

SAC: Library faculty
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Assessment Plan Worksheet for SACs:
from: <http://www.pcc.edu/resources/academic/learning-assessment/assessment-plans.html>

Part 1: Brainstorming for a Critical Thinking Assessment Plan

1. Ask yourselves what you would really like to know about how your students are learning critical thinking:

Are students able to differentiate between natural language, and key words, for setting up efficient search strategies in library online tools

2. Ask yourselves where you can find good *indirect* evidence of students' critical thinking skills:

Use a standardized three-question quiz in Powerpoint, with clicker technology, to gather anonymous responses in at least four Writing 121 library instruction sessions by at least two librarians. Students in other library instruction sessions may also be assessed, but this will be the baseline.

3. Ask yourselves where you can find *direct* evidence of students' critical thinking skills (i.e. key assignments, presentations, essays, labs, capstone projects, portfolios, exams, certifying national or state exams, other). It may be helpful to consult your CCOGs or collect instructors' syllabi as you are brainstorming for this. It is very likely you already have something in place that will suit this purpose.

[Final annotated bibliographies in LIB 101, compared against a rubric, as yet to be approved by the SAC]

Part 2: Firming up the Plan

4. Plan how to analyze your indirect evidence.

Results data will be collected from each librarian who did the standardized quiz with their classes, and reported to the SAC.

5. Plan how to analyze your direct evidence:

Trends will be analyzed by the librarians leading the Learning Assessment Community of Practice, and reported to the SAC, and suggestions for further development of the quiz or changes to the format considered.

Part 3: Implementing the Plan

1. Collect, analyze, synthesize, and summarize what you have learned from your indirect evidence.

Analysis:

1. Response rate is high, from a low of 73% up to full participation.
2. Percentages of non-response hold fairly steady across the three questions, so if the clickers do not register, students either opt-out or stop trying to figure out how to turn them on.

3. There was a slight decrease in correct responses between Question 2 to Question 3. This could be due to the higher complexity of Question 3.

7. Note any changes/improvements that need to be made as a result of what you have learned.

Proposed improvements:

- Librarians start with a give-away or test-the-system question with the class first, to ensure that 100% response rate is possible from the clickers
- Add a couple more questions to get a better picture of student knowledge
- Set up standards for presentation, to ensure a more objective measure of student performance
- Increase librarian participation in-depth assessment results, including devising similar assessments for other library instruction sessions beyond WR 121

8. Send the final report to sgray@pcc.edu for placement on the Learning Assessment Website.

9. In June, all reports will be reviewed in the aggregate for a broad understanding of student critical thinking skill development and opportunities for further improvement.

See below for the activities:

Portland Community College Library

Writing 121 library instruction sessions in-class “keyword” assessment questions

Spring 2010

1. Can ocean waves really produce energy?

The best choice for keywords is:

- A. Can ocean waves really produce energy
- B. Ocean Waves energy

2. Does President Obama’s healthcare plan cover illegal immigrants?

The best choice for keywords is:

- A. Obama Healthcare illegal immigrants
- B. illegal aliens health

3. Should marijuana use be legalized?

The best choice for keywords is:

A. Smoking Marijuana should be legalized

B. Marijuana legalized

Portland Community College Library

Writing 121 library instruction sessions in-class "keyword" assessment results

Spring 2010

	Question 1	Question 2	Question 3
Librarian 1, class 1 (19 students)	18 correct, 1 incorrect 94% correct 100% response rate	17 correct, 2 incorrect 89% correct 100% response rate	12 correct, 1 incorrect, 3 wrong button 63% correct 84% response rate
Librarian 1, class 2 (22 students)	12 correct, 6 incorrect 3 no reply 54% correct 84% response rate	14 correct 1 incorrect 6 no reply 1 wrong button 63% correct 72% response rate	13 correct 4 incorrect 5 no reply 59% correct 77% response rate
Librarian 1, class 3 (19 students)	12 correct, 2 incorrect, 5 no reply 63% correct 73% response rate	13 correct, 1 incorrect, 5 no reply 68% correct 73% response rate	13 correct, 2 incorrect, 4 no reply 68% correct 78% response rate
Librarian 2, class 1 (17 students)	17 correct 100% correct 100% response rate	15 correct 2 incorrect 88% correct 100% response rate	15 correct 2 incorrect 88% correct 100% response rate

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