Template for Assessment of Student Learning Committee Presentations

At our last meeting we agreed to work on informal presentations of what we know (or can quickly learn) of assessment in our respective areas. Here is a guiding template for those presentations. Since we will plan to get through all of the presentations at our March 7th meeting, please remember to be brief (about 15 minutes each).

The presentations will be divided into the following groups:

- Undergraduate Programs (Dave Kasparek, Samuel Smith, Michael Shin, Becka Zimmerman, **Jennifer Fisler**)

- Graduate Programs (Leah Clarke, Patrick Hager, **Susan Donat**)

- General Education (**Robin Lauermann**, Laura Miller, Beth Mark)

- Student Affairs (**Kris Hansen-Kieffer**, Amy VanDerWerf, Laura Miller)

I am asking the person whose name is in bold print to take leadership of the presentation and coordinate with the others as needed. If your name is in bold and you want to delegate to another willing team member, please feel free to do so.)

BRIEFLY respond to as many of the prompts below as you are able for your area. Use these as guiding questions. If you don't have answers for all of them, that is fine.

1. Describe the elements of your assessment plans that directly connect to student learning.

   CWEO 1.f. Accessing, evaluating, and using information effectively and ethically.

   Library test given annually to all FYS students, which is based on information literacy objectives for First Year Seminar. (Test given by librarians; students must pass test to pass FYS.)

   Assessment of FYS papers which use outside sources. Rubric is used to assess: types sources used, use of the information, citations, and evidence of plagiarism. Assessment is done on a sample of FYS papers that is also used by faculty for assessing writing. Librarians assess the papers which use outside sources. Recommended: put this assessment on a regular cycle (every 5 years?)

   Example for UG programs: CWEO 4.1-4.5, Student learning objective, measure(s), targets, findings, action plan

2. What/who are the groups that are doing assessment in this area? Librarians

   Example for UG programs: all departments are responsible for creating assessment plans for each of the majors. Plans for interdisciplinary majors are created collaboratively.

3. What are some strong and not so strong examples of assessment in your area?

4. How and to whom are assessment efforts and results reported?

   When the librarians assess FYS papers, they report to FYS instructors during May Development Week.

   In the past General Education Assessment cycle, year 1 was assessing information literacy. The

librarians provided the assessment results, as described above.

5. How have/are assessment results being used to improve the work in this area?

The librarians meet annually to review test results, question-by-question for purposes of improving instruction, including discussion of teaching methods and activities, with the intention of increasing student learning.

Reviewing the FYS paper assessment, particularly evaluating the types of references, is used for faculty awareness and is used by the librarians to evaluate whether improvements are needed in the library instruction sessions.

6. How does/could assessment in this area connect to assessment in other areas?

Connects to General Education. Information literacy is certainly not owned by the librarians—it's integrated into the curriculm.

7. What is the overall state of assessment in this area?

8. What are the weaknesses and/or needs related to assessment in this area?

A few years ago we did pre- and post-testing in a sampling of classes. We should probably do that again. We do not do the pre-testing every year.

9. What suggestions do you have for moving assessment forward in this area? See #8.