Executive Summary of 2017 Spring UF Library Assessment

Boise State University, Albertsons Library

ASSESSMENT STRATEGY

During the week of February 27- March 3, Spring 2017, the Library Instruction Team developed and implemented an assessment survey. The assessment was administered to 142 students in 8 UF 100 classes and 170 students 8 UF 200 classes. This survey was intended to serve two purposes: 1. Gather student opinions on curriculum covered during Library Instruction sessions for University Foundations 100 and 200 classes. 2. Assess where the Library’s UF Instruction curriculum was meeting their learning objectives and where they needed improvement.

STUDENT LEARNING OBJECTIVES

UF 100

- Develop and apply strategies for locating articles, including selecting keywords and research databases.
- List three characteristics of an academic article, and identify one such relevant article in a research database.
- Identify criteria to use when evaluating information, and apply the CRAAP criteria to the evaluation of articles and websites.

UF 200

- Utilize advanced search strategies to locate websites and articles.
- Discover the connection between utilizing advanced search strategies and locating reliable pieces of information.

ASSESSMENT QUESTIONS

Clear/Muddy Assessment consists of two questions:

- Clear – What is the most important point you learned today?
- Muddy – What point remains the least clear to you?

Respondents are asked to answer each question with a free written response which included keywords and sentences.

The results provide insight into what areas the UF Library Instruction sessions are meeting the Learning Objective Goals.
RESPONSES

Responses to the Spring 2017 survey included:

- 11.9% of University Foundations 100 students
- 13.6% of University Foundations 200 students

UNIVERSITY FOUNDATIONS 100 STUDENT RESPONSES

What areas do the students understand clearly?

Top three areas of understanding for UF 100 students:

1. 39% of students stated they clearly understood the CRAAP Criteria, a list of questions to help students evaluate the information they find.
2. 27% of students felt they had a clear understanding of how to use the library databases.
3. 16% of students indicated they understood the concept of using advanced search techniques; locating relevant articles, selecting keywords and databases.

What areas are still muddy?

Top three areas needing further instruction for UF 100 students:

1. 67% of students stated that nothing was muddy.
2. 11% of students had a muddy understanding of the CRAAP Criteria, a list of questions to help students evaluate the information they find.
3. 11% of students felt muddy on the concept of using advanced search techniques, this includes locating relevant articles, selecting keywords and databases.

UF 100 Clear/Muddy Assessment
UNIVERSITY FOUNDATIONS 200 STUDENT RESPONSES

What areas do the students understand clearly?

Top three areas of understanding for UF 200 students:

1. 32% of students clearly understood how to utilize advanced search techniques to locate websites and articles. This includes the “cited by” feature and limiting to peer reviewed articles.

2. 19% of students felt they clearly understood how to apply advanced search techniques using Google. This includes domain searching, filetype commands and using the minus sign.

3. 15% of students indicated that they had a clear understanding of how to create search strategies which would help them to be successful in their research.

What areas are still muddy?

Top three areas needing further instruction for UF 200 students:

1. 60% of students stated that nothing was muddy.

2. 9% of students had a muddy understanding of how to utilize and navigate the library databases.

3. 9% of students felt muddy on the concept of using advanced search techniques to locate websites and articles. This includes the “cited by” feature and limiting to peer reviewed articles.
SAMPLE STUDENT COMMENTS FROM CLEAR/MUDDY ASSESSMENT

Clear

I learned the resources available to me to find accurate, credible sources to write a successful paper. -- UF100

The CRAAP test, it’s always been so fuzzy but I understand it now. – UF100

Using the library website on Boise State to find all the different academic search engines made it really easy. – UF200

I enjoyed the format of this teaching, covered a lot of basics without being dry and boring. Thank you! – UF200

Muddy

What to do when the library search doesn’t have your resources and you need peer review – UF 100

What if it lacks CRAAP but the claims make sense to you? – UF 100

I am unclear on advanced searching within ProQuest – UF 200

How do we find the most credible sources? What makes peer reviewed so reliable? – UF 200