

## Library Instruction Program Assessment and Action Template 2011-12

<b>Unit: Library Program: Instruction FY 2011-12</b>				
<b>Student Learning Outcome</b>	<b>Assessment Tools and Processes</b>	<b>Benchmark/Performance Target(s)</b>	<b>Results and Analysis</b>	<b>Actions/Comments</b>
<p><b>Learn and integrate</b> - 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><b>Library: Students can find outside sources for a project that are appropriate for their topic, the requirements of the assignment, and</b></p>	<p><b>Direct Measure:</b> Using a rubric, review a sample of English 102 (or other course) project "works cited" lists.</p>	<p><b>Direct:</b> If required for the assignment, 50% of bibliographies reviewed had references (some library-based) that were mostly appropriate: relevant, reliable, timely and listed in an appropriate citation format.</p>	<p><b>Direct Findings:</b></p>	<p><b>DIRECT:</b></p>

<p><b>their level of expertise.</b></p>	<p><b>Indirect Measure:</b> Brief survey of students in instruction sessions about current and past methods of doing research. If possible, gather lower division and upper division data.</p>	<p><b>Indirect:</b> There will be an increase in the percentage of students in post-instruction surveys or upper division courses that mention library-based sources, people or services as ways of retrieving reliable information.</p>	<p><b>Indirect Findings</b></p>	<p><b>INDIRECT:</b></p>
---	--	--	---------------------------------	-------------------------

Unit: Library Program: Instruction FY 2011-12				
Student Learning Outcome	Assessment Tools and Processes	Benchmark/Performance Target(s)	Results and Analysis	Actions/Comments
<p><b>Think and create</b> - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems and make consequential decisions.</p> <p><b>Library: Students can retrieve reliable sources of information using library based and other information sources.</b></p>	<p><b>Direct Measures:</b> Using a rubric, review a sample of English 102 (or other course) project "works cited" lists.</p>	<p><b>Direct:</b> If required for the assignment, at least 25% of sources listed within a majority of sample bibliographies were likely library sources or found using library-based sources.</p>	<p><b>Direct Findings</b></p>	<p><b>DIRECT:</b></p>

	<p>Using a rubric, evaluate English 102 worksheets from sample library instruction sessions to see that students found appropriate sources.</p>	<p>55% of English 102 students in sample sections should be able to find relevant and reliable, library-based sources or choose relevant and credible web-based sources.</p>	<p><b>INDIRECT:</b></p>	<p><b>INDIRECT:</b></p>
	<p><b>Indirect measure:</b> Library instruction session self-assessments (4 question short answer sheets).</p>	<p><b>Indirect:</b> 75% of students will mention that they learned about a resource or concept in the instruction sessions that will likely help them retrieve reliable information.</p>	<p><b>INDIRECT:</b></p>	<p><b>INDIRECT:</b></p>

	<p>Brief survey of students in instruction sessions about current and past methods of doing research. If possible, gather lower division and upper division data.</p>	<p>There will be an increase in the percentage of students in post-instruction surveys or upper division courses that mention library-based sources, people or services as ways of retrieving reliable information.</p>		
--	---	---	--	--

Unit: Library Program: Instruction FY 2011-12				
Student Learning Outcome	Assessment Tools and Processes	Benchmark/Performance Target(s)	Results and Analysis	Actions/Comments
<p><b>Communicate –</b> 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><b>Library: Students can incorporate reliable sources of information into research projects using library based and other information</b></p>	<p><b>Direct Measure:</b> Using a rubric, review a sample of English 102 (or other course) project “works cited” lists.</p>	<p><b>Direct:</b> If required for the assignment, 50% of bibliographies reviewed had references (some library-based) that were mostly appropriate: relevant, reliable, timely and listed in an appropriate citation format.</p>		

<b>sources.</b>	<b>Indirect Measures:</b> a. Library instruction session self-assessments	<b>Indirect:</b> 75% of students will mention that they learned about a resource or concept in the instruction sessions that will likely help them retrieve reliable information.		
-----------------	--	--	--	--

	<p>Brief survey of students in instruction sessions about current and past methods of doing research. If possible, gather lower division and upper division data.</p>	<p>There will be an increase in the percentage of students in post-instruction surveys or upper division courses that mention library-based sources, people or services as ways of retrieving reliable information.</p>		
	<p>Survey of instructors whose classes participated in library instruction sessions</p>	<p>The majority of instructors responding will say that library instruction, instructional resources or the librarian's help assisted students in learning to find quality sources.</p>		

<b>Unit: Library</b> <b>Program: Instruction</b> <b>FY 2011-12</b>				
<b>Student Learning Outcome</b>	<b>Assessment Tools and Processes</b>	<b>Benchmark/Performance Target(s)</b>	<b>Results and Analysis</b>	<b>Actions/ Comments</b>
<p><b>Clarify purpose and perspective –</b> Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships and diverse global perspectives.</p> <p><b>Library: Students can determine the reliability of an information source regardless of the viewpoint presented.</b></p>	<p><b>Direct Measure:</b> Using a rubric, evaluate English 102 worksheets from sample library instruction sessions to see that students found appropriate sources.</p>	<p><b>Direct:</b> 55% of English 102 students in sample sections should be able to find relevant and reliable, library-based sources or choose relevant and credible web-based sources.</p>	<b>Direct Findings</b>	
	<p><b>Indirect Measure:</b> Library instruction session self-assessments</p>	<p><b>Indirect:</b> 75% of students will mention that they learned about a resource or concept in the instruction sessions that will likely help them identify or retrieve reliable information.</p>	<b>Indirect Findings</b>	

	<p>Brief survey of students in instruction sessions about current and past methods of doing research. If possible, gather lower division and upper division data.</p>	<p>There will be an increase in the percentage of students in post-instruction surveys or upper division courses that mention library-based sources, people or services as ways of retrieving reliable information.</p>		
--	---	---	--	--

<b>Unit: Library</b>				
<b>Program: Instruction</b>				
<b>FY 2011-12</b>				
<b>Student Learning Outcome</b>	<b>Assessment Tools and Processes</b>	<b>Benchmark/Performance Target(s)</b>	<b>Results and Analysis</b>	<b>Actions/Comments</b>
<p><b>Practice citizenship</b> – 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><b>Library: Students will learn to respect intellectual property by using and attributing sources of information appropriately.</b></p>	<p><b>Direct Measure:</b> Using a rubric, review a sample of English 102 (or other course) project “works cited” lists.</p>	<p><b>Direct:</b> If required for the assignment, at least 25% of sources listed within a majority of sample bibliographies were likely library sources or found using library-based sources.</p>	<b>Direct Findings</b>	
	<p><b>Indirect:</b> Survey of instructors whose classes participated in library instruction sessions</p>	<p><b>Indirect:</b> The majority of instructors responding will say that library instruction, instructional resources or the librarian's help assisted students in learning to find quality sources.</p>	<b>Indirect Findings</b>	

11/21/2011