

## **LIS 10: Use of Information Resources Spring 2012 Assessment**

**Overview:** At the beginning of the semester, 60+ students were enrolled in the course. By the end of the course, 33 students were still enrolled, with a number of them being students that completed 5% or less of the work. In retrospect, I should have dropped the non-participating students earlier in the semester. 24 students successfully completed the course. This is my first semester teaching LIS 10 at CCSF.

**Mandatory orientation:** Based on the lack of attendance at the 2 in-person mandatory orientations offered this semester, I have added the option of attending an online orientation to the Summer 2012 session of LIS 10. I just need to work out the technical glitches and accessibility issues, but hope that this delivery method can help improve communication with LIS 10 students. Though this method will not meet the needs of students that need face to face assistance, this can improve the delivery of information to the more technologically savvy students that cannot make it to campus for the required orientation. I have a number of distance students and parents of young children that find it difficult to get to campus during the required face to face orientations. Other students have stated that the in-person orientation conflicts with their class schedule.

**Quizzes and Tests:** Based on my experience this semester, I am reducing the number of quizzes and tests in future sections of this course. Despite the fact that the quizzes and tests are open book, I feel this requirement, in combination with the various assignments required in this class, is too strenuous. I am also attempting to address the needs of students that suffer from test anxiety, or do not test well. Further, given the online nature of this class, it is difficult to combat the possibility of academic dishonesty. I will note that there was a drop in scores from the previous instructor's class in comparison to mine. This might be due to the fact that I allowed students to take each quiz or test only once instead of twice. Finally, on the advice of the previous instructor, I analyzed and revised several quiz and test questions in order to make them more understandable and relevant.

**Final Project:** It seems that many students that enroll in this online course are not prepared to learn in an online environment. It is essential to address the issue of time management and independent learning. Throughout the semester, I stressed the importance of following assignment instructions and beginning work on the final project in a timely manner. I also stressed the importance of working on the final project throughout the 10 week course. Despite instruction, 7 students did not turn in their final project. Further, 10 students received unsatisfactory grades on their final projects. On the other hand, 17 students received satisfactory grades on the final project. My plan is to find a better way to communicate the importance of time management, the analysis of details in the final project instructions, and the grading process. I feel that the grading process is very transparent due to fact that the grading rubric is posted in the

course management system; however, some students are still failing to meet all or many of the final project criteria. I am investigating a different delivery method or means in which to emphasize the importance of this tool.

**Pre/Post Assessments:** Based on the students that fulfilled both the pre and post assessment requirements, there appeared to be a 17.86% increase in knowledge of course content over a 10-week period.

**SLO Assessed:** Recognize the variety of information resources and select appropriate resources for a specific information need.

**Assessment Tool:** Evaluation of quiz and test results

**Number of participants:** 30-33 students

**Description:** Analyzed 5 questions that addressed the following concepts related to the stated outcome:

- Understanding access to periodical databases
- Identifying reputable sources found freely on the web
- Understanding the benefits and limits of web subject directories
- Understanding when to use a print index for older periodical articles
- Knowing best sources for the most current information

**Results:** 83% of students understood access points to periodical databases, and the distinction between freely available information sources. 81% understood elements of web subject directories. Only 40% correctly chose the credible web source when given 4 other choices. 70% of answers pointed to knowledge for need to use print indexes when searching for older periodical articles. 43% correctly understood how to find very current information. However, I am not convinced that this question is 100% clear.

**Recommendations:** Based on the quizzes and tests, students in this course satisfactorily understand a majority of the concepts presented in this sample of questions. However, students do not demonstrate complete understanding of distinguishing between credible and unreliable sources on the free web, and understanding which sources are best for very current information. In one case, I see a need to demonstrate the evaluation of web resources, and in the other instance, I believe the question or course content needs to be analyzed and rewritten for clarity. In the Summer 2012 and Fall 2012 sections, I am going to reduce the number of quizzes and tests. I also intend to introduce new materials (i.e. revised lectures, video clips, and/or exercises)

## Spring 2012 scores

Student ID number	QUIZ %	Test %	Forum %	Pre-Test	Post-Test	Pre/Post Difference	WKSP TOTAL	FINAL PROJECT	Course TOTAL
#####1153	78.95	77.32	100	36.78	52.33	15.55	100	71	84.97
#####3945	92.11	-	50	62.07	0	-	60	-	31.21
#####9503	90.79	100	75	78.74	80.67	1.93	100	71	89.7
#####1244	55.26	63.41	50	56.9	0	-	60	-	43.38
#####4305	71.05	90.72	75	45.98	56	10.02	60	78	76.79
#####3900	89.47	100	100	67.24	85.33	18.09	100	96	97.95
#####4468	68.42	87.75	50	59.77	73	13.23	100	60	78.78
#####1456	68.42	70.22	100	0	67	-	100	55	76.15
#####2577	55.26	59.42	75	51.72	60.67	8.95	100	85	79.13
#####8489	76.32	100	100	71.26	77.67	6.41	100	73	90.88
#####8659	63.16	100	100	82.76	0	-	60	-	58.32
#####8579	55.26	82.68	12.5	0	55.67	-	100	44	66.45
#####0905	71.05	98.26	75	69.54	77.33	7.79	100	-	69.17
#####8346	68.42	77.39	100	56.9	73.33	16.43	100	29	73.44
#####7249	10.53	33.48	0	45.4	0	-	0	-	11.42
#####7326	86.84	99.57	100	39.08	95	55.92	100	85	94.83
#####1593	42.11	24.71	12.5	47.7	0	-	20	-	18.64
#####7258	81.58	100	100	79.31	79.67	0.36	100	87	94.91
#####9793	65.79	89.35	87.5	60.34	87	26.66	100	59	82.42
#####1859	89.47	94.57	100	33.33	90	56.67	100	70	90.09
#####5871	73.68	98.33	75	75.86	88	12.14	80	90	86.95
#####2190	78.95	95.14	100	31.03	71	39.97	100	75	90.43
#####9431	84.21	98.7	100	74.14	87.67	13.53	100	90	95.59
#####3084	52.63	100	75	68.97	51.67	-17.3	100	74	86.26
#####8668	73.68	82.9	100	64.94	64.33	-0.61	100	92	91.09
#####4614	86.84	100	100	53.45	67.67	14.22	100	7	75.43
#####8656	44.74	91.96	12.5	0	0	-	60	-	43.71
#####3011	86.84	100	75	75.86	89	13.14	100	100	96.18
#####7872	78.95	91.59	100	38.51	86.67	48.16	100	90	98.29
#####5502	76.32	-	50	70.11	0	-	60	51	42.38
#####6338	84.21	97.54	100	66.89	84.67	17.78	100	63	88.56
#####6454	97.37	63.62	100	51.72	94	42.28	100	58	84.14
#####7817	73.68	87.17	100	64.37	71.67	7.3	100	33	77.41
<b>AVERAGES</b>	<b>71.8897</b>	<b>85.67097</b>				<b>17.85917</b>		<b>68.69231</b>	<b>74.69848</b>

\*Refer to LIS10-831-SPRING-2010\_Grades.xlsx for complete data

Average Quiz Grade: 71.89%

Average Test Grade: 85.67%

Average score on final project for students who completed Final Project: 68.69%

Average score on final project including 7 students that who received a 0 on the final project: 54.12%

Average final total including students that completed less than 5% of coursework: 63.53%