

Department and Program Assessment Plan (revised 9/19)

Department/Program Information	
Department/Program Name: Library and College and Church Archives	
Faculty Involved in Plan Creation: Barbara Fister, Julie Gilbert, Anna Hulseberg, Jeff Jenson, Dan Mollner, Michelle Twait, Rachel Flynn	
Department/Program Chair: Michelle Twait (Beginning 2019-20)	
Primary Assessment Contact: Anna Hulseberg (PAL, Beginning 2019-20)	
Plan Date: November 10, 2017; Revised May 2019; September 2019	
Department or Program Mission Statement	
<p>The library's support for student learning embraces classroom learning, individual consultations, the design of the library's physical and virtual spaces, and the curation and discovery of resources. We seek to develop students' understanding of information: where it comes from, how it circulates, how it can be interpreted, and how it can be created. We foster students' disposition to inquire ethically and with an open mind in order to actively participate in the world as free human beings. Our teaching is a collaboration with faculty in all departments and programs. While this kind of learning occurs in courses and experiences across campus, the library faculty strives to ensure all students have the opportunity to develop a nuanced understanding of information.</p>	
Department or Program Student Learning Outcomes: All students will be able to . . .	Evidence Used to Assess Outcome
1. Locate, interpret, and build upon the literature of a particular field of study, understanding that scholarship is a conversation and the form information takes is socially negotiated.	Using papers submitted for the Lindell Research Prize as a sample, we will use a tested rubric to seek out patterns of weakness that show up even in exemplary work.
2. Seek out and analyze information from multiple perspectives, understanding that authority is constructed and contextual and that exploring a diversity of perspectives enriches our understanding.	We will identify courses in which students make arguments that take into account perspectives from different communities (e.g. perspectives from multiple demographic, geographic, or disciplinary cultures). We will select a tool developed in our field to assess this outcome either directly or indirectly.
3. Use information effectively to develop	Working with faculty teaching methods

<p>original and creative approaches to inquiry, recognizing that possible answers to complex questions are generated through analysis and interpretation. (Wording revised, 9/19)</p>	<p>courses, we will develop and distribute a short online prompt asking students how they go about forming open-ended research questions and/or approach gathering information to solve problems.</p>
<p>4. Demonstrate the ability to communicate evidence-based reasoning for a variety of purposes and audiences.</p>	<p>We will develop and test an instrument that we can use to evaluate this outcome demonstrated in student presentations at events such as the Celebration of Creative Inquiry and on-campus senior presentations.</p>