

Library Instruction Program Assessment Plan

Instruction Program Mission

The CSU Library instruction program supports the University's mission of student success. Library faculty provide leadership in information literacy instruction that empowers students, staff, and faculty to find, critically analyze, and use information effectively as an academic and life skill. To achieve this mission, librarians teach courses, partner with faculty, and provide information literacy online and at the reference desk.

We promote student engagement by active learning pedagogies and integrating information literacy into course research experiences where it is most relevant. We are innovating in a dynamic information environment, and we seek to assess our instruction program for continuous improvement.

Instruction Program Goals

In accordance with the Association of College and Research Libraries (ACRL) Information Literacy Standards for Higher Education, librarians will provide students with the skills and knowledge to

- Determine the extent of information needed.
- Access the needed information effectively and efficiently.
- Evaluate information and its sources critically.
- Incorporate selected information into one's knowledge base.
- Use information effectively to accomplish a specific purpose.
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

Student Learning Goals/Objectives: what students know, value, and can do.

Depending on the level of instruction (basic, upper division, graduate), students will achieve these goals derived from the above ACRL guidelines.

1. Given a general topic, students will articulate a research question that guides the search for sufficient authoritative resources in a variety of formats.
2. After learning how information is produced for different audiences and purposes, students will demonstrate an understanding of how those aspects influence authority and relevance, such as primary vs. secondary sources, scholarly vs. popular, book vs. journal, online vs. print, and disciplinary differences.
3. After learning how information is organized in the library both in print and online, students will retrieve sufficient, appropriate, relevant, authoritative information to satisfy their information need.

4. After learning how information is created and organized by non-library Internet sources, students will employ critical thinking skills to decide whether Internet-based information is relevant and authoritative enough to satisfy their information need.
5. After learning about plagiarism, students will integrate relevant information into their projects according to discipline and ethical standards.
6. After training, students will use appropriate communication technologies, computer networks, course management systems, and Web 2.0 technologies in order to complete their assignments.
7. Demonstrate sensitivity to the ethical, legal, and economic aspects of using information.
8. Explain the interaction between culture, information and technology.
9. Use disciplinary databases and a range of search skills to become competent researchers.
10. Use publication manuals for proper formatting of master's theses.

Curriculum Alignment with Program Objectives

n = not relevant m = moderately relevant h = highly relevant	+ = currently being done - = currently not being done
--	--

Program Objectives: what students know, value, and can do	Refer- ence desk	Web site	One- hour sessions	faculty con- sultation	SSCI 3005	HONS 3500
1. Given a general topic, students will articulate a research question that guides the search for sufficient authoritative resources in a variety of formats.	h+	n-	h+	n-	m+	h+
2. After learning how information is produced for different audiences and purposes, students will demonstrate an understanding of how those aspects influence authority and relevance, such as primary vs. secondary sources, scholarly vs. popular, book vs. journal, online vs. print, and disciplinary differences.	n-	m-	m+	h-	h+	h+

3.	After learning how information is organized physically and/or electronically, in the library and in information resources both in print and online, students will retrieve sufficient, appropriate, relevant, authoritative information to satisfy their information need.	h+	h	h+	m-	h+	h+
4.	After learning how information is created and organized by non-library Internet sources, students will employ critical thinking skills to decide whether Internet-based information is relevant and authoritative enough to satisfy their information need.	m-	h+	h+	m-	h+	h+
5.	After learning about plagiarism, students will integrate relevant information into their projects according to discipline and ethical standards.	h+	m+	m+	h-	h+	h+
6.	After training, students will use appropriate communication technologies, computer networks, course management systems, and Web 2.0 technologies in order to complete their assignments.	n-	n-	n-	m-	m+	n-
7.	Demonstrate sensitivity to the ethical, legal, and economic aspects of using	n-	m-	n-	h-	m	m-

	information.						
8.	Explain the interaction between culture, information and technology.	n-	n-	n-	h-	m+	m+
9.	Use disciplinary databases and a range of search skills to become competent researchers.	m+	m+	m+	h-	h+	h+
10.	Use publication manuals for proper formatting of seniors theses, master's theses, and doctoral dissertations.	m+	m+	n+	m-	n+	n+

What Student Learning Objectives will be assessed and how often?

The curriculum map indicates which skills are covered in each type of instruction. For assessment of student success, different types of instruction will be evaluated on a rotating basis, so in a complete cycle all types of instruction will have at least some of their learning objectives assessed. For example, in the first year several learning objectives were evaluated for the research skills sessions (BI sessions). Next year, we plan a larger survey of faculty on library services which will include questions about the instruction program. The year after that, some of the goals of Hons 3500 could be assessed. The fourth year online tutorials, fifth year SSCI 3005, and so forth until the assessment cycle returns to the research skills sessions the sixth year.

Responsibilities for Assessment and Programmatic Changes

The instruction coordinator is responsible for leading assessment efforts, including implementing the above plan, but all library faculty should approve yearly assessment strategies, help with implementation, and evaluate data as decisions will affect the program. Other experts who can be invited into the library assessment include Faculty Coordinator for Assessment of Student Learning, the Library Advisory Committee, instructional departments, or whomever we partner with in the future to help us assess library services.

The instruction coordinator will write up yearly reports to be compiled and included in the periodic library support unit review.

Every three years, library faculty can evaluate whether the Assessment Plan serves its purpose to suggest improvements to instructional efforts, especially as the university's needs for information literacy and assessment may change.

Submitted by Tim Held. Reviewed and approved by faculty 2010.