

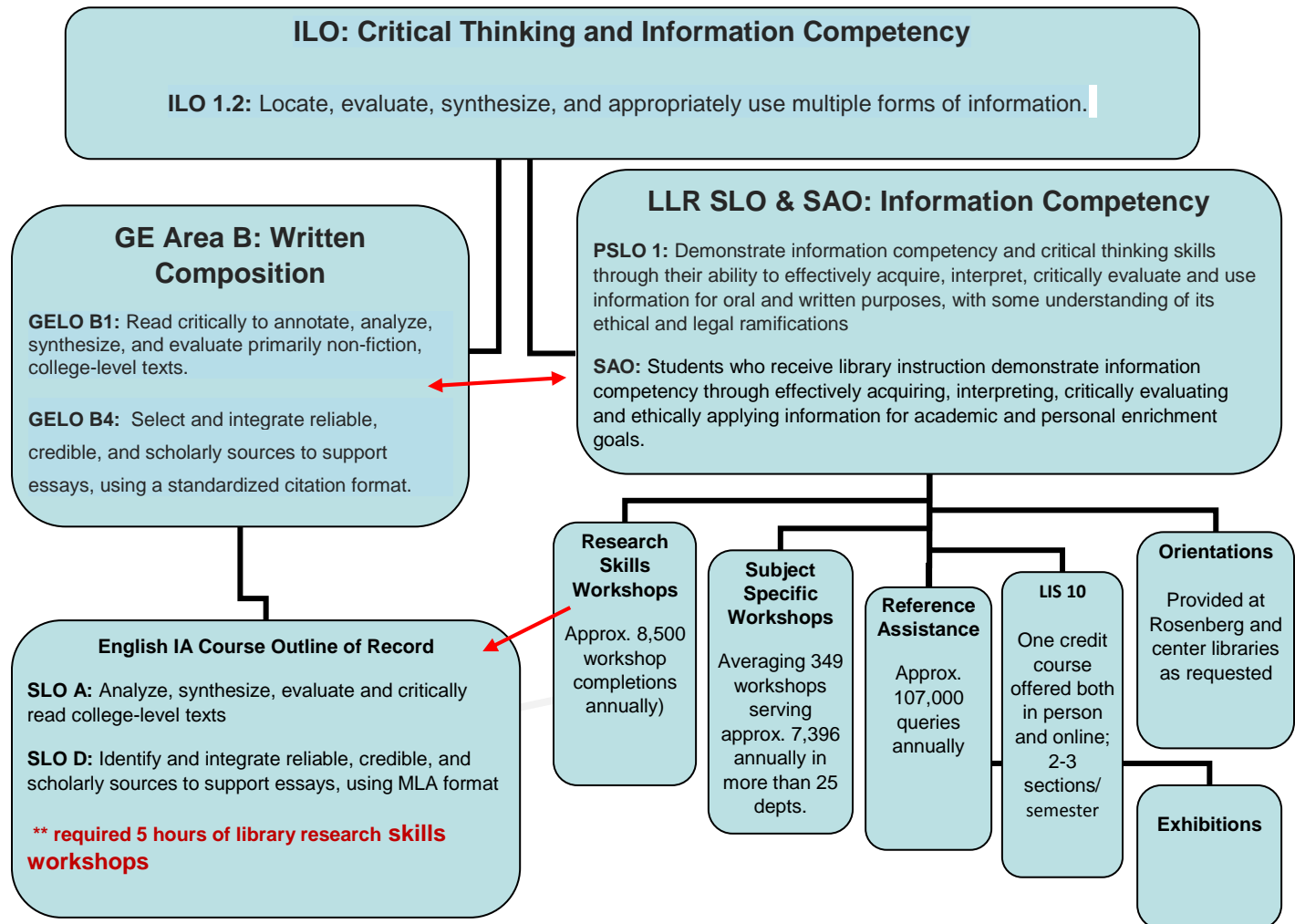
# Instructional Services Assessment Plan CCSF Library & Learning Resources (LLR)

## Mission Statement

As part of the CCSF Library and Learning Resource (LLR) Mission statement, Library instructional services are provided to:

- ensure that students are successful in their academic work at CCSF by developing information competency (IC) skills, which is an institutional learning outcome, and are essential for academic success at CCSF, transfer to other higher education institutions, and success in the workplace; and lifelong learning
- provide resources and professional development opportunities to faculty to assist them in incorporating information competency activities into their courses.

The chart below illustrates how the College systemically supports information competency outcomes. Librarians take a lead role in teaching these outcomes, providing independent learning opportunities, and collaborating with teaching faculty to ensure IC outcomes are met.



## Information Competency Committee

The LLR Information Competency (IC) committee oversees the planning, development, and assessment of library instruction. All library faculty serve as subject liaisons and provide instruction. Library instruction focuses on meeting information competency learning outcomes described in the Library Program Student Learning Outcome (PSLO) which maps directly to the College's Institutional Learning Outcome (ILO) 1 on Critical Thinking and Information Competency.

## Instructional Service Areas

### 1. Orientations

Class tours can be arranged for groups of twenty-five or less by making arrangements with the Rosenberg Library coordinator of reference services, the department liaison librarian, or campus librarian. An interactive walking tour for individuals or small groups is available for the Rosenberg Library.

Statistics are gathered each year on the following data points: total number of orientations; total number of student participants; total number of departments; and department names.

The ESL department books the most orientations. In spring 2015, development began on four standardized orientation worksheets targeting specific ESL levels, which have been used on a limited basis since the spring semester. The SLOs and assignments are being refined.

### 2. Subject-specific Workshops

Tailoring instruction to specific coursework is the preferred method of library instruction. The [2013/2014 Assessment of Subject Specific Workshops](#) revealed that a standardized one-size fits all assessment is not the most effective assessment method to evaluate workshop learning outcomes across the disciplines. The Information Competency (IC) Committee is currently developing new assessment instruments for subject specific workshops and streamlining faculty workshop requests which will include data points that align with the SLO assessments. Tasks for the development, implementation, and evaluation are listed below.

#### Fall 2015-Spring 2016 Tasks

Develop and pilot Faculty sign up with data collection function (FA15)
Develop and begin Librarian sign up for English workshops, assess success (FA15)
Develop Faculty Follow-up survey (SP16)
Develop and implement at least 2 of the recommended student assessments from <a href="#">2013/14 assessment</a>
Review statistics and develop benchmarks
Review <a href="#">ILO 1C Mapping Assessment</a> and timeline collaborated assessments with targeted departments
Schedule Collaborative Assessment (FA15) with English department (SP16)

Additionally, statistics are gathered each year on the following data points: total number of workshops; total number of student participants; total number of departments; and department names. Beginning in fall 2015, the LLR Information Competency committee will review and analyze statistical data and set benchmarks for the upcoming year. Benchmarks will be reviewed on a yearly basis.

### 3. Library Research Skills (ABC) Workshops

Internal data shows that the number of online workshops completed continues to increase as does the number of subject specific workshops, while the in-person, ABC workshops offered in the library have had little to no attendance. As a result, in fall 2015, the Library discontinued offering in-person Library Research Skills Workshops; instead, Workshop Labs are offered with a librarian available to

assist students while they complete any of the online workshops. Data on the number of drop-in students will be recorded.

The committee regularly analyzes workshop assignments to update workshop content and assignment questions. The current system of grading the online workshop assignments either online or in-person at the reference desk is unsustainable with the current staffing shortage and the continued growth in numbers of workshop completions. Additionally, library literature suggests “the average engagement time of any instructional video maxes out at 6 minutes, regardless of its length.”<sup>1</sup> The revision of the 50-minute library skills workshop series is currently underway and will alleviate time constraints and measure up to current library instructional practices.

While the IC committee develops new, shorter, interactive learning objects with built-in assessment measures, the current workshops series will continue **as is** and workshop assignments will remain the assessment method used to ensure workshop SLOs are met; no additional assessments are scheduled until we pilot the new learning objects.

#### **Fall 2015-Spring 2016 Tasks**

Workshop Assignments (revised yearly based on previous year assessment)
Revision of Workshops – content with built-in assessments in new tutorials
Gather statistics
Temporary solution: migrate workshops P and W into Insight Workshop shell and offer these 3 workshops to English 1A in SP16
Develop new assessment cycle and benchmarks

#### **4. LIS 10: Use of Information Resources**

The LIS 10 Course Outline of Record was revised in fall 2014 and accepted by Curriculum committee in January 2015. A major overhaul of the online course content and assessment measures is underway and should be complete by spring 2016. A revision of the final project and accompanying rubric will allow for all course SLOs to be assessed across all sections by using the same assessment measure.

CRN-level assessments are reported each semester by each of the LIS 10 instructors. Course-level assessment for all SLOs is required once every three years. Each semester, LIS 10 instructors focus on one of the course SLOs and review all assessment measures related to it. Additionally, the final project measures all course SLOs and this assessment is reported on a semester basis to build data for the course-level assessment reported every three year.

#### **5. Reference**

Reference interactions (in-person, chat, and email) provide students with one-on-one, targeted instructional sessions (i.e. teaching moments). A direct assessment is conducted once every three years. Indirect assessment of reference services takes place in faculty and student surveys. A 2012 assessment concluded a need to address evaluation in reference work. Possible future assessment: comparing student outcomes for students in different sections of the same class who did and did not make an appointment with a librarian (work with teaching faculty to require librarian consultations).

#### **6. Exhibitions**

SLOs aligned with visual literacy standards of the Association of College and Research Library standards were developed in 2012. Classes that use the library exhibitions as course content receive

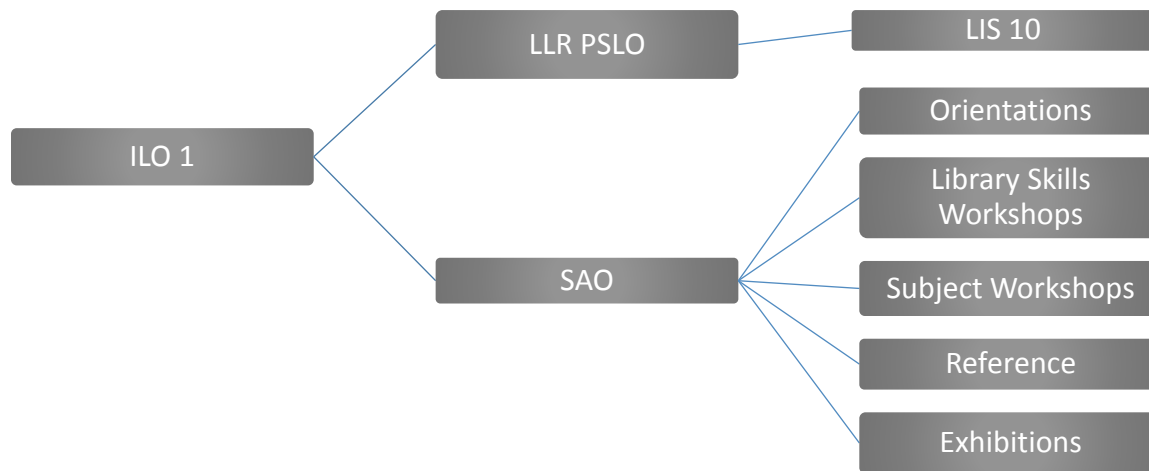
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<sup>1</sup> Guo, P. (2013). Optimal video length for student engagement. *edX*. Retrieved from <https://www.edx.org/blog/optimal-video-length-student-engagement>

visual literacy instruction from the Exhibitions librarian; assessments were co-created between the instructors and librarians and measure visual literacy outcomes which map to the library information competency outcomes. Beginning in spring 2016, reporting of visual literacy outcome assessments will fall under the library's SAO on instructional services.

## Assessment Reporting Structure

Assessments are reported through the College's CurricUNET system. LIS 10, the library's only credit course is reported through the Library Discipline and maps upward to the Library's Program Student Learning Outcome and ILO 1. All other assessments of library instructional offerings (e.g. subject-specific workshops, reference, orientations and online tutorials) are reported through the instructional service outcome. Disaggregated student data from non-course offerings is compiled through Sierra and provided to the SLO Coordinator to be included in ILO 1 assessment.



	FA 15	SP 16	FA 16	SP 17	FA 17	SP 18	FA 18
<b>CRN-level Reporting for LIS 10</b>							
Identify information formats and the way we share them (all measures)	X					X	
Formulate viable research questions (all measures)		X					X
Employ effective search strategies across a variety of search tools (all measures)							
Critically evaluate the authority and relevance of information sources (all measures)			X				
Practice ethical use of information (all measures)				X			
Final Project rubric ALL SLOs	X	X	X	X	X	X	X
<b>Course-level Reporting for LIS 10</b>							
					X		

	FA 15	SP 16	FA 16	SP 17	FA 17	SP 18	FA 18
<b>Service Area Outcome Reporting: Instruction</b>							
Statistics and benchmarks for all instructional services	X	X	X	X	X	X	X
Reference Services Assessment					X		
Pilot subject-specific workshop assessment(s)		X					
Pilot subject-specific workshop assessment(s) - faculty feedback		X					
Online tutorial pilot assessment			X				
Exhibitions Visual Literacy Assessment			X				
Student Perception Survey (3yr. cycle)						X	
Faculty Perception Survey (3yr. cycle)						X	

### **Additional Assessment Measures**

Library faculty and student perception surveys are administered every three years. Questions related to information competency help to develop an understanding of how faculty and student perceive their own information competency.