

Co-curricular Assessment on CETYS University Libraries, Mexicali, B.C. June 1, 2011

I. Introduction -

At the start of 2007, CETYS developed 4 Institutional Learning Outcomes (ILO's) and they have been refined over time: Clear Communication in Spanish, Continuous Learning, Critical Thinking, and Cultural Diversity. The purpose of this process is to assess the learning of students, considering that not all learning is done inside the classroom.

CETYS Libraries have worked together with other academic departments to fulfill its mission of information literacy. Such work helps fulfill objectives from the ILO's, but such work needs to be measured.

II. Background -

The accrediting agencies, Higher Education Institutions and Professional Organizations emphasize the importance of educational assessment.

As such, it is expected that the Libraries also carry out an assessment process. In 2009, under a WASC recommendation, the libraries started work on defining how such assessment process would be carried out. The process has been developed, and it will start to be implemented on the second half of 2011.

III. Process Design

A. Purpose -

In order to help the library staff develop an assessment process, it is recommended:

1. The library must have a mission and vision which stated the purpose of their assessment process and program, under the guidance of the academic community needs;
2. It must invite the academic community in the formulation of information literacy goals and general results for the University as a whole.
3. It must align its educational goals with the goals of the information literacy learning goals.
4. It must recognize the diverse nature of the academic community, including learning theories, educational level, experience, culture, technological abilities, and other variables present in the students.
5. It must be recognized that the instructional programs prepare the students not only for the curricular activities, but also for global knowledge on the use of functions, services and resources inside the library, so that the information gathered is of use outside the classroom for continuing education purposes and lifelong learning; and
6. It must reflect the changes in the institution and the educational community through a regular review process.

B. Learning outcomes and measuring instruments for CETYS Libraries.

B1. SERVICES:

The student should know the services and spaces that the libraries offer:

- Services: hours of operation, lending service, cubicle area, reference.
- Spaces: Newspaper archive, book shelves, lending, reading spaces, individual and group cubicles.
- Knows the policies, procedures and norms of the library services.

The assessment instrument took into account the teaching programs it had in place and the several improvements it has made to it.

Assessment Instrument:

1. The libraries hours of operation are:
 - a. Monday thru Friday
 - i. 6:00 – 21:00 _____
 - ii. 7:00 – 21:00 _____
 - iii. 7:00 – 22:00 _____
 - b. Saturday
 - i. 8:00 – 14:00 _____
 - ii. 9:00 – 13:00 _____
 - iii. 9:00 - 14:00 _____
2. I know how to search the electronic catalog.
 - a. YES _____
 - b. NO _____
3. Outside of campus, you know how to access the electronic catalog.
 - a. YES _____
 - b. NO _____
4. I know the following lending services, mark all that apply:
 - a. Internal _____
 - b. External _____
 - c. Reserve _____
 - d. Inter-library _____
5. I know how to make use of a cubicle:
 - a. YES _____
 - b. NO _____
6. I ask a referencist to:
 - a. Serach a database _____
 - b. Use e-books _____

- c. Access the digital library _____
- d. APA Format _____

7. I have uses (mark all that apply):

- a. Newspaper archive _____
- b. General book collection _____
- c. Lending area _____
- d. Reading space _____
- e. Work areas _____
- f. Laboratories or electronic space _____
- g. Individual cubicle _____
- h. Groups cubicle _____
- i. CRAI (Centro de recursos para el aprendizaje e investigación) _____

8. I know the following policies.

- a. Number of books _____
- b. Number of audiovisual material _____
- c. Lending time for books _____
- d. Lending time for DVD's _____

B2. TITLES:

The student should be able to locate any information resource in the library:

- Knows the printed resources in the library.
- Knows the electronic or digital resources.

Assessment Instrument:

9. I know how to find the bibliography for the subject I am taking:

- a. YES _____
- b. NO _____

10. I use the following resources (mark all that apply)

- a. Reference _____
- b. Encyclopedia _____
- c. Dictionary _____
- d. Books _____
- e. Magazines _____
- f. Newspaper _____
- g. Audiovisuals _____
- h. Specials _____

11. I make use of the following digital or electronic reasources for mi academic activities (mark all that apply)

- a. ebooks _____
- b. ebrary _____
- c. Ebsco _____
- d. Knovel _____

- e. OECD _____
- f. ICOM _____
- g. EMIS (Infolatina) _____
- h. Safari _____

IV. Implementation Plan

The Institutional Evaluation and Research Department will be responsible for the application of the instrument, with at least 30% of the student body system wide, according to the following structure

A. Data analysis definition.

15 of Julio 2011.

B. Apply the instrument

19 of September 2011 to 7 of October 2011.

C. Data processing and analysis.

17 of October 2011 to 28 of October 2011.

D. Results interpretation

January 2012

Based on the results analysis, assessment of the other aspects will be looked at.

E. Improvement actions.

Once the results are in, some of the actions we anticipate will be taken are:

- Revision of the Mission, Vision and Objectives of the Library System.
- Revision of the Learning Outcomes.
- Evaluate the content of the program and its effectiveness.
- Revision of the assessment instrument.
- Reconsider the dates of application of the assessment instrument.