

CSU-Pueblo Library and Academic Resources Center

Library Instruction Program Assessment Plan

Jonathan Grunert
Information Literacy Coordinator
24 May 2018

Library Mission

The Colorado State University - Pueblo Library enables student success by providing a supportive and collaborative academic environment in which students learn to discover, access, and use information resources effectively; critically explore new ideas and concepts; and develop lifelong learning skills. The Library's suite of services and information resources enables high quality teaching, learning, and research for students, faculty, and staff. Special events and collections promote cultural appreciation and lifelong learning throughout the campus and community.

Instruction Program Mission

The Library Instruction Program's mission is to support the library through helping the campus community use library resources and encouraging the development of information literacy in individuals.

Student Learning Outcomes

Upon completing the library instruction program, students will be able to

1. Identify **library services** for study, research, and collaboration.
2. Differentiate and employ various **research tools and methods** to address complex research questions
3. Develop and refine **search strategies** within appropriate information retrieval systems to find meaningful results
4. Make deliberate and informed choices about **when and how to use information**
5. Recognize the academic, legal, economic, and social factors in the **production, access, and use of information**

Curriculum

The library instruction program is built around individual sessions with classes from across campus. Sessions are initiated by teaching faculty members who request instruction for their classes, and their comments guide the specific learning outcomes addressed in each session. Students have opportunities to demonstrate their learning of these outcomes

by completing evaluations following library instruction, as well as by employing these skills when completing their coursework.

Assessment Methods

The library assesses student learning using both direct and indirect methods. For direct assessment, the library employs paper and electronic evaluations which are completed by students following library instruction. These evaluations consist of open-ended questions tied to specific student learning outcomes and responses are rated with a rubric. The library also collects student reflection papers and literature reviews—when possible—to assess the quality of the sources students are citing and ensuring that they are using information in a way that is ethical and effective.. For indirect assessment, the library conducts a biennial satisfaction survey of students, faculty, and staff. While the survey addresses numerous library services, it contains several questions regarding perceptions of student information literacy skills.

Additionally, the library is investigating methods for assessing student learning following reference transactions, LibGuide usage, and other library use data. The instruction program, in addition to in-class library instruction sessions, is a combination of research services and asynchronous instruction, in the forms of Research Help Desk transactions and in-depth liaison consultations, and LibGuide development and modifications. Each part speaks to the other; the instruction program draws heavily from encounters at the Research Help Desk.

Assessment Results

Following library instruction, student responses to evaluations are rated either “exemplary,” “satisfactory,” or “unsatisfactory.” The library’s strategic plan calls for 80% or more of assessment responses to rate “satisfactory” or higher. The results of library assessment are shared with course instructors to inform them of student information literacy skills, as well as suggest future areas of focus.

Continuous Processes

The Library Instruction Coordinator is responsible for program improvement and ensuring that prior results drive future changes. As assessment results are gathered from across campus, library instruction curriculum is evaluated at the end of each semester and readjusted as needed to ensure that students are meeting goals for learning and gaining the information literacy skills necessary to succeed at CSU-Pueblo and in future endeavors.

Assessment Plan Summary

Student Learning Outcome	Measure description	Timeline or cycle
<p><u>SLO 1</u></p> <p>Identify library services for study, research, and collaboration.</p>	<p>direct assessment: Summative assessment of ENG 101— Library vocabulary quiz</p>	<p>Annually</p>
<p><u>SLO 2</u></p> <p>Differentiate and employ various research tools and methods to address complex research questions.</p>	<p>direct assessment: Formative assessment of ENG 101/102.</p> <p>Summative assessment of others (questions drawn from set).</p>	<p>Two-year cycle, even years (e.g., 2019-2020)</p>
<p><u>SLO 3</u></p> <p>Develop and refine search strategies within appropriate information retrieval systems to find meaningful results.</p>	<p>direct assessment: Formative assessment of ENG 101/102</p> <p>Summative assessment of others (questions drawn from set)</p>	<p>Two-year cycle, odd years (e.g., 2018-2019)</p>
<p><u>SLO 4</u></p> <p>Make deliberate and informed choices about when and how to use information.</p>	<p>direct assessment: Summative assessment (questions drawn from set)</p>	<p>Two-year cycle, even years (e.g., 2019-2020)</p>
<p><u>SLO 5</u></p> <p>Recognize the academic, legal, economic, and social factors in the production, access, and use of information.</p>	<p>direct assessment: Summative assessment (questions drawn from set)</p>	<p>Two-year cycle, odd years (e.g., 2018-2019)</p>
<p>Expected level of proficiency</p>	<p>80% of students assessed in each category should be satisfactory or better.</p>	

Curriculum map

Student Learning Outcome	ENG 101	ENG 102	Gen Ed classes	Upper-division classes
<u>SLO 1</u> library services	N	I	E	E
<u>SLO 2</u> research tools and methods	N	I	I	E
<u>SLO 3</u> search strategies		N	I	E
<u>SLO 4</u> when and how to use information		N	N	I
<u>SLO 5</u> production, access, and use of information		N	N	I

N = Relevant skills and content introduced at a **NOVICE** level; performance expectations vary accordingly.

I = Relevant skills and content handled may be introduced briefly, however emphasis is on expanding skills at an **INTERMEDIATE** level; performance expectations vary accordingly.

E = Relevant skills and content will be taught at an **EXPERT** level.