

***Millikin University Assessment of Student Learning
Annual Assessment Update***

Due on or before September 1

Please submit Department/School Reports to the appropriate Dean and Director of Academic Effectiveness. University Studies Reports should be submitted to the Director of Academic Effectiveness only.

Student Learning Outcomes (SLO):

Library Learning Goal	Corresponding MU Learning Goal
Students will identify the use and purpose of potential information sources and formats.	1, 3

Students will develop and implement search strategies to

survey assess SLOs 1 & 2. The in-class session is assessed via the pre- and post-test administered in IN180 (see below).

In IN180 the librarians offer one required and one optional video on research questions that students watch prior to an in-class instruction session with a librarian. During the class students complete a worksheet on developing effective research questions and keywords. Assessment for IN180 is done through a pre- and post-test that students take in Moodle. The pre-test is taken prior to any library instruction and the post-test is taken after the library instruction is complete. **The pre- and post-test assess SLOs 1, 2 & 3.**

In IN280 the librarians offer two videos, one on research in the disciplines and one on primary and secondary sources. There are two in-class library instruction sessions for each section of IN280. Assessment for IN280 is done through the review of assessment artifacts taken from the final portfolios collected by the University Writing faculty. **The librarian review of the portfolios assesses SLOs 1, 3 & 4.**

In HN150 the librarians offer two library instruction sessions, and in HN151 the librarians offer one library instruction session. The instruction activities in Honors Writing Studio are assessed through a pre-test that is administered in Moodle to all HN150 students in the fall semester prior to any library instruction and a Moodle post

resources and

Learning Outcomes 1, 3 & 4:

Course Assessed	# of sections	Instructor	# of students enrolled	What artifact was collected (paper, exam, etc)?	How many artifacts collected?	How many artifacts assessed?
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IN140/HN183 Self-guided tour survey results

Finding resources "How to search for adequate sources that can be used for class assignments."	29
Finding books "How to find the right book I need. for a class"	22
Library "I hope to learn where each section of books are in the library."	18
Finding articles "How to work the databases."	17
Citation "I hope to learn how to do citations without having to use a website"	12

Evaluation of sources "How to determine which is correct information and which misinformation."	6	Finding resources "I wish I would've learned a few more ways to find sources that are not just in the millikin databases."	6
Citation "How to site a sources."	5	Evaluation of sources " I wish I would have learned more about the different pieces of writing that we looked through when guessing which was which."	5
Interlibrary loan "One main thing that I learned was when an article does not have a PDF on it, you can request to get the article."	3	Interlibrary loan "How to access texts that aren't already fully available."	4
Writing papers "I learned how to better plan out my essay before I write it."	2	Web	

IN180 Comparison of student scores pre- and post-test for question 3. Questions 3 & 5 were scored by Rachel Bicchichi and Matthew Olsen independently and their scores were averaged.

Question 3 "Describe a strategy for evaluating an online source (website, social media post, etc.) for credibility."	Pre-Test (n=110)	Post-Test (n=96)	Point Change	Percent Change
Average (out of 3)	1.			

Evaluation of sources "I also hope to learn which websites offer more credible information and how to tell the difference between them."

1

Web "

HWS Percentage of responses at each level of difficulty for all questions in Part 1 (confidence in the research process).

Rating	Pre-Test (n=32)	Post-Test (n=21)	Percent Change
1 This is very difficult	4%	1%	-70%
2 This is difficult	25%	15%	-40%
3 This is neutral	25%	23%	-8%
4 This is easy	35%	41%	17%
5 This is very easy	11%	20%	75%

HWS Percentage of correct student scores on the pre- and post-test multiple choice questions.

Multiple-Choice Question	Pre-Test (n=32)	Post-Test (n=21)	Percent Change
2. Keywords	72%	90%	26%
4. Database	81%	90%	11%
6. Narrowing	88%	90%	3%
7. Sources	81%	100%	23%
8. Citations	75%	86%	14%

HWS Student responses to pre-test question 9. This question does not assess a learning outcome but

HWS Student scores by learning outcome.

<p>1. Information Sources</p> <p>Part 1 Questions 7 & 8 Pre-Test Avg. = 2.89 Post-Test Avg. = 3.10 Improvement = 7%</p> <p>Part 2 Questions 4 & 5 Pre-Test Avg. = 84% Post-Test Avg. = 91% Improvement = 8%</p> <p>Total for SLO 1 Improvement = 8%</p>	<p>2. Search Strategies</p> <p>Part 1 Questions 1, 2, 3, 4 & 5 Pre-Test Avg. = 3.17 Post-Test Avg. = 3.53 Improvement = 12%</p> <p>Part 2 Question 2 & 6 Pre-Test Avg. = 80% Post-Test Avg. = 90% Improvement = 14%</p> <p>Total for SLO 2 Improvement = 13%</p>	<p>3. Evaluation of Information</p> <p>Part 1 Questions 6, 9 & 10 Pre-Test Avg. = 3.31 Post-Test Avg. = 3.54 Improvement = 7%</p> <p>Part 2 Questions 3 & 7 Pre-Test Avg. = 75% Post-Test Avg. = 90% Improvement = 19%</p> <p>Total for SLO 3 Improvement = 13%</p>	<p>4. Ethical Aspects of Information</p> <p>Part 1 Questions 13, 14 & 15 Pre-Test Avg. = 3.48 Post-Test Avg. = 4.06 Improvement = 17%</p> <p>Part 2 Question 8 Pre-Test Avg.= 75% Post-Test Avg.= 86% Improvement = 14%</p> <p>Total for SLO 4 Improvement = 16%</p>
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Analysis:

For the Honors Writing Studio pre- and post-test, the results are largely consistent with what we have seen in the past. The scores were high on the pre-test and increased on the post-test. The learning outcome with the smallest increase from pre-test to post-test was SLO 1 but this learning outcome

Appendix

IN140/HN183 Worksheet

Staley Library Investigation

Dr. I.B. Smart, a Millikin alumna, visited Staley Library this summer while working on her book, *Blue, Bluer, Bluest*, a book about the color blue and the State of Illinois. Unfortunately, she disappeared after leaving Millikin University and now her colleagues at Blue Mountain Community College are trying to find out where she might have gone. Can you help them find Dr. Smart by following her research trail through the library?

Answer the first question on this worksheet at the Library Services Desk on the main floor of the University Commons and then scan the QR code

IN140/HN183 Survey

Epilogue

Thank you for participating in the library investigation! Here's a news story that tells you how it turned out.

We also have 5 short questions for you to answer. If you would like, after completing the survey you can submit your email address to be entered in a drawing for free coffee at the Common Grounds coffee shop in the University Commons.

Dr. I.B. Smart found near Blue Mound, Illinois

Missing Blue Mountain Community College professor I.B. Smart was found on Thursday morning after disappearing for several weeks. Dr. Smart was found just outside of Blue Mound, Illinois.

Smart is visiting central Illinois working on a book about the color blue and the State of Illinois. She had traveled to Blue Mound searching for the mounds that give the town its name. While there, she became lost in a cornfield and couldn't call for help because her Bluetooth headset stopped working.

Authorities praised the efforts of Millikin University students in finding Dr. Smart. "Smart's last known location was Staley Library at the University Commons on the Millikin University campus," explained Detective Iona Gunn. "Without the work of first-year Millikin students following her research trail through the library, we never would have known where she went next. They truly proved how important it is to understand and use Staley Library."

Smart remained undeterred by her time spent in a cornfield. After a long shower she planned to go on to Blue Island, Illinois to continue her research. "Of course I am going to finish the book," she exclaimed. "I am a Millikin graduate; I bleed blue!"

three

three

Categories for coding question 1 on the IN180 and HWS pre-test and post-test

Rubric for grading question 3 on the IN180 and HWS pre-test and post-test

0	1	2	3
No strategy, "I don't know," or failure to answer the prompt, e.g., explaining a search strategy or expressing a preference for scholarly articles	Strategy based on the _____ of the website, e.g., <ul style="list-style-type: none"> - URL - Format – nicely laid out, free of obvious errors - Ads - Sources or Reference List 	Strategy based on a _____ that focuses on the site alone, e.g., <ul style="list-style-type: none"> - Currency - Relevance - Authority - Accuracy - Purpose 	Strategy based on _____ or _____, e.g., comparing different sources, assessing authority using external sources, tracing claims, evaluating claims based on logical reasoning, considering one's own biases or perspective

This rubric is based on the work of Grace Liu and her

Grading scale for grading question 5 on the IN180 and HWS pre-test and post-test

Possible answers:

To inform, report, or make available original research. In-

SUMMARY

***to be completed by Academic Dean/Director (for majors/programs)
or Director of Academic Effectiveness (for University Studies)***

*Due on or before February 15
Submit to Provost and Director of Academic Effectiveness*

In approximately 200-300 words, summarize the Assessment Report: state the learning goal(s) measured, state the type(s) of measure(s) used, summarize the data, describe

