

## 2020 – 21 & 2021 - 22 General Education Executive Summary

<b>Department:</b> Library <b>Date:</b> 6/15/2021
<b>Members involved with analysis of artifacts:</b> Billy Moore
<b>See General Education Assessment Plan for:</b> a) Learning Outcome; b) Background; c) Question(s); d) Methodology
<b>Analysis of artifacts:</b> 1). <b>PERFORMANCE CRITERIA*</b> - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> Once the student completed the module, there was a report that was populated with their responses to each question. This report was then added to the other student reports and we were able to see correct, incorrect responses.
<b>Summary of RESULTS*:</b> 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> If students are provided with high quality, user-friendly learning modules, will they retain a high majority of information literacy skills and concepts presented to them?  2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> Results were generally positive, with the questions being asked during the presentation instead of after (as had previously been administered). Long-term retention was an area we could not test for, but found that the materials covered were used minimally early in the program, and students were reintroduced and used the materials heavily at the end of the program. Upon being reintroduced, many students responded positively  3). <b>INTERPRETATION*</b> - <i>Discuss how the results answer the assessment question(s).</i> The results show that the modules do engage the students with quality instruction in needed information. What issue arose, is that it needs to be reintroduced later in the program when they are doing their research intensive section. The students who were reintroduced reacted positively and engaged the materials, and then followed up with library staff on furthering their understanding.  4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> Providing instruction modules throughout course would benefit, the format could be tweaked to more align with other assignments they are more used to completing, in order to not add a component with which they are not familiar.
<b>Sharing of Results:</b> <i>When were results shared? Date:</i> 6/7/2021 <i>How were the results shared? (i.e. met as a department) email</i> <i>Who were results shared with? (List names):</i> Billy Moore, Peter Landrey
<b>Discussion of Results –Summarize your conclusions including:</b> 1. <b>ACTION*</b> - <i>How will what the department learned from the assessment impact:</i>  a. <i>Teaching:</i> We plan on engaging more students through these methods, and encouraging more courses to incorporate these materials. Through constant, quick update of the core materials, students should be able to retain basic functionality with the materials and tools  b. <i>Assignment/course:</i> We will hopefully be expanding out modules to cover more topics, and applied in more courses, at various times in a students academic career. Getting them in First Year Experience, Eng. 102, and then re-engagement in higher level (junior and senior level) courses.  c. <i>Program:</i> All programs, any writing-intensive coursework  d. <i>Assessment:</i> To be managed by the course instructor.  2. <b>IMPACT*</b> - <i>What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?</i> Our expected impact is that students comfort level with basic library tools and services goes up. Once they engage with these materials, and are more comfortable they will be able to use higher level resources in their coursework, hopefully seeing a spike in course work quality.  3. <b>BUDGET IMPLICATIONS</b> – <i>Indicate budget requirements necessary for the successful implementation of the ACTION* (i.e. an additional staff person, new equipment, additional sections of a course).</i> N/A. There is no budget impact due to the video editing and hosting is free, and can be administered through our LMS.

***If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.***

***What assessment questions related to the learning outcome would the program like to investigate in the future?*** We would like to see if these materials were housed in their own mini-module or online course, and administered to students ad-hoc, would they have a large impact on academic success?

**Submitted by:** Billy Moore **Assessment Committee Reviewed:** 7/7/21

**Department Chair notified – approval/additional action needed:** 7/7/21

**BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:** na