College of Arts and Sciences
Annual Assessment Report

Part I. General Information

Program(s) Discussed:	Grasselli Library
Current Semester:	Spring 2016
Date of Assessment Meeting(s):	May 10, 2016
Participants in Assessment Meeting(s):	Michelle Millet, Nevin Mayer, Jaleh Fazelian

All Annual Assessment Reports are available to the appropriate Associate Dean, Dean, and the Provost, as well as to other administrators for institutional effectiveness and accreditation purposes. Please indicate the degree to which your program would like this information more widely shared.

On-Campus Users
☒ Freely available
☐ Available upon request
☐ Unavailable

Off-Campus Users
☒ Freely available
☐ Available upon request
☐ Unavailable

Part II. Assessment Process

The library gathers usage data and instructional session assessments throughout the year. Additionally this year, Nevin Mayer took part in a national assessment project that provided access to coursework in English Composition classes.

Part III. Findings

Overall, library usage is increasing. Physical use of the building is still our biggest "service," while our online subject guides are the second most popular. We have provided a chart of overall library services usage that we feel have the highest impact on student learning. The number of library instruction sessions is holding steady. In 2015-2016, the library gave 90 group sessions for 1,431 student contacts.

In terms of library instruction, the focus of this assessment report is on the "evaluate information and use it ethically" and "find information efficiently and effectively" goals. Overall, when we have students in library instruction classes, they do well with both of these goals.

To see if students actually apply what we are teaching them about information literacy, we evaluated a sample of 30 research papers from Fall semester 2015 (five each from six sections of EN 125), using the rubric for Information Literacy in First-Year-Writing. The scores show very few instances of students exceeding expectations in regard to Access, Source Type, Source Suitability, Argument & Evidence, or Ethical Use. In regard to our learning goals we did a thorough evaluation of 30 research papers for EN 125 in order to see how well students use library resources to find relevant information for their arguments. What we found is that many students continue to use the familiar approach of searching the free web for resources rather than exploring scholarly articles and books. We also found that students do not fully understand the importance of using sources ethically. Frequently in these

papers there were long passages of text without in-text citations or inconsistencies between the in-text citing and bibliography.

Name(s) of file(s) containing data charts: Usage of Library Services 1516;

                                                       Learning Goals 2_5

Part IV. Planned Changes to the Assessment System

We think our assessment of usage of services will remain as it is. Ideally, we would love to be able to analyze usage data and compare it to individual students or cohorts of students with learning analytics software, but think that is a larger campus conversation. There is evidence that some colleges are uncovering to compare things like retention efforts and student success with overall library usage, book circulation, library instruction, etc. This is something we would like to eventually consider. For what we can work with and control in the library, we would like to think about how to add usage of our electronic resources in an overall assessment plan. In regards to working on analyzing library assignments, our plan is to work with faculty and discuss these findings and try to get more student work to analyze across the disciplines. One access point for this may be with the Integrative Core.

Part V. Planned Changes to the Program in Response to Data

We would like to analyze usage of particular resources and tie them to courses and assignments next year in a more purposeful way. This will require collaboration on the part of both library faculty and teaching faculty, with the goal to be an increase in library services and increased usage. We will also be rolling in the usage of the personal research appointments with library faculty as a factor to examine in next year's assessment plan.