

Search Terms and Strategies (SLO 2)

Program and Number Lib-01

(Chem-01):

Short Description and Search Terms and Strategies (SLO 2)

(UMD SLO #):

Long Description Students will be able to develop effective search terms and search strategies for their information needs.

(Also post to your

program website):

Is this program Yes

outcome posted to

your program

website?:

Starting date of 7/1/2015

Analysis:

Ending date of 6/30/2016

Analysis:

Annual Report Completed

Progress:

Providing AR- Library

Department:

Budget Request(s):

Description

Amount

Budget Account

GL Code

Status

No budget requests have been made.

Responsible Roles:

Program Assessment Liaison (Kim Pittman)

Data from Baseline:

Name

Source

No items to display.

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? :

Describe how this
program outcome will
be measured over the
three-year cycle.:

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.

For Education
programs only:

In which courses or
at which point in the
program will this
outcome be measured
in the three-year
cycle? :

This outcome will be measured in library sessions held for WRIT1120, as well as in other courses within the disciplines, 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):

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.

 Keyword assessment rubric - fall 2016

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

Quantitative Data: 151

Met Satisfactory

Performance:

Faculty/Staff/Student

Involvement (Annual

Report):

Program

Development (Annual

Report):

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.

Resources needed

(Annual Report):

No resources needed at this time.

How do these data

compare to the first

time THIS outcome

was assessed? :

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.) :

How were

recommendations

implemented?:

Which

recommendations

were not

implemented and

why?:

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.

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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