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Library Instruction, Learning Outcomes and Assessment: A compliance strategy for SACS assessments.

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Library Instruction, Learning Outcomes and Assessment:
A Compliance strategy for SACS assessment

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WINGATE
1896

Wingate University
Founded in 1896
Ethel K. Smith Library

Fall 2018 Data:

► 3689 Total Enrollment

► 3503 Total FTE

► 2726 Undergraduate Enrollment

► 2704 Undergraduate FTE

Degrees Offered:

► 33 Bachelor's

► 6 Master's

► 3 Doctoral

Fall 2018 Data:

Campuses:

► Wingate,

► Charlotte

► Hendersonville

Faculty:

► 192 Full-time Faculty

► 150 Part-time Faculty

► 6 Full-time Librarians

Taylor, M. Wingate University Registrar

Presentation to Faculty for Buy-in
Before We Get Started

- Library Instruction Sessions
  - At least 2 separate sessions
  - BIO 150 will operate with a BIOS and then the Lab session

- We will be using your pre existing assignments
  - You can alter them if you'd like
  - We will ask that students come with an idea of their topic

- New Assessments that are in line with SACSCOC requirements and Wingate's Institutional Effectiveness Office

Explain Why Faculty are Chosen

Why You?

- You are already doing this
- We have a great working relationship with you
- You teach Core Curriculum
  - ENG 110, GPS 120, **Gateway 101,** (ENG 100, BIO 150)
  - This is where library instruction should live

How will this help you?

- How will this help you?
  - We understand that you are very busy
  - Learning Outcomes
  - Assessments before and after each library session
  - Grading and Data Sharing

Gateway 101 Proposal

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August 2018

► The Instruction Team met with the Director of Gateway 101 (First Year Experience)

► Discussions included:

  ► Library instruction meeting Gateway 101 goals

  ► **Grade bearing?**

  ► In-class or outside activity

  ► Lesson Plan Details

  ► Other Logistics

New Name and Update! Research Boot Camp

► Created 2 Sessions of Library Instruction

► Canvas (LMS) system class

► Pre and Post Assessments

► 1 Assignment students complete outside class

► Graded by Library Staff using a rubric

► Scheduled sessions outside of Gateway 101 class

► **5% of students' final grade**

Workshop

You Can Do It Too!

Steps we took to get from

presenting the "Pilot" in December 2017 to

Research Boot Camp in September 2018

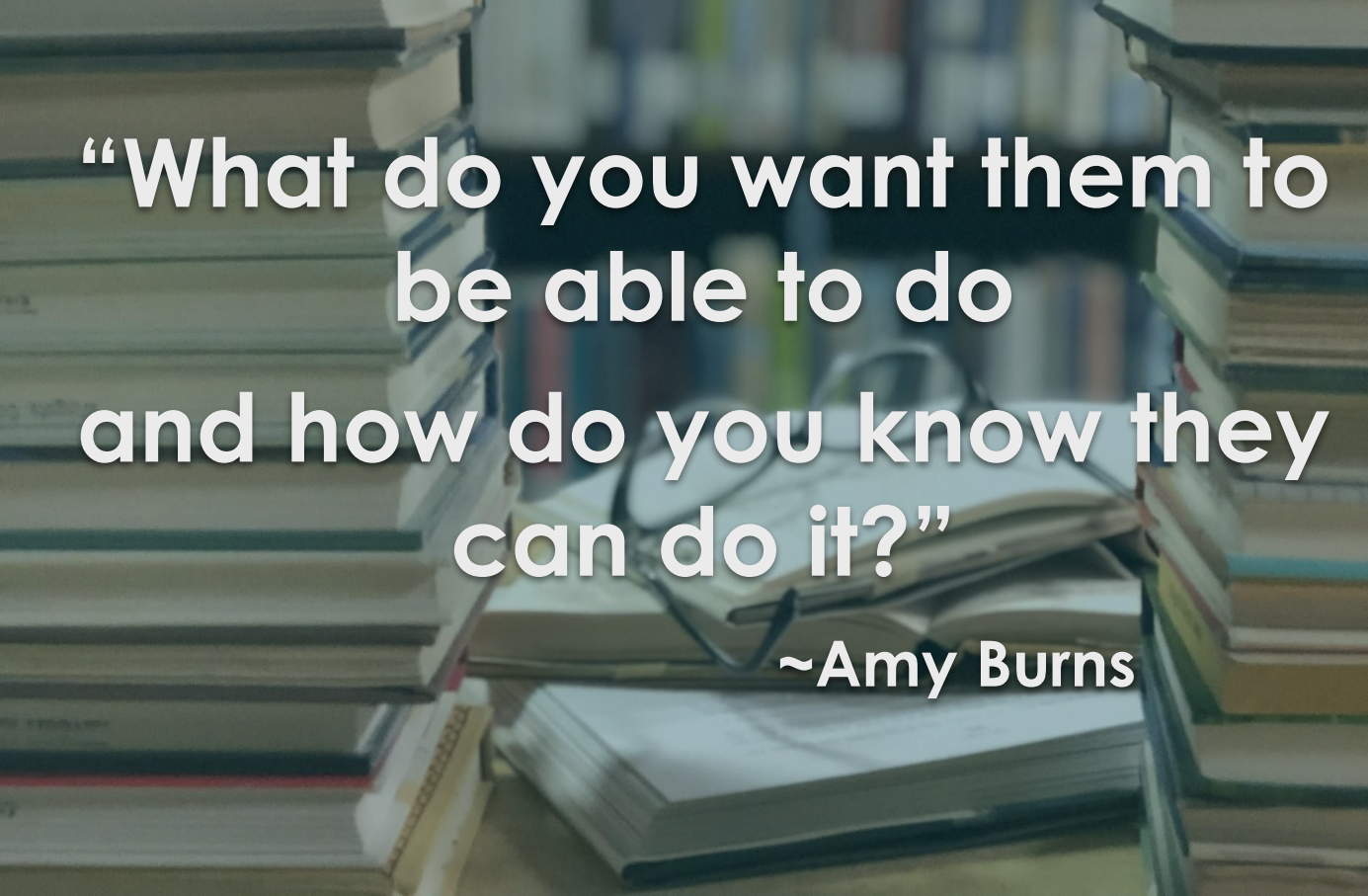**Initial Outcomes are examples pulled directly from:**

Authors:
Melissa Bowles-Terry
Cassandra Kvenild

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1. Students will develop topic-relevant vocabulary in order to search databases with maximum flexibility and effectiveness.
2. Students will distinguish between general and specialized databases in order to select the most appropriate database and maximize relevancy.
3. Students will construct a search statement using topic-relevant and controlled vocabulary in order to search databases with maximum effectiveness.
4. Students will revise search strategies based on their original results set to locate the most relevant information.
5. Students will examine source material for characteristics that will impact its value as a research source, such as age, geographic origin, historical bias, or author affiliation.
6. Students will formulate citations in the appropriate format and style for each of their sources.
7. Students will evaluate sources in order to consider their CRAPP.
8. Students will identify appropriate library resources in order to locate required materials for assignments.
9. Students will critique the relevance and purpose of two scholarly articles in order to determine whether they are useful for a research paper.
10. Students will identify a subject-specific database in order to find relevant articles. - BIO
11. Students will develop topic-related vocabulary in order to search subject-specific databases.
12. Students will evaluate sources according to whether they are useful for background information, evidence or argument. **(See Page 2)**

Most important Part to Writing Learning Outcomes

"What do you want them to be able to do

and how do you know they can do it?"

~Amy Burns

EKS Library Learning Outcomes

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First Draft

- Students will develop topic-relevant vocabulary in order to search ~~databases~~ with maximum flexibility and effectiveness.

- Students will critique the credibility, relevance, authority, accuracy and purpose (CRAAP) of ~~two~~ scholarly ~~articles~~ in order to determine whether they are useful ~~for a research paper~~.

- Students will evaluate non-library sources in order to consider their credibility, relevance, authority, accuracy and purpose (CRAAP).

- ~~Students will identify appropriate library resources in order to locate required materials for assignments.~~

- Students will identify a subject-specific database in order to find relevant articles. - (BIO)

Spring 2017 Final Draft

- LO1 Students will develop topic-relevant vocabulary **and search strategies** in order to search with maximum flexibility and effectiveness.

- LO2 Students will critique the credibility, relevance, authority, accuracy and purpose (CRAAP) of **one** scholarly **item** in order to determine whether they are useful for **the assignment**.

- LO3 Students will evaluate non library sources in order to consider their credibility, relevance, authority, accuracy and purpose (CRAAP).

- LO4 Students will identify a subject-specific database in order to find relevant articles. - (BIO)

Research Boot Camp Learning Outcomes

► LO1: Students will develop search strategies in order to search with maximum flexibility and effectiveness.

► LO2: Students will critique the credibility, relevance, authority, accuracy, and purpose (CRAAP) of one scholarly item in order to determine whether it is useful for the assignment.

► LO3: Students will identify a subject-specific database in order to find relevant articles.

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Learning Outcomes ACTIVITY

▶ Get into groups of 3-5 people.

▶ If there are multiple people from your institution in the room, group with them.

▶ Choose 1 of the learning outcomes you are already doing in instruction from "Classroom Assessment Techniques for Librarians." **(See Page 2)**

▶ Revise it **[using TABLE A1(See Page 3)]** to fit with your institution's mission and needs.

BIO 150 Example
Learning Outcomes

► LO1 Students will develop topic-relevant vocabulary and search strategies in order to search with maximum flexibility and effectiveness.

► LO4(3) Students will identify a subject-specific database in order to find relevant articles.

BIO 150 Lesson Plan
See Pages 4 & 5

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When you Have to Explain

your Lesson Plan to Someone

Lesson Planning ACTIVITY

► Get back into the same groups you were in for the first activity.

► Now that you have learning outcomes, think about what things you do when you teach a library instruction session.

► Using the Lesson Plan Template, draft a lesson plan for a library session that goes with the learning outcome you just created. **(See Pages 5, 6 & 7)**

Assessment

If one more person mentions Assessment

BIO 150 Assessment

LO1 Students will develop topic-relevant vocabulary and search strategies in order to search with maximum flexibility and effectiveness.

Pre Assessment
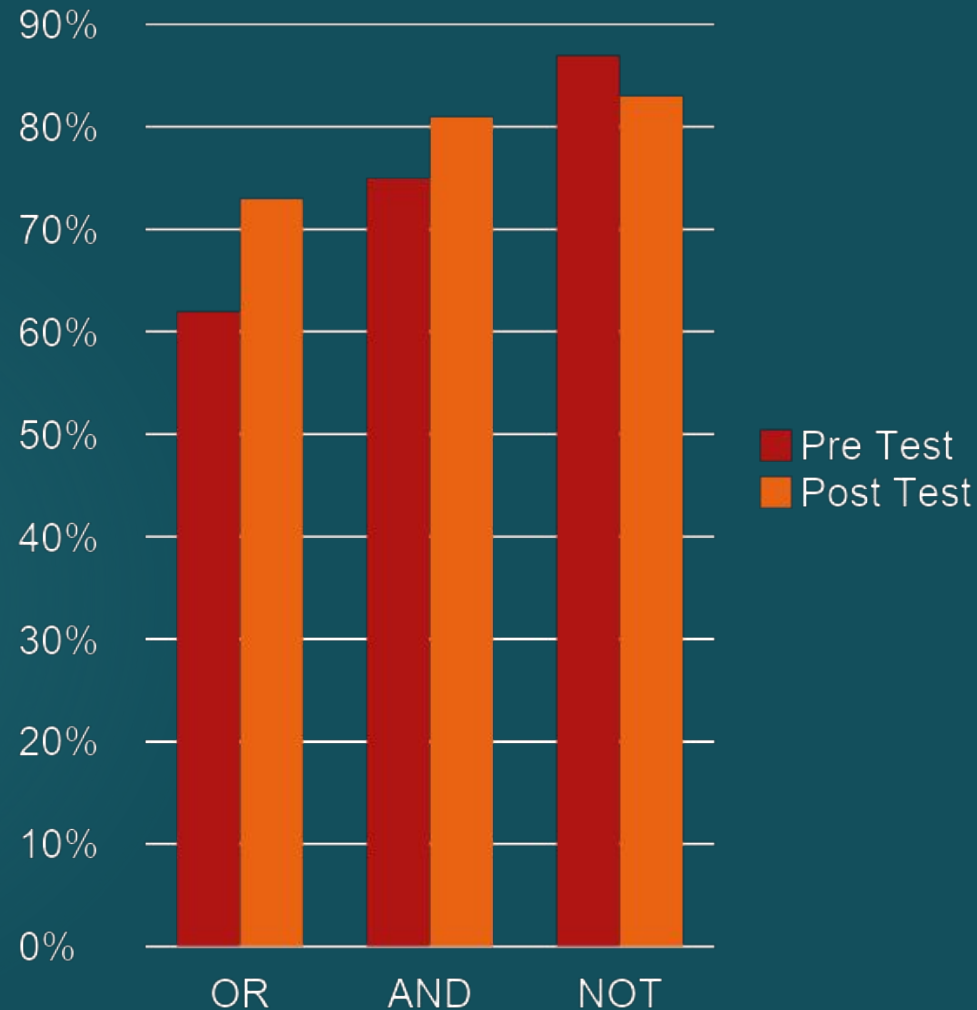
- **See Page 8**
- Questions 1, 2 & 3

Post Assessment

- **See Page 9**
- Compare the questions
- Questions 1, 2 & 3

- Notice that the questions are similar, but NOT the same questions.

- For Questions 1, 2 & 3 – we created a sample test and polled all of our student assistants (25).

- **We are continuing to ask the BIO 150 students these same questions again.**

Research Boot Camp Assessment

LO1 Students will develop search strategies in order to search with maximum flexibility and effectiveness.

- **See Page 10**

- We changed the Boolean Operator questions for Research Boot Camp because of our results.

- Pre and Post Questions are all the same

- Our SACS Liaison said if we keep them the same, we cannot go over them during the class.
  - We are teaching the content, but not telling them the answer to the questions.

BIO 150 Assessment

LO4(3) Students will identify a subject-specific database in order to find relevant articles.

Pre Assessment

► **See Page 8**

► Question 4

What search engine do you use to find articles online?

Post Assessment

► **See Page 9**

► Question 5

Name a science-specific database to conduct research.

► Here we are trying to see if students can tell the difference between *Fetch!* (our library discovery service) and specific databases.
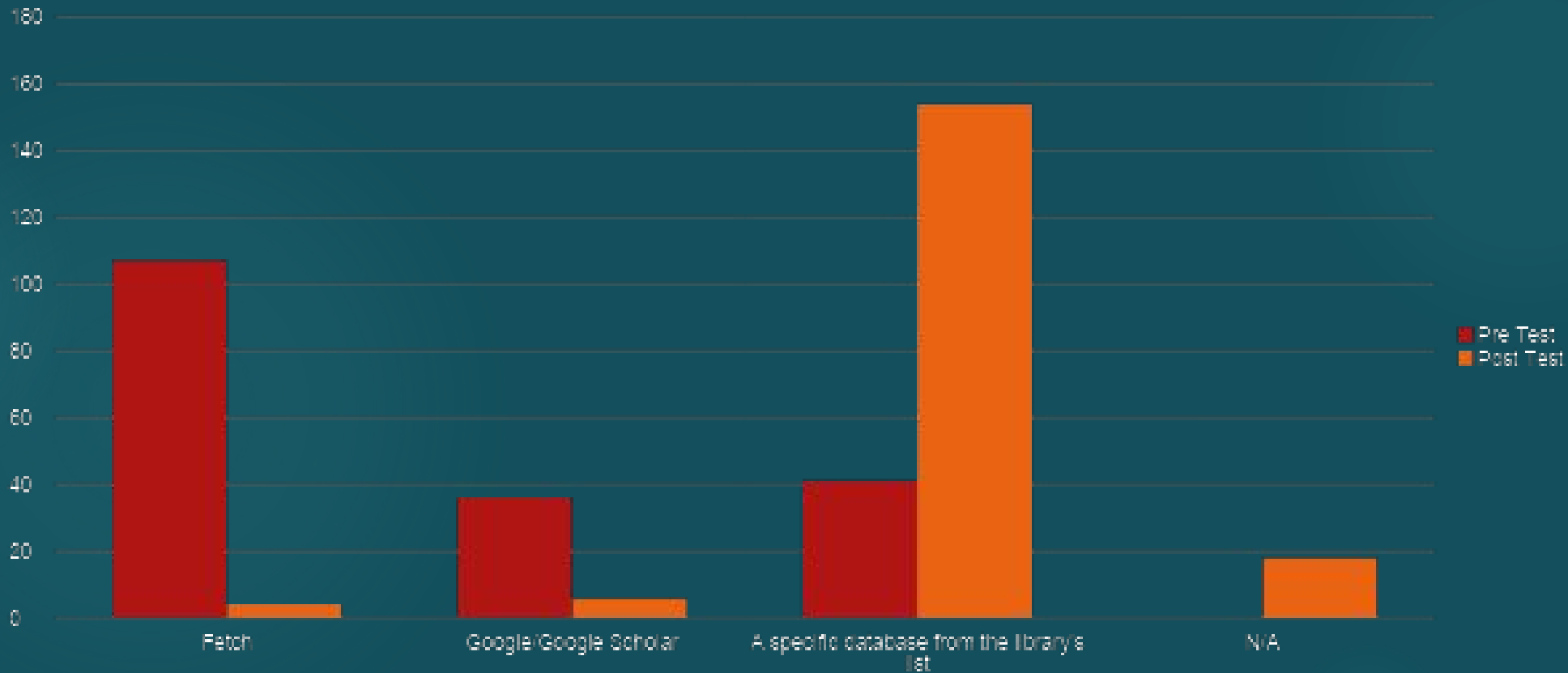
Assessment ACTIVITY

- Get back into the same groups you were in for the first activity.

- Think about what questions you would like to ask.
    - They don't have to be the correct wording and can be borrowed from examples.

- Once you have chosen questions, write the questions in the question Idea column and reword them to fit your needs in the question reworded column. **(See Page 11)**

Rubrics
Assign Everything a Number!

► **Question: List as many words as you can that you will use when searching your topic today**

1 Point	2 Points	3 Points	4 Points	5 Points
Gave 0-5 words to use as search terms	Gave 5-10 words to use as search terms	Gave 10-15 words to use as search terms	Gave 15-20 words to use as search terms	Gave 20+ words to use as search terms

► **See Page 9 Question #4**

Rubric ACTIVITY

► Get back into the same groups you were in for the first activity.

► Think about how to distribute points for each question.

► Remember to give everything a number! ☺
(See Page 12)

Thank You
&
Questions

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