Assessment Data

In creating an information literacy sequence for the College Success course, the library was afforded an opportunity to measure student achievement of library outcomes. In keeping with the college’s general education objectives, the library’s student learning outcomes are:

1. Identify key concepts and terms (keywords, synonyms and related terms) that describe the information they seek.
2. Construct search strategies using appropriate commands, including Boolean operators.
3. Retrieve information in a variety of formats using various information resources.
4. Evaluate web sites for authority, credibility and currency.
5. Recognize the legal and ethical importance of citations and cite information accordingly.

Pre- and post-course assessments were given to all students. Any extrapolations of those data should mention the caveat that only 61% of the students who completed the Pre-Assessment ALSO completed the Post-Assessment. However, a preliminary review of the assessment data is encouraging. On the whole, students leave the information literacy sequence much more confident of their abilities to achieve desired outcomes. Direct assessment of student skills indicates strong gains in SLOs one, four, and five; lesser gains in SLO three; and a mixture of gains and losses in SLO two.

Below is a list of each assessment question and the corresponding change in the percentage of students who chose the correct (or positive) answer.

1. I am confident of my ability to retrieve information in a variety of formats using various information resources: Agree and Strongly Agree, +22.5% (SLO 3).
2. The library’s online catalog can be used to find which of the following: +4.1% (SLO 3).
3. When would you use library subscription databases instead of the open Internet to find information: +22.5% (SLO 3).
4. I am confident of my ability to determine appropriate concepts and terms (keywords, synonyms and related terms) to describe the information for which I was looking (SLO 1): Agree and Strongly Agree, +15.9% (SLO 3).
5. I am confident of my ability to construct search strategies using appropriate commands, including Boolean Operators: Agree and Strongly Agree, +37.2% (SLO 2).

New Microfilm Technology

The Harold Washington College Library is pleased to announce the acquisition of the Scan Pro 2000 Microform Scanner. This 21st century equipment is replacing 8 microfilm readers and 2 reader printers that are at least 30 years old. The Library has over 300 periodical and newspaper titles on microfilm that are not available in another format, including the Internet. These are mainly titles published before 1985 and therefore cannot be accessed in print or electronically.

This collection is invaluable to courses and programs offered by Harold Washington College and for research being conducted by the faculty and administration.

This new equipment will be networked to our print stations and computers, providing easier and more simple capability of producing paper copies from the microfilm format. Students and other users will have the advantage of emailing the results of their research or saving information on flash drives. The Library staff will be embarking on training within the next two weeks and look forward to assisting the college community with even more access to information.
would NOT need to cite information used in a research project: +22.2% (SLO 5).
15. Which of the following pieces of information is NOT included in a bibliographic citation in MLA style for a book by one author: +21% (SLO 5).
16. Where are citations located in a research paper written in MLA style: -1% (SLO 5).
17. Which of the following Internet resources would likely provide the highest proportion of scholarly documents: +37.7% (SLO 4).
18. After entering your search terms (George, Washington, wooden, teeth) into a Web search engine, you retrieved the results below. Which of the four listed results would most likely contain the best information for your history paper: +8.4% (SLO 4).

The library is edified that, in aggregate, students leave the information literacy component more confident of their abilities than when they entered. Those findings are somewhat substantiated by some of the direct findings:

Students showed strong gains in SLOs 1, 4, and 5
Lesser but still appreciable gains in SLO 3
And a mixture of gains and losses in SLO 2
Additionally, after the library sequence, students showed increased understanding of paraphrasing and of ethical Internet usage.

The library is now at work to correct the lost ground on SLO two, which could either require finding new ways to teach the material or rewriting those particular assessment questions to be less ambiguous.

The overall student gains are extremely encouraging, especially when one considers that they are learning these important skills at the very beginning of their collegiate careers. It is the library’s hope that this educational experience will strengthen student efforts in all subsequent research-based assignments.

Department Liaisons
To help meet the information needs of the Harold Washington College community, as well as to strengthen our relationships with the numerous academic and service departments in the College, the library has designated library liaisons. Individual librarians will serve as liaisons to the academic departments and areas of the College.

Sherry Ledbetter: sledbetter@ccc.edu, x5762 / 5760. Criminal Justice; Social Services; Biology; Business; Physical Science; Mathematics; Career Programs.
John Kieraldo: jkieraldo@ccc.edu, x5761. Child Development; Computer Information Systems; Foreign Language/ESL; Social Science (with Celia Perez); Center for Distance Learning
Celia Perez: cperez2@ccc.edu, x5635. Art; Architecture; Social Science (with John Kieraldo); Disabilities Access Center.
Todd Heldt: theldt@ccc.edu, x5685. Addiction Studies; English / Speech / Theater; Humanities.

About the HWC Library: The Harold Washington College Library will provide a well-organized and easily accessible collection of materials – print, as well as non-print and electronic – primarily to support the college curriculum and services for students at the home campus and for students in our distance learning programs. The Library faculty will be available all hours the Library is open to offer students instruction and assistance, either individually or in formal bibliographic instruction sessions.

Librarians:
Sherry Ledbetter <sledbetter@ccc.edu>, Chairperson, ext. 5762
Todd Heldt <theldt@ccc.edu>, ext. 5685
John Kieraldo <jkieraldo@ccc.edu>, ext. 5761
Celia Perez <cperez2@ccc.edu>, ext. 5635
Don Baird <dbaird@ccc.edu>, ext. 5760
Versie Barnes <vbarnes02@ccc.edu>, ext. 5760
Michelle Carnes, <mcarnes1@ccc.edu>, ext. 5760

[http://hwclibrary.ccc.edu/]

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9. A database search for War OR Poverty will retrieve: +3.7% (SLO 2).
8. A database search for War AND Poverty will retrieve: +9.4% (SLO 2).
7. Which Boolean Operator be most effective: +27% (SLOs 1, 2).
6. To find articles about the effects of media violence on children, which of the following keyword combinations would be most effective: +27% (SLOs 1 & 2).
5. Why is it important to cite information accordingly: +16.1% (SLO 5).
4. I am confident of my ability to define and identify examples of plagiarism: +17.3% (SLO 5).
3. I am confident of my ability to evaluate Web sites for authority, credibility and currency: +38.8% (SLO 4).
2. I am confident of my ability to locate scholarly documents: +27% (SLO 3).
1. I am confident of my ability to locate resources in one’s research: +6.3% (SLO 5).

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John H. D’Amato, President

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Library Chairperson: Sherry Ledbetter
Office: 501H
Phone: 312 553-5762
Fax: 312 553-5783
E-mail: sledbetter@ccc.edu

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