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| **Program/Discipline:** Library   | **Instructional Manager:** Kevin Li |
| **Semester/Year:** Fall/2013  | **Assessment Coordinator:** Linda Neil**Email:**lneil@ccc.edu | **Department Chair:** Linda Neil |
| **Plan Title:**  |
| Part A: Initial Plan: due to your assessment coordinator for review before the Aug 26 Assessment Committee meetingPart B: Midsemester Update: due to your assessment coordinator for review before the Oct 21 Assessment Committee meetingPart C: Further Updates: due date will be determined |
| **The current submission is which of the following:**  **□ Initial Plan date: \_\_\_\_\_\_\_\_\_\_** **□ Mid-year update date:** 10/21/2013 **X Final Report date: 4/04/2014** |

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| **College Mission:** Wright College is a learning–centered, multi-campus institution of higher education offering students of diverse backgrounds, talents, and abilities a quality educationleading to baccalaureate transfer, career advancement, and/or personal development.  |
| **Program/Discipline Mission:** Wright College Library provides students/faculty/staff with multiple resources in a variety of formats that support study, research and lifelong learning. |
|  | **A. Initial Assessment Plan**  |
| **Area of Focus:** Your department efforts are to improve learning in what topic/area?  | **Our department is evaluating the effectiveness of one-on-one assistance at the reference desk. (under 20 minutes). Are students getting the information they need to complete assignments.**  |
| **Evidence:**What past results have led your department to conclude that this is an area needing attention? | **Students need help interpreting assignments.** **Students need help navigating databases.** **Students need help locating resources.** **Students need help using the online catalog.**  |
| **Course(s) of Interest:** What courses will be involved in your plan?  | **All students seeking assistance from a reference librarian.**  |
| **Intended Program Student Learning Outcomes (SLOs)**List each relevant SLO that this project pertains to. | Students learn how to:1. Retrieve information in a variety of formats.
2. Evaluate resources for authority, currency and credibility.
3. Identify key concepts and terminology used to retrieve information.
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| **Involved Faculty:**List the instructor(s) participating in the assessment process for each outcome listed above. | **All Librarians** |
| **Assessment/Intervention Process**Address the following questions:**What** approach will be used?**Why** was this process selected?**How** will student learning be measured?**When** willdata collection be completed?**Who** will analyze the results? | **What**: **One-on-one reference assistance (less than 20 minutes).****Why: Because the one-on-one reference assistance is the first contact between student and librarian.** **How**: **Measuring successful catalog search and retrieval of resources using email, print, Xerox, and book checkout.** **When**: **May 2014.****Who**: **Librarians** |
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| **B. Midyear Update – due Oct 21** |
| **Completely describe all actions that have occurred since this past August with respect to your department’s Assessment Plan.****Attach any relative documents (rubrics, surveys, other assessment tools).** | Every day, students seek one-on-one reference assistance for their academic assignments. Librarians teach students to: 1. use the library online catalog;
2. analyze assignments;
3. locate print and electronic materials needed to complete coursework;
4. access the library from home 24/7.

We are measuring success of one-on-one reference by recording each interaction with Desk Tracker.   |
| **Are there any obstacles to the implementation of the plan that the Assessment Committee should know about or can assist with?** | No. |
|  | **Part C – due TBD** |
| **Summary of Results and Analysis of Data Collected**What were the results of the assessment process?What was learned from the results? | One-on-one reference assistance (less than 20 minutes) and subsequent discussion of assignment and research process is beneficial to students. With librarian assistance, students learn to think critically about the steps involved in research and how to apply this knowledge to the retrieval of resources used in various assignments. 1. Students benefitted from one-on-one assistance.
2. The mystery of finding books and articles is de-mystified.
3. Deconstruction of the research process fostered a greater understanding of the assignment.
4. There is a need for small group workshops that focus on specific aspects of research; ie, selecting key words, narrowing a topic, finding credible resources, and using magazine and journal databases for research.
5. Students verbally acknowledged their appreciation of librarian assistance, but were less likely to answer questions on a form.
6. Students were likely to seek librarian assistance in future.
7. Students needed assistance with soft skills.
8. The method of tracking student/librarian interaction (with Desk-Tracker) produced quantitative results but did not measure how successful a student was in class.
9. The library needs to determine a better method of measuring student success.
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| **Action Plan Based on Results and Analysis**Based on what was learned, what additional steps will be taken to improve student learning? |  In the 2014 Spring semester, several “Research Made Easy” workshops were offered to students. These workshops focused on specific topics ie, citations, keywords, etc. We are collaborating with select instructors to see how librarian/library assistance influenced a student’s coursework. |