PART 1: Assessment Plan Overview

Mission Statements & Goals

UNIVERSITY MISSION STATEMENT:
East Central University’s mission is to foster a learning environment in which students, faculty, staff, and community interact to educate students for life in a rapidly changing and culturally diverse society. Within its service area, East Central University provides leadership for economic development and cultural enhancement.

Linscheid Library Mission Statement:
Consistent with the mission of the university, and in the spirit of intellectual freedom, equal access, and cooperative stewardship, the Linscheid Library provides an information-rich environment that fosters independent learning throughout the community.

Linscheid Library Goals:
To contribute to the development of students who are information literate, which is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" ("Information literacy competency", 2000, p.2).

Student Learning Outcomes

STUDENT LEARNING OUTCOME 1: Students can develop a topic and related search terms in order to design a research plan.

Criterion 1.1: Developing a search strategy

Instrument/Measurement: SAILS, subscale #1. The Standardized Assessment of Information Literacy Skills (SAILS) is a test based on the Association of College and Research Libraries’ (ACRL) Information Literacy Competency Standards for Higher Education and Objectives for Information Literacy Instruction (Project SAILS, June 2, 2012). SAILS provides data on eight skill sets covering the four ACRL standards. The average score for each skill set is reported as a range, including standard errors above and below the score. When comparing two groups, ranges of scores that overlap are defined as not significantly different while those that do not overlap are significantly different.

Population: Freshmen in UNIV 1001; Students in UNIV 3001

Standard: Students in UNIV 3001 will score significantly higher than the freshmen in UNIV 1001.
**Criterion 1.2:** Developing appropriate search terms through the use of synonyms, narrower terms, broader terms, and other related terms

**Instrument/Measurement:** Students will submit a survey listing their topic and at least two of each of the following: synonyms, narrower terms, broader terms, and related terms

**Population:** Students attending a targeted library instruction session

**Standard:**
At least 50% of the students in the targeted library instruction session will obtain a score of 12 or above out of 16 possible points*

At least 60% of the students in the targeted library instruction session will obtain a score of 10 or above out of 16 possible points*

At least 70% of the students in the targeted library instruction session will obtain a score of 8 or above out of 16 possible points*

*Sixteen points are possible if the student fills out the Instruction Assessment Card as required. More than sixteen points may be given if a student provides more correct responses than are required.

Each librarian will test at least one class per semester (fall and spring). The preferred method will be a survey card which will ask students to list their topic and at least two of each of the following: synonyms, narrower terms, broader terms and related terms. Students will be directed to complete this card during the in-class discussion of search terms.

**STUDENT LEARNING OUTCOME 2:** Students will identify, select and effectively use appropriate search tools in order to locate and retrieve sources.

**Criterion 2.1:** Selecting the right tool

**Instrument/Measurement:** SAILS, subscale #2

**Population:** Freshmen in UNIV 1001; Students in UNIV 3001

**Standard:** Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.

**Criterion 2.2:** Searching

**Instrument/Measurement:** SAILS, subscale #3

**Population:** Freshmen in UNIV 1001; Students in UNIV 3001
**Standard:** Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.

**Criterion 2.3:** Using finding tool features

**Instrument/Measurement:** SAILS, subscale #4

**Population:** Freshmen in UNIV 1001; Students in UNIV 3001

**Standard:** Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.

**Criterion 2.4:** Retrieving sources

**Instrument/Measurement:** SAILS, subscale #5

**Population:** Freshmen in UNIV 1001; Students in UNIV 3001

**Standard:** Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.

**STUDENT LEARNING OUTCOME 3:** Students will explain and apply established criteria in order to evaluate information sources critically.

**Criterion 3.1:** Evaluating sources

**Instrument/Measurement:** SAILS, subscale #6

**Population:** Freshmen in UNIV 1001; Students in UNIV 3001

**Standard:** Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.

**Criterion 3.2:** Articulating awareness of established evaluation criteria

**Instrument/Measurement:** Students will submit a survey articulating established evaluation criteria discussed in class

**Population:** Students attending a targeting library instruction session

**Standard:** At least 50% of the students in the targeted library instruction session will obtain a score of 5 or above out of 6 possible points*
At least 60% of the students in the targeted library instruction session will obtain a score of 4 or above out of 6 possible points*

At least 70% of the students in the targeted library instruction session will obtain a score of 3 or above out of 6 possible points*

*Six points are possible if the student fills out the Instruction Assessment Card as required. More than six points may be given if a student provides more correct responses than are required.

Each librarian will test at least one class per semester (fall and spring). The preferred method will be an exit pass which will ask students to answer the following questions:

- Who is your librarian? (not scored for assessment purposes)
- List at least three criteria you should use when evaluating sources.
- Question to be determined by the instructing librarian (not scored for assessment purposes)

**STUDENT LEARNING OUTCOME 4:** Students will apply East Central University’s *Policy on Academic Integrity*, particularly when citing and writing, in order to ethically use information.

**Criterion 4.1:** Citing information sources appropriately

**Instrument/Measurement:** SAILS, subscale #7

**Population:** Freshmen in UNIV 1001; Students in UNIV 3001

**Standard:** Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.

**Criterion 4.2:** Adhering to ECU’s Policy on Academic Integrity specifically the section related to plagiarism

**Instrument/Measurement:** SAILS, subscale #8

**Population:** Freshmen in UNIV 1001; Students in UNIV 3001

**Standard:** Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.
Faculty Meeting:

In June 2013, the librarians attended an assessment workshop, conducted by Lisa Hinchliffe, a nationally-recognized authority on assessment of information literacy skills. After that workshop, the librarians recognized that the student learning outcomes needed to be revised and strengthened. Over the course of AY 2013-2014, the Instructional Services committee, comprised of the five full-time librarians, developed and revised the four student learning outcomes. The outcomes are not substantially different, just articulated to be more specific and relevant.

Sharing with Stakeholders:

1. Identify **all** stakeholders: ECU students, teaching faculty, library faculty, administrators, and the University Assessment Committee.

2. List how & when assessment results are shared: Annually, in June, the academic year results are reviewed by library faculty, submitted to the University Assessment Committee, and then posted on the Linscheid Library's assessment webpage. Additionally during the summer, the liaison librarians will share relevant SAILS data with their respective departments.
Part 2: Data Collection and Analysis

STUDENT LEARNING OUTCOME 1: Students can develop a topic and related search terms in order to design a research plan.

Criterion 1.1: Developing a search strategy

Instrument/Measurement: SAILS, subscale #1

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<td>480-490</td>
<td>476-500</td>
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<td>478-520</td>
<td>504-522</td>
<td>514-550</td>
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</table>

1 Data from Fall 2008
2 Data from Spring 2011
3 Data from Fall 2012
4 Data from Fall 2013

Standard: Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.

Analysis: The results for 2013-2014 are the same as 2012-2013 in that the scores for UNIV 3001 are significantly higher than those for UNIV 1001, meeting the standard. However, the scores for the 2013 freshmen are again significantly lower than the 2008 freshmen. The scores for UNIV 3001 in 2013-2014 are not significantly higher than the freshmen from 2008. We are unable to draw any conclusions until we see more trend data.

Criterion 1.2: Developing appropriate search terms through the use of synonyms, narrower terms, broader terms, and other related terms

Instrument/Measurement: Students will submit a survey listing their topic and at least two of each of the following: synonyms, narrower terms, broader terms, and related terms

Population: Students attending a targeted library instruction session
Developing appropriate search terms through the use of synonyms, narrower terms, broader terms, and other related terms

| Standard: | At least 50% of the students in the targeted library instruction sessions will obtain a score of 12 or above out of 16 possible points. |
| Standard: | At least 60% of the students in the targeted library instruction sessions will obtain a score of 10 or above out of 16 possible points. |
| Standard: | At least 70% of the students in the targeted library instruction sessions will obtain a score of 8 or above out of 16 possible points. |

| Analysis: | None of the standards were met, and the scores are lower than the 2012-2013 scores. However, in 2012-2013, only spring data was collected from two librarians. For 2013-2014, data was collected for both fall and spring from all librarians. As more students are assessed, we hope to draw more reliable data. |

**STUDENT LEARNING OUTCOME 2:** Students will identify, select and effectively use appropriate search tools in order to locate and retrieve sources.

**Criterion 2.1:** Selecting the right tool

**Instrument/Measurement:** SAILS, subscale #2

**Population:** Freshmen in UNIV 1001; Students in UNIV 3001
### SAILS subscale #2: Selecting the Right Tool

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¹Data from Fall 2008
²Data from Spring 2011
³Data from Fall 2012
⁴Data from Fall 2013

**Standard:** Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.

**Analysis:** The scores for UNIV 3001 are significantly higher than those for UNIV 1001, meeting the standard. The scores for the 2013-2014 are NOT significantly lower than the scores from 2008, which is different from many of the other criteria in the report.

### Criterion 2.2: Searching

**Instrument/Measurement:** SAILS, subscale #3

**Population:** Freshmen in UNIV 1001; Students in UNIV 3001

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¹Data from Fall 2008
²Data from Spring 2011
³Data from Fall 2012
⁴Data from Fall 2013

**Standard:** Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.

**Analysis:** The scores for UNIV 3001 are significantly higher than those for UNIV 1001, meeting the standard. Additionally, the scores for the 2013 freshmen are not significantly lower than the 2008 freshmen, unlike other criteria for the time frame. The scores for UNIV 3001 in 2013-2014 are significantly higher than the freshmen from 2008 and the UNIV 3001 scores from 2011 and 2012-2013. We are unable to draw any conclusions until we see more trend data.

### Criterion 2.3: Using finding tool features

**Instrument/Measurement:** SAILS, subscale #4
Population: Freshmen in UNIV 1001; Students in UNIV 3001

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\(^1\)Data from Fall 2008  
\(^2\)Data from Spring 2011  
\(^3\)Data from Fall 2012  
\(^4\)Data from Fall 2013

**Standard:** Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.

**Analysis:** The scores for UNIV 3001 are only slightly higher than UNIV 1001 but not significantly so. This standard is not met. Unlike previous standards, the scores between classes AND the scores between years are not significantly different.

**Criterion 2.4:** Retrieving sources

**Instrument/Measurement:** SAILS, subscale #5

Population: Freshmen in UNIV 1001; Students in UNIV 3001

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\(^1\)Data from Fall 2008  
\(^2\)Data from Spring 2011  
\(^3\)Data from Fall 2012  
\(^4\)Data from Fall 2013

**Standard:** Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.

**Analysis:** The scores for UNIV 3001 are significantly higher than UNIV 1001, both for Fall 2012 and Fall 2008. This standard is met.

**STUDENT LEARNING OUTCOME 3:** Students will explain and apply established criteria in order to evaluate information sources critically.

**Criterion 3.1:** Evaluating sources
Instrument/Measurement: SAILS, subscale #6

Population: Freshmen in UNIV 1001; Students in UNIV 3001

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\(^1\)Data from Fall 2008
\(^2\)Data from Spring 2011
\(^3\)Data from Fall 2012
\(^4\)Data from Fall 2013

Standard: Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.

Analysis: The scores for UNIV 3001 are not significantly different from UNIV 1001 in Fall 2012. This standard is not met.

Criterion 3.2: Articulating awareness of established evaluation criteria

Instrument/Measurement: Students will submit a survey articulating established evaluation criteria discussed in class

Population: Students attending a targeting library instruction session

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<td>At least 50% of the students will score 5 or above out of 6 points</td>
<td>Not available</td>
<td>64%</td>
<td>63%</td>
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<td>At least 60% of the students will score 4 or above out of 6 points</td>
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<td>86%</td>
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<td>At least 70% of the students will score 3 or above out of 6 points</td>
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<td>89%</td>
<td>74%</td>
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**Standard:**
At least 50% of the students in the targeted library instruction sessions will obtain a score of 5 or above out of 6 possible points.

At least 60% of the students in the targeted library instruction sessions will obtain a score of 4 or above out of 6 possible points.

At least 70% of the students in the targeted library instruction sessions will obtain a score of 3 or above out of 6 possible points.

**Analysis:** All of the standards for this criterion have been met, although at lower rates than 2012-2013.

**STUDENT LEARNING OUTCOME 4:** Students will apply East Central University’s *Policy on Academic Integrity*, particularly when citing and writing in order to ethically use information.

**Criterion 4.1:** Citing information sources appropriately

**Instrument/Measurement:** SAILS, subscale #7

**Population:** Freshmen in UNIV 1001; Students in UNIV 3001

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1Data from Fall 2008
2Data from Spring 2011
3Data from Fall 2012
4Data from Fall 2013

**Standard:** Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.

**Analysis:** The scores for UNIV 3001 are not significantly higher than those for UNIV 1001, not meeting the standard. We are unable to draw any conclusions until we see more trend data.

**Criterion 4.2:** Adhering to ECU’s Policy on Academic Integrity specifically related to plagiarism

**Instrument/Measurement:** SAILS, subscale #8

**Population:** Freshmen in UNIV 1001; Students in UNIV 3001
SAILS subscale #8: Adhering to ECU’s Academic Integrity Policy on Plagiarism

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1Data from Fall 2008
2Data from Spring 2011
3Data from Fall 2012
4Data from Fall 2013

**Standard:** Students in UNIV 3001 will score significantly higher than the freshmen in UNIV 1001.

**Analysis:** The scores for UNIV 3001 are significantly higher than those for UNIV 1001, meeting the standard.

**ASSESSMENT TOTAL**

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2Data from Spring 2011
3Data from Fall 2012
4Data from Spring only
5Data from Fall 2013
Part 3: Summary of Actions Related to Assessment Data

CURRENT ACTIONS

- Although we did not meet Criterion 1.2, the librarians will continue to use the example developed to assist students and determine if further revisions need to be made after next year’s data is analyzed.
- Criterion 2.3 is a difficult item. The librarians will continue to give instruction on using finding tool features and closely monitor student performance.
- Although we did not meet Criterion 4.1, we were quite close. The librarians will continue to monitor this criterion to see if a pattern emerges.

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SUMMARY OF LATEST UAC REVIEW & STATUS UPDATE

- The latest UAC review discussed that the library's assessment report did not focus on student learning outcomes. The library has revised the 2011-2012 Assessment Report to measure student learning outcomes related to information literacy skills.

SUMMARY OF LAST 5 YEARS’ ACTIONS/CHANGES & UPDATE

2013-2014 Actions

- The library administered SAILS to all MWF sections of UNIV 1001 during the fall semester.
- The library administered SAILS to all UNIV 3001 sections during the fall semester.
- In Spring 2014, the librarian revised the Student Learning Outcomes to strengthen the language.
- For Criterion 1.2, the librarians developed an example to assist student with the assessment.

2012-2013 Actions

- The library administered SAILS to all MWF sections of UNIV 1001 during the fall semester.
- The library administered SAILS to all UNIV 3001 sections during the fall semester.
• Based on the SAILS benchmark data, the library developed and marketed tutorials covering citing information sources appropriately and adhering to ECU’s Policy on Academic Integrity.

• During Fall 2012, librarians piloted multiple assessment techniques to measure student learning outcomes. At the conclusion of the Fall 2012 semester, the Instructional Services Committee and the Assessment Committee, which includes all the instructing librarians, the dean, and a staff member, selected the most effective techniques.

• In Spring 2013, librarians implemented the selected assessment techniques, using this data in the 2012-2013 Assessment Report.

References
