Part I. General Information

Program(s) Discussed: Grasselli Library Instruction Program
Current Semester: Fall 2015-Spring 2016
Date of Assessment Meeting(s): Discussed monthly during library faculty meetings. Last meeting, 5/10/16 was Mayer, Millet, Fazelian

Participants in Assessment Meeting(s): Nevin Mayer, Michelle Millet, Jaleh Fazelian, Cindy Lenox, Ruth Connell, Mina Chercourt, Amy Wainwright, Jie Zhang

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
Part II. Assessment Process

The library faculty aligned programmatic student learning goals to the then current Association of College and Research Libraries approved Information Literacy Standards (the Standards). Data was gathered on all five learning outcomes in face-to-face library instruction sessions (usually one shot sessions for one course period with a class) and library faculty scored in class student work using classroom assessment techniques. Library faculty then entered data into our internal data management system. Data was gathered on all of our program’s learning outcomes (outcomes vary by session).

Data was then analyzed by Nevin Mayer, Jaleh Fazelian, and Michelle Millet and this report shared with the other library faculty.

Part III. Findings

Library Instructional Session Assessments: According to our data collected, students do very well at finding appropriate information and evaluating that information. They also do well at using it ethically. Overwhelming, we are teaching to the goal of “Access appropriate information efficiently and effectively,” which is very much a norm for librarians. We spend a lot of time teaching students how to use the tools. We do not seem to spend as much time with the “use information ethically” goal, but when we do, they do well. While we find little direct evidence of students failing to meet our library instruction learning goals, we hypothesize that this is because we are not teaching to the learning goals evenly. We spend the bulk of our instruction time on the “access” goal and will need to look in the future for ways to really get more evidence of “integrating new information.”

Assessment of Assignments from Courses: This year our Library Instruction Coordinator worked on an assessment project called “Assessment in Action.” 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.

Faculty Survey: Unfortunately, we were not able to gather any feedback from teaching faculty this year for this goal.

Name(s) of file(s) containing data charts: Library Instruction Learning Goals 15-16
English Composition Information Literacy Scores

Part IV. Planned Changes to the Assessment System

It is clear that we need to spend some time on training the library faculty how to input the data more clearly into the database. Some of our numbers for instruction sessions do not match up with the number of assessments.
Additionally, next year we would like to focus more on gathering more student work (from a variety of disciplines and levels of students) so that we can do a better job of assessing that “integrating information” component. If we don’t see the finished product, this is a little harder for us to do. We are considering undertaking a curriculum mapping exercise to see what we’re teaching and where in a more holistic, visual way.

We want to also try and vary the learning goals that we are teaching to in one-shot instruction sessions. The ability to do this will depend on the needs of the teaching faculty in terms of what they prefer librarians cover in class.

In terms of surveying faculty for their feedback on assignments, we would like to move this to an every other year goal so that both the library faculty and teaching faculty are not overwhelmed and might be more willing to work with us on providing their observations.

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

In response to both our assessment and to the work of our national association of academic librarians, we are going to be changing our student learning goals so that they reflect the new Framework for Information Literacy. They will be:

1. Appreciate how effective use of library resources and services is an essential part of active learning.
2. View research with an openness to new perspectives, additional voices, and relevant disciplinary thinking.
3. Understand how in a global information society the existence of information poverty and of digital divides creates situations of social exclusion, which are issues of social justice.
4. Value as a basic human right the ability to access, interpret, and apply information appropriately within an advanced information infrastructure.

We do think we need to work more on our instructional design in terms of working with faculty to vary up the learning goals being taught. If we are teaching the same learning goals over and over at every level, there’s too much repetition and not enough emphasis on the goals we’re missing. Additionally, we would like to encourage the library faculty to work more on increasing the number of individual research appointments, where our evidence shows we are covering the other learning goals more evenly. (Our individual sessions will be a focus on next year’s assessment plan.)

Specifically in terms of the English Composition courses, we would like to:

- Create an assessment team that includes both librarians and seasoned writing instructors
- Do a better job of norming
- Include the actual assignment in the evaluation
- Study the entire assignment, including the student’s proposal, annotated bibliography, and essay

These changes will be implemented next academic year and assessed at the end of the 2016-17 academic year.