

Assessment Plan

Folke Bernadotte Memorial Library, Gustavus Adolphus College

Mission

The library advances the teaching mission and intellectual life of the College by selecting and facilitating access to information and by instructing in its use, interpretation, and evaluation.

Learning Goals

We recognize that these goals are a joint effort of librarians and faculty in the disciplines, and we will collaborate with academic departments, individual faculty and the Kendall Center to develop and support pedagogy to foster these goals.

- Students will understand how knowledge is organized and will be able to use that understanding to pursue information independently.
- Students will be competent and confident in the use of research tools in their major discipline(s).
- Students will develop an understanding of how knowledge is produced and disseminated and will recognize that they play a role in knowledge production.
- Students will develop a sensitivity to and an appreciation of the diversity and wealth of knowledge created by different communities throughout time.

Learning Outcomes

These outcomes are assessable indicators that students are developing specific skills that support the goals listed above, along with relevant cognitive levels. We also note where our learning outcomes intersect with the Institutional Learning Outcomes.

- By the end of their first year, students will use the library's website and be familiar enough with the physical library to independently locate books and articles relevant for a given topic (knowledge, application). (Cognitive Practice, Integration of Learning)
- Students enrolled in 200-level methods courses will identify key research tools (e.g. the most important database) for their major discipline and will be able to articulate two or three features typical of scholarly or professional publications in their discipline (comprehension, synthesis). (Cognitive Practice, Integration of Learning)
- By the end of their senior year, students will demonstrate through papers or other projects that they can find high quality sources, select ones appropriate for a task, and use them effectively in support of original work (analysis, synthesis, evaluation). (Cognitive Practice, Integration of Learning, Ethical Reflection)

Assessment Measures

Our primary object in developing assessment measures is to create a schedule of tasks that is manageable and can provide comparable information over time that can be used to create change. Findings will be reviewed annually in the spring and reported in the library's annual report.

- Our course-related instruction evaluation forms are designed to provide information about student learning, with three sets of questions geared to our learning outcomes by course level. We gather and examine this information, as well as instructor feedback, periodically, focusing on either 100-, 200-, and 300-level courses.
- We gather data from faculty and students on a four year cycle, staggering the collection periods so that we gather and analyze results every two years. Data may be gathered via surveys, focus groups, interviews or other such methods, drawing in part on our experience with a spring 2010

ethnographic study of students and a faculty survey created for past self-studies, as well as questions developed by the library's standing committees.

- We gather examples of senior student work from selected courses and analyze them for evidence that senior students are able to find, evaluate, and use sources effectively using a rubric developed and tested in the 2000/2001 academic year. We carry out this assessment every other year (staggered with the judging of the biennial Patricia Lindell research paper award) and target courses based on two factors: a) courses taught in departments that will soon undergo review and b) ensuring that we review materials from courses in every division over the course of a ten-year cycle.
- Data from course evaluations and faculty/student data collection, as well as past assessment reports, are stored on the library's shared server.

2011/2012	Class Evaluations (all levels)		Senior Papers (from spring 11, fall 11)
2012/2013	Class Evaluations (all levels)	Faculty data	
2013/2014	Class Evaluations (all levels)		Senior Papers (from spring 13, fall 13)
2014/2015	Class Evaluations (300 level)	Student data	
2015/2016	Class Evaluations (one level)		Senior Papers (from spring 15, fall 15)
2016/2017	Class Evaluations (one level)	Faculty data	
2017/2018	Class Evaluations (one level)		Senior Papers (from spring 17, fall 17)
2018/2019	Class Evaluations (one level)	Student data	
2019/2020	Class Evaluations (one level)		Senior Papers (from spring 19, fall 19)
2020/2021	Class Evaluations (one level)	Faculty data	

Additional Assessment Goals

We are unique among other departments in that we oversee and shape the collections, spaces and services that comprise the physical and virtual library; all of these features and functions directly support student learning. To that end, we routinely evaluate the effectiveness of our collections, spaces and services.

We utilize a variety of methods for assessment, including creating reports for each academic department and program under review in a given year, examining both collection strengths and weaknesses and the learning support provided by librarians for students in those programs. We are now into our second decade of creating these program-based reports that offer us an opportunity to examine collections and services for the entire curriculum. We also engage in regular collection assessments, such as journal and database reviews. Library standing committees also often investigate issues related to spaces and services.

In addition to the schedule of routine assessments detailed above, librarians and library staff frequently conduct ad hoc surveys, observational studies, and other projects that help us understand how to improve our support for student learning. Several of the librarians' research agendas focus on the scholarship of teaching and learning, which has resulted in a number of peer-reviewed publications. We have also participated in national studies such as Project Information Literacy and the HEDS/NITLE Research Practices Survey which provide us with local and national data. This involvement in local and national research will continue to be useful to us in evaluating and making changes to our instructional program and to the library's collections and services generally.

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