2026 ASSESSMENT SHOWCASE

BUILDING CRITICAL THINKERS IN ENG 1021 AND 1022

PCC Library · Fall 2019-Spring 2025
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Pueblo Community College

PROBLEM

The PCC Library identified gaps in information literacy and research skills among ENG 1021 and 1022 students. Many lack the foundational abilities to navigate academic research, limiting their engagement, retention, and overall success. Our assessment targeted SSLOs (Student Services Learning Outcomes) focused on effective search strategies. Without intervention, students risk underperformance and difficulty meeting college-level expectations for integrity and critical thinking.
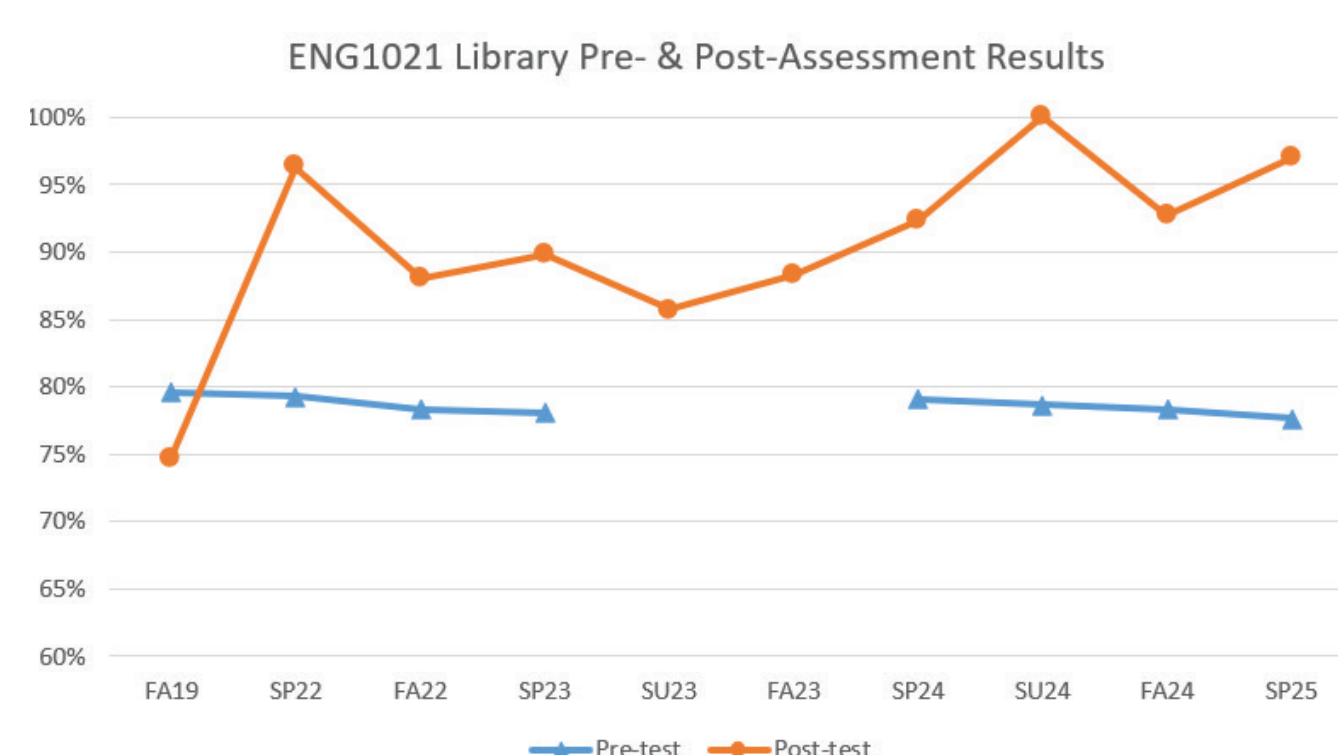
PLAN

We collaborated with ENG 1021 and 1022 instructors to provide one-shot library instruction sessions on core research skills: defining topics, using databases, evaluating sources, applying Boolean logic, and citing correctly. Student performance was measured with pre- and post-quizzes in the Library Classroom D2L shell. Pre-tests established baseline knowledge; post-tests assessed learning gains. Quiz questions aligned directly with learning outcomes, ensuring measurement of targeted competencies. Comparing results allowed us to evaluate instructional effectiveness and pinpoint persistent challenges.
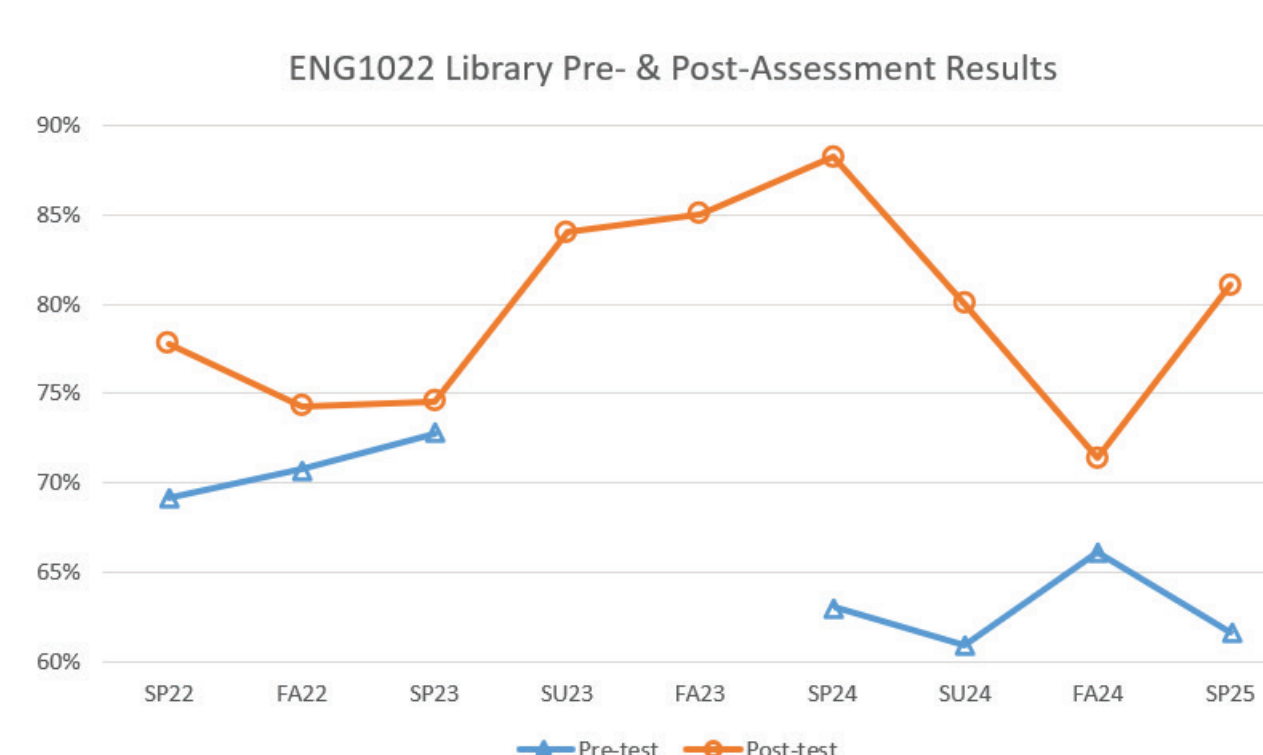
ASSESSMENT ACTIVITY

ENG 1021 and 1022 faculty partnered with librarians to implement pre- and post-assessment quizzes in D2L. Students completed a pre-test before instruction, engaged in a skills-based session, and took a post-test immediately after.

Quiz results provided quantitative data on knowledge gains. We compared individual and class-wide pre/post scores to track trends, identify strengths, and highlight persistent challenges. This analysis guided instructional revisions, pacing adjustments, and supplemental resources. The cycle ensures instruction remains responsive and evidence-based.

RESULTS AND DATA

ENG1021 Library Pre- & Post-Assessment Results

ENG1022 Library Pre- & Post-Assessment Results

ENG 1021: Students began with moderate skills in 2019, improving modestly post-instruction. Spring 2022 marked a transformative moment, as while incoming skills held steady, post-instruction scores jumped to 96%. Pre-test averages then declined slightly, but post-tests consistently remained strong, peaking near 100% in Summer 2024. The widening gap between pre- and post-test scores reflects increased program effectiveness despite weaker incoming preparation.

ENG 1022: Assessment began post-COVID in Spring 2022. Pre-test scores remain consistently low, averaging around 65.75%, and students have shown a weaker level of incoming preparation more recently. Post-test scores improved steadily, from 77.8% to 88.2% by Spring 2024. Gains were smaller than in ENG 1021, suggesting the first course drives the most dramatic growth.

Note: Data collection paused in 2020–21 due to COVID-19 and capacity was reduced July 2023–Aug. 2024 when the Director also served as Academic Librarian.

CLOSING THE LOOP and NEXT STEPS

- **Improved Data Collection Process:** We will create a new D2L quiz each semester to streamline reporting. Branching features are not supported, so assessments must remain course-specific.
- **Revised SSLOs:** We plan to expand our learning outcomes to include search strategies, database use, source evaluation, citation system, and ethical information use. Pre- and post-test quizzes will be revised to include three questions per SSLO on a 4-point scale, with 4 learning outcomes that more closely align with ACRL's Framework for Information Literacy and ISOs.
- **Artificial Intelligence Literacy:** We are also considering how to incorporate AI literacy into our future SSLOs, as well as exploring a potential collaboration with Jacob Farmer on assessing research instruction for his Math for Liberal Arts AI assignment.

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