

## **LANE COMMUNITY COLLEGE LIBRARY ASSESSMENT PLAN**

### **Program Description**

The instructional program at the Lane Community College library consists of a variety of credit courses and non-credit activities to develop information literacy, generally defined as the ability to: formulate a problem statement, determine the nature and extent of information needed to address the problem, access relevant information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into his or her knowledge base and value system, and understand many of the economic, legal, and social issues surrounding the use of information.

Information literacy is a core ability for the College, and all transfer courses and career and technical programs include the ability to effectively use library and information resources as a learning outcome. This report and plan, however, will focus on the elements of information literacy that can be accomplished through the Library's instructional program, and the library's time line for developing and assessing learning outcomes for the services it offers.

### **Information Literacy Program Outcomes**

#### **Current outcomes of the Library's instructional program are:**

- Ability to recognize the need for information
- Ability to access information from appropriate sources
- Skill in using information technologies.
- Ability to critically analyze and evaluate information
- Ability to organize and process information
- Ability to apply information for effective and creative decision making
- Understanding and respect for the ethical and legal aspects of information and its technologies
- Demonstrate attitudinal objectives which lead to appreciation of lifelong learning

### **Course/Instructional Component Outcomes**

1. **Library 127, Library Information and Research**, is a generally self-paced class (with weekly assignments due) that has been taught off- and online.  
Outcomes: Upon successful completion of this course, students should be able to:

- locate the various resources and services of a library and learn their potential uses
- use the Internet for library research
- locate material in an online catalog
- explain the basics of library classification and subject headings
- be familiar with online databases used in libraries and for research
- effectively use periodical indexes and online databases to retrieve desired materials
- use the resources in the reference collection to find needed information
- demonstrate the basic principles common to most library research strategies
- prepare a bibliography according to standard bibliographic formats

2. **Library 199, Introduction to Research**, is a one-credit online module.

Outcomes: Upon successful completion of this course, the student should be able to:

- Articulate the general mission of libraries
- Locate and use the various resources and services of a library
- Find and evaluate websites for library research
- Use online library catalogs to efficiently locate materials
- Effectively use online periodicals databases
- Demonstrate the basic principles common to most library research strategies
- Prepare a bibliography according to standard bibliographic formats

3. **Personal research appointments** are half-hour, one-on-one sessions with a librarian for students whose course instructors have included this assignment in their curriculum. Outcomes: At the end of a personal research appointment, the student should be able to:

- select which databases would be best for their research topic
- set up a search strategy that will retrieve the most relevant results
- utilize the online catalog to find books, and to request books from other libraries
- locate pertinent Websites, articles, books, and any other media appropriate to their topic
- pick a suitable topic that leads to adequate resources

4. **The library online tutorial** is meant to familiarize students with basic library concepts. Outcomes: Upon completion, students will be able to:

- Select appropriate databases to find articles on their subject
- Find full-text articles
- Determine the difference between scholarly and popular articles
- Find books
- Understand the difference between keyword and subject heading searches
- Describe the services the library has to offer

5. **Classroom presentations** are offered in response to requests from the course instructor. At the end of each presentation, students should be able to meet the objectives set by the requesting instructor. Common outcomes are:

- How to locate journal, magazine, and newspaper articles
- How to judge the validity, reliability, authority, and relevance of sources
- Understanding some of the differences between an academic journal and a magazine
- Ability to conduct more complicated searches on a specific database
- Awareness of the physical organization and policies of the library

6. **Reference assistance** provides students with immediate help regardless of the specific question. While formal outcomes have not yet been established for this activity (but will be) in general the student should leave a reference encounter:

- Believing that the information they received was accurate
- Satisfied that their question was treated with courtesy and the full involvement of the reference librarian
- More enthusiastic about the process of learning

Since the October 2004 accreditation visit, the library has collected and analyzed the following data to establish baseline information about the (then) current program of instruction and services:

- Accreditation self-study
- Usage statistics such as online searches, Summit borrowing/lending data, circulation
- Special reports, such as age of collection
- Best practices in library instruction
- Comparison of Lane library program to national standards such as Association of College and Research Libraries, American Library Association
- Success and retention rates for Library 127 class
- Comments from the library's suggestion box
- Library unit plans

We chose to focus our preliminary assessment efforts on the development/revision of outcomes relating to the instructional program rather than the service component of the Library Department.

As a result of this analysis, the Library developed the following additional assessment tools:

- Faculty evaluation of classroom instruction
- Student evaluation of classroom instruction
- Feedback loops for Library 127 modules
- Evaluation form (through the course instructor) for effectiveness of personal research appointments

Based on the information gleaned from the above assessment tools, the Library made the following changes to its instruction program during the period October 2004 – December 2006:

- Success and retention rates for the Library 127 class were below an acceptable level of 80%. Using student feedback and completion rates and scores for individual course modules, Library faculty identified major contributing factors to this unacceptable success rate. They made the following adjustments:
  - Reduced number of sections offered each term from two to one, and repurposed the time to the development of alternate instructional delivery methods
  - Students were emailed with more frequent and lengthy information about course progress, to increase the contact time with each student and develop a relationship with them
  - A bibliographic "clinic" was offered to students, which increased the frequency of contact with the librarian as well as providing additional support for completion of one of the course modules that had particularly poor completion rates
  - Module on evaluating web sites was also modified to improve the chances of student success
- In response to the best practice of embedding information literacy skills in individual course content, rather than as stand-alone instruction, librarians:
  - are developing flexible one-credit instructional modules which can be combined with course content in other disciplines/programs
  - are planning with faculty and staff of other instructional departments and programs to develop information literacy instruction as part of a credit

class, first year-experience or college success curriculum, and/or learning community.

- To decrease barriers to access, particularly for distance learners, one of the librarians developed an online version of the three-credit Library and Information Research course.
- Librarians refined their classroom presentations ("one-shot" 50-minute sessions for specific courses) to relate library research skills to specific course content. Highly customized presentations were created for nursing program students and faculty to introduce specialized medical databases, resources and search techniques, and to focus on sources for evidence-based practice
- In response to the best practice of identifying and responding to teachable moments, and to meet Standard 5 for the availability of library resources "wherever and whenever programs are offered", a pilot project will be conducted winter 2007 using chat software to provide real time reference service to students during weekend hours.
- In recognition of the research identifying the library's role in student retention, the library committed to representation on institution-wide efforts such as the Success and Goal Attainment team, and Lane Preview Night and Early Orientation and Registration events.
- In response to inability to meet instructor outcomes for library instruction within one hour, a two-session sequence is now offered. The first session is a general orientation; during the second session, students complete an assignment related to research techniques and sources within the course content.
- Attempting to map library program learning outcomes to specific library activities revealed that our current learning outcomes are either too ambitious to be appropriate for first and second year college students, or are dependent on collaboration with teaching faculty in other programs. These outcomes will be revised to reflect more achievable skills and concepts.

Elements of the assessment plan that have not yet been completed include the revision of instructional program learning outcomes; development of service outcomes; identification, development, implementation and analysis of additional assessment tools; and identification of criteria (benchmarks) for evaluating program/activity outcomes.

The first table below articulates the plan for completing these additional objectives. The second table articulates the timetable for regularly assessing the library's instructional program and services. It is organized by program course or activity, because the same learning outcomes are embedded in all library instructional activities.

Assessment activities will be a regular part of staff and librarian bi-weekly meetings, the annual librarians retreat, and fall department in-service.

Table I – Plan Completion Schedule

Activity	Responsible Group	Target Completion Date
Develop/revise overall service outcomes, identify and/or develop data sources, and identify criteria, results interpreter and receiver, and follow-up plan	All staff	March 2007
Develop work unit outcomes (circulation, cataloging, acquisitions, systems, administration, reference) identify and/or develop data sources, and identify criteria, results interpreter and receiver, and follow-up plan	Work unit	April 2007
Develop collection management outcomes, identify and/or develop data sources, and identify criteria, results interpreter and receiver, and follow-up plan	Librarians	April 2007
Develop facilities outcomes, identify and/or develop data sources, and identify criteria, results interpreter and receiver, and follow-up plan	All staff	May 2007
Develop liaison outcomes, identify and/or develop data sources, and identify criteria, results interpreter and receiver, and follow-up plan	Librarians	May 2007
Revise instructional program outcomes, identify and/or develop data sources, and identify criteria, results interpreter and receiver, and follow-up plan	Librarians	June 2007

Table II – Outcomes Assessment Schedule

Activity/Course	*Method	*Assessment Sample	*Timeframe
Library 127	Grades on Course modules Unit test Final project Final grades	All students	April 2007; may no longer offer
Library 199	Homework assignments Final grades Final project Student forums Feedback to instructor	All students	End of each term, beginning spring 2007
Personal research appointments	Student report to instructor Instructor feedback on effect on performance	All	Annually – by Librarians May retreat, beginning spring 2007
Online tutorial	re- and post-test	All	Annually, beginning winter 2007
Classroom library instruction	Student Evaluation Instructor Evaluation	TBD	One/week/term?, beginning winter 2007
Reference Assistance	Student feedback form	All	Ongoing; annual analysis beginning fall 2007
General Library Services	Usage Statistics Student Survey Faculty Survey		Annual
Work unit outcomes (Circulation, Course Reserves, ILL, Cataloging, Acquisitions, Film Booking, Administration, Systems)	As identified by individual work units		Annual
Liaison Program	Faculty Survey Purchase requests		
Library Collection	Age of Collection Report Purchase Requests Circulation statistics		Annual - June Annual – June Annual - June
Library web site	Usability survey Best practices web design		Bi-annual – TBD Bi-annual - TBD
Facility	National standards Student survey		Bi-annual - TBD

\*May be revised as a result of completion of assessment plan

Respectfully Submitted,  
Nadine Williams, on behalf of the library faculty and staff

