Co-Curricular Library Assessment Plan 2016-17
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September 6, 2016

Summary
Assessment of the UWS Student Learning Goals at the Jim Dan Hill Library will take place in two parts, drawing on data that is already routinely collected at the reference desk and within instructional sessions across the curriculum.

Background
The role of academic libraries have changed in the 21st century from being considered solely as repositories for materials to being considered an instructional arm of the university. In the latter conception, librarians do not access information for students, but teach them about the resources and strategies available.

As such, the Jim Dan Hill library teaches UWS students in three distinct ways:

- Informal, one-on-one sessions that stem from the reference desk, in including in-person interactions, online chat, emails, and Facetime sessions

- Formal, classroom instruction as it pertains to a particular academic class or curriculum mostly conducted by Ms. Stephanie Warden, although other librarians conduct them as needed.

- Student workshops (“lunch and learns”) provided by the Library and open to all levels of students in Fall 2016. Schedule TBD.

Assessment Plan

Reference Desk
During a period of one to two weeks in October 2016, the reference desk will make use of a “notes” methodology to assess student learning (Swoger & Hoffman, 2014). Similar to a post-session evaluation, students will be asked what they learned in the session in an electronic survey, which relies on students’ own reporting. Notes will be collected from 40 sessions.

Classroom Instruction
Several points of data will be collected in order to assess the effectiveness of librarian led instruction sessions. At the end of each session students will be asked to reflect on the content of the session, self-reporting data such as “what were the student learning outcomes for this session” and “what was the most useful thing you learned today?” In addition, student learning outcomes for each session based on the ACRL Framework for Information Literacy will be measured and recorded for each learning activity. Several other data points will be recorded as well, including
the use of learning objects (libguides, tutorials, links, etc.) by students to determine the utility of the information provided by the guide (Ouellette, 2011).

**Timeline**

September 2016: Class begin. Instruction sessions will routinely end with student-reported learning to collect data.

October 2016: Notes methodology implemented by Reference Desk staff until data collection reaches 40 student interactions.

Winter/Spring 2016: Library staff will reflect on Reference desk data and make changes/improvements as necessary.

Spring 2016: Classroom instruction data will be compiled and analyzed by Stephanie Warden and reported to relevant faculty and Library staff. Changes to information literacy lessons and pedagogy will be made as necessary.