

Assessment Plan for Co-Curricular Programs

Program:

Department(s): *Library*

Division:

Assessment Coordinator(s): LuAnn Boris, Michael Jundi

Plan Time Frame: *{Insert dates for a three-year cycle}* 2021__ - 2022_____ TO 2025__-2026_____

- 1. Program Mission Statement.** Broad statement of program purpose written in philosophical terms describing values and aspirations.
REMINDER: Program mission should align with department, college and institutional mission.

To serve our Walsh Community as they develop skills in information literacy to grow as leaders in service to others.

- 2. Program-level Outcomes.** Outcomes stated in terms of what the student should know and be able to do upon program completion.
Outcomes should be written as student-focused, measurable and observable.

SLO #1: Library patrons can determine the nature and extent of their information need, and have knowledge to seek out a librarian who can assist them in their scholarly endeavor.

SLO #2: Patrons can access, gather and utilize a variety of information resources; including physical and digital materials; and use the information gathered effectively & efficiently to accomplish a specific purpose.

SLO #3: Library patrons are critical thinkers in evaluating information resources. They can determine Currency, Relevance, Authority, Accuracy, and Purpose of a resource and report their resources in an ethical and legal manner.

SLO #4: Library patrons can integrate retrieved information into new knowledge and purpose (as exhibited in a research paper, report, experiment or other artifact) for effective communication, spiritual growth, and/or personal, professional or cultural development.

3. Strategies to assess Program-level student learning. Identify strategies for assessing each outcome identified under #2 above and identify the performance indicator (benchmark or how “good is good enough”). *REMINDER: Multiple strategies (measures) should be used to provide evidence of student learning; Process should be meaningful, manageable and sustainable. Are we fulfilling our mission and intended learning outcomes?*

Outcomes	Strategies (Measures)	Performance Indicators (Benchmark)	Collect Evidence: When and Where
1. Library patrons can determine the nature and extent of their information need, and have knowledge to seek out a librarian who can assist them in their scholarly endeavor.	<p>1a. New students to Walsh will engage with the video overview of PL librarian program and receive intro. & personal engagements their PL librarian.</p> <p>1b. During a class with a research topic, students are encouraged by faculty & library support to begin their research methods using Academic Database support</p>	<p>1a. Video module views will reach 50% or more of the new student enrollment by end of Fall Term I.</p> <p>1b. Contacts with new students by their Personal Librarian will reach 50% or more of total new start population by the end of Fall Term I. Patron ability to contact or provide identity of personal librarian, conformation of accessing/approaching library resources-including librarians, are all indicators of new student engagement.</p>	<p>1a. YouTube viewer tracking compiled each week of Fall I term.</p> <p>1b. LibInsight tracking of student engagements; including identified PL students per librarian. Collected monthly.</p>
2. Patrons can access, gather and utilize a variety of information resources; including physical and digital materials; and use the information gathered effectively & efficiently to accomplish a specific purpose.	<p>2a. Supplemental course instruction, introducing library services and resources when invited by Faculty to participate in class.</p> <p>2b. Video instruction modules designed to introduce patrons to database, catalog and instructional videos supporting critical thinking & resource management for research.</p>	<p>2a. Librarians will engage with at least 50% of mapped academic courses offering similar SLOs to students each term.</p> <p>2b. Access data on full-article retrievals, eBook & video resources. Tracking of research assignments in contact courses show elevated (+10% increase) use for the term. Consultation statistics show 10% increase in topical research requests & consultations related to contacted course research topics.</p>	<p>2a. Tracking of library instructional requests occurs end of each Term.</p> <p>2b. Retrievals and requests are tracked monthly by Access Services Librarian.</p>

<p>3. Library patrons are critical thinkers in evaluating information resources. They can determine Currency, Relevance, Authority, Accuracy, and Purpose of a resource and report their resources in an ethical and legal manner.</p>	<p>3a. Use and familiarity with Info. Lit. Strategies, including CRAAP, ACRL Information Literacy Framework, and others demonstrated in each engagement a librarian has with information seekers.</p> <p>3b. Referral to writing tutors along with reinforcement of University policy on plagiarism & Academic Integrity for suspected issues with infringements during student engagements.</p>	<p>3a. Data collected in LibInsights & from post Research Consultation self-assessment by librarians indicate at least 1 SLO delivered & assessed from comments or feedback from Librarian and/or patron.</p> <p>3b. Librarian identified potential for plagiarism instances are tracked and resolved during a session. Support Services or in follow up session with a librarian will be encouraged to occur prior to paper/report/project being submitted for a grade. Issues could relate to Citation generation, proper identification of quoted text or layout issues identified by a librarian.</p>	<p>3a. Librarians have an assessment toolbox with various pre, formative and summative assessment modules, with the post Research Consultation self-assessment and patron feedback being evaluated at the end of each Term.</p> <p>3b. Supervisor and Department Head meetings or information sharing tracked to completion of issue. Resolved in patron/student academic record history.</p>
<p>4. Library patrons can integrate retrieved information into new knowledge and purpose (as exhibited in a research paper, report, experiment or other artifact) for effective communication, spiritual growth, and/or personal, professional or cultural development.</p>	<p>4a. Capstone level engagements (Systematic Reviews, Critically Appraised Topics/Papers, Research consultations) in and out of classroom instruction</p> <p>4b. Use and familiarity with Info. Lit. Strategies, including CRAAP, ACRL Information Literacy Framework, and others demonstrated in each engagement a librarian has with information seekers.</p>	<p>4a. Comparison of year over year research consultation completions in programs directed towards capstone research projects. Engagements at or above 50% of students engaged in relevant research reporting activities.</p> <p>4b. Data collected in LibInsights & from post Research Consultation self-assessment by librarians indicate at least 1 SLO delivered & assessed from comments or feedback from Librarian and/or patron.</p>	<p>4a. Evidential collection from post instructional survey data. Circumstantial reporting by student to librarian on completed tasks & feedback on research consultation forms.</p> <p>4b. Research Consultation self-assessment and patron feedback evaluated at the end of each Term.</p>

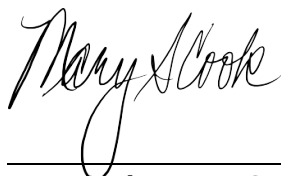
4. Using and Sharing the Results. What, how, to whom and when will the information be shared? *REMINDER: “Close the loop”; Findings should lead to providing students with improved learning opportunities and improving teaching and learning.*

Information to be Shared	Method for dissemination	Share Results -Stakeholder	Timeline
Submit 3-year plan to responsible administrator, and the Dean of Institutional Effectiveness & Assessment for approval by the University Program Assessment Committee (UPAC).	Post to APAR site on ECN; Saved to L: drive for library records. Updated statement on Information Literacy, learning objectives posted to Library’s libguides pages.	Assessment data & mechanisms have been shared with faculty as a whole, and reintroduced during pre-instruction by the librarian to individual instructors.	
Planned Assessment Activity: End of year reporting of relevant statistics to Director of Library, Academic Dean for review of activities	Filed on L: drive for records Emailed to constituents	Library committee is notified and updated at final meeting of the year on lead up to annual reporting, also informed during the year of major events or updates so it may be shared in Faculty Senate.	

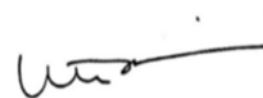
Approved by UPAC May 3, 2021



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