**Timeline:**

| Option II | Ask for 2011 Assessment Reports around March 15, 2012. All departments in each college/unit submit their reports to College Associate Dean/Unit Leader responsible for assessment by May 15, 2012, and then the College/Unit report as well as the individual department reports to be forwarded to Director of Academic Programs, Assessment, and Accreditation by September 15, 2012 by the Associate Dean/Unit leader OR upload all reports on BEAVERS Learning Outcomes Tracking System |

**Directions:** Please complete this report for each program with distinct learning outcomes in your unit. Be concise, but provide as much information as needed to give a snapshot of your assessment process. The boxes will expand to accept more text. If you have this information in another format that articulates the following, please feel free to attach that document and refer to it as appropriate in the boxes below. If you have any questions, please contact Bill Bogley at 7-5158.

1. **Program Information:**

<table>
<thead>
<tr>
<th>Program</th>
<th>Oregon State University Libraries &amp; Press</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department/School</strong></td>
<td></td>
</tr>
<tr>
<td><strong>College</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Timeframe</strong></td>
<td>Report covers activities from 7/1/2011 to 6/30/2012</td>
</tr>
<tr>
<td><strong>Report Submitted by</strong></td>
<td>Rick Stoddart</td>
</tr>
</tbody>
</table>
Oregon State University Libraries & Press Assessment Overview:
The OSU Libraries & Press have made great strides this past year in assessment practice. In 2012, the OSU Libraries hired Rick Stoddart into a newly created library assessment librarian position to help coordinate assessment efforts in the library. Because there is continuing effort in the OSU Libraries & Press to build a robust assessment culture within the organization, the Teaching & Engagement Department made “assessment” their yearlong theme for their professional development series. This lecture series brought national, regional, and campus assessment experts into the library to provide workshops and presentations. Librarians have embraced assessment in their teaching practices and continue to experiment with different assessment tools such as a learning outcomes survey, formative classroom assessment techniques, and pre/post testing of student learning. The OSU Libraries & Press have made assessment a priority in the design of their new strategic plan by integrating it throughout the document. In summary, OSU Libraries & Press are well on their way to becoming an anchor of assessment on the Oregon State University campus.

Oregon State University Libraries Mission Statement:
The mission of the Oregon State University Libraries is to engage with the OSU community and the people of Oregon in their pursuit of knowledge, thereby advancing the role of OSU as a nationally recognized land grant university. We do this by:

• contributing to the development, management and preservation of knowledge;
• providing excellent services, tools and resources for learning and research;
• teaching our user community how to locate and evaluate information; and
• supporting life-long learning.

Oregon State University Mission
As a land grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world. This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions, and maintaining a rigorous focus on academic excellence, particularly in the three Signature Areas: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress
1. Program Outcomes: Teaching

Overview
The majority of OSU Libraries & Press teaching is conducted in single, 50-minute sessions. These sessions are tailored to a particular subject discipline and developed in collaboration with the academic faculty member. Student and faculty feedback are collected on these instruction sessions but it is difficult to assess this data in a programmatic way. OSU Libraries & Press do teach two credit bearing courses: ENG 200 and HIST 499/599.

A. General Library Instruction:
A formal assessment method for general library instruction is still being considered. In general sessions are being assessed on a formative level. Summative assessment tools are being considered including longitudinal studies that will track library impact on student success throughout their academic career at OSU.

<table>
<thead>
<tr>
<th>General Instruction</th>
<th>Number of Sessions</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2011</td>
<td>41</td>
<td>N/A*</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>150</td>
<td>3752</td>
</tr>
<tr>
<td>Winter 2012</td>
<td>111</td>
<td>1750</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>64</td>
<td>1108</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>366 Sessions</strong></td>
<td><strong>6610 Students</strong></td>
</tr>
</tbody>
</table>

*Transition to a new reporting system during Summer of 2011.

Learning Outcomes
OSUL Undergraduate Information Literacy Competencies:
http://osulibrary.oregonstate.edu/instruction/ug_comp.html#1
- Recognizes when information is needed.
- Finds information efficiently.
- Learns from information gathered.
- Uses information effectively and ethically.

Measures:
1. Assessment tools used during instruction sessions that inform librarian teaching practice:
- Annotated Bibliographies
- Clickers
- Research Papers
- Minute Paper
- Pre-test/Post-test
- Headcounts
- Worksheets
- Class observation

2. U-Engage In-take Survey:
   This in-take survey was given to 61 U-Engage students at the beginning of Fall 2012.

3. OSU Libraries Undergraduate Research Skills
   A post-experience online survey was given in Spring 2012 to 124 students who attended workshops in Fall/Winter to assess integration of workshop material in student research process. The survey had a 19% (24/124) response rate

Results:
1. U-Engage In-Take Survey: Results provided background indicating how prepared U-Engage students are for college-level coursework. Based on these results students over-estimated their research skills and not received proper feedback regarding their coursework. Library instruction efforts incorporated this knowledge into how they approach teaching new students.

2. Highlights from OSU Libraries Undergraduate Research Skills Workshop Assessment:
   - The assessment project provided clear evidence of student learning and a demonstration that students value this learning as shown by their recommendation of this workshop to friends.
   - 84% rated the workshop content as “relevant” to work or course projects
   - 93% indicated that they learned new skills during workshops
   - Top 5 skills students said they have learned and incorporated into coursework or class projects: Refining search techniques; using works cited sections for discovery; broadly exploring a research topic; used “cited by” tools to locate research materials; using Zotero citation tool in research process.
Planning for upcoming assessment cycle:

- A more concerted focus on developing learning goals for individual instruction sessions to better aid in assessment.
- Instruction librarians are participating in an ongoing “teaching buddy” program. This program allows for reflection and peer feedback to help improve teaching practice.
- The Undergraduate Research Skills Workshop will continue to undertake an online assessment of how students are incorporating workshop content into their coursework or projects. Workshop content will be modified based on student feedback and collaboration with the OSU Libraries Academic Success & Retention group to better reflect student and faculty needs. Possible topics might include concept mapping, decision hierarchy planning, and interpreting article structures for different disciplines.

B. Archival Instruction

Special Collections and Archives Research Center provided 65 instructional sessions to 1137 students.

Learning Outcomes:
In compliment to the OSUL Undergraduate Information Literacy Competencies students will:

- Recognize need for primary sources.
- Understand how primary sources fit into larger research process.
- Locate primary source materials.

Measures:

- Pre/post session assessment using informal feedback from students
- direct questions about experiences in class sessions
- recorded on handouts
- recorded on notecards
- session reports from Qualtrics

Results:

Students report that as a result of instruction sessions they feel more comfortable with historical research and are more prepared. Individual faculty report a high level of satisfaction with sessions, but also that they do not always see a corresponding increase in quality of work. Students do not fill out online survey forms; as a result, most assessment data is quantitative (number of students taught or tours given) or is informal, anecdotal, or observed. Further complications arise
because sessions are often taught in classrooms without computers available. However, using worksheets in class is an effective method for assessing skills and reinforcing concepts. These allowed students to assess the gaps in their own knowledge about what staff wanted to teach in the session. It can also lead to follow up appointments. Assessing critical thinking or historical literacy skills gained is difficult for the instruction work we do. Because the student or instructor isn’t seeing the final product of their research or tracking long-term academic progress, asking the students to evaluate the impact of the sessions at the end of a session can be flawed or misrepresentative. Talking with instructors or offering forums for displaying student research is vital.

Planning for Upcoming Cycle:

- Given the low response rate for the online surveys, staff should offer paper evaluations to all classes. In classes where all students were asked questions pre and post session and given a notecard to record for their answers, the response rate was nearly 100%.
- Investigate the use of a follow-up survey with students who have used archival collections.
- Assess each session, even if it is a shortened paper version.
- Ask classroom instructors to include a question on final course evaluation regarding archives instruction.
- Formalize “informal” conversations with departmental faculty and ask a standardized set of follow-up questions after the session or term.
- Investigate use of a follow-up survey with students who have used our collections.
- Ask to attend research presentation sessions or read class papers.
- Encourage alternate research presentation opportunities and assess them.
- Investigate alternate “skills based” tutorials to supplement or compliment instruction.
- Investigate embedding surveys in tutorials or research guides.
- Investigate using clickers as a way to assess student skills levels in instruction sessions and using the results to adjust session content to meet student needs.
C. English Composition (WR 121) – The Teaching & Outreach Department collaborates with the writing program faculty and graduate teaching assistants to integrate information literacy into the WR 121 curriculum.

Learning Outcomes:

In complement to the OSUL Undergraduate Information Literacy Competencies students will:

• Apply information about how keywords work in search tools to effectively troubleshoot search statements and research questions.
• Use available help resources, including librarians, in order to navigate the research process.
• Apply meta-cognitive strategies in order to describe an inquiry-based research process, based on broad exploration.
• Differentiate scholarly and popular information sources in order to evaluate their suitability in an academic writing process.
• Apply the standards articulated in the MLA style guide to effectively and ethically use information sources.

Measures:

Assessment methods as part of WR121 course:

• Keywords: Information Literacy Portfolio (ILP) Tutorial Quizzes.
• Uses available help: Pre and post-tests.
• Meta-cognitive strategies to develop understanding of research process: Unit 2 paper.
• Differentiating scholarly and popular sources: ILP tutorial quizzes.
• Citing a source: Pre-post tests and ILP tutorial quizzes.

Results:

WR 121 in-class activities were refined to better reflect attainable learning outcomes during class sessions.

Planning for Upcoming Cycle:

Exploring the possibility of a longitudinal research project to that demonstrates how students apply OSU Learning outcomes from WR 121 instruction in their academic courses.
D. Library Skills for Literary Students (ENG 200)

Learning Outcomes:
• Distinguish between the major types of information sources in literary studies and their roles in the scholarly conversation.
• Select and use a variety of resources (catalogs, databases, web, bibliographies) to locate primary and secondary sources.
• Plan and revise research strategies to discover relevant information sources.
• Evaluate sources for authority, credibility, and usefulness.
• Ethically incorporate sources into your own work with proper attributions and in compliance with copyright and other standards.
• Track and organize information using a variety of tools such as citation management software.

Measures:
• Final paper
• Formative homework assignments
• OSU course evaluation form

Results:
Based on student evaluation and feedback changes in assignment design were made. This redesign allowed for better observation of practical learning outcomes, more clearly focused final projects, and an increased opportunity for peer learning of core research tools through structured discussion.

Planning for Upcoming Cycle:
Based on student feedback the course will incorporate more in-class assignments.

E. Introduction to Archival Studies (HIST 499/599)

Learning Outcomes:
In complement to the OSUL Undergraduate Information Literacy Competencies students will:
• Discuss the historical development of records creation and record keeping, focusing on theories, trends, and cultural issues that continue to change the nature of archival management.
• Gain a basic understanding of the core archival functions of arrangement, description, collection development, appraisal, and reference.
• Consider how the work of archivists and researchers using historical collections impacts scholarship.
• Examine how the use of archives and historical collections are used in public history and related disciplines.

Measures:
• OSU course evaluation form
• Rubric for grading HST 499/599 assignments (attached)

Results:
Based on course feedback and course assignments, students in HST 499/599 gained both the skills for researching in historical collections and how those materials can be used in their research projects. Internships, teaching for-credit classes on research methodologies, and multiple visits to classes at different stages in the research process have an impact on students’ understanding of archival theory and research methods

Planning for Upcoming Cycle
This class will not be offered in 2012/13
2. Experiential Learning: Internships, practicums, student workers, etc.

Overview
The OSU Libraries & Press provides opportunities for student learning through employing students and providing internships or practicums. The OSU Libraries hired approximately 162 students this past year, which translates to approximately 36 FTE.

Learning Outcomes
Learning outcomes are determined in collaboration with the student and library unit and in the case of internships/practicums with the associated academic department. Each library unit may have their own specific learning outcomes associated with the experiential learning experiences they may provide.

A. Internships & Practicums in Special Collections and Archives Research Center
In compliment to the co-developed learning outcomes students will:
• Gain experience with various components of archival profession
• Develop project planning and promotion skills
• Complete in-depth research for context
• Understand practical application of archival concepts
• Demonstrate effective methods for presenting and communicating research findings

B. Student workers in Emerging Technologies and Services:
• Supervisors will provide student employees or interns constructive feedback in an annual review for areas of growth in order to become familiar with business practices
• Students assigned programming projects will document their process in writing a standard expectation in computer programming
• After working with librarians, student programmers will effectively ask questions of their clients in order to produce a better product.
• After working in the OSU Libraries students will have demonstrated technical program solving skills.
• After working with their supervisor, students will be able to program/develop in Ruby/Drupal/Java or other coded language.
• Students will be able to setup a computer from scratch.

Measurement
1. General Student Worker Assessment: Supervisor reviews and fellow employee feedback.
2. General Internship or Practicum Evaluation: Formal university internship/practicum evaluations forms or other measures assigned by associated academic department.
3. Special Collections and Archives Research Center (SCARC) incorporates formal university internship/practicum evaluations forms and student reflections or weekly research journals.
4. Emerging Technology and Services evaluates student workers via:
   • For each programming project our students worked on this year, they provided detailed documentation on what they worked on, and how to update the code if necessary.
   • Student employees were able to build, test and deploy desktop computers for use in the Learning Commons and Library classrooms.
   • Student programmers have been successfully able to complete entire projects from beginning to end in Drupal, Ruby on Rails and PHP.

Results:
Emerging Technology and Services: The process of assessment validated our current processes by clearly outlining the direct correlation between work accomplished in the department and jobs offered to students upon graduation. Four of the five graduating students received multiple job offers within 1 week of graduation. The fifth student was accepted into a competitive PhD program in a related field. Two large programming projects written by students were successfully released this year. These projects were created through close collaborative relationships with clients. The clients were asked to provide regular feedback to the supervisor to be sure communication was occurring properly and goals were being met.

Students we have worked with in class or who have used Special Collections and Archives collections won awards or are recognized for research work.
   • Ingrid Ockert was a recipient of one of the Library Undergraduate Research Awards for her paper, “The Atomic Awakening of Ava Helen Pauling,” for which she extensively used the Ava Helen and Linus Pauling Papers.
   • Michael Dicianna was named a College of Liberal Arts Outstanding Senior for 2012, based in part on his work with the Gerald Williams Collection.
   • Hannah Mahoney was featured in a recent OSU Spotlight blog post (http://blogs.oregonstate.edu/spotlight/2012/08/27/from-past-to-present/) that discussed, in part, her work with the historical records of St. Philip the Deacon Episcopal Church in Portland and how that experience has shaped her career path.
   • History of Science graduate student Linda Richards was a recipient of one of SCARC’s 2011-12 Resident Scholar awards.
   • Students we have worked with in class or who have used SCARC collections are accepted into relevant graduate programs.
   • Ingrid Ockert was accepted into Princeton University’s Program in History of Science
• Michael Diciana was accepted into Portland State University’s Public History program

Students working in the Special Collections and Archives Center were able to incorporate these practical learning opportunities into their work experience.
• Ingrid Ockert and Kelsey Ockert worked with Natalia Fernandez on creating several Oregon Multicultural Archives focused displays and Flickr photo sets using content from our collections.
• Erin Clark (a grad student in the Emporia State program at the time) worked on an extensive metadata cleanup project for SCARC and Center for Digital Scholarship & Services during the summer and early fall of 2011.
• Several SCARC students have contributed blog posts to all three of our blogs.
• Two of our student assistants helped Tiah with image selection for Flickr sets based on research projects they had done for classes that used our collections.

Plans for Upcoming Cycle
Experiential learning is emphasized as part of the OSU Libraries & Press upcoming strategic plan. As a result, a formal and focused effort to increase experiential learning opportunities available in the library for students will be undertaken. Associated assessment measures including in-take and exit surveys will be developed in association with this increased emphasis on experiential learning within the library.

Student worker learning goals are also being developed to help emphasize the impact the OSU Libraries & Press have on student learning. These learning goals will be incorporated into student work evaluations and assessed by supervisors. Library units, such as Emerging Technologies & Services will be working on creating training plans for new employees that emphasize desired outcomes such as learning goals or technology skills.
3. Other Activities that have informed decision making:

A. Library Strategic Planning 2013-2017

Overview

The OSU Libraries & Press is in the process of developing a strategic plan to be implemented for 2013-2017. This plan will focus on four strategic goals: Cultivate an Environment of Learning and Engagement; The Library and Press as Engaged Educator; Knowledge Creation and Dissemination; and Sustain an Intentional and Inclusive Organization. This strategic plan will focus library education efforts on specific OSU student populations (e.g. First-year students) and University learning performance outcomes (e.g. retention). The plan aims to expand the educational impact of the OSU Libraries & Press to emphasize our unique faculty expertise.

Included in this strategic plan are assessment measures:

Strategic Plan Measures (draft):

• Direct and indirect assessment measures will show positive gains in student achievement as a result of library teaching and instruction.
• The library will demonstrate a positive correlation between impact of library instruction and services on student success (e.g. retention).
• Indirect assessment measures will show a positive relationship between library experiential learning opportunities and post-graduation success (e.g. graduate school admissions/meaningful employment).
• At least twenty students will be identified per year as engaging in experiential learning opportunities within OSU Libraries & Press.
• At least 50% of OSU faculty and students will be aware of OSU Libraries and Press educational services and opportunities.
• By AY2016, at least one longitudinal study examining the impact of student library use will be underway.
B. OSU Library Research and Scholarship that supports Assessment and Student Learning Efforts:

Overview:
The OSU Libraries & Press contributes faculty research and scholarship that impacts teaching and OSU student learning. Below is a list of research this year that influenced student learning in the library and librarian teaching practices:

Presentations:
   **Impact on Student Learning:** Based on this research of OSU student research strategies, librarians have started to adjust teaching process to emphasize more explicit instruction on when and how to use research tools in order to provide them with more relevant problem-solving strategies for their information task.

   **Impact on Student Learning:** This research explored how a cohort of OSU students used mobile technology in their day-to-day lives. This work will inform how libraries can become part of our students’ increasingly mobile information landscape.

   **Impact on Student Learning:** This scholarship highlighted connections and best practices of OSU library information literacy instruction and First Year Experience efforts on campus.

   **Impact on Student Learning:** This research (still in progress) examined how library unit mission statements (including OSU Libraries) align with the overall university mission and learning outcomes. This research informed the drafting of the new Special Collections and Archives Research Center mission statement.

   **Impact on Student Learning:** This research (still in progress) examines how researchers use and value digital collections. The potential outcomes of this
research will inform how digital collections, such as those available in the OSU Libraries, are being used in student research and scholarship.

Publications:


