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. For 2014-2015, the librarians will evaluate the results of the revised student learning outcomes.

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

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

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<td>480-490</td>
<td>476-500</td>
<td>490-498</td>
<td></td>
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<tr>
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<td>504-522</td>
<td>514-550</td>
<td>525-539</td>
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</table>

*Data from Fall 2008*

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

**Analysis:** The results for UNIV 3001 are significantly higher than UNIV 1001 for the last three years. This standard is met.

### 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

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<tr>
<td>At least 50% of the students will score 12 or above out of 16 points</td>
<td>Not available</td>
<td>44%</td>
<td>34%</td>
<td>48%</td>
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<tr>
<td>At least 60% of students will score 10 or above out of 16 points</td>
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<td>61%</td>
<td>55%</td>
<td>66%</td>
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<tr>
<td>At least 70% of students will score 8 or above out of 16 points</td>
<td>Not available</td>
<td>69%</td>
<td>68%</td>
<td>79%</td>
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**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.

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.

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:** Two of the standards were met, and one nearly met. Increases were seen for all three standards.

**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
**Criterion 2.2: Searching**

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

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

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<td><strong>UNIV 3001</strong></td>
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<td>482-500</td>
<td>503-543</td>
<td>504-520</td>
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</tr>
</tbody>
</table>

¹Data from Fall 2008

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

**Analysis:** The results for UNIV 3001 are significantly higher than UNIV 1001 for all years recorded. This standard is met.

**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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<td>527-553</td>
<td>497-559</td>
<td>538-560</td>
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</table>

¹Data from Fall 2008
**Standard:** Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.

**Analysis:** The results for UNIV 3001 are significantly higher than UNIV 1001 for all years recorded. This standard is met.

**Criterion 2.4:** Retrieving sources

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

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

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</tbody>
</table>

\(^1\)Data from Fall 2008

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

**Analysis:** The results for UNIV 3001 are significantly higher than UNIV 1001 for all years recorded. 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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<td>454-466</td>
<td>472-500</td>
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<td>497-541</td>
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\(^1\)Data from Fall 2008

**Standard:** Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.
Analysis: The results for UNIV 3001 are significantly higher than UNIV 1001 for all 2014-2015 and 2012-2013. This score is not significantly higher in 2013-2014 or prior data. This standard is partially 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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<tbody>
<tr>
<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>
<td>78%</td>
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<tr>
<td>At least 60% of students will score 4 or above out of 6 points</td>
<td>Not available</td>
<td>86%</td>
<td>71%</td>
<td>84%</td>
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<tr>
<td>At least 70% of students will score 3 or above out of 6 points</td>
<td>Not available</td>
<td>89%</td>
<td>74%</td>
<td>87%</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, at higher rates than 2013-2014.

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

<table>
<thead>
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<th>SAILS subscale #7: Citing Information Sources Appropriately</th>
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<td>UNIV 3001</td>
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\(^1\)Data from Fall 2008

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

Analysis: The results for UNIV 3001 are significantly higher than UNIV 1001 for the last three years. This standard is met.

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

<table>
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<th>SAILS subscale #8: Adhering to ECU's Academic Integrity Policy on Plagiarism</th>
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<tr>
<td>UNIV 1001</td>
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<td>UNIV 3001</td>
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\(^1\)Data from Fall 2008

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

Analysis: The scores for UNIV 3001 are only significantly higher than those for UNIV 1001 for year 2012-2013. All other reported years are not. This standard is not met.
# ASSESSMENT TOTAL

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<td>171</td>
<td>167</td>
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¹Data from Fall 2008
Part 3: Summary of Actions Related to Assessment Data

CURRENT ACTIONS

- For Criterion not met:
  - 1.2 – although the standard was not met, the score continues to improve. The librarians will determine if revisions or adjustments need to be made after next year’s data is analyzed.
  - 3.1 – the standard was met two of four years but work on meeting this criterion will continue.
  - 4.2 – this standard has been met for the previous two years. The librarians will work with the teaching faculty to ensure each are aware of the online tutorials covering Academic Integrity.

- It is illogical to compare this year’s UNIV 3001 scores to this year’s UNIV 1001 scores. As the standard is written, it is also difficult to determine if a standard has been met. Therefore the librarians decided to revise the language of the standard to: Students in UNIV 3001 will score significantly higher than UNIV 1001 in three of the four previous years of data.

### Summary of Analysis

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<td>4.2</td>
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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

2014-2015 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.
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
