

## **Assessment Plan**

### **Folke Bernadotte Memorial Library, Gustavus Adolphus College**

#### **Mission**

The library advances the teaching mission and intellectual life of the College by selecting and facilitating access to information and by instructing in its use, interpretation, and evaluation.

#### **Learning Goals**

We recognize that these goals are a joint effort of librarians and faculty in the disciplines, and we will collaborate with academic departments, individual faculty and the Kendall Center to develop and support pedagogy to foster these goals.

- Students will understand how knowledge is organized and will be able to use that understanding to pursue information independently.
- Students will be competent and confident in the use of research tools in their major discipline(s).
- Students will develop an understanding of how knowledge is produced and disseminated and will recognize that they play a role in knowledge production.
- Students will develop a sensitivity to and an appreciation of the diversity and wealth of knowledge created by different communities throughout time.

#### **Learning Outcomes**

These outcomes are assessable indicators that students are developing specific skills that support the goals listed above, along with relevant cognitive levels

- By the end of their first year, students will use the library's website and be familiar enough with the physical library to independently locate books and articles relevant for a given topic (knowledge, application).
- Students enrolled in 200-level methods courses will identify key research tools (e.g. the most important database) for their major discipline and will be able to articulate two or three features typical of scholarly or professional publications in their discipline (comprehension, synthesis).
- By the end of their senior year, students will demonstrate through papers or other projects that they can find high quality sources, select ones appropriate for a task, and use them effectively in support of original work (analysis, synthesis, evaluation).

#### **Assessment Measures**

Our primary object in developing assessment measures is to create a schedule of tasks that is manageable and can provide comparable information over time that can be used to create change. Findings will be reviewed annually in the spring and reported in the library's annual report.

- Our course-related instruction evaluation forms are designed to provide information about student learning. We gather and examine this information, as well as instructor feedback, annually.
- We administer surveys to faculty and students on a four year cycle, staggering the two surveys so that we conduct and analyze results of a survey (either to faculty or to students) every two years. Surveys are informed by our experience with a spring 2010 ethnographic study of

students and a faculty survey created for our 2003 self-study, supplemented by questions developed by the library's standing committees.

- We gather examples of senior student work from selected courses and analyze them for evidence that senior students are able to find, evaluate, and use sources effectively using a rubric developed and tested in the 2000/2001 academic year. We carry out this assessment every other year (staggered with the judging of the biennial Patricia Lindell research paper award) and target courses based on two factors: a) courses taught in departments that will soon undergo review and b) ensuring that we review materials from courses in every division over the course of a ten-year cycle.

2011/2012	Compiled Class Evaluations		Senior Papers (from spring 11, fall 11)
2012/2013	Compiled Class Evaluations	Faculty survey	
2013/2014	Compiled Class Evaluations		Senior Papers (from spring 13, fall 13)
2014/2015	Compiled Class Evaluations	Student survey	
2015/2016	Compiled Class Evaluations		Senior Papers (from spring 15, fall 15)
2016/2017	Compiled Class Evaluations	Faculty survey	
2017/2018	Compiled Class Evaluations		Senior Papers (from spring 17, fall 17)
2018/2019	Compiled Class Evaluations	Student survey	
2019/2020	Compiled Class Evaluations		Senior Papers (from spring 19, fall 19)
2020/2021	Compiled Class Evaluations	Faculty survey	

#### **Additional considerations**

We continue to evaluate the effectiveness of the collections and services that indirectly support student learning. Questions contributed to the student and faculty surveys by library standing committees may address conditions that have an effect on student learning (e.g. are there adequate spaces in the library for both individual and group study? Are there any weaknesses in our print or electronic collections?) In addition to the measures described above, the library will continue to create reports for each academic department and program under review in a given year, examining both collection strengths and weaknesses and the learning support provided by librarians for students in those programs. We are now starting our second decade of creating these program-based reports that, over the span of a decade, offer us an opportunity to examine collections and services for the entire curriculum.

In addition to the schedule of routine assessments detailed above, librarians and library staff frequently conduct ad hoc surveys, observational studies, and other projects that help us understand how to improve our support for student learning. Several of the librarians' research agendas focus on the scholarship of teaching and learning, which has resulted in a number of peer-reviewed publications. We have also participated in national studies such as Project Information Literacy and the HEDS/NITLE Research Practices Survey which provide us with local and national data. This involvement in local and national research will continue to be useful to us in evaluating and making changes to our instructional program and to the library's collections and services generally.

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