

Program/Discipline: Library

Instructional Manager: Kevin Li

Semester/Year: Fall/2011

Assessment Coordinator: Linda Neil

Department Chair: Linda Neil

Email: lneil@ccc.edu

Plan Title:

Part A: Initial Plan: due to your assessment coordinator for review before the Aug 26 Assessment Committee meeting

Part B: Midsemester 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:

Initial Plan date: _____

Mid-year update date: 10/21/2011

Final Report date: 05/04/2012

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:

Your department efforts are to improve learning in what topic/area?

Our department is focusing on the 20+ minute Reference/Research Interview and subsequent retrieval of research materials for an assignment.

Evidence:

What past results have led your department to conclude that this is an area needing attention?

Students frequently ask for help but they don't understand their assignment or the concept of research.

Course(s) of Interest:

What courses will be involved in your plan?

All courses requiring research – primarily English 102, Humanities, Speech, History and some Reading classes

Intended Program Student Learning Outcomes (SLOs)

List each relevant SLO that this project pertains to.

- 1. How to analyze a research topic and; 2. How to locate relevant research materials

Involved Faculty:

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

All Librarians

Assessment/Intervention Process

Address the following questions:

What approach will be used?

Why was this process selected?

How will student learning be measured?

When will data collection be completed?

Who will analyze the results?

What: The face-to-face reference/research interview (over 20 minutes).

Why: Because the one-on-one reference interview between student and librarian is an ideal way to analyze an assignment and teach the concept of research. The student can ask questions about their assignment, learn to narrow the focus of a topic, discuss the direction their research will take, and ask for guidance from the librarian in a comfortable, non-threatening environment.

How: 1. Successful completion of a college paper, speech, presentation or other researched assignment. 2. Completion of the reference/research survey.

When: August 2011 – December 2011 – May 2012.

Who: Library Assessment Committee



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).

Every day, students seek one-on-one research assistance at the reference desk for their academic assignments. In the reference/research interview, librarians teach students the skills they need to analyze their assignments, conduct research using print and online resources, and leave with the confidence to complete an academic assignment.

We are measuring the success of one-on-one reference/research interviews with a student survey.

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

No.

Part C – due TBD

Summary of Results and Analysis of Data Collected

What were the results of the assessment process?

The one-on-one reference interview (over 20 minutes) and subsequent discussion of assignment and research process has been beneficial to students who need help understanding their assignments. With librarian assistance, students learn how to think critically about the steps involved in research; and how to apply this knowledge to the retrieval of resources used in various assignments.

What was learned from the results?

1. Students benefitted from one-on-one instruction regarding their assignments.
2. The reference interview and deconstruction of the research process fostered a greater understanding of the assignment.
3. There is a need for small group workshops that focus on specific aspects of research; ie, selecting key words, narrowing a topic, finding credible resources, and using magazine and journal databases for research.
4. Students verbally acknowledged their appreciation of librarian assistance, but were less likely to answer questions on a form.
5. Students were likely to seek librarian assistance in future.
6. Students needed assistance with soft skills.

**Action Plan Based on
Results and Analysis**

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

In Spring semester, 2012, several "Research Made Easy" workshops for small groups were offered to students, focusing on research and soft skills and encouraging active learning.