

Outcomes Based Planning and Evaluation Chart for Library Skills Instruction

I. Situation: program partners and stakeholders	
What is the program's name?	Research Skills and the Library Connection
What partners are involved?	Faculty, college administrators, library
Who are the program's stakeholders?	What does each stakeholder want to know?
Students	Is this instruction relevant to my coursework? Will it make my assignments easier to complete? Will it help me get a better grade?
Faculty	How will this program impact on my teaching? Will I have to spend more or less time helping students with research? Will this improve the quality of the work submitted by my students?
Library staff	How much time will I have to spend on this project? How will I be able to do this in addition to my other work. In the end, will this make my day-to-day work easier? Will I get some sort of recognition for this work?
College administration	Will this initiative result in more successful students and positively impact retention and placement? Is there a budgetary impact? Will faculty respond positively and embrace the proposal? How much will administration need to get involved?
Accrediting agency	Do library services and resources align with academic objectives and desired learning outcomes. How is the institution assessing outcomes.
II. Program planning: connecting needs, solutions, and results	

Who are the audiences?

Freshman students in two courses: English 1 and Introduction to the Modern Arts

What are the needs of the audience?

Basic library and research skills in order to write papers and to gather background information for other projects. To understand the difference between publication types, printed vs online resources, and popular and scholarly works; to learn how to use information sources without plagiarising or infringing on copyright.

What are some audience considerations?

Most of the students are very visually oriented; they have varied levels of computer and information literacy skills; they are creative and may think outside the box; many view library research as a chore; they have difficulty articulating a focus for the research topic

What solution fulfills the needs?

- The Library Planning Committee has recommended one 50-minute library instruction session for each of the two courses, which would be 15-20 sections per semester. These sessions would need to be visual, engaging, creative, and relevant to be successful.
- Having encountered some students with very little knowledge of libraries, librarians determined that additional online tutorials would be needed to supplement and reinforce material presented in the classroom.

What will be the desired results?

- Students will be aware of library resources and services and will use them in a thoughtful and critical manner for their coursework.
- Students will use and cite authoritative and scholarly resources in their papers.
- Students will be prepared to learn more advanced research skills during subsequent library instruction.

III. Summary: program purpose statement

We do what?

- In consultation with faculty, librarians will set learning goals and develop two 50-minute sessions for English 1 and Intro to the Modern Arts classes.

For whom?

- Librarians teach the sessions and administer skills test.

- Faculty assess student learning with respect to research skills and report results to library.

Students in English 1 and Intro the Modern Arts classes, both are usually taken in the freshman year.

For what outcome/benefit(s)?

- Students are able to use the library, do research, and write their papers with more confidence.

- Students make more use of library services and resources having been introduced to them in a classroom setting.

- Students are prepared to receive advanced library skills training without having to go over the basics.

IV. Program elements

Inputs

Outputs (or counts)

Librarians to develop classroom instructional material and tests

120 hours

Librarians to present classroom instructional material

40 hours per year

Librarians to develop online course component

150 hours

Librarians to conduct and monitor online course component

60 hours per year

Faculty to consult with librarians

5 hours

Faculty to assess impact on student work

12 hours per year

Handouts and test materials

Printing and photocopying costs

ARLIS/NA and ALA information literacy standards	n/a
WASC accreditation standards	n/a
Relinquishment of class time by faculty	1 hour of class time per class per semester
Relinquishment of class time by students	1 hour of class time per class per semester

Activities	Outputs (or counts)
Librarians develop learning objectives for the two instructional sessions	Learning objectives
Librarians develop standardized outline for topics covered	Teaching outline
Librarians develop online course component	Moodle module
Librarians conduct and monitor online course component	Number of student attendees
Assign librarians to course sections	Number of sections & number of librarians
Arrange specific dates with faculty	Number of classes
Create and disseminate final schedule	Calendar of sessions
Make handouts or projections	Number of handouts or screens
Prepare and administer research skills test	The test
Prepare faculty feedback form on student achievement	Data from faculty feedback

Students take 15 minute research skills test towards the end of the semester Data about students' knowledge

Report on progress and outcomes of program Written report

Services	Outputs (or counts)
Students receive 50 minute library instruction session during English 1 class	Number of students
Students receive 50 minute library instruction session during Intro to the Modern Arts	Number of students
Students are offered supplemental online training course via moodle	Number of students

V. Outcomes

Outcome 1: Students taking English 1 and Intro to the Modern Arts are better prepared to do library research to complete assignments

Indicator(s)	Applied to	Data Source	Data Interval	Target
The percentage and number of students who score better on library administered test compared with previous year when library instruction was not mandatory	Students in English 1 and Intro to the Modern Arts classes	Library and research skills test	During the semester the instruction is given	80%
The percentage and number of students who ask substantive vs. directional questions	All students making inquiries	Public service statistics	One week gathering period per semester	60%

Outcome 2: Students make more frequent use of the library and library resources

Indicator(s)	Applied to	Data Source	Data Interval	Target
The percentage and number of items checked out by freshman students compared with previous year when library instruction was not mandatory	Freshman students	Circulation transactions	Per academic year	20% increase

Outcome 3: Students are prepared to receive advanced library skills training.

Indicator(s)	Applied to	Data Source	Data Interval	Target
The percentage and number of students who already know the basics, like how to search the OPAC, what periodicals are, etc.	Students attending advanced library instruction sessions	Poll of students by handcount	During instruction session	90%

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