SUBJECT GUIDE ASSESSMENT  Fall 2018-Spring 2019

PLO 4: Students will demonstrate the information literacy skills of using library learning tools to access library sources

INTRODUCTION

It is the goal of CC Library to assist in, and facilitate, the development of information literate students. Information literate students determine the extent of information needed, access information effectively, critically evaluate information sources

CC Library provide access to an overwhelming number of resources. With all this variety, it’s no wonder that students find research to be a daunting proposition. This is where the course guides come in.

Course and subject guides are websites created by librarians to help point students toward resources specific to their assignment(s). These guides include links to library subscription resources, including article databases, journals and books, as well as open authoritative web content. Course and subject guides serve as a filter, making CC Library’s overwhelming array of resources a little bit more accessible to students.

What is the difference between Course guides and Subject guides?

Course Guides are created for specific assignment(s). Faculty tend to select specific themes/topics so the library sources are very focused, pulling together selected resources relevant to assignment.

Subject Guides are created as a resource center for recommended resources for a discipline. These are broader in focus and organized by resources type.

What is the purpose of this assessment?

In Spring 2018, we will take a closer look at our subject guides, in order to determine if faculty find them to be effective learning tools for their students. If not effective, we want to understand why.

How does this tie into the Library Program Review and PLOs?

Program Review Goal 1. Integrate information literacy instruction and resources into acceleration programs and guided pathways initiatives.

Program Review Goal 3: Investigate and evaluate new emerging library technologies for effective discovery of information
<table>
<thead>
<tr>
<th>SUBJECT GUIDE ASSESSMENT  Fall 2018-Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLO</strong></td>
</tr>
</tbody>
</table>
| **Program Review Goals**                     | Goal 1. Integrate information literacy instruction and resources into acceleration programs and guided pathways initiatives.  
Goal 3: Investigate and evaluate new emerging library technologies for effective discovery of information |
| **Expected Outcomes**                        | Expected outcomes will show that 75% of faculty find subject guides easy to navigate (Q1).  
Expected outcomes will show that 75% of faculty find their subject guides contains relevant links and sources. (Q2)  
Expected outcomes will show that 75% faculty confirm that their students are using these subject guides. (Q3) |
| **Date**                                     | Fall 2018 – S2019 |
| **Assessment tool**                          | Faculty survey Librarians met to develop survey questions. Institutional Effectiveness designed survey.  
Three questions asked were:  
1. Thinking about the design and layout of the subject guide, how easy is it to navigate?  
2. The Subject Guide contains links to library resources. How relevant are these library linked resources to your program?  
3. Approximatelt how many of your students use this Subject Guide? |
| **Methods of Assessment (MoA)**              | Librarians met to develop survey questions. Institutional Effectiveness designed survey and sent to faculty via e-mail in Spring 2018. In Spring 2018, we received only 11 responses. The Librarian who created these subject guides agreed to email individual faculty members to participate in survey. By May 2018, the Librarian was successful in gathering 10 more responses. Institutional Effectiveness was able to process the results in Oct 2018 (too busy with college-wide surveys). |
| **Assessment results*^**                     | Total number of faculty responses were twenty-one (n=21).  
On survey question #1, 100% of instructional faculty (n=21) reported that the guides were "very easy" and "somewhat easy" to use.  
On survey question #2, 100% of instructional faculty (n=21) reported that the links to library sources were "very relevant" and "somewhat relevant" to their program. |
On the survey question #3, 67% of instructional faculty (n=21) stated "I do not know" if students use the subject research guide to help in their research.

Faculty comments about the Library and our services (not necessarily the guides) were positive, (i.e the Library rocks!). Faculty also gave us suggestions for improvement and these comments will be taken into consideration by Librarians.

The only question that did not meet our expectations was Q 3, which states,” Approximately how many students in your program use the Library Research Subject Guide?, Faculty reported:
(5%) “None”
(14%) “Less than half”
(5%) “About half”
(10%) “More than half”
(67%) “I don’t know”

### Discussion and Dialogue

In Spring 2018, we distributed the survey on our subject guides. On Oct 1, 2018, the survey results were given to us. On Oct 16, Librarians met to discuss results. Questions 1 and 2 showed good results. Our main concern was questions 3, “Approximately how many students in your program use the Library Research Subject Guide?” and faculty (67%) responded “I don’t know” Librarian may want to create subject guides but are students using these guides?

### Action Plan

The Cuyamaca College Library research guides are rich in information sources. Currently, the data on the use of these guides by faculty and students is limited to the survey conducted by the library in Spring 2018. In order to learn more about the effectiveness of our research guides, it is necessary to learn more about the resources contained in them, how and if those resources support curriculum, and the degree to which faculty members support the use of guides in their courses.

Librarian will conduct and complete assessment by June 2019.

The following tools/strategies will be used in assessing the guides:
1. Course curriculum documents (e.g. reading lists, syllabi)
2. Information literacy assessments of students
3. Collaborative outreach to faculty
4. Usage statistics of guides

As research supports for curriculum and vehicles for information literacy, research guides can be useful tools. However, the usefulness of research guides depends greatly on ensuring a need for them exists and that the guide is designed to meet that need. This action plan seeks to establish an approach of assessment aimed at ensuring the guides are meeting the information literacy needs of our students and effectively supporting
Program changes, recommendations | Due June 2019
---|---