UH West Oahu Library 2014-2015 ASSESSMENT PLAN

MISSION
The University of Hawaii—West Oahu (UHWO) Library, in supporting the mission of the University, provides excellent, user-centered service in meeting the information needs of students, faculty and staff. Using innovative technologies, UHWO Librarians develop, organize, preserve and deliver scholarly print and electronic resources and instruction that empower students to become engaged, life-long learners. Through our services, collections, teaching and outreach, the library honors and supports diverse learning styles, perspectives and interests intrinsic to a liberal arts education. The library serves as the center of campus and promotes a welcoming and stimulating learning environment.

GOALS
● Acquire, maintain and manage scholarly print and electronic resources that support the University curriculum, student and faculty research, and faculty teaching;
● Provide seamless access to library print and electronic resources;
● Empower students, through information literacy sessions, to make independent, confident decisions utilizing their critical thinking skills;
● Create and foster a welcoming environment that is respective of all learning styles;
● Provide public programming where students, faculty, staff and community members can engage in discussion.

DEPARTMENTAL DASHBOARD
● Library Hours: Monday – Thursday 7:30AM to 9:00PM; Friday 7:30AM to 4:00PM; Saturday, 10:00AM to 5:00PM. During the regular semester, the library is open 69.5 hours per week.
● Library Staff: 6.5 FTE and 5.0 FTE Student Assistants
● Physical Square-Footage: 45,255 sq. ft.
● Print and Electronic Collections: 31,569 monographs; 11,392 streaming videos; 1,915 audio visual materials; 130,052 e-books; 29,797 e-journals
● Average Number of Information Literacy Sessions: 50 per semester
● Average Number of Reference Sessions: 670 per semester
● Average Number of Visitors: 3,965 per week

POINTS OF PRIDE
● Student –Centered Service: Library staff is focused on providing the best possible experience for students utilizing the library and its various services.
● Technology: During Fall 2014, converted quiet study room into a computer lab with 24 computers and purchased 30 iPads for instructional use.
● Instruction: During Fall 2014, instructional librarians will have met with all of ENG100 and ENG200 classes for information literacy instruction, as well as expanding outreach to the 300-level classes.
ASSESSMENT ACTIVITIES 2014-2015

Fall 2014

Student Learning Outcome 1
After participating in an information literacy instruction session conducted by a UHWO librarian, students in ENG 100 and ENG 200 will be able to access needed information effectively and efficiently. 75% of the students who complete the ENG 100 post-test will correctly answer 5 out of the 6 SLO-1 questions, and 75% of the students who complete the ENG 200 post-test will correctly answer 5 out of the 6 SLO-1 questions.

Student Learning Outcome 2
After participating in an information literacy instruction session conducted by a UHWO librarian, students in ENG 100 and ENG 200 will be able to critically evaluate information and its sources. 75% of the students who complete the ENG 100 post-test will correctly answer all 3 SLO-2 questions, and 75% of the students who complete the ENG 200 post-test will correctly answer all 3 SLO-2 questions. Additionally, 75% of students in ENG 200 will score at least a 2 out of 4 on SLO-2 in their research papers when graded against the rubric.

Student Learning Outcome 3
After participating in an information literacy instruction session conducted by a UHWO librarian, students in ENG 100 and ENG 200 will be able to acknowledge sources properly. 75% of the students who complete the ENG 100 post-test will correctly answer both SLO-3 questions, and 75% of the students who complete the ENG 200 post-test will correctly answer the SLO-3 question. Additionally, 75% of students in ENG 200 will score at least a 2 out of 4 on SLO-3 in their research papers when graded against the rubric.

Spring 2015

Student Learning Outcome 1
After participating in an information literacy instruction session conducted by a UHWO librarian, students in ENG 100 and ENG 200 will be able to access needed information effectively and efficiently. 75% of the students who complete the ENG 100 post-test will correctly answer 5 out of the 6 SLO-1 questions, and 75% of the students who complete the ENG 200 post-test will correctly answer 5 out of the 6 SLO-1 questions.

Student Learning Outcome 2
After participating in an information literacy instruction session conducted by a UHWO librarian, students in ENG 100 and ENG 200 will be able to critically evaluate information and its sources. 75% of the students who complete the ENG 100 post-test will correctly answer all 3 SLO-2 questions, and 75% of the students who complete the ENG 200 post-test will correctly answer all 3 SLO-2 questions. Additionally, 75% of students in ENG 200 will score at least a 2 out of 4 on SLO-2 in their research papers when graded against the rubric.

Student Learning Outcome 3
After participating in an information literacy instruction session conducted by a UHWO librarian, students in ENG 100 and ENG 200 will be able to acknowledge sources properly. 75% of the students who complete the ENG 100 post-test will correctly answer both SLO-3 questions, and 75% of the students who complete the ENG 200 post-test will correctly answer the SLO-3 question. Additionally, 75% of students in ENG 200 will score at least a 2 out of 4 on SLO-3 in their research papers when graded against the rubric.
Methods and Measures

Administer “Evaluating Your Library Skills” pre-test.
Present the information literacy instruction.
Administer “Evaluating Your Library Skills” post-test.
Analyze the data from student pre- and post-tests.
Collect samples of ENG 200 and Senior Capstone final research papers.
Grade sample papers against rubric.

Findings

Fall 2014
Forthcoming

Spring 2015
Forthcoming

Conclusions
Forthcoming

PLANS FOR COMING YEAR

● Resume data collection during the 2015-2016 academic year. Periodically review the methods and measures implemented to determine whether or not they should be adjusted or eliminated, or whether more effective measuring tools should be developed and implemented.

● Use assessment data collected to improve current information literacy programs, as well as develop new programs.

● Explore methods for assessing information literacy in 300-level courses.