

College
Annual Assessment Report
Department, Unit, or Program

Academic Year: 2013/2014

Date of Report Submission: October 1, 2014

Name of Department/Unit/Program: Library

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Names of Assessment Committee Members: Terry Taylor, Associate University Librarian for Teaching, Learning, and Research Services and acting coordinator of library assessment

Please submit reports on this template and not in a separate document. Please type responses below prompts for each item in this word document. Attach all supporting materials as appendices.

Part I: Follow-Up on Last Year's Assessment Report Recommendations

Based on the recommendations and planned actions from your last assessment report, please discuss actions and/or follow-up, as well as their results. N/A

Part II: Report on This Year's Assessment Project

While your annual assessment project may have assessed multiple learning outcomes, this report should focus on just one program learning outcome.

Abstract

Provide a short abstract (no more than 250 words) describing the assessment project, procedures and results.

The Library, along with our co-curricular partners in the University Center for Writing-based Learning, Academic Advising, New Student and Family Engagement and the Center for Students with Disabilities had the opportunity to design an assignment and lesson plan for Chicago Quarter Peer Student Leaders to deliver and grade as part of the Discover/ Explore Chicago curriculum. In addition to introducing students to the physical library and its resources, we hoped this assignment would cultivate certain habits of mind which contribute to student engagement and success, such as curiosity, flexibility, engagement, and a willingness to seek expertise when needed. These habits also contribute to a person's ability to find and use information: An information literate person is flexible and persistent in developing successful strategies for using a range of resources to gather data and information and document what they have found.

After examining 97 reflective essays with a rubric, we noted that the independent learning activity we designed appears to be an effective intervention in providing an orientation to the library in particular and “academic life” in general. 64 students demonstrated evidence of an initial struggle or some difficulty in using available library resources. After this activity, most students have a better understanding of how to utilize our library resources. Students also reported an affective change towards library use, e.g. from anxiety to pride, and were able to articulate multiple ways that the library contributes to their academic success.

Learning Outcome Assessed

Which one of your program learning outcomes did you assess?

GATHER AND ORGANIZE: Students will be flexible and persistent in developing successful strategies for using a range of resources to gather data and information and document what they have found.

Data Collection and Methodology

How did you collect evidence to determine whether or not this learning outcome is being achieved? Please explain:

- The way in which student work was collected or observed.
- The student groups studied.
- Please include any instruments in an appendix.

Our team collected and analyzed 97 written artifacts (reflection essays) created by students as part of a required course assignment for LSP 110 or LSP 111. This assignment (Appendix 1) is regularly distributed and assessed by student mentors leading the Common Hour portion of LSP 110/111. On completion of the assignment, mentors in randomly selected sections of LSP 110/111 distributed an information sheet designed to inform students of the project, and provided students with the option to decline to participate for any reason. Students were informed that their decision to participate or decline would not impact their grade. Students were also asked to indicate whether or not they are 18 years of age or older. Students turned in essays and signed information sheets to student mentors. Students were provided with a copy of the information sheet to keep. After initial assessment by student mentor, mentors struck all identifying information from the essays which met the inclusion criteria, and forwarded the essays and information sheets to Heather Jagman, principal investigator. (This step was supervised by staff members in the office of New Student and Family Engagement, who supervise the student mentors.) These anonymous essays were assigned a numeric code for identification purposes by the P.I. There was no way for the P.I or research team to personally identify or match students to their assignments.

How was the evidence you collected analyzed? Please explain:

- The methods you used to analyze and interpret the results.

- The person or group who analyzed the data.
- How “acceptable performance” was determined for this assessment project.
- Please include any scoring guides or rubrics in an appendix.

In order to determine acceptable performance, the research team developed a rubric (Appendix 2) based on the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education and the American Association of College and Universities (AACU) Information Literacy VALUE rubric. We read seven essays together to norm and adjust our rubric. Each team member then applied the rubric to 25 additional essays, and then met with the P.I. (who read and applied the rubric to all 97 essays) in order to establish consistency.

Results

What are the results of this assessment project?

- Please include any tables, charts, or graphs in an appendix (Appendix 3)
- Please complete the following table. Report each number as a single whole number (not a decimal, range of numbers, or percentage).

Learning Outcome	# Students Assessed	# Students with Acceptable or Better Performance
<i>GATHER AND ORGANIZE: Students will be flexible and persistent in developing successful strategies for using a range of resources to gather data and information and document what they have found.</i>	97	76

Interpretation of Results

Based on your analysis of the data, what evidence did you find for whether or not your unit’s specific learning outcomes are being met?

More students (n=64, 65.98%) demonstrated evidence of an initial struggle or some difficulty in using available library resources, rating a 2 (20) or a 3 (44). Thirty-two students (rating a 4) did not articulate any difficulty or struggle finding material. A rating of 3 suggested to us that students were encountering something new and destabilizing, and therefore memorable, demonstrating flexibility and persistence in the search for information: “I was ecstatic, through some hard work and learning from my mistakes I was able to find the book and realize how resourceful and organized the library actually is.” (Essay 95)

Students rating a 2 (n=20) did not demonstrate evidence of effectively using available library resources to find their items. In many cases, this group of students did not ask for assistance, note signage or use the library catalog (as directed by the assignment), and provided little evidence that they were aware of

how a library might be organized, or that a system might exist to help them. We hope that this assignment began to lay the groundwork for their understanding of at least one way information is organized and accessed.

Outside of the rubric, further analysis undertaken recently using the software program NVivo allowed us to see that 44 students found the assignment to be easier than they expected, and 21 noted it was more difficult than anticipated. Some students demonstrated flexibility and persistence by seeing assistance immediately, while others sought assistance only after an initial setback. For some students it was their first experience finding a book in a library without the assistance of a librarian or parent. Fourteen expressed their anxiety outright, saying, "Honestly, I was scared to go into the library because I felt like such a freshman. I had no idea of how it worked" (Essay 3)

We concluded that 76 students (with rubric values of 3 or 4) were able to demonstrate via their responses to reflection questions in their essays that they can be *"flexible and persistent in developing successful strategies for using a range of resources to gather data and information and document what they have found."*

Describe your program's satisfaction with the results.

While on the surface this assignment seems to be a bit old-fashioned by focusing on locating finding physical materials in the library using the Dewey Decimal system, our intention was to see if we could begin to teach students to be persistent, curious, flexible seekers of information. Our lack of prescribed instruction in the use of our library catalog discovery tool is a deliberate departure from previous Chicago quarter assignments which provided step-by-step instructions of where to click on the library website. We hoped our assignment would give students a chance to stumble around and maybe fail at first in a safe environment, get over it, and be able to use the library more easily and confidently in the future.

Not only did 76 students demonstrate their success in navigating our physical spaces and systems, we believe this assignment allows students to demonstrate to themselves how they can overcome their anxiety (or overconfidence) and be successful participants in their academic success. In this way we are able to connect our library learning goals to the goals of our co-curricular partners. Heather Jagman and Antonieta Fitzpatrick, Associate Director in New Student and Family Engagement (NSFE) will share how data from this project demonstrates and supports NSFE's learning goals via a poster session at the upcoming Student Affairs assessment symposium on October 23, 2014. Further library and co-curricular outcomes were also examined previously as part of the Association for College and Research Libraries' Assessment in Action project, completed in July 2014. For more information on that project, please see:

<http://libguides.depaul.edu/ala2014aia>

Recommendations and Plans for Action

Based on the results of your assessment project, what recommendations do you have to improve students' achievement of this learning outcome in the future.

We believe that the results of this project demonstrate that students enter DePaul unaware of how to find material in an academic library, and after completing this activity, most students have a better understanding of how to get started. We believe that having students begin at this seemingly basic level encourages persistence and provides important scaffolding for the development of more sophisticated information literacy skills. We would like to continue to refine this assignment, which as of this academic year is now part of the standardized curriculum for the Common Hour portion of all Chicago Quarter courses in the First Year Program.

We also believe that these results demonstrate students have a lot to gain from learning through trial and error. We can develop our library instruction practice to incorporate fewer prescriptive demonstrations of “where to click” and move towards teaching students how to problem-solve and how to think about information. As research instruction librarians, we can do more to encourage students in higher level classes to experiment with different strategies as we model successful (and sometimes unsuccessful) searches for information during library instruction.

Based on your recommendations for improvement, please describe your plans for implementing your recommendations. Please explain:

- *Your expected timeline for each of these actions.*
- *Any potential barriers you see to implementing these actions.*

We will share these results and recommendations with our librarians at either an upcoming department meeting, or one of our teaching librarian in-service workshops. In winter quarter 2015, we will begin piloting a new library instruction curriculum for WRD 104/HON 100, and integrate what we have learned into our new instruction model.

Heather Jagman will meet with co-curricular partners in January to discuss any revisions to the Chicago Quarter Academic Success Skill Common Hour and this assignment. Revisions will be completed by March 2015.

Be Curious!: Academic Success Skills Common Hour Library Assignment:

Think of an item of interest to you that might be in DePaul's Lincoln Park or Loop campus library. This could be a book or movie you remember enjoying in the past, a book that appears in a class syllabus, or even a video game. You may want to try to find something related to a personal or academic area of interest: green energy, animation, entrepreneurship, a play, or a book of poetry. If you are still unsure, try to find a book related to the subject of your Discover or Explore Chicago class.

Go to <http://library.depaul.edu/> and search the library catalog to locate the item.

Go to the campus library that has your item, find the item on the shelf, and check it out. If the item you found is not available for check-out, please find and check out a related item. (Items not available for check-out may include: books already checked out to another person, books on reserve for a class, or e-books. Ask a library staff member if you're not sure, or if you have questions about any of these steps.)

Bring the book or item and your essay that includes responses to the following reflection questions to class next week.

Reflection Questions:

Many classes will require you to reflect on the work you've done, usually in the form of a short essay. Taking the time to think about your thought process helps you to consider what you've learned and how you might put that knowledge into practice in the future. In writing your brief (one or two page) essay, please include the name of the book or item you found and brought to class. Include your responses to all of the following questions:

- Why are you interested in this item?
- Did you look for a specific item, or just any book or other material about your topic?
- Did you find it, or did you end up checking out another related item?
- Please detail the steps you took to find your item. Please be as specific as possible. Was it easier or harder to find something than you expected?
- What about this experience was new to you?
- What was familiar?
- What would you still like to know?
- Based on this activity, describe at least one way the library can support your role as an academic learner.

Assignment Assessment Rubric:

Learning Outcomes: Chicago Quarter Academic Success Skills Common Hour, Pre-Common Hour University Library Assignment

Outcome 1 – Students will visit the DePaul University Libraries and gain familiarity with the physical attributes of the libraries.

Outcome 2 – Students will complete a successful search for material and check out at least one item.

Outcome 3 – Students will identify and articulate novel features of the academic library relative to their prior experience with libraries.

Outcome 4 – Students will articulate at least one way the library can support their success as university learners.

Outcome One: Students will visit the DePaul University Libraries and gain familiarity with the physical attributes of the libraries.

Rubric Value	Performance Description
1	Student provides no evidence of a visit to the DePaul University Libraries and does not articulate any familiarity with the physical attributes of the libraries.
2	Student shows no evidence of a visit to DePaul University Libraries but articulates familiarity with the physical or virtual attributes of the libraries (or vice versa).
3	Student demonstrates evidence of visiting DePaul University Libraries.
4	Student demonstrates evidence of visiting DePaul University Libraries and notes additional resources and services (e.g., study space, Learning Commons, Research Desk, librarians or peer tutors, MediaScape tables, etc.).

Outcome Two: Students will complete a successful search for material and check out at least one item.

Rubric Value	Performance Description
1	Student provides no evidence that the selected item meets the information need of the assignment, and student provides no evidence of employing effective search strategies to locate the item (i.e., effectively using the online library catalog or seeking services such as staff assistance with search process).
2	Student provides evidence of his/her ability to determine the extent of information needed and provides relevant details regarding interest in the material, but does not demonstrate evidence of effectively using available library resources to find item (i.e., from using the online library catalog or seeking services such as staff assistance with search process). May or may not provide evidence of having effectively checked out the item.
3	Student demonstrates ability to determine the extent of information needed, provides relevant details regarding interest in the material, and demonstrates evidence of an initial struggle or some difficulty in using available library resources to find item (i.e., through the catalog/staff). Student may or may not provide evidence of having effectively checked out the item, demonstrating he/she overcame the initial difficulty in performing search and/or locating the item.
4	Student demonstrates ability to determine the extent of information needed, provides relevant details regarding interest in the material, demonstrates evidence of effectively using available library resources to find item (i.e., through the catalog/staff) without struggle, and provides evidence of having effectively checked out the item.

Outcome Three: Students will identify and articulate novel features of the academic library relative to their prior experience with libraries (e.g., library's physical layout and services).

Rubric Value	Performance Description
1	Student demonstrates no evidence of identifying anything unique or new regarding academic libraries and demonstrates no evidence of any connection to prior library experience.
2	Student demonstrates evidence of a connection to prior library experience but does not articulate or identify anything new or unique regarding academic libraries.
3	Student is able to articulate or identify something new or unique regarding academic libraries but does not compare it to prior experience (names at least one element that is novel and notable, but not in the context of prior experience).
4	Student is able to identify something new or different and articulate how the DePaul University Libraries compare to prior library experience (names at least one element that is novel and one that is familiar).

Outcome Four: Students will articulate at least one way the library can support their success as university learners.

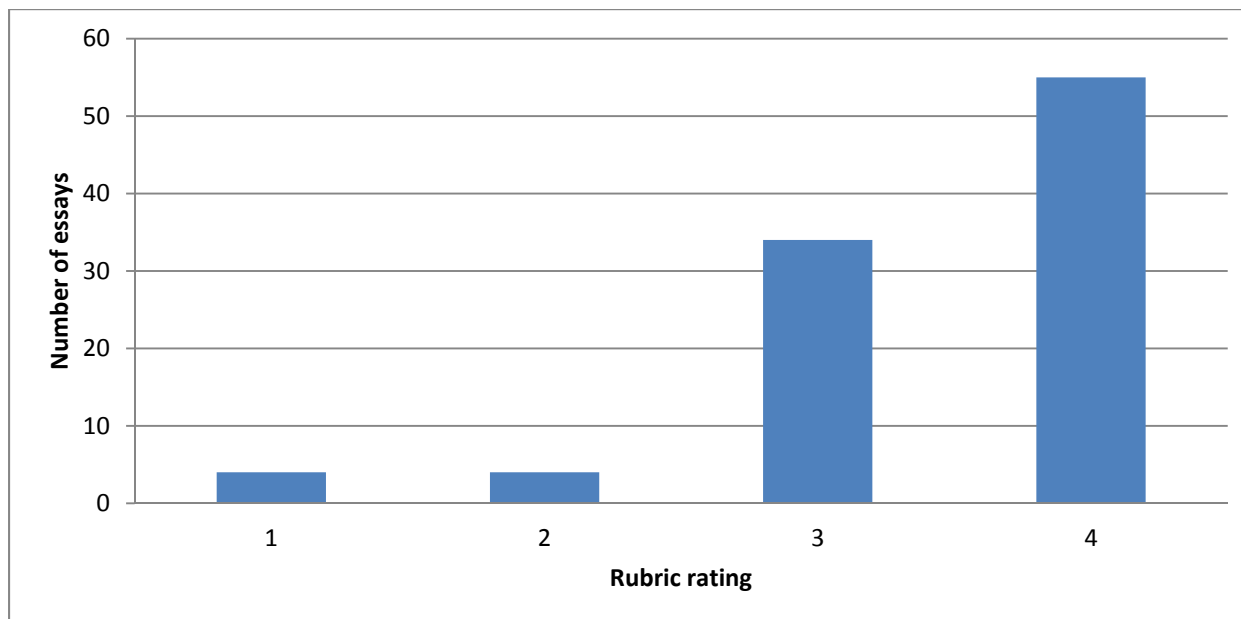
Rubric Value	Performance Description
1	Student does not articulate any way the library can support his/her success as a university learner.
2	Student articulates a service the library provides but provides no evidence of connection to his/her role as a university learner.
3	Student articulates a service the library provides, but only in the context of this assignment, demonstrating no evidence of long-term or transferable value to his/her role as a university learner.
4	Student articulates at least one way the library can support his/her success as a university learner and provides evidence of long-term or transferable value to his/her role as a university learner.

Assessment Results:

Outcome 1: Students will visit the DePaul University Libraries & gain familiarity with the physical attributes of the libraries.

Rubric Value	Performance Description
1	Student provides no evidence of a visit to the DePaul University Libraries and does not articulate any familiarity with the physical attributes of the libraries.
2	Student shows no evidence of a visit to DePaul University Libraries but articulates familiarity with the physical or virtual attributes of the libraries (or vice versa).
3	Student demonstrates evidence of visiting DePaul University Libraries.
4	Student demonstrates evidence of visiting DePaul University Libraries and notes additional resources and services (e.g., study space, Learning Commons, Research Desk, librarians or peer tutors, MediaScape tables, etc.).

Outcome 1 results:



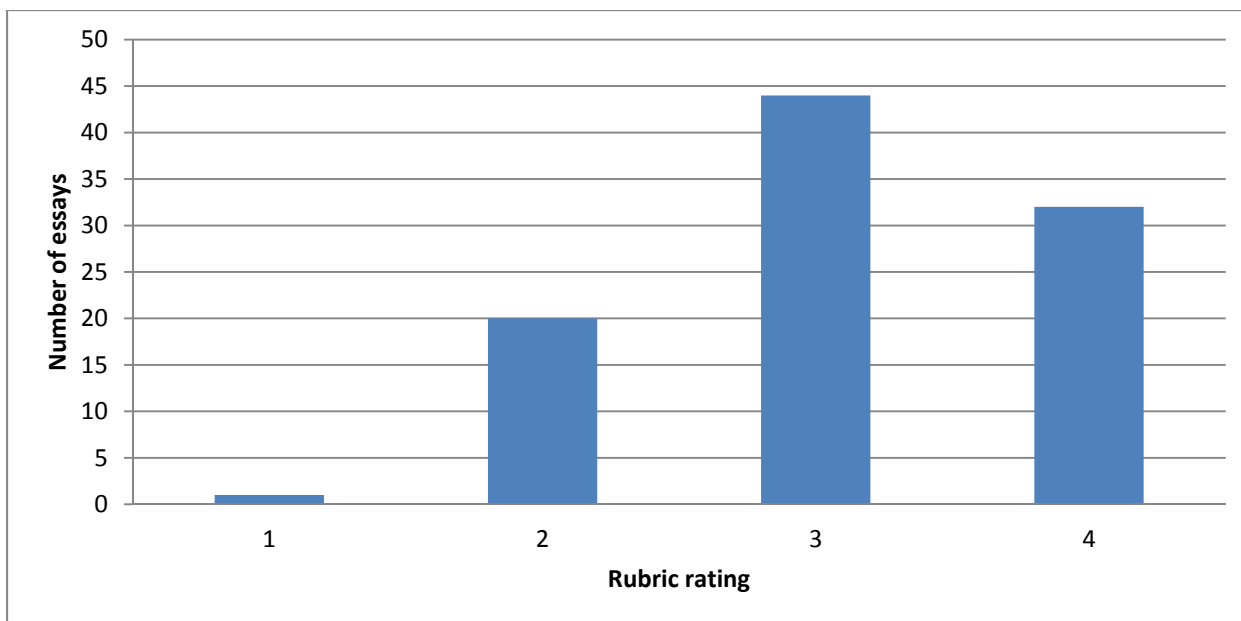
Most students (n=89 or 91.75%) demonstrated at least basic evidence of visiting a DePaul Library.

34 students provided basic evidence (rating a 3), & 55 (rating a 4) noted additional resources and services, such as study spaces, research help desk, tutoring space, librarians & group work areas.

Outcome 2: Students will complete a successful search for material and check out at least one item.

Rubric Value	Performance Description
1	Student provides no evidence that the selected item meets the information need of the assignment, and student provides no evidence of employing effective search strategies to locate the item (i.e., effectively using the online library catalog or seeking services such as staff assistance with search process).
2	Student provides evidence of his/her ability to determine the extent of information needed and provides relevant details regarding interest in the material, but does not demonstrate evidence of effectively using available library resources to find item (i.e., from using the online library catalog or seeking services such as staff assistance with search process). May or may not provide evidence of having effectively checked out the item.
3	Student demonstrates ability to determine the extent of information needed, provides relevant details regarding interest in the material, and demonstrates evidence of an initial struggle or some difficulty in using available library resources to find item (i.e., through the catalog/staff). Student may or may not provide evidence of having effectively checked out the item, demonstrating he/she overcame the initial difficulty in performing search and/or locating the item.
4	Student demonstrates ability to determine the extent of information needed, provides relevant details regarding interest in the material, demonstrates evidence of effectively using available library resources to find item (i.e., through the catalog/staff) without struggle, and provides evidence of having effectively checked out the item.

Outcome 2 Results:



More students (n=64, 65.98%) demonstrated evidence of an initial struggle or some difficulty in using available library resources, rating a 2 (20) or a 3 (44). 32 students (rating a 4) did not articulate and difficulty or struggle finding material. A rating of 3 suggested to us that students were encountering something new and destabilizing, and therefore memorable: “I was ecstatic, through some hard work and learning from my mistakes I was able to find the book and realize how resourceful and organized the library actually is.” (Essay 95)

Students rating a 2 (n=20) did not demonstrate evidence of effectively using available library resources to find their items. In many cases, this group of students did not ask for assistance, note signage or use the library catalog (as directed by the assignment), and provided little evidence that they were aware of how a library might be organized, or that a system might exist to help them.

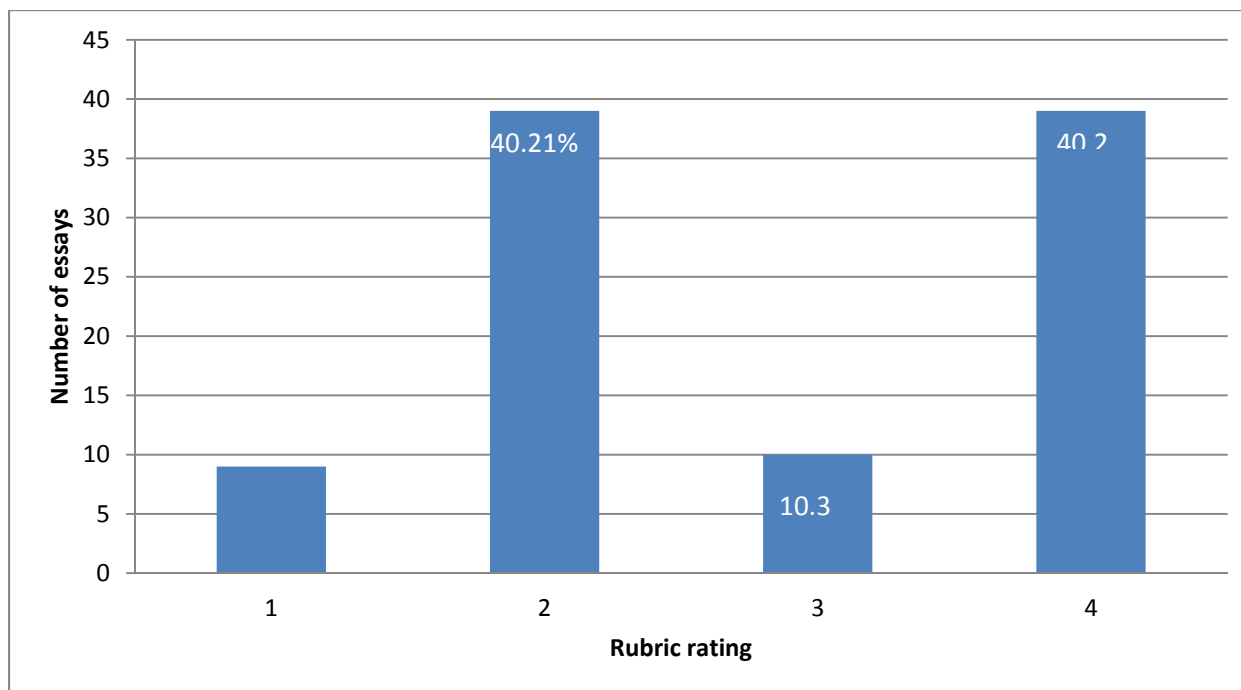
44 essays indicated the experience easier than expected, and 21 noted it was more difficult than anticipated. Some students sought assistance immediately, while others sought assistance only after an initial setback. For some students it was their first experience finding a book in a library without the assistance of a librarian or parent.

We concluded that 76 students (with rubric values of 3 or 4) were able to demonstrate via their responses to reflection questions in their essays that they can be *“flexible and persistent in developing successful strategies for using a range of resources to gather data and information and document what they have found.”*

Outcome 3: Students will identify and articulate novel features of the academic library relative to their prior experience with libraries (e.g., library’s physical layout and services).

Rubric Value	Performance Description
1	Student demonstrates no evidence of identifying anything unique or new regarding academic libraries and demonstrates no evidence of any connection to prior library experience.
2	Student demonstrates evidence of a connection to prior library experience but does not articulate or identify anything new or unique regarding academic libraries.
3	Student is able to articulate or identify something new or unique regarding academic libraries but does not compare it to prior experience (names at least one element that is novel and notable, but not in the context of prior experience).
4	Student is able to identify something new or different and articulate how the DePaul University Libraries compare to prior library experience (names at least one element that is novel and one that is familiar).

Outcome 3 results:



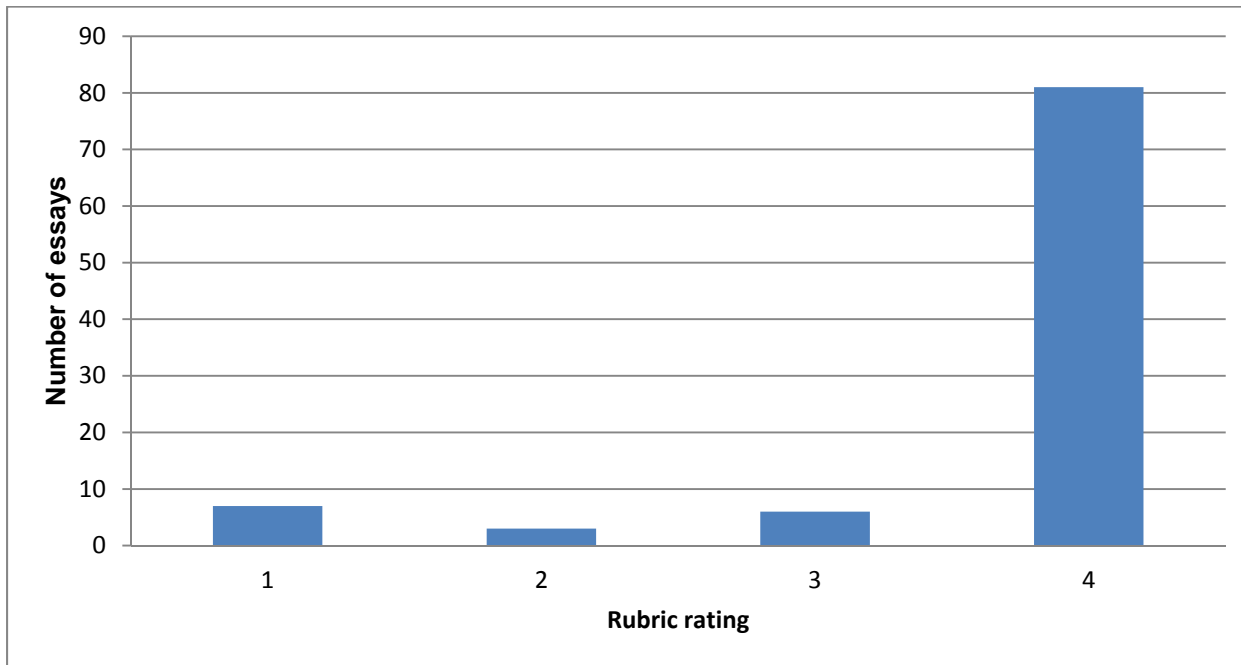
Most students were not able to articulate in what ways academic libraries were different than libraries they had previously encountered, but many of them expressed other ways in which our library was different than libraries they used before. In other words, even though most students didn't articulate what made an academic library different than a public library, they did articulate what was different or new to them about their experience in our library.

78 (80.41%) students indicated that they had prior experience with a library, typically mentioning a school or public library. At least 23 students noted the size of our library relative to other libraries they have experienced. For some students it was their first time finding materials without the mediation of a parent or librarian.

Outcome Four: Students will articulate at least one way the library can support their success as university learners.

Rubric Value	Performance Description
1	Student does not articulate any way the library can support his/her success as a university learner.
2	Student articulates a service the library provides but provides no evidence of connection to his/her role as a university learner.
3	Student articulates a service the library provides, but only in the context of this assignment, demonstrating no evidence of long-term or transferable value to his/her role as a university learner.
4	Student articulates at least one way the library can support his/her success as a university learner and provides evidence of long-term or transferable value to his/her role as a university learner.

Outcome 4 results:



Students were not told that anyone from the library would be reading their essays prior to their agreement to participate in this research.

81 students were able to articulate how the library might contribute to their larger academic success beyond this assignment (rubric value 4). There were a small number of outliers who misread question, and instead offered suggestions for what the library can do to better.

Since the assignment directed students to find an item, many students articulated that the library provides things (primarily books) which will support their academic success. Students also connected the presence of librarians and quiet study spaces to their success. For example: "Nowadays, most of the classes require a lot of research to be done. The library can be crucial for me as a learner because it offers variety of different sources from which I can get information to support the evidence in my essays or it can simply serve as a quiet place to study and read books for further development." (Essay 41)

Another student recognized that in addition learning how to find evidence to support your claims, information can help you develop new ideas: "I hope to learn more on the issue so I can develop my own opinions based on facts from this book." (19)

"I truly believe that DePaul's library is a great resource, and I know I will be trying to make the best use of it. I've heard stories about the music collection. And I'm sure that we all have more interests besides music. The library could be our opportunity for us to be proactive and research what ever interests us. After all, it is easier to learn when it is not for a grade, and you are not under pressure." (3)

Another student said, "I feel as though having a library of this size will be very beneficial to my learning process here at DePaul University. Not only are there the physical books, but there are different databases, e-books, and much more that the libraries help us gain access too! Even if I don't necessarily need to use the resources within the library, I feel it is a place I could always go if I need space from my roommates to study or just have a little alone time!" (19)