

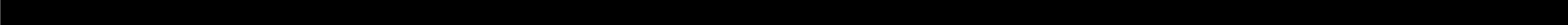
1. Program Information							
a. Program:	OSU Libraries						
b. College or Administrative Division:	Academic Support						
c. Subunit(s)	Teaching & Engagement, Center for Digital Scholarship & Services, Guin Library, Collections & Resource Sharing Department, Special Collections & Archives Research Center, and Emerging Technologies & Services						
d. Dates the Report Covers:	AY 2012-13						
e. Report Submitted By:	Rick Stoddart - Assessment Librarian						
f. APAA Submission Cycle Due Date:	AY Cycle: September 15						
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							
a. List your program level student learning (SLO) or student success-related (SSO) outcome(s) .	(WR121 - New Delivery Models)	(WR121 - New Delivery Models)	(WR121 - New Delivery Models)	(WR121 - New Delivery Models)	(Research Skills Workshops)	(SCARC Internships 2013)	(Student Employees - CRSD)
	RECOGNIZES WHEN INFORMATION IS NEEDED: <i>Successful learners recognize gaps in their knowledge, and seek out information to fill those gaps. Successful learners are aware of the wide variety of information sources available to them, and they understand the social, political, legal and economic contexts in which information is produced.</i>	FINDS INFORMATION EFFICIENTLY: <i>Successful learners know that different kinds of information sources can be retrieved in different ways, and that there are a variety of tools to help them. They find information quickly and effectively because they know how information retrieval tools work, and they use that knowledge to design effective search strategies</i>	LEARNS FROM INFORMATION GATHERED: <i>Successful learners analyze and question the sources they find, choosing the most effective information sources for their needs and integrating the information from those sources into their own knowledge base to achieve new levels of understanding.</i>	USES INFORMATION EFFECTIVELY AND ETHICALLY: <i>Successful learners consider their purpose, their message, the resources available to them, and the needs of their intended audience to organize and communicate their information effectively and responsibly.</i>	FINDS INFORMATION EFFICIENTLY: <i>Successful learners know that different kinds of information sources can be retrieved in different ways, and that there are a variety of tools to help them. They find information quickly and effectively because they know how information retrieval tools work, and they use that knowledge to design effective search strategies.</i>	ARCHIVAL INTERNSHIP LEARNING OUTCOMES: <i>Provide intern with experience conducting research and writing based upon primary resources. Consider the ethical and practical practices of developing a presentation with archival materials. Be given an opportunity to interact with colleagues in a professional archival setting and to participate in professional archival activities.</i>	STUDENT EMPLOYEE LEARNING GOALS/OUTCOMES: <i>Customer Service Ethical Standards Time Management Work Ethic Communication Technical Skills Attendance</i>
b. Is this SLO/SSO new or revised since the last year you reported on it? (write no, new, or revised)	No	No	No	No	No	Yes - but may be revised for AY14	Yes - but will be revised for AY14
c. What year will you be reporting on this outcome?	AY 2012-2013	AY 2012-2013	AY 2012-2013	AY 2012-2013	AY 2012-2013	AY 2012-2013	AY 2012-2013
d. List the measures/methods /instruments used to assess the outcome.	Samples of student writing	Samples of student writing	Samples of student writing	Samples of student writing	Student Survey of Fall 2012 and Winter 2013 workshop attendees. Survey was administered to 81 attendees 11 completed the survey. This is a 14% response rate for 2013 (in 2012 the response rate was 24%)	Student Self-Evaluation Form Student Project Log Supervisor mid-term & final evaluation forms	Surveys, Student Interviews, Rubrics.
e. Are the measure(s)/methods/instruments direct (D) or indirect (I)?	D	D	D	D	I	I	I
f. What benchmarks are you using to determine if the outcome has been satisfactorily met by the students?	Comparison to traditional WR121 course delivery of OSULP Undergraduate Information Literacy Competencies	Comparison to traditional WR121 course delivery of OSULP Undergraduate Information Literacy Competencies	Comparison to traditional WR121 course delivery of OSULP Undergraduate Information Literacy Competencies	Comparison to traditional WR121 course delivery of OSULP Undergraduate Information Literacy Competencies	That students apply workshop content into research workflows and would recommend these workshops to peers.	Students will successfully complete the internship project in the time allotted and to the satisfaction of their intern supervisor.	Rubrics (Excellent, Satisfactory, Inconsistent)

g. 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."	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."	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."	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."	83% of respondents indicated they learned "some" or "all new skills". Respondents indicated that they applied workshop knowledge or skills directly to coursework or research projects. 83% of respondents indicated they would recommend library research skills workshops to peers.	"Based on the three internships we hosted during spring term, SCARC 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."	This was a successful pilot project to gather feedback on student employee performance through the use of supervisory surveys for employee reviews. "Anecdotal findings indicate that the students, circulation and ILL staff, and student supervisors found the process and documents developed to be very helpful in providing constructive feedback. The students especially appreciated the transferable skills document."
h. 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.	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.	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.	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.	While the research skills workshops content is clearly valued by survey respondents, attendance in 2013 (81) was down significantly compared to 2012 (124). The research skills workshop coordinators will explore alternate methods of delivery for this content.	Internship evaluation forms were successfully implemented and will be modeled 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." 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.
i. 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 assessment activities in this reporting year and/or from other impetuses (e.g. feedback	See above.	See above.	See above.	See above.	Student focus groups indicate that workshop content is valued and useful. The Library will explore offering these workshops in different ways (such as drop-in or back-to-back sessions) to boost attendance.	Internship supervisor feedback on the use of these forms was positive	Based on this process, new learning goals are being adopted by OSULP for all student employees. Assessment tools are being developed to assist student supervisors in assessing student learning that occurs while employed at OSULP.



4. Process

a. 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 review?	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 <i>Make OSU Libraries and Press evidence accessible to our communities</i> .
b. What data are you archiving? Where and how? How long are you archiving the data? Are there specific archiving notes for the outcome(s) you are reporting on in this report?	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 AY2014 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.



5. Plans

a. Describe the unit's (or sub-units) assessment plans for the upcoming year.	The OSU Libraries & Press is finalizing the student employee learning goals and experiential learning program (interns). Assessment strategies for these areas are being developed and will results will be reported in AY2014.
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6. Attachments

a. Please share any relevant attachments related to the items/results you are reporting in this report.	
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