

**Student Information Literacy Learning Outcomes
Assessment Report
NURS 3210 Introduction to Nursing Research
2016-2017**

In previous years, the librarian liaison to the nursing faculty was asked us to provide an overview of relevant library resources to the NURS 2010 Self Concepts in Professional Nursing class. After teaching this session for the last few years, there seemed to be an opportunity to expand the instruction to include a session that discussed searching for evidence based information. This was intended to supplement the module of this course that introduces them to evidence based nursing. After discussing this possibility with the instructor, the added session was included in the Fall Semester of 2016.

After teaching the session, the librarians and instructor reviewed the content and realized it may be a little too early in their academic careers to use these lessons. The instructor mentioned it would be more appropriate for the NURS 3210 Introduction to Nursing Research class, and recommended this session to the faculty member for that course. The library liaison was already performing a session for this course, but after the referral, the other instructor thought this would be more valuable to the students.

In the 2017 spring semester, the librarians taught a session to the NURS 3210 class on the topic of searching the literature for evidence based information. At the end of the session, the students were given a two question survey using Socrative that asked what the most confusing part of the session was, and what was the clearest thing they learned. This poll did not appear to show any consistency in what was best or needed improvement. The librarians also discussed this session with the instructor, who felt it was a successful introduction to the topic. As a result of this discussion, the librarians and faculty member decided to give the students a homework assignment based on the student learning outcomes desired by the session.

In the summer of 2017, NURS 3210 Introduction to Nursing Research was taught by Dr. Kathy Zimmerman. Ross Bowron, Nancy Gibson, and Jenny Harris provided a 90 minute instructional session on searching for evidence based information to 16 students. The session started by providing a sample clinical scenario, then walking the students through the process of finding background information, setting up search terms using a format called the PICO, developing a clinical query, how to determine the type of question being answered, where to look for evidence based information, and how to cite the information found. The assigned homework was then developed to determine if they were able to use these skills once they had completed the session.

Outcomes Desired or Expected

After the NURS 3210 students had attended the session on searching the literature for evidence based information, it was expected that they would:

1. Be capable of identifying questions they have about a clinical scenario to demonstrate their understanding that finding further information on a topic will help develop subject expertise.
2. Be capable of identifying resources that answer background questions to demonstrate their ability to use the library to find information on a topic.
3. Be able to list the key words used in a PICO to demonstrate their ability to assimilate background information when identifying the main aspects of a clinical scenario.
4. Be able to create a clinical query to demonstrate their ability to clearly state what information is being searched.
5. Be able to identify the question type to demonstrate their ability to determine what information is most appropriate to use in a clinical scenario.

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6. Be capable of locating and citing research articles to demonstrate their ability to use resources when looking for answers to their clinical queries.

Outcome Assessment Methods

The homework assignment was the clearest way to determine if the students had learned the desired objectives. The homework assignment included seven questions. Each of the first five questions was tied to their corresponding student learning outcome listed above. The sixth and seventh question were designed to determine if the last student learning outcome was achieved. It is important to note that each question had to receive multiple answers to be completely correct. Questions were given partial credit if part of the answers provided were correct.

Determining whether the outcomes were successful was measured in two ways using the assigned homework. The first was to look at the overall scores on the homework, and if the total class average for the assignment was above 80%, then it would be considered to be a generally successful teaching session. The second was to look at each question on the homework assignment and if 80% of the class successfully answered the question, then each desired outcome was successfully delivered.

Results

After grading the homework assignment, the librarians found that the lowest score of 75% was achieved by two students. At the other end of the scale, six students scored 100% for the assignment. The average score for students taking this assignment was 91.25%, with the median being a score of 95%. Based on this first method of evaluation, the instructional session should be considered a success.

When looking over the results of the homework at individual questions on the assignment, each related to a student learning outcome, there were some interesting results. All the objectives were passed with over 80% of the students answering these correctly. The third question was answered correctly by only 85% of the students. Seven of the fifteen students only had parts of the answer correct. The fourth question was answered correctly by 82% of the students, with five of the fifteen students getting only partial credit for their answers.

Indirect Outcome Assessment Method

At the end of the lesson, the students provided a link to a feedback program called Socrative as one way to determine whether the class felt the lesson was valuable. The form contained a two question survey. The questions included, "What was the clearest thing you heard today," and "what was the most confusing thing you heard today?" These questions were open ended and the students were able to write their own opinions in block text.

Looking at success from this method involves two parts. The first is reviewing the survey results to find recurring instances of students saying one portion of the session was clear. The second success indicator of this survey is having no repeated instances of students having difficulties in understanding the discussion. Using this form of assessment is highly subjective.

Results

Eight of the responses mentioned that the PICO portion of the discussion was clear. Four students mentioned searching the literature was clear to them. There were no other comments that were

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Assessment Report
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2016-2017**

repeated in relation to the clarity of the discussion. Four students mentioned that they were confused by the number of potential places that could be used to research for information on the nursing topics. No other confusing points were repeated in the survey.

Discussion/Recommendations

Interestingly, in the indirect outcome assessment method, many of the students expressed their feeling that the PICO portion of the discussion was clear. However, when looking at the homework results, the SLO/homework question that dealt with the PICO was only answered 85% correctly by the students. The question itself had four parts to the answer, and six of the students answered three out of four parts correctly, and one answered only one part of the four correctly. It will be worth reviewing to see which part of this question was the most troublesome, and then developing the explanation for the next time this session is taught. In the future, the indirect method may need to be strengthened to ensure the results can be tabulated more effectively.

Over the 2017/2018 academic year, this approach will be attempted in the NURS 2010 Concepts of Professional Nursing class. This approach may not be possible with other library instructional sessions, but it may be the comprehensive way to determine the success of the teaching information literacy objectives.