

## Campus Libraries are Data Driven for Improvement

Always seeking avenues for improvement, Florida SouthWestern State College's Library faculty use a satisfaction survey and distributes it via email to faculty each fall and spring terms in alternating years. The results of the survey are used to target areas for improvement.



**Arenthia Herren**

Librarian

Librarian Professor Arenthia Herren explains how FSW Faculty Librarians conduct assessment for the libraries, a process which greatly differs from other academic departments. Head of the FSW Libraries' Print Collection, Arenthia assesses how to manage all FSW Libraries' vast print holdings by collecting and reviewing circulation and other data in order to systematically develop a targeted collection that aligns with FSW programs, curricula, and student learning outcomes. She successfully has created a data driven collection development and management plan that entails continual review based on assessment data. Over time, Arenthia effectively has shifted the libraries' collection development plan to one that is curriculum and data driven, which has resulted in increased access to scholarship for FSW students.



**Jane Charles**

Librarian

As Head of the FSW Libraries' Instructional Programming and Assessment, Librarian Professor Jane Charles has created data-driven tools in order to improve the Libraries' Research Instruction Program. She methodologically collects and reviews reference data, i.e., one-on-one research instruction provided at a reference desk, from librarian offices, and on the fly – wherever and whenever in the library. Working with Professor Herren, and she and has created, amended, collected, and reviewed a wide variety of assessment tools to learn how to improve the Library's instructional program. The Office of Assessment and Dr. Joe van Gaalen, generate reports based on the amassed data. In collaboration, Professors Charles and Herren and Dr. van Gaalen review the reports and suggest and help implement solutions to issues based on the data collected.

The results of those who responded to the most recent survey, the Fall 2017 Faculty Survey, are detailed below. The instrument used is a 12 question survey designed to determine library site (by campus) represented in survey, faculty type represented in survey, and measure faculty satisfaction.

The survey elicited a 10% response rate from a distribution list of 452. Respondents are comprised of 42% full-time faculty, 58% adjuncts. Campus representation is 46% Thomas Edison (Lee), 28% Collier, 12% Charlotte, 12% FSW Online, and 12% Hendry Glades. Representation of respondents by school is as follows:

- 55% - School of Arts, Humanities, and Social Sciences
- 16% - School of Pure and Applied Sciences
- 11% - School of Education
- 8% - School of Business and Technology
- 3% - School of Health Professions



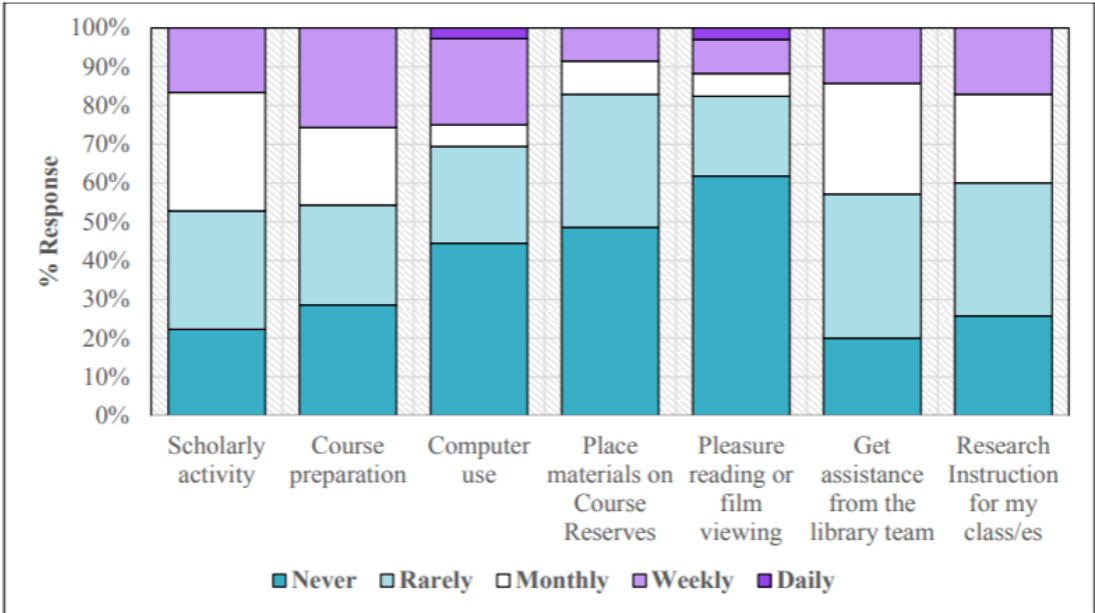
**Joseph van Gaalen**

Director of Assessment  
and Effectiveness

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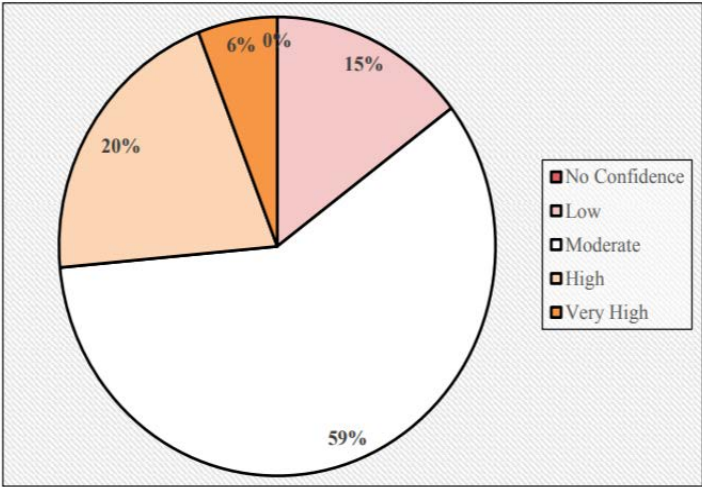
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On the survey, Question 4 was the first to address satisfaction. The responses to Question 4: “How often do you visit the library for the following activities?” are shown in the bar graph on this page. The activities of “Scholarly activity”, “Course preparation”, “Get assistance...” and “Research instruction...” exhibit the largest regular activity of respondents. Each of the four exhibit more than 40% reporting at least monthly use. evidence for evaluating or grading students. Activities as simple as exit slips, one-minute papers, or even thumbs up/thumbs down can provide us with on-the-spot information on what our students know and what they may still need.



Bar Graph: Response to survey question, “How often do you visit the library for the following activities?” Survey respondents: 38.

Another example from the survey are the responses to Question 8: “How confident are you in your students’ ability to find and use credible sources of information?” These are shown in the following pie chart. Of the respondents reporting, 15% report low confidence in students’ ability to find/use credible information sources. Of the respondents reporting, 26% report high or very high confidence in students’ ability to find/use credible information sources.



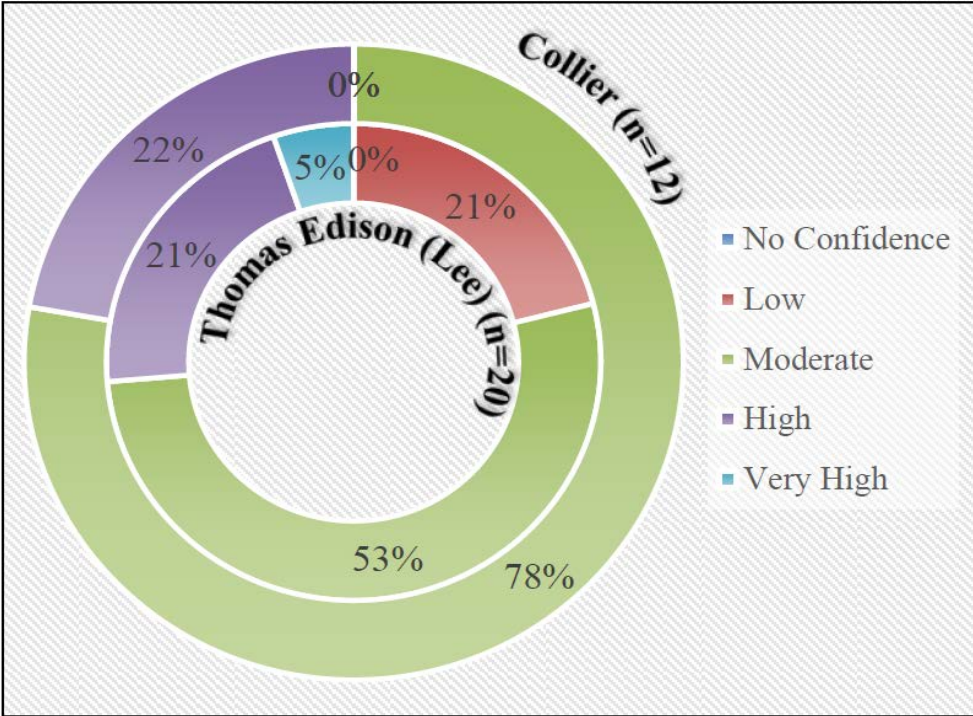
Pie Chart: Response to survey question, “How confident are you in your students’ ability to find and use credible sources of information?” Survey respondents: 38.

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The Office of Academic Assessment provided survey results by campus or site. For example, the responses to the question, "How confident are you in your students' ability to find and use credible sources of information?" were disaggregated by site and are shown in the next pie chart. On the Thomas Edison (Lee) campus, 21% of respondents report low confidence in students' ability to find/use credible information sources. None (0%) of Collier respondents report low confidence in students' ability to find/use credible information sources.

It is possible to disaggregate survey results by School; however, the sample size for this data collection was limited, so no comparisons could be made. Open-ended questions were also included in the survey, allowing for triangulation of the data.



Response by site to survey question "How confident are you in your students' ability to find and use credible sources of information?"  
Survey respondents: 43.  
Charlotte (n=5), FSW Online (n=5), and Hendry Glades (n=1) are excluded from this comparison due to limited sample size.

For more information on how the FSW Libraries and the use data to plan library improvements, contact Professor Jane Charles, [jane.charles@fsw.edu](mailto:jane.charles@fsw.edu). For more information on how your department or division can use data to inform and improve, contact Dr. Joseph van Gaalen, [joseph.vangaalen@fsw.edu](mailto:joseph.vangaalen@fsw.edu).





From the LAC Chair

# LAC Professional Development Opportunities



**Dr. Caroline Seefchak**  
Professor of Education  
and LAC Chair

The Learning Assessment Committee, along with the College's Teaching and Learning Center, has produced self-paced online courses for those who want to learn more about assessment.

A new workshop, on **Classroom Assessment Techniques**, will be piloted this semester in the TLC. Information is included in the graphic on this page. In addition, the LAC has also produced online professional development in assessment:

**Assessment Workshop** is an online course affectionately referred to as "Assessment 101." It provides pertinent information on why and how we assess students and programs at Florida SouthWestern State College. The course begins at the macro level, looking at state and federal requirements, moves to the program level at the College, and then focuses on course level assessments.

**Rubrics 101: Understanding, Designing, and Implementing Rubrics** provides a basic introduction to rubrics. Various types of rubrics and six steps for creating a quality rubric are introduced. Faculty will develop a rubric for an assignment and consider how a rubric can be used to enhance teaching and improve the consistency and efficiency of grading. The course will also include opportunities for faculty to reflect on how rubrics can help them to better communicate and share performance expectations with students. Instructions for building rubrics in Canvas will also be provided.



The Learning Assessment Committee Presents:

## CATs to Improve Student Learning

### *A Workshop on Classroom Assessment Techniques*

Classroom Assessment Techniques (CATs) are generally simple, non-graded activities, completed during class, to provide both the instructor and the students with feedback on the learning process. This interactive workshop will introduce CATs and will provide participants with the basic knowledge and skills to begin using CATs in their college classes.

**Thursday, April 5, 2018, 3:00 p.m., AA-168 (TLC)**

To enroll: <https://www.fsw.edu/trainingcalendar/display/2018/04>



FSW LEARNING ASSESSMENT COMMITTEE SPRING 2018		Dr. Caroline Seefchak, LAC Committee Chair	
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Leroy Bugger	Accounting Assessment Coordinator	Dr. Shawn Moore	English Assessment Coordinator
Dr. Marius Coman	Science Assessment Coordinator	Dr. Kristi Moran	Mathematics Assessment Coordinator
Jane Charles	Library Assessment Coordinator	Dr. Katie Paschall	Speech/Foreign Language Assessment Coordinator
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