7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

**Program Improvements**

*FYSS 101 Transitional Material:* The course averages for each of the questions in the end-of-course assessment were very high. But, a closer look at disaggregated, section-level results showed that some questions had a large number of sections that scored less than 90%. In particular this we evident with question 8 (What is the difference between a “Withdrawal” and a “Withdrawal Due to Absence?” How does the latter affect your GPA?) and Question 9 (Where is the Absence Memo Office located?). We are re-emphasizing these two concepts in the FYSS 101 sections in the 2016-17 AY. The academic standards section of the FYSS will be moved closer to the beginning of the semester to ensure that students understand what withdrawing from a class means and the variety of ways that this can happen in a course. We hope that this will improve student performance in 2016-17 on these particular subjects.

*Use of Academic Support Services:* Our results indicate that FYE students are using Addlestone Library and AACP at or just above target levels. They still use the Career Center less than other services, but this particular support office has more relevance to students after their second year. We did improve over the performance target in this area and we’ll continue to work to encourage students to use this service. We improved 14 percentage points in our student’s reported use of the CSL in their first year. This is an important change. To further improve on this assessment result we updated the May 2016 New Faculty Workshop to include a session on creating more intentional and course-specific use of the CSL services in the synthesis seminars. Instead of merely talking about the CSL’s services, Melissa Thomas (Director, CSL) and Kaitlynn Kirk (Study Skills Coordinator) ran session helping faculty create course or assignment specific synthesis seminar sessions. Our hope is that these sessions will increase FY student use of the CSL for other subjects and produce a further increase in this assessment metric in the 16-17 cycle.

*Introduction to Information Literacy:* The assessment committee found that students needed more instruction on how to create a concept map that would best help them generate more specific keywords from broader search topics. These more specific keywords would allow them to use library databases more effectively. The assessment committee also found that while students were able to identify a book or article, they needed more instruction on how to better describe the relevance of their selected book or article. This is the first step on the way to an annotated
bibliography that asks them to describe the choice of a source in more detail.

FYE Embedded Librarian Training Improvements: Updates will be made to the training to help librarians improve their approaches to helping students create a better search process. There will also be a focus on helping students to create more specific statements about the quality of their identified resources. Finally a few additions will be made to the activities themselves to clear some student confusion in regards to designing and using the concept map.

FYE Faculty Workshop Improvements: Updates will be made to the faculty workshops to ensure that faculty coordinate more closely with librarians assigned to their courses when students do this activity in the library with the intent to both emphasize the search process and to help them assess resource quality in their disciplines. The workshop will also encourage faculty to scaffold this activity into a larger semester long project in their FYE courses.