**Library**

**Step1: Department/Program Mission (Any updates due September 15, 2009)**

The Stockwell-Mudd Library supports the mission and intellectual life of Albion College by delivering a range of services that support a liberal arts education. The library develops resources that support the teaching and learning of the college’s academic programs, provides access to information not locally available, and provides instruction that fosters information literacy.

**Step 2: List goals/outcomes (Any updates due September 15, 2009)**

**The following goal/objectives are specific to the Information Literacy component of the library’s mission:**

1.        Students can construct a research inquiry with a defined, manageable focus

2.        Students will be able find and retrieve information that supports their research and/or instructional needs (especially in their major) using print and electronic research tools

3.        Student can critically evaluate the quality, usefulness and relevance of resources and information

4.        Students will understand how to access and use information ethically and legally

5.        Students will understand how information is organized and will be able to pursue information independently

**Step 3: Identify program components (Any updates due September 15, 2009)**

~ Library Instruction Sessions. These 50 minute instruction sessions are customized to fit the subject matter and assignment of each course.  The sessions demonstrate how to find and use relevant resources (print and online), how to use effective and efficient search strategies and techniques, and why it is important to focus a research topic with how-to tips. Includes basic sessions for First Year Seminars and introductory courses, advanced strategies and searching technique for upper level courses in the majors and as requested or needed by instructors.  *Goals/Outcomes 1-5*

~Reference Desk Interviews. Working one-on-one with students, reference librarians help students with their research paper/projects or information requests by providing research strategies, helping them focus their topics and hands-on instruction in using relevant library resources. *Goals/Outcomes 1-5*

~ Assorted Research Guides, web pages, tutorials                                                                                                                                                                                                                                                                                     a. Subject/Course Research Guides Goals*/Outcomes 2*    b. How to Evaluate Information Sources   *Goals/Outcomes 3*

~ Information Literacy in the Majors.  The library would like to work with departments to strengthen information literacy in the majors.                   In Planning Stages

**Step 4: Select methods/data sources and instruments (Any updates due September 15, 2009)**

**~HEDS Research Practices Survey.** The Research Practices Survey (RPS) is a fifteen-minute online multiple-choice questionnaire that provides data about students’ experiences, dispositions, and proficiencies in conducting effective academic research in a liberal arts setting.  Additionally, since a number of other liberal art college libraries participate in the survey, we can use the survey data (quantitative and Qualitative) as a comparison.   We would like to administer this survey to first-year students in the fall (pre-test) and to seniors in their final semester (post-test).

 Research Practices Survey:

 a. “Your Experiences with Research” *Questions 1- 11*

*b.* “Your Attitudes and Beliefs About Research” *Questions 12-16*

*c. “*Your Familiarity with Research Terms & Strategies” *Questions 17- 27*

*d.*“Your Approach to Evaluating Sources” *Questions 28 -31*

Library’s Learning Goals/Outcomes

1. Students can construct a research inquiry with a defined, manageable focus:  Questions 6, 9, 11, 12

2. Students will be able find and retrieve information that supports their research and/or instructional needs (especially in their major) using print and electronic research tools:  Questions 13, 17-25

3. Students can critically evaluate the quality, usefulness and relevance of resources & information Questions 6, 13, 23, 24, 28-31

4. Students will understand how to access and use information ethically and legally:  Questions 8, 26, 27

5. Students will understand how knowledge is organized and will be able to pursue information independently: Questions 16, 20

\*\*For the senior survey we will include questions that ask for the student’s major and for the name(s) of the database(s) they used most frequently for research in their major.   Goal/Outcome 2

  Instruction Sessions

Questionnaire

Next semester (Winter 10) we will be asking students who attend a library instruction to complete a short answer questionnaire with 3 questions at the end of the session (similar to our assessment in 1998-1999)

Question 1. List 2 important things you learned from this session.

Question 2. What was the most confusing or least clear aspect of this session?

Question 3. What additional aspects of library research should have been discussed in this session?

In Progress

Audience Response (clickers)

In the summer the library purchased a set of clickers (from the Physics Department).  We hope to have a series of questions developed for fall 2010. We are especially keen to use them in the instruction for FYS.

**Step 5: Analyze and interpret the data (Due October 1, 2009 with preliminary data; Due November 2, 2009 with final data for this assessment cycle)**

In the spring, 24% of our graduating seniors responded to an email request to complete the HEDS Research Practices Survey**.** These students did not complete the HEDS Research Practices Survey as freshmen, so we were not able to perform a Pre-test/Post-test comparison.  We were, however, able to compare our students test result with that of seniors from 9 other liberal arts colleges.\*

We did not fare well.  On most questions we ranked last (2-4% lower).  On several questions, our scores were quite frankly, just plain embarrassing.

Statistics with Significant Differences (Albion % given first)

Line 11 “Use of the college library”  -

 Once a week 37.7% vs 59.3%..  
Once-twice a month 37.7% vs 29%  
Few times a year 23.6% vs 11.2%

Line 26  “Received library instruction”     -                       43.4% vs 64.5%

Line 51 “Online sources used”—Indexes/Databases    76.6% vs 86.1%

Line 91 “Sought advice from librarians”                   Never 41.1% vs 23%

Line 119 “Used help screens, tutorials, etc.”           Never 60.7% vs 68.2%

Line 127  “Talked with librarian about research”    Never 62.6% vs 41.5%

Line 199 “Challenge of indentifying/retrieving electronic index”

                 Very Easy 38.3% vs 50.3%     NO EXPERIENCE 13.1% vs 3.1%

Line 227 “Obtaining materials thru ILL”                     No Experience 22.4% vs 15.9%

Line 277 Beliefs about Research—“A course in research skills would be useful”

                  Strong Agree 31.8 vs 16…...Agree 43.9% vs 46.8%….  Disagree  22.4% vs 32%

Line 319 “Boolean Search”                                         34.6% vs 43.2%

Line 329 “Truncation”                                                  24.3% vs 41.45%

Line 406  “Identifying search strategy that yields most results  63.2% vs 72.4%

Line 417 “Identifying peer-reviewed journals          67% vs 81.5%

Line 471 “Distinguishing scholarly/non-scholarly”  69.5% vs 79.8%

\*Agnes Scott, Beloit, Berea, Muhlenberg, St. Olaf, Stetson, University of Richmond, University of the South, Whitman College.

**Step 6: How will the data collected be used for decision-making, strategic planning, etc. (Due October 1, 2009 with preliminary data; Due November 2, 2009 with final data for this assessment cycle)**

*NOTE:You will need to submit a summary report of your findings to the Assessment Committee for review. In that report, please include details of how the data will be used, any program changes that will be made (or not made). Questions to ask yourself/to include in the report are as follows:*

* *How, exactly, will your data be used to help with program planning and improvement?*
* *Will your program form a committee to review assessment findings, and make recommendations for change or improvement in a timely manner?*
* *Will your entire department convene to discuss assessment results and program changes?*
* *Who will make formal recommendations for curricular or other changes—the chair/head? The committee?*

In early November 2009, John Kondelik and Cheryl Blackwell presented the HEDS Research Practices Survey results for Albion’s ’09 seniors to Vice President Connors.

 In late November 2009,  Kondelik  and Blackwell presented the HEDS Research Practices Survey  results for Albion’s ‘09 seniors to the Library Committee.  When the Library Committee meet with Vice President Connors in December 2009,  the survey results were part of the agenda.

 At that meeting, several courses of action were suggested.

 ~ Information Literacy needs to be embedded and a required component of ALL First Year Seminars.

(Blackwell is a member of the First Year Experience Committee and will relay the HEDS survey findings and the Library Committee’s suggestion to the Committee)

 ~ CRC needs to be made aware of the results and that Albion’s students information literacy needs are not being met.     One suggestion was that courses that fulfill the Modes should include information literacy learning outcomes (that would be determined by the faculty member).

 Additionally, the library plans to step up its library instruction presence on the web.  Plans are underway to launch several new web pages.  Some of these pages will be aimed at faculty. They will define and discuss Information Literacy in Liberal Arts, and list the information literacy instruction services and support the library provides to faculty.  We are also discussing ways to provide more instruction via the Library Web Page for students (on-line tutorials, videos, etc.)

 The HEDS Research Practices Survey for ’10 seniors will administered from February 8th thru February 20th.  Results (especially those that compare our students’ scores to our cohorts)  are usually not available until June.