

 Revises Search (SLO 2)

Program and Number Lib-02

(Chem-01):

Short Description and (UMD SLO #): Revises Search (SLO 2)

Long Description (Also post to your program website): Students will be able to revise search in order to persist in the face of search challenges.

Is this program outcome posted to your program website?: Yes

Starting date of Analysis: 7/1/2015

Ending date of Analysis: 6/30/2016

Annual Report Progress: Completed

Providing Department: AR- Library

Budget Request(s):	Description	Amount	Budget Account	GL Code	Status
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No budget requests have been made.

Responsible Roles: Program Assessment Liaison (Kim Pittman)

Data from Baseline:	Name	Source
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No items to display.

Which ONE UMD SLO outcome most closely aligns with this program outcome? Why did you choose this SLO? : This outcome is most closely aligned with UMD SLO#2, because it relates to searching for information effectively.

Describe how this program outcome will be measured over the three-year cycle.: Students in WRIT1120 as well as upper-division courses will be asked to complete reflective essays about their research process. These essays will be coded for evidence of persistence in the search process.

For Education programs only:

In which courses or at which point in the program will this outcome be measured in the three-year cycle? : WRIT1120: College Writing and Advanced Writing courses.

What type of measurement will be used?: Internally developed, NOT required for accreditation

Items below this point are for the annual report, so stop here if completing only the three-year plan.:

Student Learning Data (Annual Report): Students in four sections of WRIT1120: College Writing were asked to complete five brief reflective essays about their research process throughout the semester. Essays were analyzed and coded to find evidence of persistence or revised searches in the research process.

Analysis (Annual Report): Demonstrating persistence or writing about revising search strategies was considered proficient. 60% of students wrote about demonstrating persistence in the research process. 66% of students wrote about revising their search by narrowing or expanding it. 69% of students wrote about revising their search by changing their keywords. 83% of students wrote about revising their search by selecting a different place to search.

Quantitative Data: 74

Sample Size:

Quantitative Data: 60

Met Satisfactory Performance:

Faculty/Staff/Student Involvement (Annual Report): One librarian, two writing instructors (one from Writing Studies and one from SSP), and a student services administrator from SIT worked together to identify themes and complete analysis of these essays. Results were shared and discussed with these faculty and staff members. Results were shared at a library all-staff meeting on 8/16/16. Results will also be shared and discussed with writing instructors at a future Writing Studies departmental meeting.

Program Development (Annual Report): Student writing about challenges they experienced in the research process and how they overcame those challenges will help librarians identify areas to focus on in library instruction sessions, and use language/examples that students can relate to. Librarians will hold discussions with writing instructors about how best to incorporate teaching strategies that help foster persistence in students.

Resources needed (Annual Report): N/A

How do these data compare to the first time THIS outcome was assessed? : N/A

What changes have you made to your program since you last reported on THIS outcome? : N/A

Have these changes had an impact on student learning? : N/A

CLOSING THE ASSESSMENT LOOP:

Recommendations made to address the above outcome(s)? (Paste content from the Program Development section of this report.) : Student writing about challenges they experienced in the research process and how they overcame those challenges will help librarians identify areas to focus on in library instruction sessions, and use language/examples that students can relate to. Librarians will hold discussions with writing instructors about how best to incorporate teaching strategies that help foster persistence in students.

How were recommendations implemented?:

Which recommendations were not implemented and why?:

Items This Program Learning Outcome Supports

Type	Number	Name	Start Date	End Date	Provider	Progress
Student Learning Outcome	UMD 2	Construct, integrate, and apply knowledge from instruction and experience.	07/01/2012	06/30/2020	University of Minnesota Duluth	

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