This report focuses on the various assessment methods that were utilized for the 2013-2014 academic year.

**First Year Courses-Fall 2013**

*University Success*

University Success, the First Year Experience course designed to teach students essential college skills, traditionally requested library instruction sessions in order to provide students an overview of the library services and basic research skills. For the fall semester the library instruction session was restructured to incorporate active learning techniques. However, the course was reorganized by First Year Experience to accommodate a new curriculum and larger class size. With the change to the curriculum library instruction was not heavily promoted as there was no direct focus to developing information literacy skills. One session was taught at the request of the course instructor, as the students were expected to complete a major research paper for the class. Students that attended this session were given a group assignment that required them to explore a specific database and answer a series of questions. The questions prompted the students to complete the following tasks:

- Identify the characteristics, features and types of sources of the assigned database
- Discuss the similarities and differences to that of a search engine (Google)
- Evaluate two sources and discuss if they are appropriate sources for their given research assignment

Once the students had time to address the tasks, the class came together as a whole. Each group’s answers were reviewed and the librarian highlighted features that were not mentioned or overlooked by student groups. At the completion of the session students were asked to reflect on the following question:

> Write about one thing learned from today's session. Will you use it for your research assignment? Why or why not?

Of the 32 students who were in attendance 23 students responded to the question. The most common responses were:

- Gather credible and reliable sources (13 students)
- Find appropriate article citations (7 students)
- More topic focused results (2 students)
- Learned how to use the databases (1 student)
- No answer (9 students)
The completion rate of the end of class assessment activity could have been higher had less time been given for the activity and discussion, (the total amount of class time was 50 minutes). Students whom did not turn in responses left before completed responses could be collected. However the librarian observed that for the majority of the session students were engaged in the discussion concerning the evaluation of sources, as well as the types of available library resources.

**Freshman Writing Program**

Given the numerous challenges that University Success presented more effort was focused toward providing library instruction to student enrolled in the Freshman Writing Program. The Freshman Writing Program includes three courses English 1157, English 1158 and English 1159. Of the 16 sections taught (351 students) 12 sections (258 students) completed the activity presented to the University Success course.

Though the activity proved successful, given the discussion that took place during class time, as many students made similar comments as those of the University Success course. Often discussion left little time for the end of class assessment activity. The Instruction Librarian implemented an electronic form of the formative assessment question and sent the link to course instructors. Students were encouraged to complete the activity, but of the 5 sections (140 students) that were emailed the activity and asked to complete it outside of the library instruction session, only 7 students completed the activity, responses to the question included:

*Write about one thing learned from today's session. Will you use it for your research assignment? Why or why not?*
• I learned about the different websites that UNO has to offer to help with assignments. I won’t use any of them because I have already chosen my websites to use for my essay.
• Using the databases that UNO supplies for us is a lot better and more accurate than other searches like Google.
• I learned to appreciate the resources that are available on campus. Also not being afraid to try new resources and being able to expand my information library.
• I learned how to use other databases on UNO’s library database. Such as CQ Researcher. I will use it again because these articles are helpful for research papers.
• We learned about the various databases that UNO offers and how to use them. I will use these resources because they seem to give more trustworthy and credible sources than most search engines.
• I learned about all the diff databases I could use. I will use these materials for my research essay
• I used the CQ Researcher, it has many different resources available that are great for my paper

After review, the Instruction Librarian revised the in class activity so that an appropriate amount would be given to the activity, class discussion and the student assessment.

Subject Specific Courses-Fall 2013

With regard to subject specific courses, two sessions were assessed for the fall semester, both were sections of EDFR 6700 (Educational Research). This graduate course was comprised of the 22 students for the first section, and 12 students for the second section. Students were asked the following questions:

1. Have you had library instruction for any other class at UNO?

![Question 1](image_url)
2. Have you used the library to do research before (to look for books, or articles, etc.)?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>56%</td>
<td>44%</td>
</tr>
</tbody>
</table>

3. I can identify appropriate information resources to help me define and shape my topic.

<table>
<thead>
<tr>
<th>5 (4-5 Complete Confidence)</th>
<th>4 (4-5 Complete Confidence)</th>
<th>3 (2-3 Moderate Confidence)</th>
<th>2 (2-3 Moderate Confidence)</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>44%</td>
<td>41%</td>
<td>9%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

---

4
4. I can use information resources effectively to find relevant Education research materials.

**Question 4**

- 5 (4-5 Complete Confidence)
- 4 (4-5 Complete Confidence)
- 3 (2-3 Moderate Confidence)
- 1 (0-1 No Confidence)
- No Answer

5. I am aware of services and assistance for students offered by the Library.

**Question 5**

- 5 (4-5 Complete Confidence)
- 4 (4-5 Complete Confidence)
- 3 (2-3 Moderate Confidence)
- 2 (1-2 Some Confidence)
- 1 (0-1 No Confidence)
- No Answer

6. What was most useful about today's session?
7. Is anything still unclear?

![Question 7 Pie Chart]

- No: 47%
- No Answer: 21%
- Yes: 32%

8. Was this class helpful?

![Question 6 Pie Chart]

- Using/finding databases: 38%
- Using search strategies/examples: 11%
- Accessing library resources: 9%
- Using the library catalog: 3%
- Using the library website: 9%
- Using Interlibrary loan: 6%
- Other: 9%
- No Answer: 12%
Spring 2014

All Library Instruction Sessions

For the spring semester, the Instruction Librarian revised the current assessment form and requested that all sections of library instruction utilize the form and make adjustment to their individual teaching outlines so that assessment is completed by students before the end of the instruction session. There was a total of 34 library instruction sessions, of those 34 sessions, 30 sessions (541 students) participated in assessment.

The assessment form requested the following information and asked the following questions as it related to the content of the instruction session:

![Question 8](chart.png)
1. Current Status (Freshman, Sophomore, Junior, Senior, Graduate Student, Other)

![Current Status Pie Chart]

- Freshman: 43%
- Sophomore: 12%
- Junior: 16%
- Senior: 20%
- Graduate: 7%
- Other: 2%
- No Answer: 0%

2. Have you ever received library instruction at UNO before? (Y/N)
3. If yes, please indicate from whom you previously received library instruction. (Librarian, Instructor, Writing Center, Other)

4. This instruction session will help me complete my course assignment
5. After this class, I feel more confident about using the library.
6. The librarian's presentation was clear and effective.

7. List at least one thing that you learned in the session that you did not know before
8. List any topics that were covered in the session that you still have questions about
In looking at assessment of library instruction as a whole it is important to look at the strengths and weakness in order to determine what needs to be implemented for the upcoming semester.

**Successes**

- During Spring 2014, 575 students participated in the assessment of the instruction sessions (in 31 of the 33 sessions taught).
- Every teaching librarian participated in assessment
- From the data, a generalized statement can be said that 91% agree or strongly agree that the class library instruction helps students feel more confident about the library.

**Challenges**

- Some survey responses were inconsistent because no response was given.
- The assessment survey did not directly address or appropriately assess student learning outcomes for the specific sessions.
- Data intake and reporting needs a more streamlined process and procedure so that reporting can be completed at the end of each semester (Fall, Spring and Summer)

**Changes**

- Given that most library instruction sessions for the Spring were taught in a library instruction classroom (a total of 81%; 27 of 33 classes taught) assessment survey will be provided electronically. Paper forms will still be made available for classes taught outside of the library.
- There will be a separate intake form available for library administration to input survey results and comments which will be available in paper or electronic form. The form will include a No Answer option so that total number of responses can be accurately reflected.
- Assessment reports will be written at the end of each semester and made available on SharePoint.
- Freshman Writing Program classes will continue to be assessed but with a separate assessment tool that this in alignment with the following outcomes
  - **Outcome #1:** Identify the similarities and differences between popular and scholarly sources in order to evaluate purpose, audience, and context.
  - **Outcome #2:** Apply the ideas and text of others in order to recognize issues related to academic integrity and plagiarism.
  - **Outcome #3:** Utilize library research methods in order to refine paper topics and develop keywords.