1. Program Information

a. Program: Undergraduate Information Literacy Competencies
   OSU Libraries

b. College or Administrative Division: Teaching & Engagement, Center for Digital Scholarship & Services, Gov. Library, Collections & Resource Sharing Department, Special Collections & Archives Research Center, and Emerging Technologies & Services

c. Dates the Report Covers: AY 2012-13

2. How do you communicate program level student learning or student success-related outcomes to the students and the public?

Communication of student learning/success outcomes occurs via the library website, strategic documents, verbally at the beginning of library instruction, in the syllabus for credit teaching, and within internship recruitment/management documents.

3. Program Outcomes Matched with Measures and Results

4. List your program level student learning (SLO) or student success-related (SSO) outcome(s).

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<thead>
<tr>
<th>Outcome</th>
<th>Measure/Method</th>
<th>Results</th>
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5. Is this SLO/SSO new or revised since the last year you reported on it? [write no, new, revis] Yes

6. What year will you be reporting on this outcome?

7. List the measures/methods/instruments used to assess the outcome.

8. Are the measure(s)/method(s)/instrument(s) direct (D) or indirect (I)?

9. What benchmarks are you using to determine if the outcome has been satisfactorily met by the students?

Rubrics (Excellent, Satisfactory, Incomplete)
8. What do the data show about student learning or student success relative to the outcomes you are reporting on this year?

The was variability from section to section in the quality of student topic selection and evaluation skills found in the papers. However per GTA’s “for the most part the topic selection was far more unique and varied than previous terms.”

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9. Describe any course-level or, for student success units, activity-level changes related to this outcome that will result/have resulted from assessment activities in this reporting year. Include timelines.

A survey of the GTA’s indicated that “the new content enhanced their student’s ability to build an authentic, meaningful research process”. However based on the paper sample results, further GTA training is needed to take advantage of this new content delivery.

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10. Describe any program/degree level (e.g. curricular, outcomes, goals, objectives) changes related to this outcome that have resulted/will result from SLO or SSO process.

See above.

See above.

See above.

See above.

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See above.

See above.

11. Process

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Most library units have a yearly retreat that includes reflection on assessment results, projects, and connections to the strategic plan. The Library Administrative Management & Planning (LAMP) team that contains the heads of each library unit held an administrative retreat discussing overall organizational strategic plan progress and future potential assessment measures. Goal 4 of the OSULP Strategic Plan includes strategies to Make OSU Libraries and Press evidence accessible to our communities.

There is no formal assessment data plan. Raw assessment data is found in Qualtrics and our Shared Drive. Assessment reports are available via our assessment website, wiki, shared drive, and online institutional repository. The assessment and data services librarians will meet in AU2014 to discuss a possible assessment data retention plan. The OSULP has purchased an online statistics tool (LibPAS) that will be used in FY2014 to house library statistics.

4. How did your unit reflect on the data you are reporting and who was involved? Were there any challenges or concerns? How are the results of your assessment efforts related to strategic planning and overall program?

The OSULP Assessment Team is working to assist in adopting this model for the whole organization as well as creating a unified set of student learning goals.

Internship evaluation forms were successfully implemented and will be modified for the rest of the OSULP internship program.

"The implications of the positive feedback on this process are that it will be used and refined during 2013-2014."

"Based on the three internships we hosted during spring term, SCANC faculty and staff felt the forms that were created offered a good structure for managing and growing a program, as well as a valuable way of assessing learning, communicate with the intern, and allow the intern to process their own learning experiences."

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