

Fall 2013 - LIBRARY INSTRUCTION - ASSESSMENT REPORT

In Fall 2013, we assessed all students in 10 sessions of course-integrated information literacy instruction delivered:

1. ENGL 120
2. ENGL 150
3. ENGL 150
4. ENGL 150
5. ENGL 151
6. ESL 86
7. HIST 214
8. SPCH 120
9. SPCH 120
10. SPCH 120

These 10 sessions represent 18% of the approximately 55 total instructional sessions for Fall 2013.

Discipline	Number of Sessions
English 150 and above	17
English below 150	12
Political Science	6
Speech	5
ESL	5
Counseling	2
Psychology	2
History	2
Art	2
EOPS Tutors	1
Drama	1

After a hands on 80 minute information literacy instructional session, students were asked to complete an online quiz consisting of 4-11 questions to assess all three of our student learning outcomes. We assessed students differently in each session, depending on what was taught them. There were a total of 15 questions related to SLO 1 and SLO 2. We did not formally assess SLO 3 in the fall 2013 semester, although we did assess it in depth in a Faculty Inquiry Group project in a collaboration between counseling and the library in the following semester.

SLO 1: The student will demonstrate an appropriate level of skill in locating sources from the library catalog and the online databases.

We assessed this SLO with 7 questions/items:

1. Please write down 3 to 5 synonyms or related terms for your topic.
2. Overviews and encyclopedia articles are a good starting point for research.
3. For your essay, which databases are recommended?
4. I feel confident that I can find good quality information for my presentation.
5. What's the difference between searching for this: "drinking age" and searching for this: drinking age?
6. Gale Virtual Reference Library is a database of online encyclopedia articles that are a good starting point for research.
7. I have found all the sources of information I need and I'm ready to start taking notes and organizing my paper.

SLO 2: The student will demonstrate an appropriate level skill in evaluating a source and determining its reliability, validity, authority and point of view.

We assessed this SLO with 5 questions/items:

1. What does CRAPP stand for?
2. What do we mean by evaluating an author's credentials?
3. List three characteristics of a scholarly article.
4. How are magazines and newspapers different from journals?
5. What did you think of *Encyclopedia Britannica*?

Finally, all sessions we asked students: "If we had more time, what would you like to know more about?"

This report will focus on the following two questions/items:

SLO 1: Overviews and encyclopedia articles are a good starting point for research. (True or False)

The correct answer was "true."

This question was asked in 3 sessions with SPCH 120 (number of students = 58) and 2 sessions with ENGL 150 (number of students = 43).

This item was worded slightly differently in the SPCH 120 assessment: "Encyclopedia articles are a good starting point for research."

All 103 students in the 3 sessions class responded to this question. All students but one (102) responded correctly, for a success rate of 99%.

Reflection.

Librarians teach students to use encyclopedia articles to get started to provide them with a solid conceptual understanding of their research topic. It is heartening to observe a 99% success rate across 5 sessions in two different disciplines, although a number of important issues come to mind. First, this item's format – true or false – does not allow for nuanced assessment and doesn't get at the more important question – Do students understand why encyclopedia articles are a good starting point, let alone a much more pressing question – as a result of the instructional session, did students seek, find, and use an encyclopedia article in their research?

SLO 3: What do we mean by evaluating an author's credentials? (brief written answer)

Of the 22 ENGL 150 students in the session being evaluated, all 22 answered this question, in brief written responses ranging from 3 to 62 words. The 22 responses were grouped into three categories:

- Sufficient = correct
- Some = partially correct
- None = incorrect

Here are students' responses and scores

What do we mean by evaluating an author's credentials?		
Number	Answer	Score 2=sufficient 1=Some 0=None
1.	education and where they work	1
2.	Judging his or her ethos and qualifications as an authority on the subject. Most credentials, such as college degrees, are institutionally granted.	2
3.	educational level and affiliation	1
4.	Education level or where he/she works.	1
5.	his educational level	1
6.	What sort of education they have had and what makes them an expert on the topic, aside from just their opinion.	2
7.	The author's authority	1
8.	We should look at their affiliation and see if they are reliable (Ph.D etc.)	1
9.	We mean to investigate who the author works for(association), whether or not they're an expert, if their work has been rigorously vetted, etc.	2
10.	Affiliation look at where they work. About the webpage	1

11.	whether or not he has a degree, where he works and are his sources well presented	1
12.	Making sure that the author is a credible source that will help the ethos of a paper with substantive, credible information.	1
13.	Evaluate where they work/their credentials to see if they can be trusted as a scholarly source.	1
14.	Their affiliation, where they work, their phd	1
15.	what and where did he study? why is he so smart in that field	2
16.	if he has a PHD for example, if he has credibility, if he is a teacher or expert in the topic	2
17.	that we should see if they have a title like MD or PhD and that a doctor's title will make their article more valuable, because that shows that they have already research done and have a good knowledge about their topic. Also the affiliation, like are they currently working at a university or a well-known hospital can make the author's more credible	2
18.	Where they got there education, How credible is the information they are giving us	1
19.	we evaluate credentials by researching the authors level of education (Ph.D. or MA) and also where the author is employed or the organization they are affiliated with	2
20.	By evaluating an authors credentials we mean looking at the source, what he is, his affiliation and sometimes a good indicator of this is a PhD	2
21.	Seeing if they have a Ph.d or who do they work for?	1
22.	We are checking to see if the writer knows what they are talking about with a degree of authority. If this person is an expert in their field.	2

Sufficient = 9 students (41%)

Some = 13 students (59%)

None = 0 (0%)

Reflection. It is heartening that all the students understood this concept at least partially. The somewhat disappointing percentage of students who had sufficient understanding (41%) might be because of the written format of the answer, in which students needed to use language precisely and make sure that their answers were complete. In other words, a multiple choice format might have yielded better results. Also, scoring of the answers was subjective. Some of the answers that were labelled 1 (some) very good.

Overall Reflection. As the librarians consider a college-wide systematic plan for teaching information literacy, we should develop an approach to assessment that might have some of these attributes:

- Collaborative – we might consider working with course faculty
- Authentic – assessing students' finished projects
- Efficient – our lean staffing limits the kinds of assessment that we can do

Spring 2014 - LIBRARY INSTRUCTION - ASSESSMENT REPORT

In Spring 2014, we surveyed students in a typical ENGL 150 course. English is, by far, the discipline in which we deliver the most information literacy instruction, accounting for 25 out of approximately 62 total instructional sessions (40%) for Spring 2014. Of the 25 sessions from the English Department, English 150 and English 120 are the courses that librarians instructed the most. We taught 9 sessions of English 150, accounting for 15% of the total sessions and 36% of English course sessions.

Discipline	Number of Sessions
English 150 and above	14
English below 150	11
Speech	7
ESL	6
Political Science	5
Counseling	4
Psychology	4
Biology	2
History	2
Sociology	2
Architecture	1
Art	1
Business	1
Economics	1
High school visit	1

After a hands on 80 minute information literacy instructional session, students were asked to complete an online quiz consisting of 6 questions to assess all three of our student learning outcomes.

SLO 1: The student will demonstrate an appropriate level of skill in locating sources from the library catalog and the online databases.

We assessed this SLO with four questions:

- Explain one advanced Google technique. (brief written answer)
- Gale Virtual Reference Library is a good starting point for these reasons (multiple choice)
- CQ Researcher offers long reports on controversial topics, such as homelessness, gay marriage, and immigration issues. (True and False)
- Academic Search Complete is full of (Multiple choice)

SLO 2: The student will demonstrate an appropriate level skill in evaluating a source and determining its reliability, validity, authority and point of view.

We assessed this SLO with one question:

- How is a journal article different from a magazine article? (brief written answer)

SLO 3: The student will demonstrate an appropriate level of skill in applying and/or citing a resource to a specific assignment or other information need.

We assessed this SLO with 1 question:

- EasyBib helps you create MLA citations. When would you NOT use EasyBib? (brief written answer)

Finally, we asked students: “If we had more time, what would you like to know more about?”

This report will focus on the following two questions:

SLO 1: Academic Search Complete is full of: (Multiple choice)

The three possible choices were:

- newspaper articles
- magazine articles
- journal articles

All 18 students in the class responded to this question. The correct answer was to choose all three choices, which 14 students did, for a success rate of 78%.

Of the 18 students who responded, 4 got the answer only partially correct.

Reflection.

Academic Search Complete is one of COM Library’s most important databases because it is powerful and its coverage of most topics. It’s one of our best resources for research across the curriculum. A success rate of 78% is, I suppose, satisfactory. It’s interesting to note that three of the four respondents *might* be non-native English speakers. (This is based on scant evidence – the students’ names.) The distinctions among newspaper, magazine, and journal might have been more clearly expressed for everyone, but especially for non-native English speakers. Perhaps assessment at the time of instruction by show of hands could have improved student success.

As important as this database is, it is not clear how important it is to know what type of articles it contains! A student could find great information in this database without a firm grasp of its contents. Indeed, a student could do a fantastic job on a research project without even using

this database. This points to another problem with assessing information literacy. Linking a student's information literacy proficiency to student success is even trickier!

SLO 3: EasyBib helps you create MLA citations. When would you NOT use EasyBib? (brief written answer)

Of the 18 students in the class, 13 answered this question (72%) and 5 did not answer it. The 13 responses were grouped into three categories:

- Sufficient = correct
- Some = partially correct
- None = incorrect

The correct answer was that you wouldn't use EasyBib when a citation was provided with the source, such as in sources found in databases.

- Sufficient = 6 students (33%)
- Some = 4 students (22%)
- None = 3 students + 5 students who did not answer = 8 students (44%)

Reflection. A 33% success rate is clearly unsatisfactory. Maybe it was a combination of the odd nature of the question – here's a resource called EasyBib; now tell me why you wouldn't use it – and the way the question was phrased. In retrospect it was probably not the best choice of concepts to focus on, but it comes from watching numerous students in the library wasting their time using EasyBib to create a citation when a citation is already provided. Again, perhaps some language problems were involved, since some of the incorrect answers – “yes, is helpful” and “good” from possible non-native English speakers – indicate a lack of comprehension. Maybe if the mode of assessment had been more authentic – observing students using Easybib appropriately and inappropriately – rather than asking students to answer a question, more students would have demonstrated understanding.

In general, this survey alerts the librarians to the importance of clarity in instruction and in assessment, perhaps especially for non-native English speakers. It also raises the larger question of whether “one-shots” are especially problematic for non-native English speakers.

FALL 2014 - LIBRARY INSTRUCTION - ASSESSMENT REPORT

Sessions Assessed

DATE	DAY	TIME	MINS	# of Students	COURSE	INSTRUCTOR	LIBRARIAN
9/18	Th	8:10 – 9:30 AM	80	24	BIO 112A	Brown	Sarah
9/22	M	12:40 – 2:20 PM	100	38	BIO 100	Agudelo-Silva	John
10/9	Th	11:10 – 12:30 PM	80	15	SPCH 110	Mihal	Dave @ IVC
10/15	W	9:40 -11:00 AM	80	33	COUN 130	Cullen	Sarah
10/22	W	10:10-12:00 PM	110	26	ESL 86	Patel	Dave
11/10	M	9:40 – 11:00 AM	80	33	COUN 130	Cullen	Sarah
11/17	M	8:10 – 9:25 AM	75	22	ENGL 150	Robertson	John
11/17	M	9:40 – 10:55 AM	75	23	ENGL 150	Robertson	John
11/17	M	11:10 – 12:25 AM	75	19	ENGL 150	Robertson	John
11/18	T	2:10 – 4:10 PM	120	22	BIO 112c	Webster	Sarah
11/19	W	10:30 – 12:00 PM	75	22	ENGL 150	Robertson	John
11/19	W	9:40 – 10:55 AM	75	23	ENGL 150	Robertson	John
11/19	W	11:10 – 12:25 AM	75	19	ENGL 150	Robertson	John

Total Sessions Taught Fall Semester: 87

Total Sessions Assessed: 13

How Sessions Were Assessed

Dave Patterson

- **ESL 86 (Patel) and SPCH 110 (Mihal):** Both classes received information literacy instruction that assisted students in preparing oral presentations, which instructors allowed me to observe. After observing student presentations in both classes, I was struck by the lack of references to sources of information, either specific attributions within the presentations or lists of sources at the end of them. I suggest that the librarians develop an “oral presentation” package consisting of three items that instructors could modify and present to students. First, an example PowerPoint that shows how easily students can provide in-text and Works Cited citations. Second, one or two information literacy rubric items that could be inserted in the instructors’ rubric presentation. Finally, a simple chart delineating development goals for referencing information in oral presentations for basic skills courses, AA/AS courses, and transfer-level courses. This package, if created in collaboration with faculty in a variety of disciplines, could set clear and uniform expectations for references within oral presentations.

John Erdmann

- **BIOL 100 (Agudelo Silva):** In Biology 100, taught by Professor Fernando Agudelo Silva, I created a library research worksheet that specifically addressed the SLO’s for that session. In the worksheet, the student was prompted to create keywords, then use those words to locate reliable reference sources, both in the library databases and using Google advanced search functionality. The students were assessed on their ability to use the CRAAP test, which judges a source in terms of currency, relevance, authority, accuracy, and purpose. Students were tasked to create citations from peer reviewed sources and information found on the open internet. The information literacy assignment was collected and graded, the results of which were shared with the professor. I took the results into account as I created information literacy assignments for other science classes.
- **ENGL 150 (Robertson):** In Professor Noel Robertson’s English 150 class, I created a pretest and posttest to assess student learning outcomes that were identified in my library orientation. The questions in these tests were developed directly from the SLO’s for those sessions and had to do with locating, assessing, and the proper use of information. The tests were developed using Google Docs survey feature and embedded into the LibGuide for that class. I taught three sections of his ENG 150 class, each one with three session. The posttest results were compared to the pretest and shared with the instructor. I will consider the areas of deficiency when preparing lesson plans for future ENGL 150 classes.

Sarah Frye

- **BIOL 112a (Brown):** As part of a Literature Search assignment, students in Becky Brown’s BIOL 112a course were required to provide a minimum of four peer-reviewed references to support or refute claims that green tea is helpful for health concerns, such as cancer or cardiovascular disease. Students were asked to use both primary and review articles. Students were then required to summarize their findings in no more than a one-page summary. The class came to the library for an 80-minute information literacy session, which focused on the following information literacy learning outcomes: Using a search strategy (keywords), identifying appropriate sources, and using tools to access information. The session also briefly covered how to read a scholarly article to determine the main points.

The assessment tool was a guided-search activity which asked students to work in small groups of 2-3 to search the Library's SuperSearch database using the keywords: Green tea and cancer. Students were prompted to select several limiters ("full-text" and "peer-reviewed") and then review articles 1 and 5 in the results list. The activity sheet asked students to distinguish whether each article was a review article or a primary research article and then briefly summarize the article. Responses were categorized as sufficient (fully correct), some (somewhat correct), or none (not correct):

- Distinguishing primary article from review article (7 groups):
Sufficient: 5 groups identified the review article from the primary research article

Some: 1 group responded correctly but using different terminology

None: 1 group did not answer the question.

- Summarizing the article (7 groups):
Sufficient: 4 groups sufficiently summarized the article

Some: 0

None: 3 groups did not summarize the article on the activity sheet, however they may have engaged in class discussion.

Note: All students were highly engaged in a class discussion (either by listening or speaking) about the two articles, and most if not all students seemed to effectively understand the article's main points.

At the end of the session, I asked groups to write on the back of the activity sheet the 2 different ways to get back to the Library's SuperSearch database.

- Sufficient: 5 groups responded correctly with MyCOM or the LibGuide url
- None: 2 groups did not write a response.

Becky's students were all very knowledgeable and engaged throughout the session. They asked great questions and it was apparent that the content of the information literacy session seemed appropriate to their level: It was informative without being too in-depth. My take away for next time is that I could make the class activities and assessment a little more rigorous.

- **BIOL 112c (Webster):** Students in Rachel Webster’s BIOL 112c course were required to create a poster session addressing one of the “Real Questions of Biology,” such as: Why is blood red? Why do you get a fever? Etc. Students were asked to conduct research on the topic and include one peer-reviewed article on the poster. Students came to the Library for a 120 minute information literacy session, which covered the following information literacy learning outcomes: Using a search strategy (keywords), identifying appropriate sources, and using tools to access information. After the Library session, I visited the class to participate in the poster presentations. All of the groups presenting documented the peer-reviewed article on their poster. Walking around to some of the groups, I asked if they had any comments regarding the research process. Most students responded that the research went well and that they were easily able to find articles once they figured out the best keywords for their topic. It was clear that all groups had spent time researching and coming to understand their topic. Rating groups as some, none, or sufficient: All groups did a sufficient job.

During the library session, students were engaged in discussion and activities. It was clear from the poster sessions that all students effectively found a peer-reviewed article related to their topic. My take-away for next time is to tweak the in-class activities during the library session to include more advanced and engaging Google search tips.

Overview of What We Learned

- Students need a lot of instruction related to using information responsibly, specifically regarding citing sources, and including in-text citations.
- One small, but important way the library faculty could improve information literacy at the College is to encourage discipline faculty to require students to include citations/bibliography for oral or PowerPoint presentations and, subsequently, [help] instruct students how to do this.
- Many students in Biology courses seemed well-prepared for research and eager to engage during in-class activities. Library faculty may want to be prepared with more challenging activities and examples for these courses as it is often harder to make a lesson more challenging “on the fly” than it is to dial back.

Additional Feedback from Discipline Faculty

- “Thanks Linda [Bennett]! I enjoyed working with you! Thanks SO much for putting together such an amazing research guide for the students - what a great resource for the students!! I really appreciate it - thanks also for such a great evening in the literacy lab and for such an organized and helpful presentation and activity to help the students

learn all the library has to offer for their project. I look forward to working with you again.” – **From Cara Kreit, ENGL 120**

- “Linda [Bennett], Thank you again for your help. The students all thought they gained a lot of good information. I will pass along the info you have included.” – **From Erik Bruce, HIST 101**
- “Hi Linda [Bennett], I just wanted to thank you for the time that you took with my class on Tuesday night; the research help was invaluable for my students. A special thank you for the research guide page that you created just for our course!!! It's absolutely wonderful. I will be teaching real estate practice next semester and I will definitely want a similar page for that course as well. Have a wonderful Friday.” – **From Jamelia Carson, RE 219**

Spring 2015 - LIBRARY INSTRUCTION - ASSESSMENT REPORT

To assess the effectiveness of our instruction, an online survey was sent to all 34 instructors who brought in their classes. We received 14 responses (41%) from the following disciplines.

Discipline	Number of Instructors Responding
Anthropology	1
Biology	1
English 150 and above	4
English below English 150	3
ESL	1
Counseling	1
Psychology	1
Sociology/Behavioral Sciences	1
Speech	1

A number of these instructors brought in more than one section, brought their students more than once, and/or brought students for more than one course, resulting in approximately 34 sessions out of 73 (47%).

- **SLO 1:** The student will demonstrate an appropriate level of skill in locating sources from the library catalog and the online databases.

Survey question for SLO 1: As a result of the librarian's instruction, my students were better able to identify access points and locate appropriate sources, such as the catalog and/or databases.

Almost all (13) instructors agreed with this statement. Only 1 instructor responded "neutral."

Additional feedback from instructors:

"Students received great information about the library databases--what they are, what kinds of info the different ones provide, and useful search tips. It was especially useful because it was all tailored to my students' assignment. It was great, and it really helped my students prepare quality research for their paper!! I will definitely be bringing students back in this course next term." **Liz Soluri, Anthropology**

"The librarian did an outstanding job presenting material and interacting with the instructor. The librarian also prepared a LibGuide and handout, which helped walk through the orientations and provide a further point of access at home." **Dave King, English**

"The research guide that Sarah created was great!" **Kristin Perrone, Counseling**

"Some students told me they wished they'd have this instruction earlier in their time at COM." **Bob McCoy, Psychology**

- **SLO 2:** The student will demonstrate an appropriate level skill in evaluating a source and determining its reliability, validity, authority and point of view.

Survey question for SLO 2: As a result of the librarian's instruction, my students were better able to evaluate sources.

Only 11 of the 14 respondents asked the librarian to teach to this SLO. Of these 11 instructors, almost all (10) instructors agreed with this statement. Only 1 instructor responded "neutral."

Additional feedback from instructors:

"The assignment my students were working on emphasized source evaluation, and the library did an outstanding job discussing the varieties of sources as well as strategies for evaluating them." **Dave King, English**

"Because this is an evening class, we had very little time, and so couldn't do much more than teach database access. Evening classes need more time for library visits." **Linda Lieberman, ESL**

- **SLO 3:** The student will demonstrate an appropriate level of skill in applying and/or citing a resource to a specific assignment or other information need.

Survey question for SLO 3: As a result of the librarian's instruction, my students were better able to cite their sources using an acceptable style guide.

Only 9 of the 14 respondents asked the librarian to teach to this SLO. Of these 9 instructors, all instructors agreed with this statement.

Additional feedback from instructors:

"Thank you for all of your wonderful work with the students!" **Sandra Douglass, English**

Reflection. Respondents were almost uniformly satisfied with the instruction. The percentage of instructors who responded (41%) was not bad at all. I think we could have had more responses and for meaningful assessment if the instructors had filled out the survey soon after the sessions, rather than at the end of the semester. Still, it is heartening to know that the respondents had favorable responses.

The fact that not every instructor wanted us to teach about the second and third SLOs highlights both the benefits and drawbacks of custom-tailored instruction. On the one hand, we are eager to teach those concepts deemed important by the course faculty. We enjoy collaborating and we feel integrating our information literacy instruction with course instructors' assignments is a highly effective practice.

On the other hand we are concerned that COM students are not getting systematic information literacy instruction – not that we want to teach concepts related to every SLO in every session. After all, even if all instructors *wanted* to cover all three SLOs, there is not necessarily enough time to teach them effectively. Indeed, the librarians often feel pressured to cover more concepts than seems feasible using

our current “one-shot” or “two-shot” instruction approach. So a shortage of time and our current collaborative model may not be keeping us from delivering information literacy instruction. A problem with our current collaborative model is that it is not as collaborative during lesson preparation as we would like due to limitations on our time and the time of the course instructors.

These drawbacks to the way we are currently offering information literacy underscore two things. First, the library conceptualizes teaching information literacy as a shared responsibility between the library and the course instructors. Second, the librarians need to consider alternative ways of delivering information literacy, perhaps by creating a college-wide plan.

Fall 2015 - LIBRARY INSTRUCTION - ASSESSMENT REPORT

To assess the effectiveness of our instruction, an online survey was sent to all 35 instructors who brought in their classes. We received 16 responses 46% from the following disciplines.

Discipline	Number of Instructors Responding
Unknown	3
English 150 and above	3
English below English 150	2
Anthropology	1
Biology	1
ESL	1
Counseling	1
Nursing	1
Psychology	1
Political Science/History	1
Sociology/Behavioral Sciences	1

A number of these instructors brought in more than one section, brought their students more than once, and/or brought students for more than one course, resulting in approximately 34 sessions out of 72 (47%).

- **SLO 1:** The student will demonstrate an appropriate level of skill in locating sources from the library catalog and the online databases.

Survey question for SLO 1: As a result of the librarian's instruction, my students were better able to identify access points and locate appropriate sources, such as the catalog and/or databases.

Almost all (16) instructors agreed with this statement. Only 1 instructor responded "neutral."

Additional feedback from instructors:

"Students in both history and polisci classes very much more familiar with accessing sources."

Paul Cheney, History and Political Science

"Yes, now my students have a greater knowledge of the differing online databases." **Susan Rahman, Sociology/Behavioral Sciences**

"Students excelled on Research Paper Grade." **Noel Robertson, English**

"Sara was informative and helpful. Students were much better prepared to begin their research." **Gina Cullen, Counseling**

- **SLO 2:** The student will demonstrate an appropriate level skill in evaluating a source and determining its reliability, validity, authority and point of view.

Survey question for SLO 2: As a result of the librarian's instruction, my students were better able to evaluate sources.

Only 13 of the 16 respondents asked the librarian to teach to this SLO. Of these 13 instructors, almost all (12) instructors agreed with this statement, and one instructor answered "neutral."

Additional feedback from instructors:

"Students still turned in sources without publication dates and focused mainly on encyclopedias rather than more "meaty" sources." **Anonymous (The instructor who responded "neutral")**

"She [Sarah] gave relevant examples on reliable sources and how distinguish from ones that were not." **Gina Cullen, Counseling**

- **SLO 3:** The student will demonstrate an appropriate level of skill in applying and/or citing a resource to a specific assignment or other information need.

Survey question for SLO 3: As a result of the librarian's instruction, my students were better able to cite their sources using an acceptable style guide.

Only 12 of the 16 respondents asked the librarian to teach to this SLO. Of these 12 instructors, almost all (11) instructors agreed with this statement, and one instructor answered "disagree."

Additional feedback from instructors:

"For the most part, yes, however many students still not sure unless they were using library databases through which they could create automated citations." **Paul Cheney, History/Political Science**

"She has a great interactive exercise in which they practice citing sources." **Gina Cullen, Counseling**

"The librarians were receptive to my last minute request. They are knowledgeable and friendly." **Jeannie Langinger, Nursing**

Reflection. As with the spring 2015 results, respondents were almost uniformly satisfied with the instruction. It was interesting that a small number of respondents chose to remain anonymous. It's a bit unusual for faculty to assess other faculty's instruction at College of

Marin, so we need to consider how our assessment approach is possibly skewed by faculty not wanting to hurt our feelings. Also, we can seek to appreciate the few negative comments as especially valuable grist for our pedagogic mill!

One of the advantages of asking faculty to complete this survey late in the semester is that they can, as Professor Robertson did, take into account the students' final products. Noel told us elsewhere that the library instruction John Erdmann provided gave his students a strong foundation and that the resulting work was much better than when in the past.

Possible idea: could a librarian and a course faculty member look at a highly successful, average, and emerging students' final product and have a discussion about the students' information literacy as exhibited in it? This is a time consuming but potentially rich approach to assessment.