

Library Program SLO Spring 2011

Program Learning Outcome: Instruction: The Library will support Instruction and Critical & Creative Thinking by teaching students to select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression.

The librarians worked with an anthropology instructor to correlate performance on essays and in the class to participation in a library orientation and completion of a library extra credit project.

ANTH 125: Physical Anthropology

ANTH 125 GRADE (38 students registered, 2 ended with 0 points, so I only counted 36)

Of the top scores (over 900) – 7 out of 36 students – 100% did library extra credit

Of the high scores (over 800) – 9 out of 36 students – 55% did library extra credit

Of the mid scores (over 700) – 9 out of 36 students – 33% did library extra credit

Of the low scores (500-700) – 5 out of 36 students – 60% did library extra credit

Of the bottom scores (under 500) – 6 out of 36 students – 50% did library extra credit

ANTH 110: Cultural Anthropology

ANTH 110 GRADE (44 students registered, 1 ended with 0 points, so I only counted 43)

Of the top scores (over 500) – 18 out of 43 students – 83% did library extra credit

Of the mid scores (over 400) – 13 out of 43 students – 69% did library extra credit

Of the low scores (over 300) – 7 out of 43 students – 71% did library extra credit

Of the bottom scores (under 300) – 5 out of 43 students – 40% did library extra credit

ANTH 110 ESSAYS (34 essays turned in; total points = 200)

9 out of 34 students (26%) scored 190 points or more. Of these, 6 (66%) did library extra credit

Of the mid scores (170-190) – 13 out of 34 students – 92% did library extra credit

Of the lower scores (below 170) – 12 out of 34 students – 50% did library extra credit

Patterns: A general trend that we see is that students who come to library orientations tend to do better. This is particularly in *ANTH 125: Physical Anthropology* where 100% of the students with the top scores attended the library orientation. This suggests that while coming to a library orientation does not guarantee a higher grade (about 55% of students who did poorly attended library orientations), all of the student who did well did in the course attend the library orientation. Those who came had an extra credit assignment, so that alone boosted their scores. The obvious exception to this pattern is in the essays, where only 66% of the top scoring students attended the library orientation. However, in actual numbers this means 6 of the 9 top students did the library extra credit assignment. In addition, 92% of students who scored well (170 or higher) but not in the top percent attended the library orientation.

Conclusions: we looked at these general trends and reviewed the worksheet we use for the class as well as the rubric the instructor uses to evaluate essays. We concluded that it might help students to align our worksheet more explicitly to the instructor's grading rubric by clearly incorporating the following sections into our worksheet: 1) references listed at the end of the paper in a format, 2) references listed throughout the paper in a format, 3) one book in ANTH section of the library (GN) is referenced (.5), textbook referenced (.5), 4) 3 articles from ANTH journals are sourced (JSTOR or eWiley), 5) backed up observations with scholarly information. Aligning the structure and vocabulary of the library worksheet with the class assignment may improve the integration of library/information literacy instruction into these anthropology courses. This may be a good strategy for other classes as well.