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Adventures in Assessment: Lib100 @ Clemson University

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Adventures in Assessment

LIB 100 @ Clemson University



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Fall Semester



= around 3,000
students

Spring Semester



= around 300
students

Then...and Now

Fall 2008

- 10 Outcomes
- 43 Objectives



Fall 2011

- 3 Outcomes
 - Know about library services
 - Use library to go beyond Google
 - Critical Analysis of materials



In Class Activities We've Tried

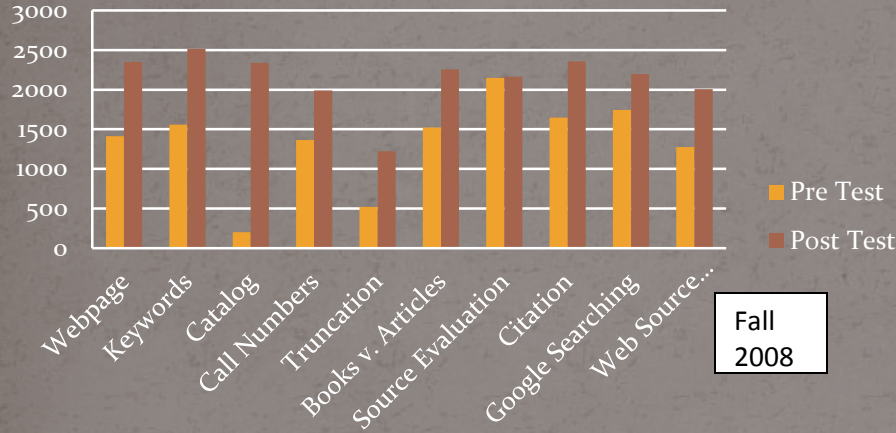
- Videos
- Worksheets
- Call Number activity
- Article evaluation activity
- Prize give-aways

Assessments We've Tried

- Skills-Based
- Confidence-Based
- Open Ended Questions
- Rubrics

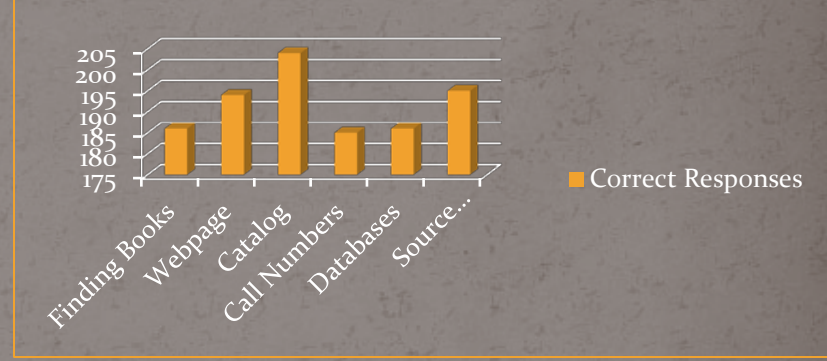
Skills-Based Results

PreTest Vs. Post Test Scores for All Students who took both pre and post tests (2617)

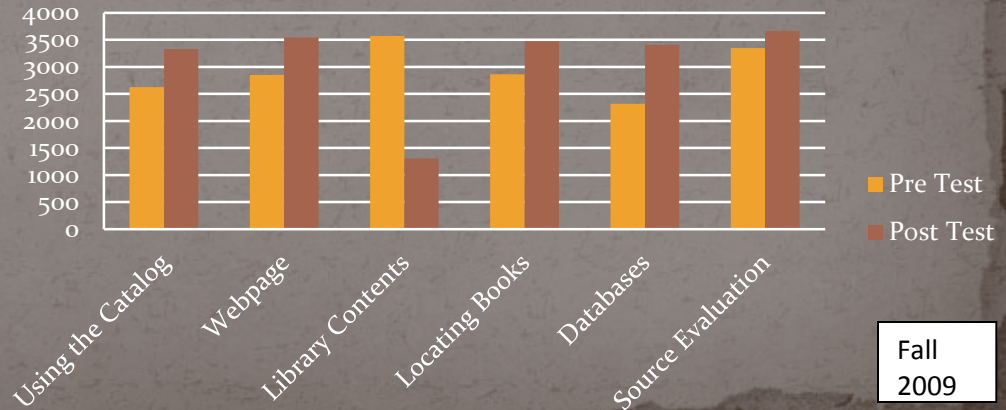


Fall 2008

Spring 2009 Post Test Results



Pre and Post Test Results for All Students (4030)

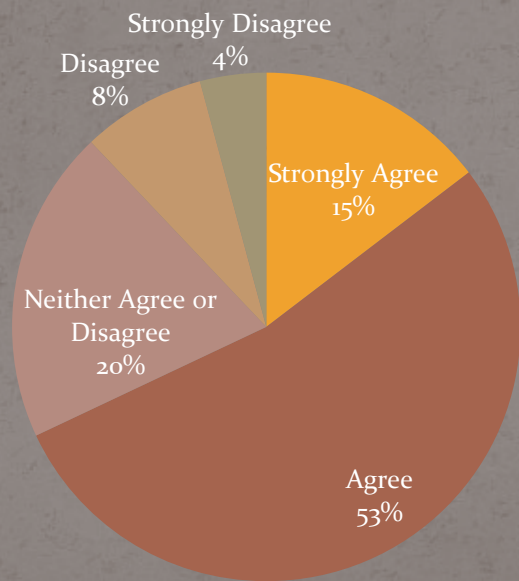


Fall 2009

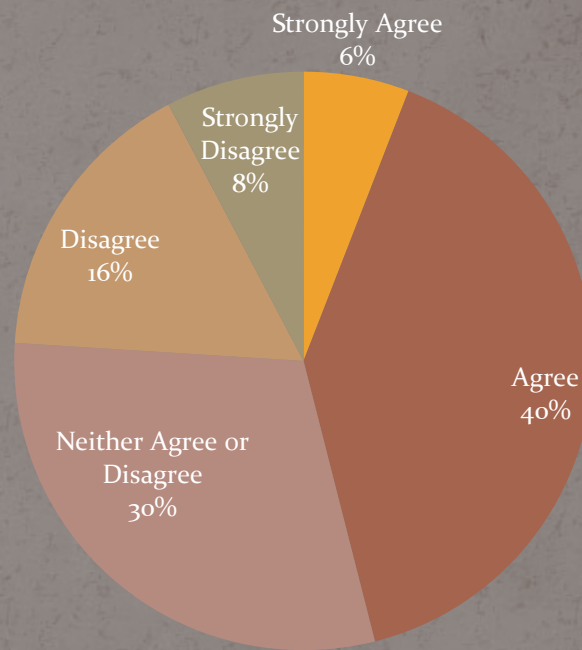
Confidence Based

I was able to use the information and apply the skills that I learned in the library workshop.

After attending the library workshop, I feel more comfortable finding books and articles from the library's webpage.

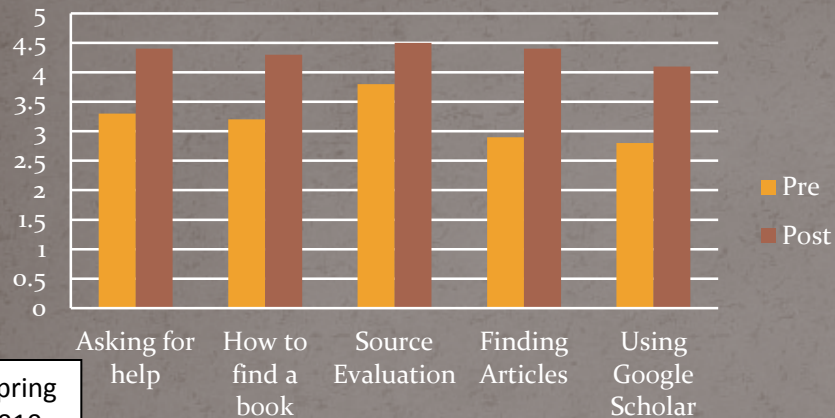


Fall 2008



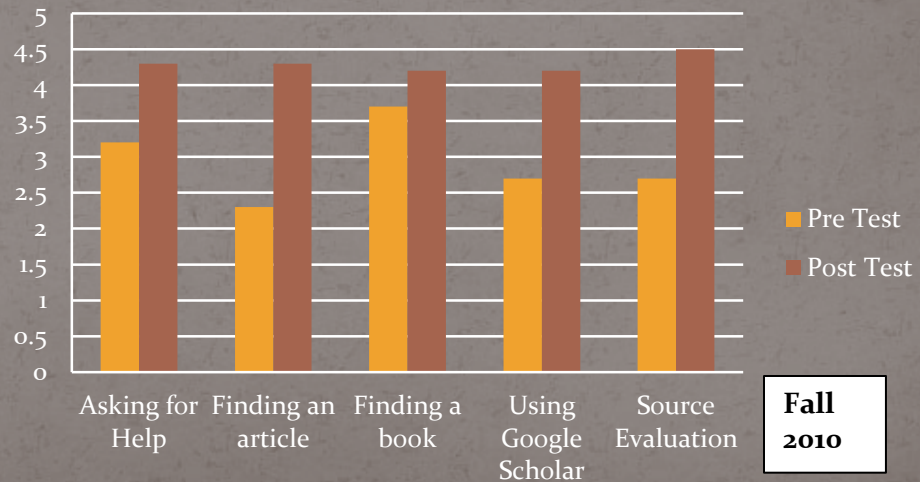
Fall 2008

How do you rank your confidence in the following areas?



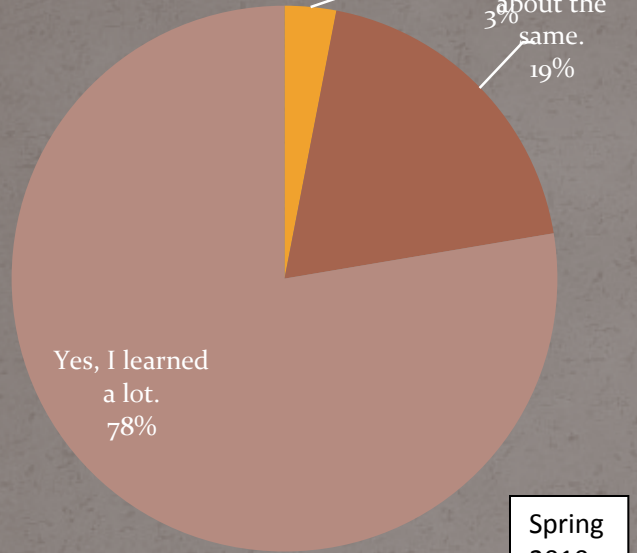
Spring
2010

How do you rank your confidence in the following areas?



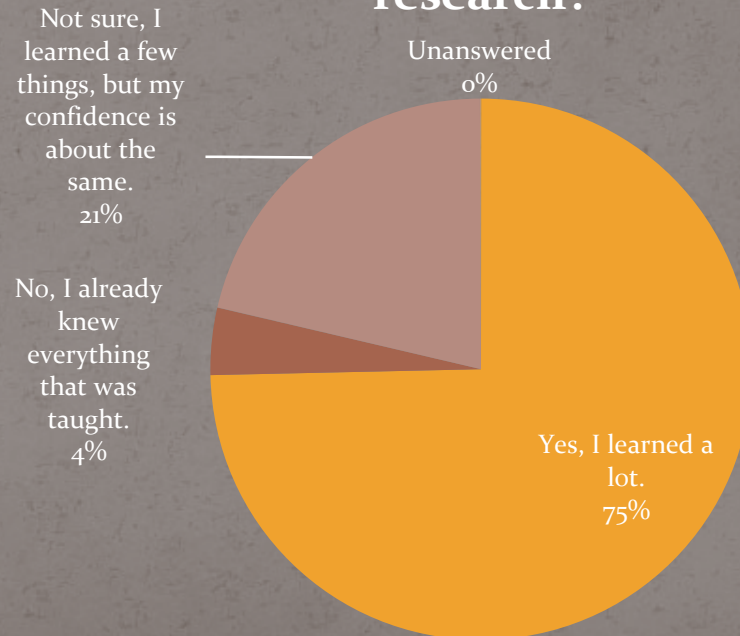
Fall
2010

Did workshop increase your confidence?



Spring
2010

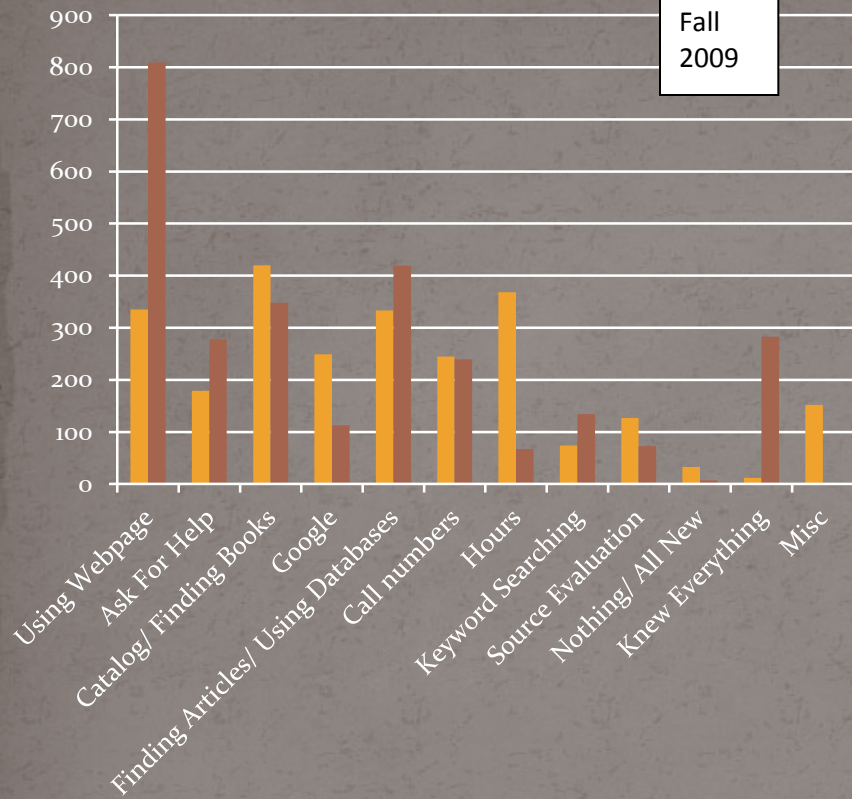
Overall, do you feel that this workshop increased your confidence about doing effective research?



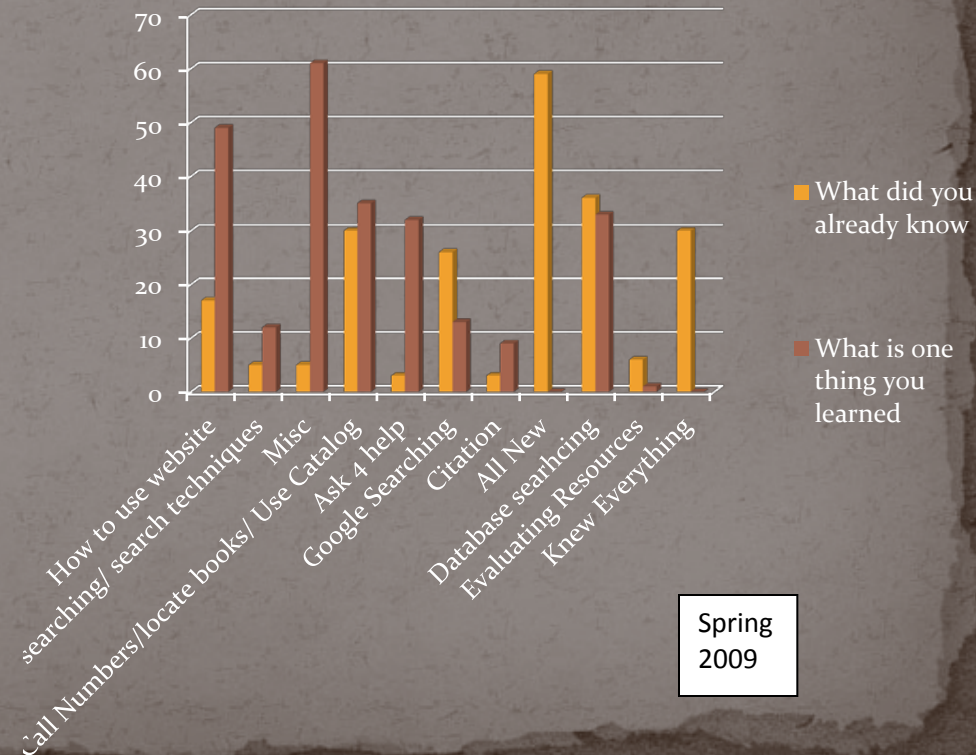
Fall
2010

Open-Ended

Fall
2009

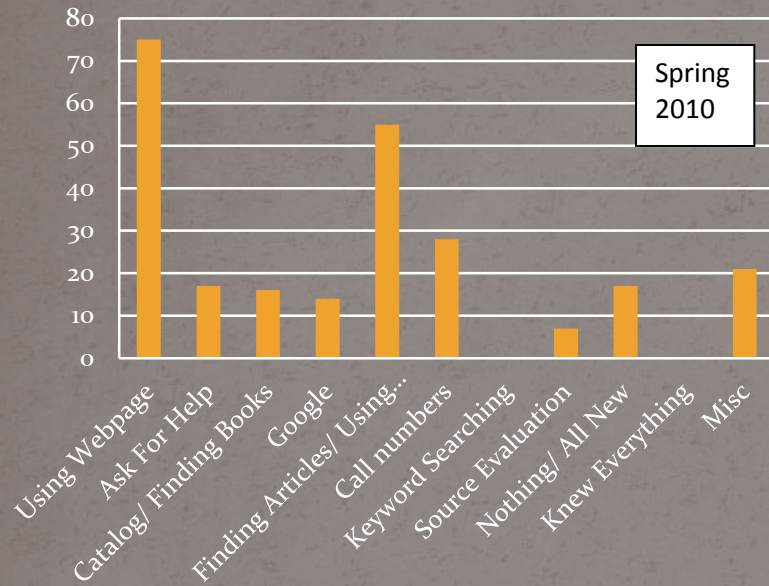


- What was one thing that was taught in this workshop that you already knew?
- What was one thing that you learned in this workshop?



Spring
2009

What is one thing you learned that you did not already know?



Rubric

	Basic (1)	Developing (2)	Proficient (3)	Score
Asking for help	Student is able to identify one way of asking for help, but cannot provide a good reason to ask for help	Student is able to identify two ways to contact a librarian and is able to show some idea of why they might need that help	Student is not only able to identify two ways to contact a librarian, but they also provide clear reasons why they might need help	
Web Searches	Student is unable to clearly identify a viable way that the library can help supplement web searching and is unable to identify what you can find using OneSearch	Student is able to vaguely identify a way that the library can supplement web searching and can provide at least one source found in OneSearch	Student clearly identifies how the library can supplement web searching and is able to provide three sources found in OneSearch	
Scholarly Resources	Student is able to offer one broad way to identify scholarly articles, but cannot provide a clear reason why is important to use them in their work	Student is able to basically articulate two ways to identify scholarly articles and shows a basic level of understanding of their importance	Student is able to clearly articulate two ways to identify a scholarly article and demonstrates a higher level of understanding of their importance	
			Total	



What's Next?

- What do we want the results to say that we are doing...or not doing?
- What kinds of results do that?
 - Skills? (not really...but sort of)
 - Confidence (a bit more clear results)
 - Open Ended (gives us...perhaps...and idea of what they are learning and what we need to focus on)
 - Rubric (Not sure what this says specifically about what WE are doing)



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