

# Annual Report for Assessment of Outcomes (For Degree, Certificate or Core Outcomes)

*Submitted June 2011*

SAC: LIB: LIBRARY

Outcomes Assessed: Cultural Awareness

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in the previous academic year.

*(Information provided here may be referenced, inserted into or summarized in Program Review 2.C.iii (for Core Outcomes) or 6.B.iii (for CTE Degree and Certificate outcomes).*

The Library SAC has not fully implemented in-class learning assessments for the Communication (or Cultural Awareness) outcome(s) for our usual 50-minute library instruction sessions. The SAC intends to revisit the efficacy of using an automated student feedback system ("clickers") in Fall 2011.

Using a standardized set of questions for the same scenario (attached) did yield some usable data about student's abilities to narrow a topic statement. However, the LIB 101 instructors did not agree on how to use the rubric set up by the Librarians' Learning Assessment Community of Practice. Most of the LIB 101 instructors in 2010-2011 were part-time, and were not involved in setting up the scenario for the assessment, or in norming the rubric.

These instructors also had concerns regarding how to determine the *progress* of student learning in regards to the Communication outcome, when we had no measure of their ability coming into the course. A pre-test and post-test were generally considered a better approach.

2. Identify the outcomes assessed this year, and describe the methods used.

What were the results of the assessment (i.e., what did you learn about how well students are meeting the outcomes)?

*(Information provided here may be referenced, inserted into or summarized in Program Review 2.C.i& ii (for Core Outcomes) or 6.B.i & ii (for CTE Degree and Certificate outcomes)*

**a. Describe the method(s) you used.**

Information literacy competencies are taught by librarians in several modalities, including in-library instruction sessions taught in collaboration with classroom faculty, as well as by face-to-face assistance at the Reference desks and online assistance via chat and e-mail. We intend to develop assessments of each of these modalities next year.

Learning assessment artifacts for the Cultural Awareness outcome were collected from 22 students, from four LIB 101 sections.

For the sake of simplicity as well as depth, the Library SAC decided to implement core outcome learning assessment in the LIB 101 course sections (rather than the other library instruction modalities), using a standardized set of questions for a short scenario (attached).

LIB 101 Instructors graded the scenarios themselves, and then we met as a group on March 9 to discuss the results.

### **b. Results: What did you learn?**

Conclusions from the March 9 2011 meeting with the LIB 101 instructors:

- The expectations for the Learning Assessment assignment were unclear. Should students read just the summary given, or find and read the entire article?
- The scholarly article summary was at too challenging a reading level for some students
- Almost all the students had trouble identifying the intended audience for the scholarly article. Because the study focused on Native Americans, they thought that Native Americans were the intended audience
- Students did not perceive that one article was an opinion piece, and the other factual
- The assessment did not differentiate between the knowledge students came in with, and what they learned in class
- The assessment did not align well with what LIB 101 instructors were teaching in class

3. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of outcomes.

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Change the scenario to using two magazine articles with two different points of view, that is, use non-scientific articles, to avoid issues of reading readiness

- Divergent ideas grow out of the same data, such as statistics. This raises the issue of validity and reliability. Often opinion and fact are presented as clearly differentiated and opposite; the reality is messier. The same facts are interpreted in a variety of frameworks or perspectives. We should consider scaffolding the concept of ambiguity for students who have not yet grasped the difference between fact and opinion.
- If we compare scientific studies for the context of Cultural Awareness, we could ask questions such as: who funded the study? Who or what populations were studied?
- Students could look at a single story with two interpretations in order to identify the authors' assumptions and biases. At a higher level, students could look at it within the context of the information cycle.

Pre- and post-test would better measure the progress of students towards achievement of particular learning outcomes

The scenario, and rubric used, should be revised by the LIB 101 instructors prior to its implementation, with full understanding by all participants.

Gathering learning outcome artifacts stripped of identification was easy to do and worked well towards building trust in the process

**Scenario 1:**

[Eileen Murphy. "Zoos and Endangered Species: A Special Report,"](#) *Vegetarian*, February 1993.

Writing for the *Vegetarian*, the official journal of the Vegetarian Society in England, Eileen Murphy argues in the following viewpoint that zoos are in crisis. Often advertising themselves as educational institutions whose purpose is to inform the public about endangered animals, she contends zoos are often little more than "sordid amusement parks" with animal entertainment. She concludes that because the zoos' captive breeding programs are not useful, the public and endangered animals are better served through the preservation of natural habitats.

1. What is the intent of the author of this article?
2. What are some of the words which indicate the point of view of the author?

**Scenario 2:**

[Jernigan, Valerie Blue Bird and Bonnie Duran. "Changing Patterns in Health Behaviors and Risk Factors Related to Cardiovascular Disease Among American Indians and Alaska Natives."](#) *American Journal of Public Health* 100.4 (2010): 677. *MasterFILE Premier*.

By Valerie Blue Bird Jernigan, Dr, Public Health; Bonnie Duran, Dr. Public Health

We assessed changes in cardiovascular disease-related health outcomes and risk factors among American Indians and Alaska Natives by age and gender.

**Method:** We used cross-sectional data from the 1995 to 1996 and the 2005 to 2006 Behavioral Risk Factor Surveillance System. The respondents were 2548 American Indian and Alaska Native women and men aged 18 years or older in 1995-1996 and 11104 women and men in 2005-2006. We analyzed the prevalence of type 2 diabetes, obesity, hypertension, cigarette smoking, sedentary behavior, and low vegetable or fruit intake.

**Results:** From 1995-1996 to 2005-2006, the adjusted prevalence of diabetes among American Indians and Alaska Natives increased by 26.9%, from 6.7% to 8.5%, and obesity increased by 25.3%, from 24.9% to 31.2%. Hypertension increased by 5%, from 28.1% to 29.5%. Multiple logistic models showed no meaningful changes in smoking, sedentary behavior, or intake of fruits or vegetables. In 2005-2006, 79% of the population had 1 or more of the 6 risk factors, and 46% had 2 or more.

**Conclusions:** Diabetes, obesity, and hypertension and their associated risk factors should be studied further among urban, rural, and reservation American Indian and Alaska Native populations, and effective primary and secondary prevention efforts are critical.

1. What is the intent of the authors of this article?
2. What is the point of view of the authors?
3. What kind of qualifications do the authors of this article have
4. Who do you think is the intended audience for this article?