

**Program/Discipline:** Library

**Instructional Manager:** Kevin Li

**Semester/Year:** Fall 2012

**Assessment Coordinator:** Linda Neil  
**Email:**

**Department Chair:** Linda Neil

**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:** 09/2012

**Mid-year update**      **date:** \_\_\_\_\_

**Final Report**      **date:** \_\_\_\_\_

**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.

**Area of Focus:**

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

Our department is evaluating Library Instruction Sessions for students.

**Evidence:**

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

Library Instruction classes teach students how to successfully use library resources to complete their academic assignments. In addition these sessions encourage students to be self-sufficient, life-long library users. Are we successful in this pursuit? In the past, we have found that students who receive library instruction in a class are likely to continue using the library to complete academic assignments. Each semester it is important to introduce new students to the library and the resources available to them.

**A. Initial Assessment Plan**

Course(s) of Interest:

What courses will be involved in your plan?

All courses requiring research, reading, and independent study – usually English classes, Humanities, Speech, History, Reading and some Adult Ed classes.

Intended Program Student Learning Outcomes (SLOs)

List each relevant SLO that this project pertains to.

1. Are students learning how to use library resources – books, databases, online resources, etc.
2. Are students learning how to research a topic.

Involved Faculty:

All Librarians

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

Assessment/Intervention Process

What: Bibliographic Instruction Classes

Address the following questions:

What approach will be used?

Why: The librarians want to determine whether or not the class instruction sessions reach the students in the class.

Why was this process selected?

How will student learning be measured?

How: Student Surveys on SurveyMonkey

When will data collection be completed?

When: Online after the session.

Who will analyze the results?

Who: Librarians

