



Columbia College

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STUDENT LEARNING OUTCOMES

College:

Columbia College

Select the Group of Columbia College:

Student Learning

Select the Unit of Student Learning:

Student Services

Select the Program of Student Services:

Library

Select the Course of Library:

Connections:

- College SLO #1 (Critical and Creative Thinking)
- College SLO #2 (Civic, Environment, and Global awareness)
- College SLO #3 (Individual and collective responsibility)
- College SLO #4 (Mastery of relevant theory and practice)

Select an SLO type:

- Course
- Program
- Award
- College-wide
- Special Circumstances (flagged in report)

This is the primary SLO project for this course.

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SLO Map:Columbia College->Student Learning->Student Services->Library

Date Started: 9/16/2010

Semester Started: 2010CSP

Last Updated: 9/24/2013

Originator: greeneb

Status: Active

Progress: Assessment has led to implementing changes

Version: 1.0

Title: LIBR 1

College Wide SLO:

SLO Narrative:

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The library's mission is to foster learning among students, staff and the community through access to its collections, and with a staff dedicated to excellence to provide the services needed to access information in the world's resources, regardless of format. A primary goal of the library is to offer the resources and materials that enable our students to be successful, to offer instruction that increases students' familiarity and skills with the resources and to have a knowledgeable staff available to help in a matter that meet patrons' needs.

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SLOs:**SLO #1)**

Research classes, reference services and exposure to Library resources give students the knowledge and skills needed to:

- Construct context-appropriate search strategies;
- Recognize the value of pursuing different resources;
- Increase their awareness of available resources;
- Critically evaluate the integrity of information they retrieve;
- Appropriately cite and credit all sources referenced in their work;
- Support their vocational education in preparation for entering or advancing in the workplace.

Assessment Tool: 2007/2008: The Library's success in each of these areas is measured by 1) an increase in user statistics on our electronic resources; 2) use and circulation of print resources; 3) feedback from instructors on the quality of students' work after they have been exposed to Library resources and services; and 4) student surveys on library resource and service knowledge.

Analysis of Assessment Results: Spring 2007: 1) Baseline statistics, but there are concerns about data accuracy because of known Datatel outages that would prevent off-campus users from accessing the resources each evening starting at roughly 2am. Vendor statistics still show usage at that time, even though it shouldn't be possible. 2) Overall usage increased from prior year, perhaps because of increases in FTES. 3) Instructors indicate that students who participate in library orientations and/or research sessions perform better than their classmates who have not participated. 4) Student awareness of our eBook collection was non-existent.

Assessment Tool: 2008/2009: The Library's success in each of these areas is measured by 1) an increase in user statistics on our electronic resources; 2) use and circulation of print resources; 3) feedback from instructors on the quality of students' work after they have been exposed to Library resources and services; and 4) student surveys on library resource and service knowledge.

Analysis of Assessment Results: Spring 2009) statistics show increased usage of all library resources. Feedback from students and instructors continues to suggest students exposed to library instruction submit higher quality work.

Assessment Tool: 2009/2010: The Library's success in each of these areas is measured by 1) use statistics on our electronic resources, taking into account enrollment and course offerings; 2) use and circulation of print resources; 3) feedback from instructors on the quality of students' work after they have been exposed to Library resources and services; and 4) student surveys on library resource and service knowledge.

Analysis of Assessment Results: 2011/12: Increase in depth and breadth of Reserve Textbook collection has resulted in an increase of circulation of these materials.
2012/13: Significant increase in depth and breadth of Reserve Textbook collection due to funding from VTEA and AWE funds. Circulation statistics of these materials steadily increases.

Assessment Tool: 2011/2012: The Library's success in each of these areas is measured by 1) use statistics on our electronic resources, taking into account enrollment and course offerings; 2) use and circulation of print resources; 3) feedback from instructors on the quality of students' work after they have been exposed to Library resources and services; and 4) student surveys on library resource and service knowledge.

Analysis of Assessment Results: 2011/12: 63 BI's were conducted for 1599 students. The disciplines served are primarily English, guidance and art. Outreach to the sciences needs to be addressed. Science is not represented in the BI's. Usage of the science databases needs to be analyzed to see if they are being used.

Assessment Tool:

Analysis of Assessment Results: 2013/14: Marketing BI's to Science will increase the usage of BI's and the science databases. Presentations to the faculty of Science will increase the faculty's use and familiarity of the Library resources

Assessment Tool: 2012/13: Faculty members whose classes received Bibliographic Instruction (BI's) completed a survey monkey: Library Training for Students- Instructors' perspective.

Analysis of Assessment Results: 2012: Analysis of the Fall Survey indicated that instructors find the instruction extremely helpful. (See Program Review 2012 for complete survey and results.) On a scale from 1-5, 90% of the instructors found the instruction extremely helpful and the other 10% found it very helpful.

Assessment Tool: 2011/12: The library will offer mini workshops to address specific needs of the students in regard to effective search strategies in databases and the World Wide Web. A survey will given at the end of each session.

Analysis of Assessment Results: Spring 2012: The mini workshops were offered twice and no one showed. It may be of use to offer some general two hour sessions that can be a recap of how to search the databases and Internet. This will need to be heavily marketed to instructors for their encouragement of attendance. The mini workshops were not heavily marketed - only to those who actually came in through the library doors.

Add New Assessment Tool:

Add New Analysis:

SLO #2)

The Library fosters positive growth in students.

The Library's diverse collection and stimulating atmosphere encourages:

- Civic involvement and the value of active citizenship;
- Global awareness and environmental sustainability;
- Understanding the economic, legal and social issues of using information;
- The ethical use of information;
- The pursuit of lifelong learning;
- The successful transition and advancement into the workplace.

Assessment Tool: 2007/2008: The Library's success in each of these areas is measured by 1) an increase in user statistics on our electronic resources; 2) use and circulation of print resources; 3) feedback from instructors on the quality of students' work after they have been exposed to Library resources and services; and 4) student surveys on library resource and service knowledge.

Analysis of Assessment Results: Spring 2007: 1) Baseline statistics, but there are concerns about data accuracy because of known Datatel outages that would prevent off-campus users from accessing the resources each evening starting at roughly 2am. Vendor statistics still show usage at that time, even though it shouldn't be possible. 2) Overall usage increased from prior year, perhaps because of increases in FTES. 3) Instructors indicate that students who participate in library orientations and/or research sessions perform better than their classmates who have not participated. 4) Student awareness of our eBook collection was non-existent.

Assessment Tool: 2008/2009: The Library's success in each of these areas is measured by 1) an increase in user statistics on our electronic resources; 2) use and circulation of print resources; 3) feedback from instructors on the quality of students' work after they have been exposed to Library resources and services; and 4) student surveys on library resource and service knowledge.

Analysis of Assessment Results: 2011/12: In the Library's student spring survey; of the 84 responses- 44 indicate they use databases and the Internet for research, 38 indicated they use only the Internet and 4 use only the databases. Effective Internet searches with an emphasis on authority, currency and an understanding of bias needs to be offered.

Assessment Tool: Fall 2012: a survey monkey was presented to Instructors who used BIs'.
Spring 2013: a survey monkey was presented to Instructors who use BIs.

Analysis of Assessment Results: Fall 2012: On a scale from 1 to 5, 90% of the instructors found the instruction extremely helpful (5), the other 10% gave it a 4. (See Program Review 2012 for complete survey and results)

Assessment Tool: 2012/13: Offer Library 1 as an online class as well as face to face to assess interest in taking the class in a different format; and to reach those students in the online classroom environment.

Analysis of Assessment Results: Fall 2012 the Library 1 class was offered online. Initially, over 37 students registered for the one unit, CSU transferable, P/NP class. 21 students completed the course with 20 completing it successfully. The fall off of students is in part contributed to the late start of the class. Many students were dropped for non attendance after the first week.
Spring 2013: 11 students complete the online class out of 17.

**Add New
Assessment Tool:**

**Add New
Analysis:**

Add New SLO)

Assessment Tool:

**Analysis of
Assessment Results:**

Save

Notes to Self/Next Steps:

We need to do a better job capturing usage statistics. Barriers to doing this are primarily time and effort as each resource requires a different process that is often labor intensive. OCLC WorldShare ILS would be a huge improvement in this area.

Improvements Achieved:

- 1) 2007/2008: Incorporated more hands on "practice" opportunities during library orientations to help embed skills taught in the classes.
- 2) 2007/2008: Increased the number of physical orientations to the library to improve awareness of our resources.
- 3) 2007/2008: Renewed emphasis on increasing the Library's visibility via marketing and outreach campaigns, such as our blog, weekly entries in the Student Bulletin and events like our successful Meet the Author series and Book Group, which are advertised to the campus as well as the broader community. We also partnered with the Spring Review to provide an author reading release event in March 2008.
- 4) 2008/2009: Increased focus on promoting eBooks to improve awareness of them as a resource.
- 5) 2010/2011: Increased depth and breadth of textbook availability in our reserve collection, followed by a 50% plus increase in usage.

- 8) 2012/13: Developed a vibrant section of a children's literature collection in the library. The Child Development Center students find the collection useful and children from the center come to the library on mini field trips. A display of children's work from the center is currently on display for "Week of the Child". The Librarian now offers story hours to the children in the library.
- 9) 2011/current: Final Cram Nights are offered at the end of each semester and a partnership has been established with the Associated Students of Columbia College. This joint effort along with tutors from Trio and AAC and faculty members has become a true community event.
- 7) 2011/12: The librarian developed an online version of Library 1 in Blackboard which helped students in the library with blackboard questions in general.
- 6) 2011/2012: Increase in number of students served in Bibliographic Instruction. The addition of storyhours for the children in the child development center increases awareness of the children's book collection and serves as instructional sessions for the students.
- 10) 2013/14: Marketing BIs' to Science will increase the usage of BIs' and the science databases. Presentations to the faculty of Science will increase the faculty's use and familiarity of the Library resources.

11)

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