**Oviatt Library Assessment Report**

**2016-2017**

The Library Assessment Team collected the program assessment reports, created by individual academic departments, from the campus Director of the Office of Academic Assessment and Program Review. Not all programs were required to submit reports this year, but the team collected all that were submitted to the director.

These reports assessed student learning objectives (SLOs) chosen by the department, typically only a selected few of the overall SLOs for the department or for specific courses within the department or program, and assessed students’ mastery of them through a variety of means, including direct assessment of student work products and surveys of students. Team members reviewed each program assessment report to determine:

1. if the student learning objectives chosen by the department for evaluation this year were relevant to information literacy and the library’s central mission. For example, one SLO assessed by the Department of Geology was “Demonstrate conceptual understanding of different earth materials and systems and the processes that shape them throughout their history,” which is discipline-specific content knowledge central to the field but not to information literacy. By contrast, an SLO such as one assessed by the Theater Department – “Critically examine contemporary debates and emerging disciplinary discourses in theatre” – is a discipline-specific version of information literacy that can be supported by library instruction.
2. if, by the department’s own measures and standards, the student work and/or responses reflected a satisfactory level of program performance.

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| **Assessed InfoLit SLOs** | **Did Not Assess InfoLit SLOs** |
| Accounting | Computer Information Technology |
| Africana Studies | Computer Science |
| Business | Construction Management |
| Chemistry | Electrical & Computer Engineering |
| Chicana & Chicano Studies | Environmental & Occupational Health |
| Communication Studies | Geology |
| Deaf Studies | Gender & Women’s Studies |
| Economics | History |
| Family & Consumer Sciences | Journalism |
| Geography | Jewish Studies |
| Health Sciences | Kinesiology |
| Liberal Studies | Linguistics |
| Manufacturing Systems Engineering | Modern & Classical Languages & Literature |
| Music | Physics |
| Political Science | Psychology |
| Physical Therapy | Recreation & Tourism Management |
| Religious Studies | University |
| Theater |  |

Because some of these departments evaluated multiple courses, there were 31 individual courses or entire programs assessed for information literacy outcomes.

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| --- | --- | --- |
|  | *Met benchmark for IL SLO* | *Did not meet benchmark for IL SLO* |
| *Received library instruction* | **19%**(6) | **10%**(3) |
| *No library instruction* | **52%**(16) | **19%**(6) |

**Library Successes**

The courses or programs that received library instruction and hit their benchmarks for information literacy learning objectives were: Africana Studies 113B, Africana Studies 115, Chicana/o Studies 113B/114B/115 (assessed as a group), Communication Studies 151, Deaf Studies (as a whole department), and Economics 409.

**Library Instruction to Revisit**

The courses that received library instruction but did not meet the desired learning outcomes relevant to information literacy were Chicana/o Studies 151, Chicana/o Studies 202, and Music 601. (Note that CHS 151 has many sections, but only one of those instructors takes advantage of library instruction, so this may be more similar to the outreach opportunities discussed below.)

**Outreach Opportunities for Liaisons**

Departments identified six of their own courses as failing to meet their own standards for information literacy relevant learning outcomes:

* Africana Studies 204
* Economics 410
* Family & Consumer Sciences 68x (graduate program currently under revision)
* Religious Studies 204
* Theater graduate program
* Urban Studies 450

These are courses or programs that did not receive library instruction in 2016-2017, and as such might be prime targets for liaisons to reach out to faculty members leading the courses, and possibly to departmental chairs.

The library assessment team would be happy to forward any program assessment report to liaisons who would like them.