Assessment: Course Four Column

SPRING/SUMMER 2015

El Camino: Course SLOs (HUM) - Library Science

ECC: LIBR 10:Library Research Using the Internet

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
SLO #1 - Students will be able to break a URL (Uniform Resource Locator) down into its constituent parts, understand and define the elements making up a URL, and use critical thinking skills to correct possible errors in URLs and to determine how they may be used as an element in Web search and evaluation. Students will complete a pre/post test and see gains in understanding of the concepts in this area that will contribute to their information literacy. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2014-15 (Spring 2015) **Input Date:** 03/26/2015	**Exam/Test/Quiz -** Students will complete a pre/post test and see gains in understanding of the concepts in this area that will contribute to their information literacy. **Standard and Target for Success:** The class overall should show a 20% gain in knowledge when comparing class pre and post tests	**Semester and Year Assessment Conducted:** 2014-15 (Spring 2015) **Standard Met? :** Standard Met Students need a working knowledge of URLs to "read" a URL and use the component parts for effective searching, as an indicator of quality and a tool for evaluation. The aim is to gauge student's knowledge of URLs at a basic. pre lecture level, and then a post lecture level of knowledge. Spring 2015 URL Pre Test (see Documents for Pre-test) 15 student participants on 4 questions Question 1 - 14/15 students correct, Question 2 8/15 correct, Question 3 Zero correct, Question 4 6/15 correct. Overall 1 student scored zero% on the test with no correct answers, 5 of the 15 scored 25%, 4 of the 15 students scored 50%, and 5 of the 15 students scored 75% on the Pre Test. Spring 2015 URL Post Test (See Documents for Post test) 15 student participants on 6 questions Question 1 15/15 students correct, Question 2 6/15 correct, Question 3 13/15 correct, Question 4 13/15 correct, Question 5 14/15 correct, Question 6 13/15 correct. Overall: 3 students scored 67%, 9 students scored 83%, and 3 students scored 100% Analysis: Post-test Question 2 had multiple parts and many	**null.courseAction:** Post-test Question 2 had multiple parts and many got the question partially correct, but few (6/15) got it totally correct. As the analysis of the URL is a new skill and not intuitive, it may be better to split the question into 2 distinct parts so that students can focus on one part of the URL at a time. Also present more examples in class so that students are more comfortable with the skill and include more examples for practice in the in class exercise. (05/12/2015) **Action Category:** Teaching Strategies

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got the question partially correct, but few (6/15) got it totally correct. Maybe split the question into 2 distinct parts. The pre -test works well to show areas of comprehension and weakness already existing, and the post test shows good gains. The bulk of the students scored 50% or below in the pre test, and the bulk of the students scored 83% or above in the post test, exceeding the goal of a 20% gain.
Concepts that still need reinforcement that can be addressed before moving on to the next area.

 (05/08/2015)
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