

Assessment Report 2004-2005

E. H. Butler Library

Fall 2004

Formal assessment of bibliographic instruction began during the fall 2004 semester. Instruction librarians were asked to administer assessments for every class that they teach. Two assessment tools began being used: a short 7 question (multiple choice) tool for course-related library instruction classes and a longer 24 question tool (also multiple choice) used as a pre- and post-test for the library's credit bearing courses (Library 100 and 300). These assessments were developed from the college's Information Management: Assessment of Student Learning Outcomes in General Education document, and test knowledge of a variety of basic information literacy concepts.

Assessments were administered in 50 library instruction classes, with 1,018 students completing them. Most students did fairly well on the assessments. However, there were two questions in particular that the students had trouble with: question #5 (dealing with evaluation of information in the research process) and #7 (dealing with citing research sources in a bibliography. For example, 48% of fall semester ENG 101 students got #5 wrong, and 35% got #7 wrong. ENG 102 students also had some difficulty with question #2 (dealing with the differences between general magazines and scholarly journals), as 20% of them got this question wrong. However, 37% of these students got none wrong on the survey.

The Library 100 pre- and post-test assessments were similar in that the same three questions continued to be a problem for many students. For example, 55% of students in one LIB 100 class got question #5 wrong on the pre-test. (That number dropped to 45% on the post-test). Other problem questions that were not on the shorter course-related assessment tool were #9 (dealing with databases search statements) and #15 (dealing with focusing on a topic). However, there was significant improvement from the pre-test to the post-test: 24% of the students got 20 or more questions correct in the pre-test, and 42% got 20 or more correct in the post-test.

Spring 2005

We began using computer-read "bubble sheets" in the spring 2005 semester. Approximately 15 course-related classes were assessed using this method, with 314 students filling out the survey. Using the bubble sheets made tabulating the results of the assessment surveys much easier. It is interesting to note students in the spring semester found the same three questions the most difficult of the seven on the survey (#2, 5, and 7). Instruction librarians may need to take more time in their classes to explain the concepts that these three questions are based on.

Goals for 2005-2006

- Continue to administer and update the assessment tools as needed.
- Investigate paperless (online) assessment methods.
- Re-administer LibQual+ in 2005-2006.

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