Do Student Clicks = Student Learning?

OUR CENTRAL QUESTION WAS…

What can the library learn about the impact of its instruction program on student learning by participating in the university's Comprehensive Assessment Strategy?

BASED ON OUR QUESTION, WE…

Capitalized on university efforts to assess students' attainment of learning goals.

Defined three levels of library instruction (see Levels of Instruction box at right).

Worked with IT director on a reporting system for capturing student clicks in library-created content.

Developed spreadsheets for gathering data on a quarterly basis.

Analyzed rubric scores and student clicks in library-created content; determined more data needed.

Decided next steps for capturing data and analyzing trends over time.

WHAT ARE "STUDENT CLICKS"?

All courses use Blackboard LMS, whether online, face-to-face, or hybrid. Librarians create modules and host discussion forums in a variety of courses. Our IT director created a report which shows, in real time, the number of times students click in librarians' modules and forums. Our goal was to analyze the number of students' clicks with their scores on the university's information literacy rubric, which is a secondary assessment not seen by students. Secondary rubrics are intended to measure university learning goals as part of the Comprehensive Assessment Strategy.

WE MADE SOME KEY DISCOVERIES…

DISCOVERY 1: CURRICULUM MAP DISCONNECT
Analysis of student clicks showed a gap between the courses in which information literacy assessment is mapped by academic programs and the courses in which librarians teach these skills.

DISCOVERY 2: WE HAVE A LOT OF DATA!
We had been tracking librarians' Level 3 instruction for two years, but adding student clicks revealed a new world of data. We have just begun to analyze the data and determine how to share it.

AND ENCOUNTERED A FEW CHALLENGES…

CHALLENGE 1: PROJECT DELAY
University's learning goal-assessment project took longer to launch and included fewer academic programs than anticipated.

CHALLENGE 2: DATA GAP
The first courses assessed with secondary rubrics were mastery courses – but library instruction occurs mainly in introductory courses. This created a data gap as most mastery courses do not have library content. In the future, we will see scores from earlier courses in which librarians are providing instruction.

CHALLENGE 3: GETTING CLEAN DATA
It took multiple attempts to get clean data showing number of student clicks in library-created modules.

MASTERY COURSES: INFORMATION LITERACY RUBRIC SCORES BY PERCENT

- Exceeds Standard 35%
- At Standard 50%
- Approaching Standard 12%
- Below Standard 3%

N=66
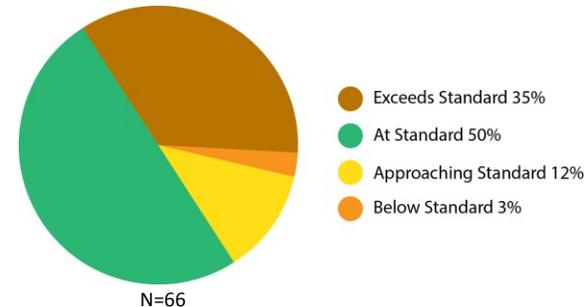
LEARNING GOAL RUBRICS
CityU has eight rubrics used to measure university learning goals. Each academic program has mapped a set of courses to learning goals at the introductory (I), practice (P), and mastery (M) levels. Rubric use is in the pilot phase, assessing mastery courses only. In 2015-16, all programs will begin using rubrics at the three (I, P, M) levels.

AVERAGE NUMBER OF CLICKS PER STUDENT BY INSTRUCTION LEVEL

LEVELS OF INSTRUCTION

LEVEL 3: Levels 1 and 2 PLUS direct instruction by a librarian

LEVEL 2: Level 1 PLUS library-developed instructional materials.

LEVEL 1: All Blackboard courses have a library web link and liaison librarian contact information.

School	Level 2 (L2) clicks per student N=1453	Level 3 (L3) clicks per student N=284	% change from L2 to L3
Education	10.7	4.0	-166.7%
Arts and Sciences	18.0	32.4	44.4%
Applied Leadership	1.5	58.0	97.5%
Management	13.3	10.3	-28.9%

Level 1 is standard in all courses, so we focused on L2 and L3. We hypothesized L3 clicks per student would be higher because L3 includes required student participation. Negative % change may indicate L2 courses need L3 instruction.

GOING FORWARD, WE PLAN TO…

✓ **Share** results with stakeholders.
✓ **Collect / analyze** a year's worth of click data and IL rubric scores to assess students' progress at I, P, M levels.
✓ **Identify relationships** among IL rubric scores, student clicks, library instruction.
✓ **Assess** project scalability and revise processes for efficiency.

SCAN FOR REFERENCES, PROJECT INFO

tinyurl.com/cityu-lib-aia

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