

Co-Curricular Assessment Plan

Department: [Library](#)

Name of Service/Committee/Club: [Training sessions](#)

Prepared by: [Ruth Lindemann](#)

Step 1: Planning

Remember planning is best done with all members of your team.

1A: Describe the service or activity being assessed. Be specific so that the purpose and goal is clear.

- What is the service/activity? [Two-session library instruction sessions for PSYC 100 students](#)
- What kind of information do you need? Opinions, attendance, usage, continued usage of the service?
- Based on the information needed, when should the assessment be completed—before or after the service, during the service, etc.? [After](#)
- Where is the assessment completed—where the service occurs, email, Blackboard, online...? [online](#)
- What level would you expect your students to achieve in the assessment? [Progressing](#)
 - Is there a percentage of the students that should respond a certain way in a survey? [Not sure what this means](#)
 - A percentage of students being able to achieve at a certain knowledge level? [If 75% made it to Progressing I'd be excited. Because they have to unlearn and learn processes in the training.](#)

1B: Relate the service/activity to its intended outcomes.

~Which outcome are you assessing? Check the box next to the appropriate outcome.

~Remember your assessment will need to clearly and separately report on each outcome.

	Co-Curricular Outcome		General Education Outcome
	Communications		Communications
	Critical Thinking		Critical Thinking
	Teamwork & Professionalism		Social Skills and Cultural Awareness
<input checked="" type="checkbox"/>	Navigating Processes?		Technology
	Personal Development		

Step 2: Assessment

2A: Assessment Summary:

- Describe how you are evaluating each category in the rubric.
 - Utilizing College Processes & Resources -- not used
 - Seeking Information – The assessment form asks questions to see what terms they use to conduct a specific search and which criteria they identify as important – the answers selected allow me to assign a rating
 - Using Information – The assessment form asks questions to see how well they know the criteria to apply when selecting sources for a specific research problem and which results they select from a list that they think are the most useful – the answers selected allow me to assign a rating, but this category was the most difficult to apply to the work I do
 - Selecting Technology – not used; I'm instructing on how to use a particular technology in this session
 - Using Technology – The assessment form asks questions that asks them to identify appropriate technology and how to use it most effectively to complete a specific research problem.

- Attach the data file(s) to form.

2B: Participant Summary

- How many students were assessed? 23/27
- Were all students assessed? No

If not, which students were assessed? I was using a google form to gather data – students were to supply their ID number. Unfortunately 4 students didn't know it and the form would not let them enter their name as an alternate, a fact I realized too late.

Step 3: Evaluate

3A: Key Results

List the results that stood out from the data collected. Additionally, a graph or other representation of the data may be attached.

- That if I have to use this rubric, I'm going to have to adjust the assessment tool that I use because it's hard to evaluate students based on a single experience with them.
- That students are picking up the basic information about identifying original research articles.
- That students need more help to identify the keywords that will get them strong results

3B: Analysis

- What did you learn from the assessment?
 - From the rubric – not that much. It's hard for me to identify students as being at more than a beginning or progressing status because of the nature of what I do
 - From my assessment tool
 - That students are getting the basic factors to look for to find original research articles – which is great
 - That students need more help with refining the search process to get through the clutter
 - Keywords are a problem that needs more attention
- Did the data highlight something new about the student service(s)? not really
- What area(s) can be improved upon? That it may be beneficial to ask faculty for precise guidance on what they would like library training to achieve – what they see as the learning outcome.

3C: Act

- What is your improvement plan?
 - Re-design assessment questions (see below)
 - Focus more attention on keyword selection and using the tool
- How could you change the service or assessment to prevent the issue in the future?
 - Assessment
 - make students include their name to catch those who don't know or don't have their ID number available
 - design a question that would better get at how students would use information that they found
 - Training
 - Integrate the tool use more completely with considering how to find appropriate results.
- Based on your results, what changes or improvements to the department or service will be done in the future?
 - I may start getting faculty to help me devise learning outcomes for specific sessions.