Current Status of Assessment

During the 2016-2017 academic year the Research Education Program (Program) at the Mardigian Library began to formalize their assessment initiatives. This is a report on the status of these activities. The Program in the 2016-2017 academic year also formalized their learning outcomes that need to be assessed. The learning outcomes are represented in column 1 of Tables 1 and 2. Our suggested activities and assessments to help measure these outcomes represent columns 2 and 3 respectively. In columns 4 and 5 the Program will layout the timeframe for which particular outcomes will be assessed and the benchmarks for those outcomes. Eventually the Program will have a table for the Advanced Level Learning Outcomes.

Currently, for the academic year of 2017-2018 the Program is going to focus on assessing the Intermediate Outcomes 10 and 11.

Also included in this report is the Statistical Review of the Program's output for the 2016-2017 academic year.

Table 1. Mardigian Library Research Education Program Introductory Level Learning Outcomes and Suggested Activities and Assessments

Introductory Outcomes	Suggested Activities	Assessments/ Evaluations	Timeframe	Benchmarks
1. Use the library web site	Web site demonstration Video tour of the web site Web site scavenger hunt or bingo	Open ended surveys Multiple choice surveys Completion of scavenger hunt		
2. Access library	Handout	Verified usage of		

resources on and off campus	Create account Utilize resources off campus	student account		
3. Generate Search words from research questions or topics	Topic discussion about keywords, synonyms, and operators. Create a bubble map of words or a table of words. How are words connected?	Successful completion of bubble map, table of words, or some sort of graphic organizer		
4. Conduct basic searches in library research tools	Hands-on activity	Short reflection detailing whether relevant results were located. Can the results be used? What is criteria for success? Highlight terms that worked from your graphic organizer		
5. Recognize that there is a difference between library resources and the resources available on the free Internet	Discuss Search in Google and compare and contrast between what was located in the library tools	Brief reflection		
6. Recognize differences	Discuss	Matching exercise		

between formats of information	Recognize in hands-on activity	Brief reflection defining or identifying various format types		

Table 2. Mardigian Library Research Education Program Intermediate Level Learning Outcomes and Suggested Activities and Assessments

Intermediate Outcomes	Suggested Activities	Assessments/ Evaluations	Timeframe	Benchmarks
1. Identify and apply the steps of the research cycle	Multiple choice or matching exercises			
2. Determine what type and how much information is needed	Review your assignment sheet			
3. Identify and describe different sources of reliable information	Matching exercise Closed quizzes/fill in the blanks with selections from a word bank			
4. Differentiate between scholarly and non-scholarly sources	Review sources in small groups and report out to the larger group. Include CRAAP as a resource			
5. Describe the Peer-Review process	Put the steps in order activity			

6. Identify key concepts of research questions and use those to generate search words in order to create a search statement	From three research questions identify key terms and create the search string	Apply this process with a question students have		
7. Conduct and focus Summon searches using a variety of filtering strategies like peer-review, disciplines, or subjects	Hands-on activity searching their topic or an assigned topic using filters Compare and contrast exercise where students analyze differences between the searches			
8. Students will be able to revise their search statement according to the words and phrases found in their searches with their assignments				
9. Describe why and how to identify subject specific databases	Identify subjects of research question, go to databases section and identify subject area, then identify a database for that topic, and then report back why chosen			

10. Use evaluative criteria to select materials appropriate for university level research	In a group use one CRAAP criteria to evaluate a paper and then report back	Students will complete a form including the pertinent information of a source displaying they can select appropriate material.	2017-2018	
11. Locate materials appropriate for university level research	In a group use one CRAAP criteria to evaluate a paper and then report back	Students will complete a form including the pertinent information of a source displaying they can locate appropriate material.	2017-2018	
12. Cite sources using appropriate citation style	Jumble or scramble activity to put together a correct citation			

Statistical Review

This section refers to the number of sessions that were conducted in the fall and winter terms for 2016-2017.

Table 3. Fall 2016 Sessions Conducted

Class	# of Sessions	# of Students	# of Hours
Academic Integrity Workshop	1	6	1
ANTH 350	1	25	1.5
BA 330	6	209	7.25
BA 400	3	105	1.5

BPS 451	3	120	1.5
BPS 516	1	40	.5
BPS 535	1	40	1
COMP 105	1	25	.5
COMP 106	2	37	2.25
COMP 227	1	20	1.25
CRJ 200	1	37	1.5
DS 635	1	6	1
EDK 850	1	6	2.5
ELP 420	1	7	1
ENG 200	1	13	1.25
ENT 400	2	80	1
EXPS 102	2	30	2
Graduate Studies	1	12	1
Graduate Workshops	2	12	3
HIST 300	1	1	1
HPS 402	2	46	3
Independent Study	1	7	.75
International Studies	1	8	.5
LIBS 136	1	21	1.5
LIBS 137	1	17	1.25
LIBS 465	1	32	1
LING 383	1	10	1.25
LING 482	1	19	1.5
Master's of Science Theses	1	11	2
MKT 352	3	120	1.5
MKT 458	1	30	.5

PADM 505	1	14	1
PSYC 325	1	35	1.25
PSYC 363	2	59	3
PSYC 465	1	30	2.75
Seeds for Success Workshop	1	4	1.5
Success in College Workshop	3	51	3.25
Fall 2016	56	1,345	61
Fall 2015	42	984	50.75
+/-	+14	+361	+10.25
% Change from Previous Fall Term	+33%	+37%	+20%

Table 4. Winter 2017 sessions Conducted

Class	# of Sessions	# of Students	# of Hours
BA 300	5	200	5
BA 330	3	120	3.75
BA 400	3	105	1.5
BPS 451	3	120	2.25
CECS Graduate Orientation	1	300	2
CIS 4952/4962	1	25	.5
COMP 106	1	20	1
DS 635	1	15	.75
ECE Senior Design	1	20	.5
EGMT 500	2	60	2
EGMT 545	1	10	.5
ELP 420	1	14	1

ENT 400	1	40	.5
ESCI 301	1	10	1
EXPS 102	2	18	2
Graduate Workshop	3	23	3
HIST 3651	1	12	1.25
HIST 3880	1	11	1.25
HIST 4999	1	7	2.75
IMSE Faculty/Student Seminar	1	6	2
LING 280	1	32	1.5
LING 461	1	23	1.25
LING 484	1	21	1
MATH 331	1	12	1
Melvindale HS Workshop	1	32	5.75
MIS 649	1	40	1.25
OB 354	2	80	1
OB 510	1	40	.5
OM 661	1	20	1
Orientations	3	145	4.5
PADM 505	1	10	1
STAT 263	2	60	2
WGST 408	1	10	2
Winter 2017	51	1,661	58.25
Winter 2016	42	866	56.5
+/-	+9	+795	+1.75
% Change from Previous Winter Term	+21%	+92%	+3%

Table 5. 2015-2016/2016-2017 Academic Year Comparisons

Year	#of Sessions	#of Students	#of Hours
2015-2016	84	1,850	107.25
2016-2017	107	3,006	119.25
Change from '15-'16 to '16-'17	+23	+1,126	+12
% Change	+27%	+61%	+11%

Operational Review

As to instructional sessions, the 2016-2017 academic year for the Research Education Program (Program) was another very busy year. The Program this year conducted 107 sessions, which is up from the previous year by 23 sessions. The Program reached 3,006 students, which is up from the previous year by 1,126. The unusual increase in reach this year is due to an increased number of orientation sessions conducted, which typically have a larger number of students in attendance. The number of hours in front of classes saw another increase for the Program to 119.25 hours. And we are growing the number of faculty we are in contact with. This past year we continued to collaborate with over 40 faculty members and we are also increasing the number of classes the Program is embedded in. That number was 6 for this year.

Figure 1. Distribution of 2016-2017 Instruction Sessions:

One-Shots* - 82
Workshops* - 15
Embedded Activity* - 6
Orientations* - 4
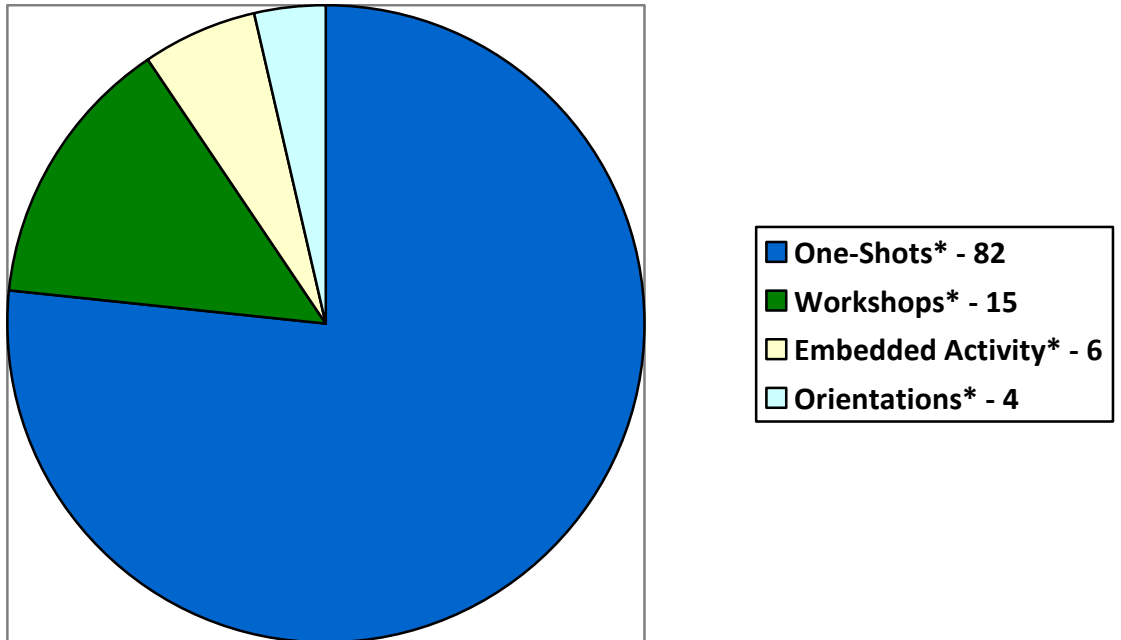
*One-shot instruction sessions are the most typical types of sessions done in the Mardigian Library and are sessions arranged for particular classes through a librarian and faculty collaboration that focus typically on research for completing assignments in that class.

*Workshops are sessions arranged through a librarian and a school, department, or program focusing on a particular theme like "success in college."

*Embedded Activities are sessions that stem from a higher level of collaboration between a librarian and faculty and this session is one of the results of that collaboration. This may take the form of a one-shot but this is typically only one of the activities that the librarian is doing with the particular class. The librarian is also part of the CMS, has helped with designing and grading research related assignments, and does one-on-one research consultations with the students of the classes.

*Orientations are library overview sessions arranged through a librarian and a school, department or program.