

Library PSLO Retreat: Notes

May 29, 2018

I. Examine our current PSLOs

- a. PSLO 1: Read through PSLO 1 and determined after discussion on our current assessment methods that the words “physical or virtual” in reference to libraries is too limiting and difficult to assess. By eliminating “physical or virtual” the PSLO is more flexible and assessable.
PSLO 1 will now read: Navigate a library to find a variety of resources to answer information needs.
- b. PSLO 2: Discussed the current research process promoted by the library and the need to re-visit and/or re-formulate a new suggested process or path to point to. Recognized the various learning styles of students and that one process is not feasible. From this it was decided we should eliminate “the” before research process and use “a” research process. Also eliminated the wording “the most” because it is difficult to assess the appropriateness of the source.
PSLO 2 will now read: Use a research process to efficiently locate an appropriate source of information for a problem or question.
- c. PSLO 3: Looking over the PSLO we found that current assessments mapped to this had a low or insufficient comprehension rate and the Find and Article worksheet used could be more robust, as well as the discussion of bias, authority, accuracy, etc. This points to the need for a more focused assessment and activity. We brainstormed creating a worksheet on bias and using this in a PD class along with a discussion on fake news. It was determined that PSLO 3 would remain the same but new assessment methods were needed.
- d. PSLO 4: After reading through the current PSLO 4 we saw no reason to keep the statement on copyright permission as that is not specifically covered or a focus in librarian orientations and discussions on plagiarism. The PSLO language is a bit redundant and so we cut “not representing work attributable to others as their own, and requesting permission for use of copyrighted materials,” and simply made that as “avoiding plagiarism”. While the library has a LibGuide on plagiarism and it is discussed in orientations, we found the need to create a separate method of assessment for the topic.
PSLO 4 will now read: Use information ethically by citing sources and avoiding plagiarism.
- e. While reviewing our current PSLOs the need for an assessable PSLO that encompasses the process pre-research, when a student comes to the library, or the reference desk or online chat, was needed. We decided to adapt the current CSLO 1 for that purpose and make that the new PSLO 2. The CSLO was edited to eliminate the word “student” and the “stating”.
The new PSLO now reads: Define an information need by formulating a research question, problem, or issue in a manner that others in the discipline can readily understand.

Newly revised PSLOs that will be submitted for change:

PSLO 1. Navigate a library to find a variety of resources to answer information needs.

PSLO 2. Define an information need by formulating a research question, problem, or issue in a manner that others in the discipline can readily understand.

PSLO 3. Use a research process to efficiently locate an appropriate source of information for a problem or question.

PSLO 4. Evaluate the quality of information sources for bias, currency, authority, accuracy, and coverage.

PSLO 5. Use information ethically by citing sources and avoiding plagiarism.

- Before moving on to item II on the agenda, Dean Curry dropped in and we all discussed some means to measure student success. Dean Curry gave the example of measuring job rates against library impact as well as using potential data from the library reserve statistics. Could we somehow correlate library data with student success and retention? There is some concern over privacy violations and means of measurement.
- Susie Kopecky suggested teaming up with the Writing Center, perhaps during their instruction week where the CABLE method is taught.
- Kathy Headtke posed the idea of creating a Canvas library module with our mapped assessment worksheets that could be incorporated into classes. This would eliminate the need to ask for student info (H numbers). None of us know the best method for doing this and would like to meet with Brian Dill to discuss what that would look like and if data is accessible.
- It was mentioned that in our information literacy goals mapped out Fall 17, a potential avenue would be embedded librarians in Canvas. A set number of instructors would need to cooperate and there is a huge potential for mapping student success through this.
- Kellye Cohn and Trevor Passage offered the idea of creating a pre and post-orientation assessment quiz. Ideally it would flow as: Book the orientation → get roster → send out pre-orientation quiz → lead orientation → send out post-orientation quiz.
- Dean Curry mentioned the possibility of comparing results with absentees.
- Kathy and Kellye suggested adding library worksheets and activities to the library site for faculty. Perhaps creating them all as Google forms therefore we have immediate and direct access to the data.
- Trevor would like to consider drop-in or “lightning” sessions in classes. For example: dropping into a English class at a pre-determined time to discuss bias or plagiarism.
- Kathy mentioned that we will want to add a privacy statement to all online worksheets, forms and surveys.

II. Look at eLumen assessments from Annual Update

- a. Reviewed the reference desk assessment and discussed changes made
- b. Trevor suggested using the assessment only during Count Week
- c. Everyone agreed that eLumen is not user friendly and the data is not very meaningful or useful. Would like to see a program that allows for data manipulation and use.

- III. Brainstorm updates to PSLOs and/or new PSLO language
 - a. This item was completed in agenda item 1 during PSLO examination.
- IV. CLSO alignment to PSLOs
 - a. Trevor has been aligning the LIBR 170 course SLOs to PSLOs and there is no change.
- V. Apparatus to assess SLOs
 - a. Dean Curry suggested using referral slips. The idea would be that the library would have something that instructors could fill out and send with the student to the library for help with a specific need such as, research help or using a database to find scholarly articles.
 - b. Suggestion of creating a link to some type of assessment and placing it on the library homepage and using it in online chats.
 - c. Dean Curry left and the librarians discussed reworking the existing Research Ninja and Research Detective presentations so that we have 1 presentation for both libraries that is adaptable and can be modified for use.
 - i. The idea is to have 1 presentation with several worksheets.
 - ii. Need to create a new worksheet on assessing an article.
 - iii. Kellye suggested setting dates with specific information needs taught that align to a research process but Susie and Kathy pointed out that not every instructor follows a direct research path and assignments do not always fall into that succession. Kathy had scheduled something similar in the past at LVC with little success.
 - iv. It was determined that the librarians should meet again in Fall 18 to work on merging the 2 presentations and creating a worksheet(s) mapped to our PSLOs.
 - v. Kellye suggested making the new presentation accessible online with an online quiz that instructors can link to.
 - vi. Susie suggested adding the ability for students to send their scores directly to their instructor.
 - d. Kathy discussed having a matching event to Information Literacy Day, which is held in the spring, in the fall semester. Banned Books is our current “big” library event but nothing is assessed.
 - i. Kellye suggested doing something related to the mid-term elections in November. Perhaps something on voting or related to fake news. The LWV and Kate Adams have discussed another campus event during this time that the library could be involved with.
 - e. Kellye suggested creating some general, mapped, worksheets that could be used for any orientation where there is an expectation or need for an activity. There is currently an ESL one but most others are class-specific.
 - i. Kathy noted that it would be nice to have those in one place so that both LVC and SM librarians have access and one central repository.
 - ii. Susie suggested using one of the library’s Gmail accounts and creating a new folder in the Drive.

VI. SLO assessment schedule

- a. Kellye will submit the updated PSLOs to Dean Curry and enter them into eLumen for review.
- b. Pending approval, the librarians will meet in fall 18 to decide which PSLO to assess in fall 18 and spring 19.
- c. Librarians will meet in fall 18 to finalize assessment methods to map to PSLO.
- d. Librarians will meet in fall 18 to create new research presentation with accompanying assessments.