

Program Outcomes (to include program-level student learning outcomes, which are required for educational programs such as degree and certificate programs)	Criteria for Success (specify targets for each assessment measure)	Methods of Assessment	Summary of Assessment Results	Evaluation of Outcome According to Criteria for Success	Action Plans for Improvement (refer to associated SMART objective(s) by name)	Party Responsible for Tracking and Implementing	Comments (include brief statement on results of any previous action plan for improvement)
<p>Course Development LIS1000 (2010-2011): Administrative outcome of development of new course for the instruction of information literacy skills.</p>	<p>One-credit course to include lessons on library basics, types of information, the research topic, the search for information, identification of relevant information and ethical and legal use of information. Library faculty will reach consensus that lessons plans and assessment will engage students appropriately in the learning process and lead to high levels of mastery of learning outcomes. Class will be completed by September 1, 2011</p>	<p>Ongoing meetings of library faculty to develop and review completeness of course content and relevancy of course modules.</p> <p>Approval of LAS Curriculum Committee</p>	<p>Library faculty collaboratively developed course content in summer 2011. Course proposal finalized fall term 2011.</p> <p>Course proposal presented to and approved by LAS Curriculum Committee on 10/18/2011. LIS1000 will be offered spring 2012.</p>	<p><input type="checkbox"/> Exceeded <input checked="" type="checkbox"/> Met <input type="checkbox"/> Did not meet</p>	<p>No recommendations from LAS Curriculum Committee</p>	<p>Nance Lempinen-Leedy</p>	

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LIS1000 Pilot (2011-2013): Cognitive outcome of information literacy learning achievement	<p>70% of students will show improvement in mastery of the learning outcome by achieving a higher post-test than pre-test.</p> <p>85% of enrollees will complete LIS1000 with a grade of C or better.</p>	<p>Pre and post test scores associated with each lesson.</p> <p>Course completion rate.</p>	<p>For the period Fall 2012 – Spring 2013, 34 students enrolled 2 sessions of LIS1000 and 100% achieved a higher post-test than pre-test score.</p> <p>For the period Fall 2012 – Spring 2013, 34 students enrolled 2 sessions of LIS1000 and 94% achieved a grade of “C” or higher.</p>	<p><input type="checkbox"/> Exceeded</p> <p><input checked="" type="checkbox"/> Met</p> <p><input type="checkbox"/> Did not meet</p>	<p>Students achieved the same score on 2 of the 5 pre/post test questions. Library faculty revised the two learning objectives and redesigned the correlating assessment instrument. The learning objectives were revised as follows:</p> <ol style="list-style-type: none"> <li>1. Describe the various types of information found in books, reference materials, periodicals and library databases.</li> <li>2. Demonstrate an understanding of the ethical and legal use of information.</li> </ol> <p>Results will be analyzed in spring 2014.</p>	Nance Lempinen-Leedy	