

OSU Libraries Instructional Program: Overview of Two Year Assessment Plan

Date: October 2, 2008

PHASE ONE: WHAT ARE WE TEACHING?

Tasks:

- Acquire and analyze data about instructional offerings: course-related lectures/interactions, credit courses, non-credit programs; online learning resources.
- Provide report for discussion.

Who: T&L Committee Assessment Interest Group.

When: AU 08 - WI 09.

Research focus and possible measures:

A. Extent of curriculum penetration:

- Compile data from FARs, ARL reports, etc. (Nancy)
- Review data summary.
- Map to list of GECs, required courses for majors and key offerings for graduate programs.
- Identify trends and gaps.

B. Quality/effectiveness of teaching:

- Compile data: usage or enrollment, evaluations, grades.
- Compare to existing benchmarks where available.
- Types of instructional offerings and possible measures:
 - *Course related lectures*: Create sample and compare final grades for sections with/without librarian lectures. Grade data is available from Data Warehouse, Course Analytics Data Mart.
 - *Libraries online credit courses*: Enrollments, student evaluations and eSEIs; grades.
 - *Other credit courses*: SEIs (one field to become public?)
 - *Tutorials*: Usage, evaluation data available; some benchmarks published.
 - *Make the Leap*: Usage, evaluation data available.
 - *Web resources (handouts, guides, etc.)*: Usage.

PHASE TWO: WHAT DO STUDENTS KNOW?

Tasks:

- Assess student learning outcomes as they relate to instructional goals (ACRL Information Literacy Standards).
- Report findings.

Who: Assessment Interest Group; committee and other volunteers.

When:

- SP 09 – SU 09: Study, consult, evaluate, and select methods and measures.
- AU 09 – SU 10: Collect, analyze, and review data.

Research focus and possible measures:

A. Direct evidence of student learning:

- *Testing:*
 - Standardized instruments (SAILS, iSkills, etc.).
 - Local pre/post tests for selected courses.
- *Product review:* Analysis of bibliographies and citations in student papers.
- *Grades:* Available from Data Warehouse, Course Analytics Data Mart.

B. Indirect evidence/attitudes:

- *Opinion surveys:*
 - OSU Emailer application can target particular groups of students.
 - Participate in Project InfoLit study, 2009-10.
- *Review existing data:* NSSE, Senior Exit Surveys, LibQual results, others?
- *Focus groups and observation.*

CONTINUOUS: SHARING AND PLANNING

Task: Present findings for public discussion and goal setting.

Who: Committee.

When:

- Phase One, WI 09 results of data analysis; plan for next cycle.
- Phase Two, SU 09 plans for this phase; AU 10 results.

TIMELINE:

2008 Autumn	Share two-year plan for comment; Collect phase one data.
2009 Winter	Produce phase one data report; Share/discuss report with colleagues.
2009 Spring	Study phase two methods.
2009 Summer	Select phase two methods; Share/discuss plan with colleagues.
2009 Autumn	Begin phase two data collection.
2010 Winter	Continue phase two data collection.
2010 Spring	Analyze phase two data.
2010 Summer	Produce phase two data report.
2010 Autumn	Share/discuss phase two report with colleagues; Evaluate two year process and determine what elements should be repeated.