**WSU Pullman Libraries Information Literacy Program Outcomes**

**2014 – 2015 Goals Final**

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| **WSU Pullman Libraries Information Literacy Program Outcomes with 2014-2015 Goals** |
| **Information Literacy Program Outcomes (2014-2019)** | Develop student IL and critical thinking skills in order to equip them to contribute to their professional fields and enrich their personal lives |
| **Key Program Goals (2014-2015)** | See Specific Student Learning Outcomes – page 3 below |
| **Program Goals Assessment (2014-2015)** | See Specific Student Learning Outcomes Assessment Plans – page 3 below |
| **WSU Libraries’ Goals (2014-2019)** | Goal 1: Promote responsive and effective library services through a user centered perspectiveGoal 2: Collaborate with partners in support of scholarly endeavors |
| **WSU Goals (2014-2019)** | Theme 2: Transformative Student Experience |

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| **WSU Pullman Libraries Information Literacy Program Outcomes with 2014-2015 Goals (#1)** |
| **Information Literacy Program Outcomes (2024-2019)** | Collaborate with disciplinary faculty and partner programs in order to infuse IL into the curriculum and foster student learning in a systematic and coherent way |
| **Key Program Goals (2014-2015)** | 1. Continue making progress on the library instruction Curriculum Mapping project, and foster the ways for it to grow into an upper division IL assessment project.
2. Clean up old tutorials and other files from LI Dev, W-drive, NtServer1, etc.
3. Make adjustments to LI’s collaborative work with Roots so that librarians continue to have frequent and positive interactions with students leading to high quality research papers.
4. Plan an assessment project with Engl Comp for 2014-2015 that builds on the 2013-2014 assessment work.
5. Collaborate with OUE (and other academic support units) to create an online hub for WSU academic integrity information, including key information and possibly training for “Turn It In.”
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| **Program Goals Assessment (2014-2015)** | 1. Success will mean completely the curriculum mapping piece and using this information to better plan and coordinate library instruction.
2. Success will mean archiving, deleting and organizing these out-of-date teaching materials.
3. Success will mean adding library instruction for Roots sections and working through FYF small group writing gatherings.
4. Success will mean offering Engl 101 instructors the choice of three assessment activities for 2013/2014 and doing analysis that ties together the four years of data gathering.
5. Success will mean completing the academic integrity web center, including key information about “Turn It In,” and updating the WSU Plagiarism tutorial.
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| **WSU Libraries’ Goals (2014-2019)** | Goal 1: Promote responsive and effective library services through a user centered perspectiveGoal 2: Collaborate with partners in support of scholarly endeavors, Strategy D |
| **WSU Goals (2014-2019)** | Theme 2: Transformative Student Experience |

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| **WSU Pullman Libraries Information Literacy Program Outcomes with 2014-2015 Goals (#2)** |
| **Information Literacy Program Outcomes (2014-2019)** | Engage in a program of consistent assessment and make appropriate IL instruction changes in order to keep IL teaching relevant and effective, and support university learning accountability systems |
| **Key Program Goals (2014-2015)** | 1. Continue relationships/collaborative efforts with OUE and ATL so Roots and Engl Comp data is fed into wider university assessment programs (e.g., Roots Final Papers Assessment Project, Engl 101 Assessment Project, and WSU Online IL Project).
2. Produce semi-annual LI LG reports (getting results from Google Analytics/Drupal is too difficult).
3. Use the LISD database to identify areas of strength and weakness concerning campus-wide library instruction coverage, and begin analysis concerning numbers of library instruction sessions attended and connections to GPA and retention.
4. Assess the value and applicability of the new ACRL IL Framework.
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| **Program Goals Assessment (2014-2015)** | 1. Success will mean use of data from at least two of the three above mentioned projects.
2. Success will mean producing the two reports and using them in project prioritization/decision making for the Team.
3. Success will mean accomplishing exactly what the goal states.
4. Incorporate Framework activity parts and ideas into Engl Comp assessment activities and in-person instruction sessions as deemed appropriate.
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| **WSU Libraries’ Goals (2014-2019)** | Goal 1: Promote responsive and effective library services through a user centered perspectiveGoal 2: Collaborate with partners in support of scholarly endeavors, Strategy D |
| **WSU Goals (2014-2019)** | Theme 2: Transformative Student Experience |

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| **WSU Pullman Libraries Information Literacy Program Outcomes with 2014-2015 Goals (#3)** |
| **Information Literacy Program Outcomes (2014-2019)** | Foster IL teaching and promotional skills among all library employees in order to ensure that patrons using any library service will receive exemplary assistance |
| **Key Program Goals (2014-2015)** | 1. Have a group of LI Team members present or give a workshop at one conference on our innovative work.
2. Run an informal library instruction techniques and activities workshop once a year, along with the LI Update program (twice a year).
3. Aid all RS librarians with the creation/enhancement of collaborative relationships with teaching faculty, in light of the requirement that all UCORE courses have an information literacy component.
4. Offer a peer coaching program for any/all librarians who teach.
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| **Program Goals Assessment (2014-2015)** | 1. Success will mean doing exactly what the goal states.
2. Success will mean having at least 10 people attend the workshop and at least five at the LI Updates.
3. Success will mean, in part, keeping all RS folks aware of UCORE courses being offered in their discipline areas, equipping them with relationship building tools, and coding the LISD for UCORE course coverage.
4. Success will mean having at least four pairs of observers during the 2014-15 academic year.
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| **WSU Libraries’ Goals (2014-2019)** | Goal 1: Promote responsive and effective library services through a user centered perspective, Strategy EGoal 2: Collaborate with partners in support of scholarly endeavors, Strategy E |
| **WSU Goals (2014-2019)** | Theme 2: Transformative Student Experience |

**Student Learning Outcomes**

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| **WSU Pullman Libraries Information Literacy Program – Student Learning Outcomes****With 2014-2015 Goals (#1)** |
| **Information Literacy Program Student Outcomes (2014-2019)** | **Values inquiry and topic refinement** in order to develop effective research questions and information seeking plans |
| **Specific Student Outcomes (2014-15)** | 1. Roots students will demonstrate an ability to refine a research topic to a thesis.
2. Engl 101 assessment activity will ask students to do pre-searching in order to refine a topic.
 |
| **Specific Student Outcomes Assessment (2014-15)** | 1. Use the Roots Final Papers Assessment Project (Summer 2014) to examine how well the students developed a quality thesis statement.
2. Analyze how well students’ initial topic ideas get refined as a result of the pre-searching .
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| **WSU Libraries’ Goals (2014-2019)** | Goal 1: Promote responsive and effective library services through a user centered perspectiveGoal 2: Collaborate with partners in support of scholarly endeavors |
| **ACRL Standard; WSU Seven Goals**  | ACRL Standard 1; WSU Information Literacy Goal |

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| **WSU Pullman Libraries Information Literacy Program – Student Learning Outcomes****With 2014-2015 Goals (Table 2, #2)** |
| **Information Literacy Program Student Outcomes (2014-2019)** | **Distinguishes between information resource types** in order to identify and select appropriate resources to complete projects and solve problems |
| **Specific Student Outcomes (2014-15)** | 1. Engl 101 assessment Info Types and Information Evaluation activities ask students to identify resources they discover.
 |
| **Specific Student Outcomes Assessment (2014-15)** | 1. Analyze how well students’ classified their research materials from the Engl 101 assessment lessons.
 |
| **WSU Libraries’ Goals (2014-2019)** | Goal 1: Promote responsive and effective library services through a user centered perspectiveGoal 2: Collaborate with partners in support of scholarly endeavors |
| **ACRL Standard; WSU Seven Goals** | ACRL Standard 1; WSU Information Literacy Goal |

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| **WSU Pullman Libraries Information Literacy Program – Student Learning Outcomes****With 2014-2015 Goals (Table 2, #3)** |
| **Information Literacy Program Student Outcomes (2014-201)** | **Locates/orders topic relevant resources** at/through the WSU Libraries in order to develop their ability to access quality research information |
| **Specific Student Outcomes (2014-15)** | 1. Engl 101 students will be able to indicate if articles they want to retrieve are available electronically through WSU, in print only from WSU, or need to be ordered from outside WSU.
 |
| **Specific Student Outcomes Assessment (2014-15)** | 1. Analyze the source retrieval question from the Engl 101 Info Types/ Accessing Info assessment lesson. Could examine Roots LRAs and Final Essays to see if books/articles identified are actually cited in the essays.
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| **WSU Libraries’ Goals (2014-2019)** | Goal 1: Promote responsive and effective library services through a user centered perspectiveGoal 2: Collaborate with partners in support of scholarly endeavors |
| **ACRL Standard; WSU Seven Goals** | ACRL Standard 2; WSU Information Literacy Goal |

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| **WSU Pullman Libraries Information Literacy Program – Student Learning Outcomes****With 2014-2015 Goals (#4)** |
| **Information Literacy Program Student Outcomes (2014-2019)** | **Uses advanced research techniques** in order to gain resource gathering precision from large collections of information |
| **Specific Student Outcomes (2014-15)** | 1. Engl 101 students access sources in both the Info Types and Topic Formation activities.
2. HONORS 290 students are asked about their knowledge of Boolean Logic and information about how to use Find It and Request Item.
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| **Specific Student Outcomes Assessment (2014-15)** | 1. ~~Add a question to these activities asking students to enter their search query, so we can learn if they are using advanced research techniques.~~
2. Analyze this HONORS 290 self-assessment data (about 4 years worth).
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| **WSU Libraries’ Goals (2014-2019)** | Goal 1: Promote responsive and effective library services through a user centered perspectiveGoal 2: Collaborate with partners in support of scholarly endeavors |
| **ACRL Standard; WSU Seven Goals**  | ACRL Standard 2; WSU Information Literacy Goal |

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| **WSU Pullman Libraries Information Literacy Program – Student Learning Outcomes****With 2014-2015 Goals (#5)** |
| **Information Literacy Program Student Outcomes (2014-2010)** | **Evaluates resource quality and relevance** in order to ensure the use of the most appropriate and sophisticated information |
| **Specific Student Outcomes (2014-15)** | 1. Engl 101 assessment activity will ask students to evaluate resources they discover.
 |
| **Specific Student Outcomes Assessment (2014-15)** | 1. Analyze the resource evaluation questions from the Engl 101 assessment lesson and encourage more sections to do this assessment activity.
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| **WSU Libraries’ Goals (2014-2019)** | Goal 1: Promote responsive and effective library services through a user centered perspectiveGoal 2: Collaborate with partners in support of scholarly endeavors |
| **ACRL Standard; WSU Seven Goals** | ACRL Standard 3; WSU Information Literacy Goal |

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| **WSU Pullman Libraries Information Literacy Program – Student Learning Outcomes****With 2014-2015 Goals (#6)** |
| **Information Literacy Program Student Outcomes (2014-2019)** | **Synthesizes** **collected information** in order to create a product or performance |
| **Specific Student Outcomes (2014-15)** | 1. Roots students will successfully use sources based on the nature of the sources, build arguments from source evidence, and create quality thesis statements for their final papers.
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| **Specific Student Outcomes Assessment (2014-15)** | 1. Analysis from the Roots Final Paper Assessment Project (Summer 2014) and/or analysis of Roots paper outlines submitted (Part IV).
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| **WSU Libraries’ Goals (2014-2019)** | Goal 1: Promote responsive and effective library services through a user centered perspectiveGoal 2: Collaborate with partners in support of scholarly endeavors |
| **ACRL Standard; WSU Seven Goals**  | ACRL Standard 4; WSU Information Literacy Goal |

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| **WSU Pullman Libraries Information Literacy Program – Student Learning Outcomes****With 2014-2015 Goals (#7)** |
| **Information Literacy Program Student Outcomes (2014-2019)** | **Ethically and legally uses** **information** in order to foster quality citizenship and occupational professionalism |
| **Specific Student Outcomes (2014-15)** | 1. Roots students will successfully cite sources for their final research papers.
 |
| **Specific Student Outcomes Assessment (2014-15)** | 1. Examine Roots final essays study (Summer 2014) in the bibliography and footnotes/citations areas; also could use either NSSE or initial “Turn It In” data.
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| **WSU Libraries’ Goals (2014-2019)** | Goal 1: Promote responsive and effective library services through a user centered perspectiveGoal 2: Collaborate with partners in support of scholarly endeavors |
| **ACRL Standard; WSU Seven Goals** | ACRL Standard 5; WSU Information Literacy Goal |