

**WRIGHT COLLEGE
PROGRAM/DISCIPLINE ASSESSMENT FORM**

Program/Discipline:		Instructional Manager: Kevin Li
Semester/Year: 2012-2013	Assessment Coordinator: Linda Neil Email:	Department Chair: Linda Neil
Plan Title: <p style="text-align: center;">Assessing Library Instruction</p>		
Part A: Initial Plan: due to your assessment coordinator for review before the Aug 26 Assessment Committee meeting Part B: Mid semester Update: due to your assessment coordinator for review before the Oct 21 Assessment Committee meeting Part C: Further Updates: due date will be determined		
The current submission is which of the following:		
<input type="checkbox"/> Initial Plan date: _____		
<input type="checkbox"/> Mid-year update date: _____ X Final Report date: 04/24/2013		

College Mission: Wright College is a learning-centered, multi-campus institution of higher education offering students of diverse backgrounds, talents, and abilities a quality education leading 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:	Our department is evaluating library instruction sessions for students.
Your department efforts are to improve learning in what topic/area?	
Evidence:	In Library instruction sessions, students learn how to translate basic research skills into practical applications. Students locate print and electronic resources (books, articles, media, etc.) for their academic assignments. Do students who receive library instruction classes use the library as a resource for future assignments? Do students use the research skills they learn? Are we connecting students to the library? Are students who receive instruction sessions likely to apply their learned skills and independently navigate our databases, online resources, and printed materials?
What past results have led your department to conclude that this is an area needing attention?	

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Course(s) of Interest:

What courses will be involved in your plan?

All courses requesting Library Instruction sessions – usually English classes, Humanities, Speech, History, Psychology, Addiction Studies, Art, Paralegal Studies, Literature, Reading, Sciences, Occupational Therapy and some Adult Ed classes.

Intended Program Student Learning Outcomes (SLOs)

List each relevant SLO that this project pertains to.

1. Students learn how to find, evaluate, and utilize library resources – books, databases, online resources, etc.
2. Students identify and use library resources to research a topic.
3. Students use the library for subsequent assignments.

Involved Faculty:

All Librarians

List the instructor(s) participating in the assessment process for each outcome listed above.

Assessment/Intervention Process

Address the following questions:

What: Library Instruction Classes

What approach will be used?

Why: Library faculty want to determine if Library instruction sessions produce independent learners and result in future use of the library resources for class assignments.

Why was this process selected?

How: Student Surveys / Survey Monkey

How will student learning be measured?

When: Immediately after the Library Instruction class.

When will data collection be completed?

Who will analyze the results?

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).

**The library has increased the number of Instruction sessions for students.
The library has online and print research guides for different classes to assist students with their research, citation writing and how to avoid plagiarism.
The library has offered small-group workshops for college success and student development.
The library has tailored instruction sessions to specific assignments.
The library has collaborated with faculty across several disciplines to increase student success during and after library information sessions.**

See attachment

Are there any obstacles to the implementation of the plan that the Assessment Committee should know about or can assist with?

No

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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?

We have learned from surveys conducted after instruction sessions that:

- 1. Students feel the instruction sessions are clear and the information is useful to their academic success.**
- 2. Students feel more confident about using the library for research.**
- 3. Students will use the research skills learned in the instruction sessions.**

**Action Plan Based on
Results and Analysis**

Based on what was
learned, what additional
steps will be taken to
improve student learning?

Some improvements to future instruction sessions include:

Improve audio and computer classrooms by implementing better technology such as ipads, microphones, speakers, etc.

Integrate active learning into all library instruction sessions and engage all student learning styles.

Provide hands-on experience of different research techniques.

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