The purpose of the Chester Fritz Library Information Literacy program is to instruct students in all areas of the curriculum on how to identify, access, evaluate and use information appropriately. Methods employed: traditional classroom instruction, online sessions, tutorials, research guides, one-on-one appointments, drop-in desk, email, phone, and chat consultations.

Information comes from many different sources, appears in many different formats, and is used for varied purposes. It is important to be able to access information, understand factors that influence its creation and application, and use it effectively and appropriately.

For which goals (of those listed in your plan) was assessment information collected this year?

Chester Fritz Library does not offer credit bearing courses, and instead works within courses taught by academic departments and on an individual basis.

Student Learning Goals for information literacy competency

- Access needed information effectively, efficiently, ethically, and legally.
- Evaluate the credibility of information and its sources.
- Use information to effectively and ethically accomplish a specific purpose.

Which assessment methods did you use to collect information this year?

For Academic year 2014-2015 the following assessments of student learning was conducted:

- English 130 – faculty opinions on student learning. A survey was sent to 17 English 130 instructors who had access to customized library presentations and a research guide. Two instructors responded. Students struggle with keywords and constructing searches, interpreting citation information, finding resources. Response indicated that Reference Librarians and the Research Guides were useful to help students formulate searches and determine what sources they should be using.

- Instructor feedback on student learning for an assignment using a specific database, Newsbank:
My students utilized Newsbank for their "local" research project, and they found great articles that helped them understand what current food-related issues were being talked about (and therefore at the forefront of our local consciousness.) It was a very nice resource.

- Libguide usage – Reference librarians maintain 93 research guides available on the Library’s homepage. The guides were used a total of 54,884 times in FY15.

- Distance students and faculty survey – although not specifically designed to measure learning, 55% said Research & Reference assistance was very helpful. One comment about the Library’s web site indicated it is not very user friendly and another comment said the research guides aren’t self-guided.

- Tutorials – We have several general introductory library tutorials. We have no usage statistics.

How will you ensure that the necessary information gets collected, analyzed, and discussed? Who will remind faculty? What will be the timetable? Who will ensure that analysis occurs (in a whole-department meeting or within a departmental committee)? Who will make sure that results get discussed by the faculty as a whole?

The report will be discussed in Library Administration and Reference & Research Services Department meetings.

Please provide some of your results from the methods that were used this year. (You don’t need to paste in large amounts of data, but provide examples or a summary of results/findings that were interesting or useful.)

While only a limited amount of assessment was conducted some things are clear and not surprising:

- Research Guides get a lot of use. They can be accessed from anywhere and at any time.
- We need to do usability testing on our web pages and research guides.
- Finding the right terms to construct a good search is a struggle for students.

Has your department made use of this assessment information to inform changes? Think about changes in individual courses, curriculum, assessment methods, departmental planning. Have you made use of assessment information collected in previous years to inform
changes that are underway as of this year? To find out if changes made in a previous year “worked”? If so, please describe any or all of these “loop-closing” activities.

Our attempt to hire a Coordinator of Information Literacy and Assessment this past year was unsuccessful. We are now looking at alternative staffing assignments to include assessment.

Several librarians attended Baseline training held throughout the year at the Wellness Center to learn how to improve our assessment efforts.

Fall 2015, we are trialing a new information literacy and assessment software with the English 130 classes.

Fall 2015, we developed a student worker training program that all student workers must take. We will be assessing their knowledge and skills in tandem with our customer service training.

One of our student supervisors is serving on the Campus Student Employment Working Group.

We are planning on incorporating User Experience responsibilities to all Departments in the Library including but not limited to the following: Usability testing of the Library’s web pages and interfaces, space utilization, service desks and services provided.

More tutorials and self-paced learning objects need to be developed with assessment built in.
Library Mission Statement

The Chester Fritz Library, including its branch libraries, is the largest academic research library in North Dakota. It serves and educates the University of North Dakota students, faculty and staff, and the broader community of learners, irrespective of location, through the identification, evaluation, acquisition, organization, preservation and provision of information in diverse format.

Library Education Program Purpose

The purpose of the Chester Fritz Library (CFL) education program is to provide library users, both on-campus and distance, with information they can use to identify, access, and evaluate appropriate research materials. Methods employed are traditional classroom instruction, individual appointments, drop-in professionally staffed service desks and email, phone, or chat consultations. Additionally, librarians provide information via research guides, BlackBoard, and online tutorials.

Library Project Summary

• What should students be able to do by the time they complete your program? In other words, what learning outcomes should be achieved by the time they complete the major or certificate?

The Chester Fritz Library does not offer an independent program leading to a degree or certificate. The CFL offers educational sessions as part of classes offered through academic departments. Librarians interact with students in formal classroom settings, through consultations at the Reference Desk or at a distance, using a variety of communications tools. The basic goal for the majority of interactions is to assist students with their class assignments and research projects by teaching the components of Information Literacy including understanding the type and extent of information available and how to access, evaluate and use information effectively and appropriately. The focus of the interaction may be broad coverage of the topic or may be specific to a class assignment or research project.

• What methods will you use to find out if students can do the things you've named (i.e., the learning outcomes you've identified)?
Because many of the Library interactions are mostly singular without opportunity for follow up, it is difficult to assess objectively educational outcomes. The short term learning outcome may be associated with the successful completion of a class assignment or a research project. The long-term learning outcome will be the application of Information Literary components.

For this project, the CFL consulted with the Director of Assessment and Regional Accreditation and decided to focus on student self-assessment - Did the interaction lead to learning?

For scheduled in person classroom instruction, the staff at CFL developed a questionnaire asking students to assess the results of the interaction by responding to the following statements.

a. I learned something new about library resources  
b. I learned how to better use a library resource that I already knew about  
c. I learned ways to improve my research abilities.

An open comment section follows the statements allowing the student to describe and clarify the learning experience is so inclined.

For reference transactions in person at the Reference Desk, the question asked was:

- Did this visit with a reference librarian make you more confident about your research or answer you specific question?  
An open comment section follows the question allowing the student to describe and clarify the learning experience is so inclined.

For transactions in person in the Dept. of Special Collections, the following question asked was:

- Did this visit to Special Collections make you more confident about your research or answer you specific question?  
An open comment section follows the question allowing the student to describe and clarify the learning experience is so inclined.

**How will you ensure that the necessary information gets collected, analyzed, and discussed? Who will remind faculty? What will be the timetable? Who will ensure that analysis occurs (in a whole-department meeting or within a departmental committee)? Who will make sure that results get discussed by the faculty as a whole?**

The CFL provides a questionnaire at the end of each interaction and requests the students return the response at the end of class or at the end of the consultation at the Reference Desk. Responses are tabulated and comments are compiled for review by the librarians involved in the education program and by the Library administration. The information provided through the project will be used in refining and enhancing the Library’s education program.
How will all of this work get documented so that what's done in one year remains available for review and discussion two or three years down the road, when there might be new findings that should be compared?

The questionnaires and the summaries are filed centrally for future reference.