Search Terms and Strategies (SLO 2)

Program and Number
(Chem-01): Lib-01

Short Description and
(UMD SLO #):
Long Description
(Also post to your
program website):
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):

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<th>Amount</th>
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<th>GL Code</th>
<th>Status</th>
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Responsible Roles:
Program Assessment Liaison (Kim Pittman)

Data from Baseline:

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<th>Name</th>
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Which ONE UMD SLO outcome most closely aligns with this program outcome? UMD SLO #2 is most closely aligned with this outcome, because it deals with searching effectively for information.

Why did you choose this SLO?:
Worksheets used for keyword brainstorming activities in library instruction sessions for both first-year writing and upper-division or discipline-specific courses will be analyzed. Librarians will collect worksheets from library sessions and assess the quality of students' keywords using a rubric.

Describe how this program outcome will be measured over the three-year cycle:
For Education programs only:
In which courses or at which point in the program will this outcome be measured in the three-year cycle?:
What type of measurement will be used?:
Items below this point are for the annual report, so stop here if completing only the three-year plan:

Student Learning Data (Annual Report):
Librarians collected worksheets used for keyword brainstorming activities completed in multiple sections of these courses: WRIT1120: College Writing, PSY1003: General Psychology, PSY2023: Marriages and Families Worldwide. Students either chose a research topic or were provided a sample one, and were asked to brainstorm as many keywords as possible that could be used to find resources on their topic. Librarians evaluated the quality of their keywords using a rubric. A score of "proficient" or higher was considered satisfactory. See the attached rubric for definitions of each level.

Analysis (Annual Report):
The rubric includes three domains: meaning and descriptiveness of keywords, variety of keywords, and representation of research topic components in keywords. In the psychology courses, 85% of students scored as proficient or higher on meaning and descriptiveness. 46% of students scored as proficient or higher on variety of keywords. 93% of students scored as proficient or higher on developing keywords that represented all the components of their research topic.
In the College Writing courses, 92% of students scored as proficient or higher on meaning and descriptiveness. 81% of students scored as proficient or higher on variety. 91% of students scored as proficient or higher on representing topic components.

Quantitative Data:
Sample Size:
290
A workgroup of three librarians developed and normed the rubric together, scored worksheets, and discussed the results. Results were discussed with the rest of the library’s Research & Learning department at a departmental meeting, and will be shared at a future library all-staff meeting.

Librarians felt that poor student performance in terms of the variety of keywords brainstormed in PSY courses reflected a lack of time spent discussing and practicing keyword development in those sessions. In discipline-specific courses, librarians will use teaching strategies similar to those used with College Writing students in order to help those students further develop their skills. In the next assessment cycle, librarians will gather data from upper division Research Methods and capstone courses in order to see how students’ skills compare.

This is an updated outcome, so no previous data is available for comparison.

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