

Cornell College
Departmental / Program Assessment Plan
Assessment Project Outline

Department / Program:	Library / Center for Teaching & Learning
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Outcome(s) Being Assessed:

1. Upon completion of a W course, students will be able to construct an organized thesis.
2. At the end of their FYS course, students will be able to articulate the characteristics of a scholarly journal source and describe how the article influenced their work.
3. Students who use the Writing Studio will effectively organize their writing.
4. Students who use the QRS will be able to articulate the purpose of using numerical information.

Pilots:

1. Students who work with Consulting Librarians will be able to select information appropriate to the assignment and the discipline.
2. Students who use the QRS will be able to solve computational problems.

Assessment Question(s):

Given the outcome(s) being assessed, what do we want to find out? What information will be useful to us?

1. Do students construct an organized thesis in the final paper of their Writing course?
2. Can students describe a scholarly source and how they may use at the end of an FYS class?
3. Do students who use the Writing Studio effectively organize their writing on the assignment they received assistance with?
4. Can students articulate the purpose of numerical information after using the Quantitative Reasoning Studio?

Intended Uses of the Assessment:

How will the results of the assessment be used? How can we ensure the information will be useful to us?

The main purpose of this assessment process is to improve the teaching of the Librarians and Consultants. The results of the assessments will be used to confirm that students are achieving aspects of Learning Objective #1.

Results will inform our: Teaching sessions; Consultations with faculty; Reference desk interactions; Peer consultant training sessions; Communication with students & faculty; and Assessment instrument revision

The results can also be a communication piece for faculty and students.

If the feedback received is not as useful as we hope, the assessment tool will be revised. The staff are open to revising the instruments as needed.

Gathering and Analyzing Evidence:

What is the best way to get the information we need? What evidence already exists? From whom do we need to collect information? Use the grid below – or one of your own making – to outline your plan for collecting and analyzing evidence.

Outcome 1: The Writing Program Committee already selects a random sample of W papers submitted by faculty. An additional rubric measurement will be added to evaluate the construction and organization of a thesis. The Writing Studio staff, Peer Consultant Managers, and the College Librarian will review the papers using the rubric. This analysis will be conducted throughout the academic year and follow the same schedule as the Writing Program.

Outcome 2: A focused 5 question assessment will be given to students in person and/or online based on availability. This will be conducted at the end of Block 1 in Fall '12. Results will be communicated with FYS faculty and use to frame instruction during the academic year

Outcome 3: The Writing Studio will contact faculty to have final papers submitted. This will be conducted during Blocks 2 & 3 (Block 4 if data is limited). The classes will be selected based on in-class sessions and heavy studio use. Writing Studio Consultants and Writing & Teaching Peer Consultants will apply rubric to the sample of collected papers with the analysis conducted in Jan. of 2013.

Outcome 4: Short open ended questionnaire given to students who use the QRS during Blocks 1 – 4. The assessment will be given to students via paper and online at the end of each Block. Student names and contact information are collected by QRS as part of monthly data collection.

Interpreting Evidence:

What strategy will we use to make meaning of the results? How will we ensure we use the information? Our plan for interpreting the results and using them to inform our practice is:

Making meaning of the results will be a collaborative process among the librarians, consultants, relevant faculty, and peer consultants, as appropriate.

The results will be analyzed for trends within each area and across our department.

If objectives are not being met, we will brainstorm ways to better incorporate those objectives into our teaching and consulting.

Our understanding of the importance of meeting our outcomes for students, as well as being held accountable for meeting our outcomes, ensures that we will use the information.

Involvement:

Who will be involved in this assessment project? What role will each of us play?

Consulting Librarians

Writing Studio Consultants

Quantitative Reasoning Studio Consultant

WS Peer Writing & Teaching Consultants

Quantitative Reasoning Intern