

## Program Assessment and Action Template

**Instructions:**

- 1) *University-level learning outcomes are provided in column one. Map your program learning outcomes to these or replace these with program learning outcomes specific to your discipline and congruent with university-level learning outcomes.*
- 2) *Identify at least one program learning outcome for comprehensive assessment in this calendar year.*

<b>Unit: Library</b> <b>Department: Instruction</b> <b>Program:</b> <b>Mission/Vision/Goals:</b>				
Student Learning Outcome	Assessment Tools and Processes	Benchmark/Performance Target(s)	Results and Analysis	Actions
<p>Learn and integrate - Through independent learning and collaborative study, attain, use and develop knowledge in the arts, humanities, sciences and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.</p> <p><i>Library:</i> Students can identify diverse perspectives for an issue and find sources that represent those perspectives.</p>	<p>Direct Measure: Using a rubric, review a sample of Core Discovery project "works cited" lists.</p> <p>Indirect Measure: Core Discovery common writing prompt information literacy questions: Compare answers before and after library instruction</p>	<p>At least 2 perspectives or disciplines will be represented in the works cited of 60% of projects.</p> <p>Indirect: 50% of students in post test will mention library web page based databases as a source for information.</p>		

<p>Think and create - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems and make consequential decisions.</p> <p><i>Library:</i> Students can retrieve reliable sources of information using library based and other information sources.</p>	<p>Direct Measures: a. Using a rubric, review a sample of Core Discovery project "works cited" lists.  b. English 101 quiz scores  c. Using a rubric, evaluate English 102 book and article worksheets in sample library instruction sessions to see that students found reliable sources.</p> <p>Focus Discussion: English 102 library session self-assessments (3 question short answer sheets).</p> <p>Indirect Measure: Core Discovery common writing prompt questions: Compare answers before and after library instruction.</p>	<p>a. At least 25% of sources listed were accessed using library-based sources.</p> <p>b. 80% of English 101 students complete and pass the online quiz.  c. 60% of English 102 students in sample sections were able to find reliable, library-based sources.</p> <p>Focus: The majority of students list a library source as a new and useful source they have learned.</p> <p>50% of students in post test will mention library web page based databases as a source for information.</p>		
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<p>Communicate – Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.</p> <p><i>Library:</i> Students can incorporate reliable sources of information into research projects using library based and other information sources</p>	<p>Direct Measure: Using a rubric, review a sample of Core Discovery project “works cited” lists .</p> <p>Focus Discussion: English 102 library session self-assessments</p> <p>Indirect Measures : a. Core Discovery writing prompt questions: compare answers before and after library instruction</p> <p>b. Survey of Core Discovery instructors</p>	<p>Direct: 55% of papers have a majority of sources listed in their works cited that are relevant to the topic.</p> <p>Focus: The majority of students list library-based sources as useful sources for research.</p> <p>Indirect: a. 50% of students in post test will mention library web page based databases as a source for information.</p> <p>b. The majority of instructors responding will note that student’s projects cited reliable sources and that library instruction, instructional resources or the librarian's help assisted students in learning to find quality sources.</p>		
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<b>Unit:</b> <b>Department:</b> <b>Program:</b>				
Student Learning Outcome	Assessment Tools and Processes	Benchmark/Performance Target(s)	Results and Analysis	Actions
<p>Clarify purpose and perspective – Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships and diverse global perspectives.</p> <p><i>Library: Students can determine the reliability of an information source regardless of the viewpoint presented.</i></p>	<p>Direct Measure: Evaluate a sample of English 102 worksheets on website evaluation.</p> <p>Focus Discussion: English 102 library session self-assessments</p> <p>Indirect Measure: Core Discovery writing prompt questions: compare answers before and after library instruction</p>	<p>Direct: 60% of worksheets correctly identify authority, accuracy and purpose of chosen websites.</p> <p>Focus: 55% of students provide an example on the self assessment demonstrating that they learned criteria for evaluating websites.</p> <p>Indirect: In the question that asks “List at least three things that are important to you when you’re looking for information”, 50% of students will list appropriate criteria for evaluating sources.</p>		

<p>Practice citizenship – Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world and a service-oriented commitment to advance and sustain local and global communities.</p> <p><i>Library:</i> Students will learn to respect intellectual property by using and attributing sources of information appropriately.</p>	<p>Direct Measure: Using a rubric, review a sample of Core Discovery project “works cited” lists.</p> <p>Indirect Measure: Survey of Core Discovery instructors</p>	<p>Direct: 55% of papers have a majority of sources listed in their works cited that are relevant to the topic.</p> <p>Indirect: The majority of instructors responding will note that library instruction, instructional resources or a librarian's help assisted students in learning to find and cite quality sources.</p>		
(additional program outcomes)	<p>Direct Measure:</p> <p>Focus Discussion:</p> <p>Indirect Measure:</p>			
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Adapted from [Assessment Clear and Simple: Practical Steps for Institutions, Departments, and General Education](#), Barbara E. Walvoord, University of Notre Dame, IUPUI Assessment Institute, October 29-31, 2006