

All Fields

Library SAO 3 - Spring 2019

Main

Assessment of Program Outcome

Assessment Information

Assessment Report Title Library SAO 3 - Spring 2019

Originator McKenna, Jane

Department A - LIBRARY

Is this a SAO - Service Area Outcome or a SLO - Service Learning Outcome?

SAO - Service Area Outcome Yes

SLO - Service Learning Outcome No

Semester Assessed Spring

Year Assessed 2020

Number of students, staff or data points assessed 100

Students, staff or data points Meeting Success Criteria 80

Use previous SLO/SAO No

New Outcome

Library Instruction - Students will be able to effectively, efficiently, and ethically access and use needed information.

Choose Method of Service Provision

In-Person

Would you like to map this outcome directly to the ILOs (Institutional Learning Outcomes)? Yes

- Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
- Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
- Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

Contributors

Include all users No

Co-Contributor

Assessment Methods/Tools

Assessment Methods / Tools

Check all that apply.

- **data analysis (GPA shift or results of a “migration” study e.g. students in a learning community with emphasis on English literacy who persist and eventually complete the full sequence of lower division English in comparison to a control group of random students)**

Description and additional details about the assessment method(s)/tool(s)

The Librarians analyzed Embedded Librarian comparison data for Eng 1A success rates in Summer 2018. The data shows that the Eng 1A section receiving 2 or more library orientations had a 12% higher success rate than the average success rate for all Eng 1A sections that semester. The librarians also analyzed Embedded Librarian comparison data for Eng 5 success rates in Spring 2018. That data shows that the Eng 5 section receiving 2 or more library orientations had a 20% higher success rate than the average success rate for all Eng 5 sections that semester.

Describe how you are measuring success. Success criteria should be determined BEFORE analyzing your data. What percentage of students would you want to perform at what level to consider the class successful with that outcome? For example, “80% of the students must earn at least 70% of the points in order to meet the expectations for this outcome.”

Attachments may include rubrics, analysis report, surveys, data, examples and student scores etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.

Attached File

Assessment Results

Outcome (readonly)

Library Instruction - Students will be able to effectively, efficiently, and ethically access and use needed information.

Delivery Method In Person

What do these results tell you how well you are meeting your program outcome goals:

Number of students, staff or data points assessed 100

Students, staff or data points Meeting Success Criteria 80

Percent of students successful 80.00

Generally, results are likely to be numerical; analysis should be a brief narrative describing what you feel the numbers mean in the context of your program.

Results and Analysis

The librarians analyzed Embedded Librarian comparison data for Eng 1A success rates in Summer 2018. The data shows that the Eng 1A section receiving 2 or more library orientations had a 12% higher success rate than the average success rate for all Eng 1A sections that semester. The librarians also analyzed the Embedded Librarian comparison data for Eng 5 Success rates in Spring 2018. The data shows that the Eng 5 section receiving 2 or more library orientations had a 20% higher success rate than the average success rate for all Eng 5 sections that semester.

There may be some overlap with your analysis narrative. Learning gaps are the areas where students need to improve, and should be the main issues from the analysis that you will address with an action plan.

Learning or service gaps identified based on analysis:

The librarians would like to increase the number of Eng classes receiving library orientations since this data indicates it has a significant impact on student success rates in those classes.

Attachments may include rubrics, analysis report, surveys, data, examples and student scores etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.

Attached File

EmbeddedLibrarianProjectatCollege-of-AlamedaSatEng5Sp18.docx (/Form/Module/_DownloadFile/1414/1940?fileId=1235)

EmbeddedLibrarianProjectatCollege-of-AlamedaSatEng1aSu18.docx (/Form/Module/_DownloadFile/1414/1940?fileId=1236)

Reflection

Library SAO 1 - Spring 2019 : Other - The Library will need to work with the campus researcher to develop another study regarding the impact of the collection on student success.

Library SAO 2 - Spring 2019: Other - The Library will be dedicating significant time and resources over the next year to prepare the LMS and train the staff for migration that is schedule to occur in Dec. 2019.

Library SAO 1 - Spring 2019 : Collect more/different assessment data - We would like to repeat this same research data study to compare results but this will require assistance from the campus researcher.

Library SAO 2 - Spring 2019: Other - Provide training to the campus community on using the new LMS.

Review previous action plan, along with previous and current assessment results. Discuss the efficacy of planned actions from past assessments of the same SLO/SAO. Did your previous action plan result in better student learning? What worked, what didn't work, etc.? If you have never assessed this SLO/SAO before, please put N/A.

Students in Eng classes receiving multiple library orientations had higher success rates. The librarians would like to use this data as a benchmark and run this same research study in Spring 2020 to again compare the success rate of students in Eng sections receiving multiple orientations versus those that are not.

Action Plan

Results and Analysis entered on the results tab

The librarians analyzed Embedded Librarian comparison data for Eng 1A success rates in Summer 2018. The data shows that the Eng 1A section receiving 2 or more library orientations had a 12% higher success rate than the average success rate for all Eng 1A sections that semester. The librarians also analyzed the Embedded Librarian comparison data for Eng 5 Success rates in Spring 2018. The data shows that the Eng 5 section receiving 2 or more library orientations had a 20% higher success rate than the average success rate for all Eng 5 sections that semester.

Learning or service gaps identified on the results tab

The librarians would like to increase the number of Eng classes receiving library orientations since this data indicates it has a significant impact on

student success rates in those classes.

Actions to take at Program Level:

- **Other**

Provide details of your action plan. Be specific and concrete. Attach Evidence on the Attach Files Tab.

The librarian will reach out to the Eng Dept. in an effort to increase the number of Eng classes that attend library orientations. We will also attempt to replicate this data analysis in Sp 2020 to see if the data is consistent.

Actions to Take Beyond the Department/Program Level

- **Other**

Provide details of your action plan. Be specific and concrete. Attach Evidence on the Attach Files Tab.

The librarian will reach out to the Eng Dept. in an effort to increase the number of Eng classes that attend library orientations. We will also attempt to replicate this data analysis in Sp 2020 to see if the data is consistent.

You should plan to assess all SLOs/SAOs for a program within a 3-year cycle, but you may want to assess more often if you feel it is critical to implement your action plan and assess the same SLO/SAO again.

Next Assessment

2020 Spring

Attachments may include rubrics, analysis report, surveys, data, examples and student scores etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.

Attached File

Attach Files

Attachments may include rubrics, assignments, test questions, student scores, analysis reports, example of student work, etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.

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EmbeddedLibrarianProjectatCollege-of-AlamedaSatEng1aSu18.docx (/Form/Module/_DownloadFile/1414/1936?fileId=1236)