

2014-17 Library and Media Services Student Learning Assessment Plan

submitted January 29, 2014

Department Student Learning Statement

The Library and Media Services Department supports the student learning goals of the College in many ways. As the academic department that touches students across the entire curriculum, we support and expand upon the education provided within any one discipline, program of study, or department through information fluency instruction in the classroom and in one-on-one interactions. We guide students in becoming engaged scholars, thoughtful global citizens, and lifelong learners by teaching them research and critical thinking skills, across and within disciplines, reflecting our liberal arts perspective.

In addition, as a major campus employer of our students, we have a unique opportunity to provide vocational applications of the College student learning goals. We educate students through applying the student learning goals to specific vocational interactions. Literally, our on-the-job instruction and guidance provides our students opportunities to demonstrate their competence.

This is further illustrated in our mission and vision statements:

Mission of the Library:

The Library supports the mission of the College by providing the scholarly information services and resources essential to Macalester's educational program. Specifically, the Library:

- Educates and guides users in the research process.
- Enables users to identify and obtain needed information.
- Maintains a secure and supportive environment for the use and preservation of collections and delivery of services.
- Manages effectively the budget, processes, personnel and technology needed to accomplish Library goals.

Revised 1998

Our Vision:

**Linking scholars to knowledge
innovation · collaboration · service
Our connections work for you!**

- Offering resources and innovative services for inspired scholarship
- Providing exceptional virtual and physical spaces for learning
- Fostering community and conversation
- Preserving and promoting the history of the college

Through our endeavors we enhance the transformational experience of a Macalester education, preparing individuals for global citizenship and lives that make a difference.

Vision statement 9/29/2006

Department Learning Goals and Outcomes

Information Fluency Instruction

While there is one course regularly offered in which a librarian team-teaches with a faculty member, our department does not offer a variety of credit-bearing, traditionally recognized course offerings from which students can select individual courses or create a program of study. Our challenge is to infuse information fluency instruction within the context of courses taught by other departments and through individual, on-demand instruction with students at the time of need. We have one assured teaching opportunity to reach our students when we meet with their first year course. However, addressing student learning only at the point of the first year course instruction does not adequately recognize our contributions to student learning throughout their academic career. Additionally, while we do not provide targeted instruction to *all* students at the mid-point their academic career, we do teach *many* students through class sessions for courses directed toward the research paper writing process. Ultimately, we instruct students who opt to complete honors projects as part of their academic work here. Methods of delivery include:

- Course-integrated instruction
 - First year course - integrated component for all first year courses with librarians and AIAs.
 - Courses with integrated information fluency sessions
 - Research methods courses
 - Capstone courses
 - Honors sessions
 - One team-taught, for-credit class on producing a scholarly journal (American Studies)
- Individual consulting sessions
- Academic Integrity Module
- Online tutorials

In concert with the other academic departments and their own goals, we create information fluent graduates.

The information fluent graduate:

- Knows how to contribute to their chosen scholarly field
- Is proficient in using information gathering and processing skills to find information within their chosen field
- Knows how to use information gathering and processing skills to find information relating to other disciplines and for lifelong learning
- Understands legal and ethical uses of information as contained in the Digital Millennium Copyright Act and other appropriate laws
- Knows how to present complex ideas succinctly and effectively

Due to the variety of exposures students have to explicit information fluency instruction over the course of their academic careers, we focus our assessment plan on goals and outcomes we have for our college graduates. However our strategies to assess progress toward those goals and outcomes necessarily target points of instructional contact we have with our students, which may be during their first year course or other courses not necessarily in their final year. Assessment strategies used are noted below.

Student Employment

Our department is a significant employer of students on our campus and as such has always contributed to the vocational experiences of our students. However, explicit consideration of how student employment contributes

to academic learning outcomes is something we are just beginning to explore. Connecting our student employee goals and outcomes with the Statement of Student Learning is a work in progress for us. Our overarching goal for student employment is to provide excellent service to our broader college community.

The student who works for the library:

- Demonstrates cultural awareness in working with library staff and student colleagues through teamwork in order to provide excellent customer service on behalf of the library and the campus.
- Applies critical thinking skills within the workplace in order to improve working conditions or service for the college community.

As our department's experience with creating explicit teaching opportunities within student employment matures, we expect to adjust and refine our student learning goals and outcomes in this area.

Department Assessment Strategies

Information Fluency Instruction

The library uses a number of assessment strategies to gauge student progress in information fluency over the course of their academic careers here. Briefly, they include:

- *Student surveys* - These include formal surveys such as the Research Practices Survey and the National Survey of Student Engagement given to large samples or all students, as well as informal surveys used within a single class session.
- *Reflective writing* - Students may be asked to write brief learning reflection pieces that are then used to assess learning.
- *Class activity rubrics* - We have developed rubrics that are used to evaluate student work within a class. These are used now for evaluating student work across all first year course sessions, and are applied to appropriate mid-level courses.
- *Work product review* - We have periodically examined student work such as completed research papers for a class or honors projects to assess demonstrated student competencies.
- *Quizzes* - We occasionally use brief quizzes within a class or an online tutorial to assess student learning progress.

For each outcome, several strategies may be used. Potential and currently used strategies are noted here

1. Knows how to contribute to their chosen scholarly field
Student surveys, Reflective writing, Work product review
2. Is proficient in using information gathering and processing skills to find information within their chosen field
Student surveys, Reflective writing, Class activity rubrics, Work product reviews
3. Knows how use information gathering and processing skills to find information relating to other disciplines and for lifelong learning
Student surveys, Reflective writing, Class activity rubrics, Work product reviews

4. Understands legal and ethical uses of information as contained in the Digital Millennium Copyright Act and other appropriate laws

Student surveys, Reflective writing, Work product review, Quizzes

5. Knows how to present complex ideas succinctly and effectively

Class activity rubrics, Reflective writing, Work product reviews

Student Employment

As all supervisors are required to evaluate student employees using the Student Employment Performance Appraisal, our focus has been on developing tools to improve our use of that standard campus form. To that end, we have developed **rubrics** to assess the Teamwork and Critical Thinking portions of the performance appraisal form and our related outcomes. We also use **reflective writing** in the form of self-evaluation that we think can be better utilized to assess specific learning outcomes.

Four Year Timeline to Implement Assessment Strategies

Generally speaking, we prefer an iterative approach to student learning assessment, examining selected outcomes over more than one year in order to gauge improvements over time. Pending results, we may alter our approaches in subsequent years. In addition, the Association of College and Research Libraries, our national professional organization, is currently reviewing their information literacy standards for higher education. We are following their work and the discussions closely, and we will be reviewing our goals and outcomes as well to reflect changes in this area of inquiry.

CY 2014 (assessing AY 2013-14)

Information Fluency Instruction

- Expand assessing outcomes 2 & 3 for first year course instruction sessions using rubrics
- Complete initial assessment of outcomes 2 & 3 for mid-level courses with integrated information fluency instruction such as research methods courses using rubrics (Outcomes 2 and 3)

Student Employment

- Pilot using rubrics for assessing currently identified student learning outcomes.
- Survey students and their perceptions of how their student employment aligns with the statement of student learning goals and outcomes, and build on that for future assessment. (Addresses all outcomes)

CY 2015 (assessing AY 2014-15)

Information Fluency Instruction

- Pilot use of rubrics to include outcomes 2, 3, and 5 for which we have identified it as potentially useful assessment strategy.

- Complete 3-year assessment of first year course instruction sessions and 2nd year of mid-level courses; evaluate if continued assessment is needed and what alternate strategies should be used.
- Pilot use of reflective writing as an assessment strategy for outcomes 2, 3, 4 and 5. (Outcomes 2, 3, 4 and 5)

Student Employment

- Continue using rubrics for assessing currently identified student learning outcomes; modify as needed.
- Evaluate survey results regarding student perceptions of alignment between employment and learning outcomes to develop additional outcomes.
- Pilot use of reflective writing as an additional assessment strategy. (Addresses all outcomes)

CY 2016 (assessing AY 2015-16)

Information Fluency Instruction

- Evaluate use of rubrics to include outcomes 2, 3, and 5 for which we have identified it as potentially useful assessment strategy.
- Evaluate use of reflective writing as an assessment strategy for outcomes 2, 3, 4 and 5.
- Administer the Research Practices Survey to the 2012-13 first year cohort to examine growth between surveys for outcomes 2, 3, and 4.
- Pilot review of student honors papers (work products) posted to Digital Commons @ Macalester College as an assessment strategy for outcome 1. (Addresses all outcomes)

Student Employment

- Continue using rubrics for assessing currently identified student learning outcomes; modify as needed.
- Evaluate use of reflective writing; modify as needed.
- Pilot rubrics to address additional outcomes based on survey results regarding student perceptions of alignment between employment and learning outcomes. (Addresses all outcomes)

CY 2017 (assessing AY 2016-17)

Information Fluency Instruction

- Continue review of student honors papers (work products) posted to Digital Commons @ Macalester College as an assessment strategy for outcome 1
- Expand review of student honors papers (work products) posted to Digital Commons @ Macalester College to assess outcomes 2, 4 and 5. (Outcomes 1, 2, 4, and 5)

Student Employment

- Continue using rubrics for assessing currently identified student learning outcomes; modify as needed.
- Continue using reflective writing; modify as needed.
- Evaluate use of rubrics to address additional outcomes; modify as needed.
(Addresses all outcomes)

Department Consensus Regarding Statement of Student Learning Goals

While our assessment may look at specific aspects of student learning, our outcomes for both our instruction program and our student employment frequently address more than one of the student learning goals and outcomes in the Statement of Student Learning. We base this classification of our consensus on previous assessments, the department mapping survey conducted by the Assessment Office, and discussions among staff.

Our outcomes:

The information fluent graduate:

- Knows how to contribute to their chosen scholarly field
- Is proficient in using information gathering and processing skills to find information within their chosen field
- Knows how to use information gathering and processing skills to find information relating to other disciplines and for lifelong learning
- Understands legal and ethical uses of information as contained in the Digital Millennium Copyright Act and other appropriate laws
- Knows how to present complex ideas succinctly and effectively

The student who works for the library:

- Demonstrates cultural awareness in working with library staff and student colleagues through teamwork in order to provide excellent customer service on behalf of the library and the campus.
- Applies critical thinking skills within the workplace in order to improve working conditions or service for the college community.

Demonstrate Intellectual Depth and Breadth

We see **many connections** between our outcomes and this goal area.

Think Critically and Analyze Effectively

We see **many connections** between our outcomes and this goal area.

Communicate Effectively

We see **many connections** between our outcomes and this goal area.

Demonstrate Intercultural Knowledge and Competence

We see **some connections** between our outcomes and this goal area.

Make Informed Choices and Accept Responsibility

We see **some connections** between our outcomes and this goal area.

Engage Community

We see **some connections** between our outcomes and this goal area.