**LBCC**

**Course SLOs and Assessment Plan Template**

**Course Name: Library 1: Introduction to Library and Information Sources**

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| **Intended Outcome** | **Assessment Task** | **Criteria /Expected Level of Achievement** | **Results of Assessment** | **Use of Data/Plan** |
| **SLO#1**  Formulate effective research  methodologies. | **What:** 1) Administer a standardized pre-test before the end of week 2 in order to gauge students’ level of information competency  **AND**  2) Administer a standardized post-test during the final week of the semester using the same questions from pre-test, but with additional questions that call for higher level of cognitive and problem-solving skills  **How:** Map students’ pre- and post- test performances to register the progress in their learning processes and outcomes, and also take note of learning deficiencies, if any.  **Who:** All library faculty who are instructors of record.  **When:** Begin in Spring 2010 and collect for three semesters in Academic Year 2010-2011. | **Expected Achievement:** Students must achieve 70% in the post-test to be deemed competent in information seeking skills  **Success Level:** 75% of the enrolled students will achieve 70% or higher in the post-test. **Students Included:** All students enrolled in the Library 1 course. | Fall 2010  44 students (73%) of  the 60 total enrolled students passed the post-test with a 70% or higher; 16 students (27%) of the 30 enrolled students did not pass.  Spring 2011  67 students (70%) of  the 95 total enrolled students passed the post-test with a 70% or higher; 28 students (30%) of the 95 enrolled students did not pass.  Fall 2011  122 students (89%) of  the 137 total enrolled students passed the post-test with a 70% or higher; 15 students (11%) of the 137 enrolled students did not pass.    Spring 2012  166 students (87%) of  the 190 enrolled students passed with 70% or  higher; 24 (13%) of the enrolled students did not pass the posttest.  Fall 2012  98 students (82%) of  the 120 enrolled students passed with 70% or  higher; 22 (18%) of the enrolled students did not pass the posttest.  Spring 2013  64 students (90%) of  the 71enrolled students passed with 70% or  higher; 7 (10%) of the enrolled students did not pass the posttest.  **Result Type:**  Criteria Met  **Action Status:**  Action In Progress | **Plan:**  **Re-evaluation Date:29 Oct. 2012**  **While 89% and 87% met or exceeded the benchmark of 70% in the post-test, we were troubled by 11 and 13 percent who did not meet the standards in the Fall and Spring semesters respectively.**  **Corrective measures:**  **1) Beginning in Fall 2012 we increased the Lib.1 units from “one” to “two” units and thereby were able to allocate twice the amount of time to each learning module, and the extra time helped students to understand the difficult concepts of how to formulate their research strategies across disciplines that speaks to their specific subject-matter.**  **2) Provided more reinforcement through several hands-on exercises on how to narrow broad topics using learning topologies such as brainstorming, inverted triangle, bubble or hierarchical topic structuring method in order to transition from a broad to a more focused and nuanced topic/thesis statement**  **3) Increased the use of i-clickers to make transparent to students how they are learning in class. The self-monitoring process empowered students to see their own progress in sharpening their critical thinking and cognitive skills** |
| **SLO#2**  Evaluate various  information  resources in accordance  to identified  research needs. | **What:** 1) Administer a standardized pre-test before the end of week 2 in order to gauge students’ level of information competency  **AND**  2) Administer a standardized post-test during the final week of the semester using the same questions from pre-test, but with additional questions that call for higher level of cognitive and problem-solving skills  **How:** Map students’ pre- and post- test performances to register the progress in their learning processes and outcomes, and also take note of learning deficiencies, if any.  **Who:** All library faculty who are instructors of record.  **When:** Begin in Spring 2010 and collect for three semesters in Academic Year 2010-2011. | **Expected Achievement:** Students must achieve 70% in the post-test to be deemed competent in information seeking skills  **Success Level:** 75% of the enrolled students will achieve 70% or higher in the post-test.  **Students Included:** All students enrolled in the Library 1 course. | Fall 2010 48 students (80%) of  the 60 total enrolled students passed the post-test with a 70% or higher; 12 students (20%) of the 60 enrolled students did not pass.  Spring 2011  85 students (89%) of  the 95 total enrolled students passed the post-test with a 70% or higher; 10 students (11%) of the 95 enrolled students did not pass.  Fall 2011  121 students (88%) of  the 137 total enrolled students passed the post-test with a 70% or higher; 16 students (12%) of the 137 enrolled students did not pass.  Spring 2012  171 students (90%) of  the 190 enrolled students passed with 70% or  higher; 19 (10%) of the enrolled students did not pass the posttest.  Fall 2012  106 students (86%) of  the 120 enrolled students passed with 70% or  higher; 14 (14%) of the enrolled students did not pass the posttest.  Spring 2013  65 students (92%) of  the 71enrolled students passed with 70% or  higher; 6 (8%) of the enrolled students did not pass the posttest.  **Result Type:**  Criteria Met  **Action Status:**  Action In Progress | **Plan:**  **Re-evaluation Date: October 29, 2012**  **While 88% of students met the benchmark the 12% who didn’t gave us pause for concern. To improve the success rate percentage we increased hands on, group projects and i-clicker exercises with focus on evaluating information drawn from books, electronic resources and the Internet. Applying the criteria to test the validity and usefulness of information for specific assigned topics such as authority, objectivity, currency, accuracy etc. the students were able to understand and appreciate the nuanced levels of information gathered and winnow facts from fiction in the material gathered for their individual research project. The timely and continual intervention with larger portion of class-time devoted to evaluating information gathered resulted in 90%of students meeting our bench mark in spring 2012 from 88% in the previous semester. The percentage of students who did not meet the standards also dropped from 12% in fall 2011 to 10% in spring 2012.** |
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Until TracDat is in use, complete the applicable columns (first three) to begin assessment of student learning outcomes. After you gather and analyze assessment results and making plans based on what you’ve learned, you will complete the applicable columns (last two) and resubmit the form to the designated committee in the prescribed manner.