

Library Instruction Assessment Plan 2016-17

Purpose of Instruction Assessment:

- Measure the impact of library instruction on student learning.
- Measure the effectiveness of integrating research skills throughout the curriculum.
- Improve programmatic instruction based on findings.
- Provide librarians with indicators of their teaching and areas for improvement.
- Provide accountability to Library, University and accreditation bodies.

USU Libraries Instruction Program Mission Statement:

We believe that students learn research skills best when those skills are tied to specific, immediate, and discipline-related needs.

We integrate instruction within courses, beginning with English composition and building through undergraduate upper-division courses, as well as integrating at points of need for graduates. We focus on helping students learn information literacy concepts within the context of their coursework.

Our focus is student-centered and research-based, and relies on pedagogies such as the Association of College and Research Libraries' Framework for Information Literacy in Higher Education.

Supporting USU's Mission:

The Library Instruction Program supports and furthers the [University's Mission](#) in numerous ways. Among its goals, USU's mission strives to "enhance the reputation of the University for learning, discovery, and engagement." In support, the library seeks to reach students at their point of need by targeting undergraduate and graduate programs in courses where research instruction has the most impact and by tying that instruction to particular course needs and assignments.

Our unique collaborations with courses, student populations, and campus and community partners help us provide innovative, relevant instruction that enables students to learn, discover and engage with other researchers, with their peers, and with the broader community.

These conversations, and students' ability to engage their own voices, helps them build a "socially and intellectually vibrant community" (USU mission statement) wherever they are.

Assessment Audit & Planning Spreadsheet

<https://usu.box.com/s/zu61j9us0tku2cfdyf8zvmxj2o5kwksr>

The Assessment Audit & Planning spreadsheet outlines regularly occurring assessments.

Assessment Initiatives 2015-17*

Course/Discipline	Assessment	Lead	Timeline	Priority
HIST 3000	Student learning	Teagan/Erin/Jennifer	Spring/Summer design, assess Fall	Mid
ENGL 2010	Student learning	Kacy & Select Scorers	Summer design, Fall collect papers, Spring and Summer 2017	Mid
ENGL 1010	Usability of online modules	Kacy/Erin /Teagan	Spring/Summer design, assess Fall 2016 & Spring 2017	Mid
Current tutorials & Libguides	Usage data from CIDI (Plagiarism, Synthesis, 2010 users)	Erin/Pam/Teagan	Spring/Summer 2017	High
Graduate students	Investigate their research needs & ways we can support	Rachel/Dylan	Summer 2016 design, assess Fall 2016 & Spring 2017	Mid
ENGR 3080	Student learning/Impact of library instruction	Pam/Anne/Kacy	Fall 2017	Mid
Assignment Design Charrette (24 Faculty and sample student works)	Student Learning/Faculty Collaborations	Kacy/Rachel/Erin	Assess Spring and Fall 2017	High
Political Science Course Grant	Student Learning/Faculty Collaborations	Robert/Kacy	Assess Spring 2017	Low
Consultation effectiveness	Student learnig/research needs met	Dory/Alex	Summer 2017	Mid

Web Usability & Access	Conduct web usability with RC & Online students & faculty	Alex/Teagan/Erin	Spring & Summer 2017	High
LibGuides	Improve accessibility and design of libguides	Alex/Teagan	Spring & Summer 2017	Mid
GWLA First Year Experience and Library Instruction	Use GWLA data to reassess ENGL 1010	Kacy	Longitudinal and Ongoing 2016 - 2022 Explore USU analysis possibilities	Mid
CEE 3880-4870-4880	Assess student needs/student learning	Pam/Kacy	Spring & Fall 2017	Mid
GWLA Distance Ed Survey for Instructors	Instructor perceptions of RC & online library services	Erin/Teagan	Spring & Summer 2017	Mid

*New initiatives will be outlined annually and reports compiled on the library instruction website.

Information Literacy Competency Outcomes by Level of Study

First Year /Concurrent Enrollment Students

Courses: ENGL 1010 or concurrent enrollment via online modules

Partners: Students, USU ENGL instructors, Directors and Assistant Directors of Composition, Concurrent enrollment instructors, Center for Innovative Design & Instruction (CIDI)

Outcomes:

1. Students will incorporate research effectively into a chosen genre.
2. Students will use research to identify issues within a discourse community.
3. Students will analyze how their discourse community values types of evidence.

Assessment: Online materials were created to support these outcomes and are currently being assessed via instructor and student surveys, usage data, and assessment of student work.

*This curriculum changes regularly based on shifting assistant directors in the Writing Program.

Second Year Students

Course: ENGL 2010

Partners: Students, USU ENGL instructors, Directors and Assistant Directors of Composition, CIDI

Outcomes:

1. Students will identify an area of interest and explore an issue objectively through careful reading and inquiry.
2. Students will read a variety of sources and perspectives to explore an issue and analyze complexities in major conversations.
3. Students will synthesize information by organizing conversations in meaningful ways and identifying how to participate in those conversations.
4. Students will identify areas for further exploration to create new knowledge or understanding.
5. Students will document their sources to acknowledge their intellectual debts and demonstrate their understanding of research ethics.

ACRL Frames: Scholarship as Conversation, Searching as Strategic Exploration & Research as Inquiry

Assessment: Assignment-level assessment, large-scale rubric assessment

Disciplinary (Third/Fourth Year) Students

Partners: Students, Faculty in each department, CIDI, advisors, AAA Office

Outcomes: Learning outcomes in the disciplines are based on integration within each department. Outcomes by department and targeted courses can be viewed within the relevant curriculum map: <http://libguides.usu.edu/curriculummaps>

Courses: Our goal is to provide students targeted, differentiated instruction at varying levels of their curriculum that allow for the introduction, reinforcement and mastery of research skills in their discipline. As part of these efforts, subject librarians have engaged in curriculum mapping to help identify key courses that teach students research skills and to help librarians understand how students move through programs.

Assessment: student evaluations; faculty feedback; cyclical, in-depth assessment

Graduate / Professional Students

Partners: Faculty, School of Graduate Studies

Outcomes: Relevant disciplinary outcomes as determined by subject liaison, emphasizing research methods and workshops

Assessment: We will provide and assess a series of workshops focusing on citation management and conducting literature reviews in spring 2017.

Evidence-Based Practice - IL Research Conducted at USU

Librarians at USU actively track student research skills, collaborate with faculty, and tie library instruction to student learning and success, as demonstrated by the following published research:

Communal & Student-Centered: Teaching Information Creation as a Process with Mobile Technologies (conducted 2015-16)
-paper forthcoming, 2017

Extending Our Research: Automatic Integration of Course and Subject Guides (conducted 2015-16)
-paper forthcoming, 2017

Making Strategic Decisions: Conducting and Using Research on the Impact of Sequenced Library Instruction (conducted 2014-15)
Overview: <http://libguides.usu.edu/Aia>
Published Paper: <http://crl.acrl.org/content/77/2/212.full.pdf+html>

Librarians and Instructors Developing Student Learning Outcomes: Using Frameworks to Lead the Process (conducted 2014)
Published Paper:
http://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=1246&context=lib_pubs

Teaching and Learning Information Synthesis: An Intervention and Rubric Based Assessment (conducted 2013-14)
Published Paper:
<http://www.comminfolit.org/index.php?journal=cil&page=article&op=view&path%5B%5D=v9i1p60&path%5B%5D=207>

An Information Literacy Snapshot: Authentic Assessment across the Curriculum (conducted 2011-13)
Overview: <http://libguides.usu.edu/snapshot>
Published Paper: <http://crl.acrl.org/content/76/2/170.abstract>