size: 0.8em; color: #0070C0;">This is the minimum recommended size of your survey. If you create a sample of this many people and get responses from everyone, you're more likely to get a correct answer than you would from a large sample where only a small percentage of the sample responds to your survey.</p>

3. Project Mechanics

3A. Does your project utilize a rubric for scoring? Yes No

If 'No', proceed to section B. If 'Yes', complete the following:

Which method of ensuring consistent scoring (inter-rater reliability) will your SAC use for this project?

Agreement – the percentage of raters giving each artifact the same/similar score in a norming session; ideally, that will be 75% agreement or greater.

If you are using agreement, describe your plan for plan for conducting the “norming” or “calibrating” session:

Faculty raters will independently apply the rubric to the same artifact and compare scores. Raters will talk through discrepancies and norm the interpretation and application of each rubric. Once feeling confident, after several rounds, all faculty raters will independently rate the same artifact and all scores will be recorded. Interrater reliability will be calculated at recorded.

Consensus - all raters score all artifacts and reach agreement on each score

Consistency* – raters’ scores are correlated: this captures relative standing of the performance ratings - but not precise agreement. Briefly describe your plan:

Notes: the agreement method is the most frequently used for assessment, but the **calculation of inter-rater reliability is also among the more challenging issues** within assessment as a whole. If your SAC is unfamiliar with norming procedures, contact your assessment coach, or if you don’t know who your coach is, contact LAC Vice Chair [Chris Brooks](#) to arrange for coaching help for your SAC’s norming session.

The consistency method is not generally recommended; see the help guide for details.

3B. Have performance benchmarks been specified?

The fundamental measure in educational assessment is the number of students who complete the work at the expected/required level. We are calling this SAC-determined performance expectation the ‘benchmark.’

Yes

No

If yes, briefly describe your performance benchmarks, being as specific as possible (if needed, attach as an appendix):

More than 90% of students will correctly identify each source. Fewer than 15% of students will cite professional or lived experience as a criteria for not valuing a source or the expertise of the author in source #3. Fewer than 20% of students will respond “maybe” to the question of whether or not each source is useful. Fewer than 10% of students will describe length as a reason to discount a source. More than 30% of students overall will cite experience as a reason to value a source. So are you saying here that you are looking for a percentage of students to achieve this outcome? We also have benchmarks for the rubric that evaluates the level of sophistication and depth of understanding of source evaluation and use. Our hope is that students in LIB 101 would score at least 15% higher on each criteria of the rubric on average than students in WR 122. We also hope to see at least 75% of LIB 101 students score a 2 or higher (out of 3) on the rubric.

If no, what is the purpose of this assessment? (For example, this assessment will provide information that will lead to developing benchmarks in the future; or, this assessment will lead to areas for more detailed study; etc.)

3C. The purpose of this assessment is to have SAC-wide evaluation of student work, not to evaluate a particular instructor or student. Before evaluation, remove student-identifying information (and, when possible remove instructor-identifying information). If the SAC wishes to return instructor-specific results, see the Help Guide for suggestions on how to code and collate. **Please share your process for ensuring that all identifying information has been removed.**

When we analyze the data, we will do it in Google Sheets and will pull from Qualtrics all responses except student names and which instructor they had. There will be no way to identify a student by their response.

3D. Will you be coding your data/artifacts in order to compare student sub-groups? Yes No

If yes, select one of the boxes below:

student's total earned hours previous coursework completed ethnicity other

Briefly describe your coding plan and rationale (and if you selected 'other', identify the sub-groups you will be coding for):

We would like determine if the level of performance by LIB101 students is influenced by whether they are currently enrolled or have previously taken WR121 or WR122 where significant information literacy instruction occurs (see CCOGs for those courses). We will code for that factor across all responses and ask students to self report at the time of assessment.

3E. Ideally, student work is **evaluated** by both full-time and adjunct faculty, even if students being assessed are taught by only full-time and/or adjunct faculty. Further, more than one rater is needed to ensure inter-rater reliability. If you feel only one rater is feasible for your SAC, please explain why:

Who will be assessing student work for this project? Check all that apply.

- PCC Adjunct Faculty within the program/discipline
- PCC FT Faculty within the program/discipline
- PCC Faculty outside the program/discipline
- Program Advisory Board Members
- Non-PCC Faculty
- External Supervisors
- Other:

End of Planning Section – Complete the remainder of this report after your assessment project is complete.

Beginning of End-of-Year Reporting Section – complete the following sections after your assessment project is complete.

4. Changes to the Assessment Plan

Have there been changes to your project since you submitted the planning section of this report? **Yes** **No**

If so, summarize those changes below:

The only changes were to benchmarks, as we had not created the rubric until Winter Term. We were comparing WR 122 student responses to questions about author expertise and whether they would use the source to responses from LIB 101 students. The rubric measured the depth and nuance that students exhibited in evaluating the expertise of the author and utility of the source. Our hope was that students in LIB 101 would score at least 15% higher on each criteria of the rubric on average than students in WR 122. We also hoped to see at least 75% of LIB 101 students score a 2 or higher (out of 3) on the rubric

5. Narrative

Broadly, what did your SAC learn this year from the assessment of the selected core outcome?

We learned that, while students in LIB 101 evaluate sources with more depth and nuance than do students in RD 115, WR 121, and WR 122 (the students we assessed the previous year), they still largely use superficial criteria to evaluate sources. With the exception of the blog post (in which 99% of LIB 101 students correctly identified it), students were only slightly better able to identify what type of source they were looking at than did students in RD 115, WR 121, and WR 122. While more students in LIB 101 see experience as a form of “expertise,” many still discounted the credibility of an author based on their only credential being experience. We also saw an uncritical overvaluing of factual information and data without consideration of where that data came from and its reliability. Students in LIB 101, by and large, discount opinion without considering the authority of the individual sharing the opinion.

What we take from this is that we need to focus more on teaching source evaluation through several different lenses. We need to teach students how information sources are created so that they understand the research, editing, and other factors that do or don’t go into the creation of sources. We need to teach students a broader view of “expertise” and how expertise can be conferred. We also need to focus on the value of using a variety of sources and how different sources have value for different contexts and audiences. We need to help students better understand how to situate sources in their work and to understand how authors of different types of sources (news, scholarly, etc.) do that themselves, in their own writing and for a variety of audiences. Finally, we need to teach basic fact-checking.

6. Results of the Analysis of Assessment Project Data

6A. Quantitative Summary of Sample/Population

How many students were enrolled in all sections of the course(s) you assessed this year? 5 sections of LIB101 were offered in Fall 2016 (3 online, 1 at CA and 1 at SE)

If you did not assess in a course, report the number of students that are in the group you intend to generalize your results to.

How many students did you actually assess in this project? 103

Did you use a recommended sample size (see the [Sample Size Calculator](#) linked to in section 2J)? Yes

No

If you did not use a recommended sample size in your assessment, briefly explain why:

We built this as an assignment into the course itself, so students were assigned to complete it. Because of the small number of students who take LIB 101, and knowing that some students would not complete the assignment, we decided to look at every completed survey.

6B. Did your project utilize a rubric for scoring? **Yes** **No**

If 'No', proceed to section C. If 'Yes', complete the following:

How was inter-rater reliability assured? (Contact your SAC's LAC Coach if you would like help with this.)

- Agreement** – the percentage of raters giving each artifact the same/similar score in a norming session
 Consensus - all raters score all artifacts and reach agreement on each score
 Consistency – raters' scores are correlated: this captures relative standing of the performance ratings - but not precise agreement
 Inter-rater reliability was not assured.

If you utilized agreement or consistency measures of inter-rater reliability, report the level here:

We went through a thorough norming process with two rubrics and nine raters, which required a high level of agreement across three artifacts. We achieved an inter-rater reliability score of 73% across both rubrics.

6C. Brief Summary of Benchmark Achievement (frequencies and/or averages)

1. *If you used frequencies of benchmark achievement, report those here. For example, "46 students attained or exceeded the benchmark level in written communication and 15 did not." If necessary, provide detailed results in an appendix.*

N/A

2. *If you used percentages of the total to identify the degree of benchmark attainment in this project, report those here. For example, "75% of 61 students attained or exceeded the benchmark level over-all in written communication."*

Looking overall at the three sources students needed to identify, 91% of LIB 101 students did correctly identify the source. However, the results broken out were 93% for source 1, 83% for source 2, and 99% for source 3. So students did not meet the benchmark for 90% of LIB 101 students correctly identifying source 2 (the government web page). Students also did not meet the benchmark of “fewer than 15% of students will cite lived experience as a criteria for not valuing a source or the expertise of the author in source #3” as 18% did cite experience as a reason for not assigning expertise to the author and 41% of students who stated they would not use the source gave their reason as it being “only opinion.” For source 3, 75% of students who said they felt the source was useful did so because the author had relevant experience, but across all three sources (only two of which really included any individuals with personal experience), only 15% of people who found the sources useful stated that it was because it presented people with relevant experience. We exceeded our benchmarks considerably with the rubric assessment. Students in LIB 101 scored 30% higher on the than did the WR 122 students. 83% of LIB 101 students scored at least a 2 or higher on the two rubric criteria overall.

3. Compare your students’ attainment of your expectations/benchmarks in this reassessment with their attainment in the initial assessment. Briefly summarize your conclusions.

We are pleased that students in LIB 101 evaluated sources with more nuance and depth than students in WR 122, but we are disappointed that so many students in LIB 101 have a narrow view of expertise. We were also surprised by how many students were not able to identify the government web page as being from the government (clearly ignoring the .gov URL).

6D. If possible, attach a more detailed description or analysis of your results (e.g., rubric scores, trend analyses, etc.) as an appendix to this document. Appendix attached? **Yes** **No**

6E. Do the results of this project suggest that additional academic changes might be beneficial to your students (changes in curriculum, content, materials, instruction, pedagogy etc.)? **Yes** **No**

If you answered ‘Yes,’ briefly describe the changes to improve student learning below. If you answered ‘No’, detail why no changes are called for.

We plan to rework the LIB 101 course next year in order to better teach evaluation. We want to teach students how information sources are created so that they understand the research, editing, and other factors that do or don’t go into the creation of different types of sources. We want them to realize that information creation is a process and that understanding that process can help with evaluating sources. We want to teach students a broader view of “expertise” and how expertise can be conferred. We also need to focus more on the value of using a variety of sources and how different sources have value for different contexts and audiences. We need to help students understand how sources are used in

information sources and how to situate information sources in their own work. Finally, we need to teach basic fact-checking and how to corroborate factual evidence you find in an information source.

If you are planning changes, when will these changes be fully implemented?

We plan to spend academic year 17-18 working on redesigning LIB 101 based on what we've learned. We will be seeking a curriculum development grant in Fall to facilitate this work and will be forming a work group at the start of Fall term to do redesign the curriculum to have source analysis, evaluation and critical thinking be central to each module. We are planning to focus on how different types information is created by used as evidence across sources in a variety of ways.

6F. Has all identifying information been removed from your documents? (Information includes student/instructor/supervisor names/identification numbers, names of external placement sites, etc.)

Yes No

7. SAC Response to the Assessment Project Results

7A. Assessment Tools & Processes: Indicate how well each of the following worked for your assessment:

Tools (rubrics, test items, questionnaires, etc.):

very well some small problems/limitations to fix notable problems/limitations to fix completely inadequate/failure

Please comment briefly on any changes to assessment tools that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome).

The rubric worked well for our purposes, though we did have to do a good deal of norming to get the raters on the same page. The coding schema was easy for coders to use, but difficult to analyze the results. We could probably simplify it more in the future, though it was usable as it was.

Processes (faculty involvement, sampling, norming, inter-rater reliability, etc.):

very well some small problems/limitations to fix notable problems/limitations to fix tools completely inadequate/failure

Please comment briefly on any changes to assessment process that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome).

We see no places to improve our processes but do note that the whole coding analysis process was labor-intensive.

8. Follow-Up Plan

8A. How will the changes detailed in this report be shared with all FT/PT faculty in your SAC? *(select all that apply)*

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> email | <input type="checkbox"/> phone call | <input type="checkbox"/> workshop |
| <input type="checkbox"/> campus mail | <input checked="" type="checkbox"/> face-to-face meeting | <input checked="" type="checkbox"/> other |
| <input type="checkbox"/> no changes to share | | |

If 'other,' please describe briefly below.

We shared the assessment summary report via email during Spring 2017, then asked faculty to reflect on the summary and report out on conclusions and salient points via prompts in a Google Form. We then shared the form output (the instructors' reflections) and discussed the implications to our teaching briefly at our department meeting. In Winter 2016 we successfully secured funding to "close the loop" with our part-time faculty after the data analysis was completed. The funding supported the part-time faculty teaching LIB101 to take part in the online feedback form as well as a three-hour meeting to workshop how the assessment could inform revisions to the current LIB101 curriculum. We met on May 30, 2017 and the work session focused specifically on revamping LIB 101 based on the assessment results. The results of this work session were shared over email with the entire SAC and guide curriculum revisions carried out in 2017-2018.

8B. Is further collaboration/training required to properly implement the identified changes? Yes No

If 'Yes,' briefly detail your plan/schedule below.

In terms of making changes to the course next year, we plan to form a workgroup to do the course development work, but we will report back to the whole SAC via email and via our department meetings regularly. We hope to get curriculum development funding

so that we can pay part-time faculty (who teach the majority of LIB 101 sections) to participate in the work or at least provide feedback.

8C. Sometimes reassessment projects call for additional reassessments. These can be formal or informal. How will you assess the effectiveness of the changes you plan to make?

- | | |
|--|--|
| <input type="checkbox"/> <i>follow-up project in next year's annual report</i> | <input type="checkbox"/> <i>on-going informal assessment</i> |
| <input checked="" type="checkbox"/> <i>in a future assessment project</i> | <input type="checkbox"/> <i>other</i> |

If 'other,' please describe briefly below.

8D. SACs are learning how to create and manage meaningful assessments in their courses. This development may require SAC discussion to support the assessment process (e.g., awareness, buy-in, communication, etc.). Please briefly describe any successful developments within your SAC that support the quality assessment of student learning. If challenges remain, these can also be shared.

We have developed a few processes that have helped us in doing our SAC assessment work. The first is our schedule:

1. Determining what we plan to assess in the Spring
2. Designing the assessment in very early Fall
3. Collecting data in Fall and Winter
4. Doing coding, analysis, rating, etc. in the late Winter and early Spring
5. Discussing the results in late Spring.

There are also challenges with this timeline. When we discuss our assessment work for the next academic year, we don't know yet if the LAC is going to require something different (when they tell us in Fall) that will make our planning irrelevant. If we have to collect data well into Winter term, it is unlikely that our assessment report will be done early enough in Spring that we'll have time to really discuss the assessment results and determine what changes need to be made as a result.

We are especially proud of how well we have discussed the results of the SAC Assessment work over the past two years. We have worked to involve all SAC faculty in reflecting on and discussing the assessment results and thinking about implications for our teaching and curriculum. This year, we were able to involve part-time faculty in our "closing the loop" discussions, but it seems unlikely that we will have the same access to funding for this next year.

I think the biggest challenge for us has been around “closing the loop.” We spend a year doing assessment work and learning from the results, but then we don’t have time the following year to make the needed changes because we are off to do another assessment project. For a small SAC like ours, this is extremely problematic. It feels like if this were a two-year cycle (one year assessing, the following year closing the loop/making changes) or even a three-year cycle (with the third year being focused on re-assessing), the quality of every SAC’s assessment work would be better and there would be more demonstrable results of the assessment work in terms of curricular/pedagogical improvement. This rapid-fire assessment cycle feels more about compliance than about really making improvements.