PART 1: Assessment Plan Overview

Mission Statements & Goals

UNIVERSITY MISSION STATEMENT:
East Central University's mission is to foster a learning environment in which students, faculty, staff, and community interact to educate students for life in a rapidly changing and culturally diverse society. Within its service area, East Central University provides leadership for economic development and cultural enhancement.

Linscheid Library Mission Statement:
Consistent with the mission of the university, and in the spirit of intellectual freedom, equal access, and cooperative stewardship, the Linscheid Library provides an information-rich environment that fosters independent learning throughout the community.

Linscheid Library Goals:
To contribute to the development of students who are information literate, which is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" ("Information literacy competency", 2000, p.2).

Student Learning Outcomes

STUDENT LEARNING OUTCOME 1: Students can make a research plan that addresses the requirements of their assignments, including identifying and modifying search terms.

Criterion 1.1: Developing a search strategy

Instrument/Measurement: SAILS, subscale #1. The Standardized Assessment of Information Literacy Skills (SAILS) is a test based on the Association of College and Research Libraries’ (ACRL) Information Literacy Competency Standards for Higher Education and Objectives for Information Literacy Instruction (Project SAILS, June 2, 2012). SAILS provides data on eight skill sets covering the four ACRL standards. The average score for each skill set is reported as a range, including standard errors above and below the score. When comparing two groups, ranges of scores that overlap are not significantly different while those that do not overlap are significantly different.

Population: Freshman in UNIV 1001; Students in UNIV 3001

Standard: Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.
Criterion 1.2: Defining or modifying the information need to achieve a manageable focus

**Instrument/Measurement:** TBD (Instruction Committee)

**Population:** TBD (Instruction Committee)

**Standard:** TBD (Instruction Committee)

**STUDENT LEARNING OUTCOME 2:** Students will search effectively and efficiently.

**Criterion 2.1:** Selecting the right tool

**Instrument/Measurement:** SAILS, subscale #2

**Population:** Freshman in UNIV 1001; Students in UNIV 3001

**Standard:** Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.

**Criterion 2.2:** Searching

**Instrument/Measurement:** SAILS, subscale #3

**Population:** Freshman in UNIV 1001; Students in UNIV 3001

**Standard:** Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.

**Criterion 2.3:** Using finding tool features

**Instrument/Measurement:** SAILS, subscale #4

**Population:** Freshman in UNIV 1001; Students in UNIV 3001

**Standard:** Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.

**Criterion 2.4:** Retrieving sources

**Instrument/Measurement:** SAILS, subscale #5

**Population:** Freshman in UNIV 1001; Students in UNIV 3001

**Standard:** Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.
STUDENT LEARNING OUTCOME 3: Students will critically evaluate information sources.

Criterion 3.1: Evaluating sources

Instrument/Measurement: SAILS, subscale #6

Population: Freshman in UNIV 1001; Students in UNIV 3001

Standard: Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.

Criterion 3.2: Examining and comparing information

Instrument/Measurement: TBD (Instruction Committee)

Population: TBD (Instruction Committee)

Standard: TBD (Instruction Committee)

STUDENT LEARNING OUTCOME 4: Students properly use information sources.

Criterion 4.1: Citing information sources appropriately

Instrument/Measurement: SAILS, subscale #7

Population: Freshman in UNIV 1001; Students in UNIV 3001

Standard: Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.

Criterion 4.2: Adhering to ECU's Policy on Academic Integrity specifically the section related to plagiarism

Instrument/Measurement: SAILS, subscale #8

Population: Freshman in UNIV 1001; Students in UNIV 3001

Standard: Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.
Faculty Meeting:

The library faculty, along with the library Assessment Committee, met on June 28, 2012. Overall, the report was accepted with a few minor word changes in Student Learning Outcome 1 and Criterion 4.2. There was discussion as to the words ‘evaluating’ and ‘examining’ found in criterion 3.1 and 3.2. The general consensus was that they meant the same thing. However, the analysis for 3.2 states that librarians will determine appropriate assessment measures for 3.2 in Fall 2012. At that time, the wording of the criterion will also be addressed.

Sharing with Stakeholders:

1. Identify all stakeholders: ECU students, teaching faculty, library faculty, administrators, and the University Assessment Committee

2. List how & when assessment results are shared: Annually, in June, the fiscal year results are reviewed by library faculty, submitted to the University Assessment Committee, and then posted on the Linscheid Library’s assessment webpage.
Part 2: Data Collection and Analysis

STUDENT LEARNING OUTCOME 1: Students can make a plan that addresses the requirements of their assignments, including identifying and modifying search terms.

Criterion 1.1: Developing a search strategy

Instrument/Measurement: SAILS, subscale #1

Population: Freshman in UNIV 1001; Students in UNIV 3001

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*Data from Fall 2008
**Data from Fall 2011

Standard: Students in UNIV 3001 will score significantly higher than the freshman in UNIV 1001.

Analysis: The scores for UNIV 3001 are lower than UNIV 1001, but not significantly so. The library is using this data as baseline data.

Criterion 1.2: Defining or modifying the information need to achieve a manageable focus

Instrument/Measurement: TBD (Instruction Committee)

Population: TBD (Instruction Committee)

TBD: Defining or Modifying the Information Need to Achieve a Manageable Focus

|------------|-----------|-----------|-----------|-----------|

Standard: TBD (Instruction Committee)

Analysis: During the Fall 2012 semester, the librarians will pilot a number of assessment techniques. Based on the result of the pilot, the librarians will determine appropriate assessment measures and implement in Spring 2013.

STUDENT LEARNING OUTCOME 2: Students will search effectively and efficiently.

Criterion 2.1: Selecting the right tool
**Criterion 2.1:** Evaluating

**Instrument/Measurement:** SAILS, subscale #2

**Population:** Freshman in UNIV 1001; Students in UNIV 3001

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**Criterion 2.2:** Searching

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**Criterion 2.3:** Using finding tool features

**Instrument/Measurement:** SAILS, subscale #4

**Population:** Freshman in UNIV 1001; Students in UNIV 3001
**SAILS subscale #4: Using Finding Tool Features**

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**Criterion 2.4:** Retrieving sources

**Instrument/Measurement:** SAILS, subscale #5

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**Criterion 4.1:** Citing information sources appropriately

**Instrument/Measurement:** SAILS, subscale #7

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**ASSESSMENT TOTAL**

The total, *unduplicated* number of students assessed for Fall 2008 UNIV 1001 SAILS data was 293 and for Fall 2011 UNIV 3001 SAILS data was 109.
Part 3: Summary of Actions Related to Assessment Data

CURRENT ACTIONS
- The library will administer SAILS to all MWF sections of UNIV 1001 every fall semester.
- The library will administer SAILS to all UNIV 3001 sections one semester per year.
- Based on the SAILS benchmark data, the library will focus specifically on teaching skills for evaluating sources, citing information sources appropriately, and adhering to ECU's academic integrity policy on plagiarism.
- Based on the SAILS benchmark data, the library will address developing a search strategy and using finding tool features.
- During Fall 2012, librarians will pilot multiple assessment techniques to measure student learning outcomes. At the conclusion of the Fall 2012 semester, the Instruction Committee and the Assessment Committee, which includes all the instructing librarians, the director, and a staff member, will select the most effective techniques.
- In Spring 2013, librarians will implement selected assessment techniques, using this data in the 2012-2013 Assessment Report.

SUMMARY OF LATEST UAC REVIEW & STATUS UPDATE
- The latest UAC review discussed that the library's assessment report did not focus on student learning outcomes. The library has revised the 2011-2012 Assessment Report to measure student learning outcomes related to information literacy skills.

SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES & UPDATE
- Based on the revised 2011-2012 Assessment Report, the library has no actions or changes to summarize.
References
