Annual Assessment Report to the College 2011-12

College: Oviatt Library

Department: Reference & Instructional Services; Technical Services; Access Services

Program: N/A

Note: Please submit report to your department chair or program coordinator, the assessment office and to the Associate Dean of your College by September 28, 2012. You may submit a separate report for each program which conducted assessment activities.

Liaison: Christina Mayberry

1. **Overview of Annual Assessment Project(s) (optional)**

1a. **Assessment Process Overview:** Provide a brief overview of the assessment plan and process this year.

The previous Library Assessment Coordinator stepped down and was replaced by a team of four in January 2012. In addition to the assessments outlined in the five-year assessment plan, the library has been conducting assessments in preparation for the incorporation of the Learning Resource Center into the building as well as the creation of a Learning Commons on the first floor.

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2. Student Learning Outcome Assessment Project: Answer questions according to the individual SLO assessed this year. If you assessed an additional SLO, report in the next chart below.

2a. Which Student Learning Outcome was measured this year?

The Association of College & Research Libraries' Information Competency Standards for Higher Education are used as the basis of our Student Learning Outcomes, which were assessed as a whole. They are, in abbreviated form, as follows:

Students will be able to:

1. Determine the nature and extent of the information needed
2. Access needed information effectively and efficiently
3. Critically evaluate information sources
4. Use information effectively to accomplish a specific purpose
5. Demonstrate understanding of how to access and use information ethically and legally

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2b. Does this learning outcome align with one of the following University Fundamental Learning Competencies? (check any which apply)

Critical Thinking_____

Oral Communication_____
Written Communication_____
Quantitative Literacy_____
Information Literacy_____x_____
Other (which?)_____

2c. What direct and indirect instrument(s) were used to measure this SLO?

Indirect assessments such as pretests-posttests and surveys using SurveyMonkey and Questionnaires in Moodle were used to measure the SLOs.

2d. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (comparing freshmen with seniors)? If so, describe the assessment points used.

Longitudinal assessments include:

- Library Instruction Pretest/Posttest for CSUN Summer Bridge 2011
- Math 131 Pretest/Posttest

Other assessments were designed to assess knowledge for a specific group at a specific point in time.

2e. Assessment Results & Analysis of this SLO: Provide a summary of how the evidence was analyzed and highlight important findings from collected evidence.

In process.

2f. Use of Assessment Results of this SLO: Were assessment results from previous years or from this year used to make program changes in this reporting year?
Type of change:
changes to course content/topics covered_____
course sequence_____
addition/deletion of courses in program_____
describe other academic programmatic changes_____
student support services_____
revisions to program SLOs_____
assessment instruments_____
describe other assessment plan changes_____

Results can be continuously analyzed to determine possible future changes. The Library retains assessment data to review and utilize for future decision making.

Some programs assess multiple SLOs each year. If your program assessed an additional SLO, report the process for that individual SLO below. If you need additional SLO charts, please cut & paste the empty chart as many times as needed. If you did NOT assess another SLO, skip this section.

September 28, 2012

3. **How do your assessment activities connect with your program's strategic plan and/or 5-yr assessment plan?**

The Oviatt Library's Assessment Plan includes information competency skills assessment on a continual basis to demonstrate our impact on this Fundamental Learning Competency which is considered one of the skills, knowledge, and abilities that students can expect to have the opportunity to achieve upon completing their degrees, regardless of major.

4. **Other information, assessment or reflective activities or processes not captured above.**

The Oviatt Library has a video series called Message in a Minute for Faculty to let faculty know about Library resources and services. Self-assessment surveys of learning and satisfaction of these videos were conducted as they were produced.

The Oviatt Library conducted a Tablet and E-Reader Device Survey designed to elucidate if library users are using tablets and/or e-readers, which ones they use, and how they use them.

The Oviatt Library's Assessment Plan has two collections outcomes. The assessment below addresses collections outcome 2: The Oviatt Library actively engages in outreach to collaborate with faculty on the development of library collections to support curricular and research needs.
*   Survey and interviews on digital collections with faculty (in process)

The Oviatt Library's Assessment Plan has nine service outcomes.
The assessment tool below addresses service outcome 1: The Oviatt Library provides courteous, capable, and responsive service that demonstrates professionalism and pride in our work.
*   LibAnswers combines email reference, SMS messaging, a knowledge base, and tracks statistics at the service desks throughout the library.

The assessments below address service outcome 2: The Oviatt Library creates a physical environment conducive to study and research.
*   Ethnographic observations conducted on the main floor
*   Design workshop conducted with students asking them to design the main floor of the library
*   Library sound survey of students asking them about study habits and noise in the library

The assessment below addresses service outcome 8: The Oviatt Library facilitates searches for needed information by maintaining the efficient organization of and timely access to electronic resources via its Web pages.
*   Web usability testing was conducted with students and faculty to assist in the redesign of the library's homepage

5. **Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.**

N/A