# Table of Contents

Purpose

Strategic Documents

- University Mission Statement
- Library Mission Statement

Description of Instruction

Learning Goals

Assessment Results

- Data Policies
- Structure of Report

Timeline for Reviewing and Revising Assessment Plan

Resources
**PURPOSE**

The primary purpose of the instruction assessment plan is to ensure the collection of information required of the Warren Library by the accrediting bodies that evaluate the academic programs offered by the University.

A secondary objective is to continuously improve library instruction, collaborate with faculty, increase student learning, and promote information literacy. Assessment is a critical tool that can be used to evaluate the extent to which these goals have been met.

Assessment shall be conducted in a multi-pronged approach, including gathering qualitative and quantitative data from students, perception of instruction from professors, and peer reviewed evaluations from fellow instruction librarians.
STRATEGIC DOCUMENTS

UNIVERSITY STATEMENT OF PURPOSE

Purpose

PBA is a Christian university which equips students to lead fulfilling lives through learning, leadership and service.

Vision

The vision for Palm Beach Atlantic University is to be a premier Christian university whose graduates are intellectually prepared, possess high moral character, demonstrate outstanding citizenship and are servant leaders in their communities, the nation and the world.

Mission

The mission of Palm Beach Atlantic University is to prepare students for lifelong learning and leadership by offering excellent undergraduate, graduate, and professional programs of study in Arts, Humanities, Sciences, and selected professions. Palm Beach Atlantic University is a private, independent university dedicated to the intentional integration of Christian principles. As a community of learners, the university provides students with a rigorous educational environment that leads to intellectual, spiritual, and personal character development.

Values

- **Accountability**: We will be accountable for our words and deeds to one another and to God.
- **Excellence**: We will do everything with excellence, as unto our Lord Jesus Christ.
- **Integrity**: We will be honest, open, and truthful in all our relationships.
- **Love**: We will demonstrate love through our attitudes and selfless service to one another.
- **Respect**: We honor the worth of the individual by recognizing that each of us has a right to be heard and that each contributes significantly to our community of learners.
- **Unity**: We will demonstrate to the world that we are a unified body of Christian believers in all we do.

Approved by the Palm Beach Atlantic University Board of Trustees December 9, 2005
WARREN LIBRARY MISSION STATEMENT

The Warren Library contributes to the success of Palm Beach Atlantic University by providing the learning community with the scholarly resources, inviting spaces, and responsive service that inspires intellectual engagement and spiritual reflection.

Approved by the Palm Beach Atlantic University Warren Library August 2014
DESCRIPTION OF INSTRUCTION

The Warren Library provides instruction in the use of the library and its resources to Palm Beach Atlantic University faculty, staff, and students, as well as community members. Instruction is delivered face to face and online through classes, workshops, and individual research assistance.

Library instruction sessions are predominately scheduled through proactive collaboration with professors. Typically, a librarian is invited to meet with a class to address resources and services that can assist students with a specific assignment. These sessions occur most often in the Warren Library’s Hanley Classroom, a computer lab with 40 desktop computers. However, sessions can also be held virtually for online courses and courses offered at PBA’s Orlando Campus. When held virtually online, instruction sessions are offered through the University’s learning management system. This allows students to interact with the librarian, despite being in a virtual setting.
LEARNING GOALS

In February 2015, the Association of College and Research Libraries (ACRL) filed the Framework for Information Literacy in Higher Education. Rather than identifying a list of specific standards, this framework outlines six key “threshold concepts” specific to information literacy. Threshold concepts, according to Meyer, Land, and Baillie (2010), “are core or foundational concepts that, once grasped by the learner, create new perspectives and ways of understanding a discipline or challenging knowledge domain.”

The six threshold concepts identified in the Framework for Information Literacy are:

- Authority is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

These threshold concepts can be aligned to the Palm Beach Atlantic University General Education Institutional Learning Outcomes including:

- Demonstrate proficiency in written communication.
- Demonstrate proficiency in oral communication.
- Apply logic to construct sound arguments.
- Apply an appropriate method of intellectual inquiry for a given field of study to make decisions or solve problems.
- Demonstrate skills necessary to navigate Christian higher education in one's chosen field.
- Describe various aspects of the western tradition (culture, history, art, literature, philosophy, etc.).
- Discuss the nature and significance of freedom and free enterprise (capitalism) in the American experience.
- Articulate awareness of diverse cultures, viewpoints, and perspectives and their influences on contemporary issues.
- Describe the biblical metanarrative.
- Integrate the biblical metanarrative into one's professional and civic communities.
- Apply concepts of health promotion and wellness to the planning and implementation of an individualized health and fitness plan.
- Articulate the relationship between Christian worldview and character.
The threshold concepts align with the learning outcomes in the following manner:

- **Threshold Concept**: Authority is Constructed and Contextual  
  **Learning Outcome**: Articulate awareness of diverse cultures, viewpoints, and perspectives and their influences on contemporary issues.

- **Threshold Concept**: Information Creation as Process  
  **Learning Outcome**: Apply an appropriate method of intellectual inquiry for a given field of study to make decisions or solve problems.

- **Threshold Concept**: Information Has Value  
  **Learning Outcome**: Discuss the nature and significance of freedom and free enterprise (capitalism) in the American experience.

- **Threshold Concept**: Research as Inquiry  
  **Learning Outcome**: Apply an appropriate method of intellectual inquiry for a given field of study to make decisions or solve problems.

- **Threshold Concept**: Scholarship as Conversation  
  **Learning Outcome**: Apply logic to construct sound arguments.

- **Threshold Concept**: Searching as Strategic Exploration  
  **Learning Outcome**: Apply an appropriate method of intellectual inquiry for a given field of study to make decisions or solve problems.

An information literate student should internalize each threshold concept by the time he or she has graduated from Palm Beach Atlantic University. However, by nature, threshold concepts are troublesome to grasp. Many of the concepts may be new to students and can vary in practice by discipline. For this reason, instruction librarians will write learning outcomes for each library instruction session aligned to the six threshold concepts and the specific needs of the course. Additionally, each librarian will create a curriculum map of his or her liaison areas, so that these concepts are introduced, reinforced, and mastered by students throughout their coursework.

Following these six threshold concepts, by the time a student graduates from Palm Beach Atlantic University, he or she should be able to:
• Engage in the conversation of scholarship through formal, scholarly research or informal discourse
• Formulate research questions or problems which expand upon and contribute to existing research within a discipline
• Select and search a discipline specific database or resource using necessary search language
• Evaluate information critically while recognizing that authority varies by context
• Explain the purpose and process behind the creation of information including how format affects content
• Recognize the value of information as a commodity and follow ethical and legal requirements when using information
ASSESSMENT RESULTS

GATHERING ASSESSMENT DATA
Assessment shall be conducted in a multi-pronged approach. As part of the library instruction session, librarians shall assess students’ ability to meet or exceed tasks aligned to ACRL’s threshold concepts. Students and professors shall also be surveyed regarding their perceptions of the quality of the library instruction.

DATA POLICIES

ASSESSMENT RESULTS FROM STUDENTS
Results gathered from students shall not contain any identifying information.

These results shall be saved on the Library shared drive using the following file path:

    Library\Reference\Assessment\Assessment Results

Results shall then be saved in a course subfolder using the following naming convention:

    Course Name_Prof Last Name_Semester Year_Librarian Name

    Ex. Marketing Management_Kennedy_Spring 2016_Elizabeth

Raw data shall be converted to digital format as necessary. Original paper assessments shall be stored in the Consultation Center filing cabinet during the SACSCOC review period. Once reaccreditation has been granted, the paper assessments shall be shredded, and new paper assessments will be collected for the next review.

SURVEY RESULTS FROM PROFESSORS
These results will be submitted directly to the Library Dean who will distribute them monthly to each librarian as applicable. Results shall then be saved on each librarian’s personal drive, in addition to a file on the Library Dean’s drive. Individual responses will not be included in the annual assessment report. However, the report will include the response rate and the average level of satisfaction with library instruction.

STRUCTURE OF ANNUAL ASSESSMENT REPORT
An annual report shall be produced each May by the Reference Department. The report shall include the following sections:

- Reference
EXECUTIVE SUMMARY – REFERENCE
This section shall contain an overview of the findings from the reference transactions statistics. It shall list which days and hours were the busiest, when the majority of questions occurred, the most popular method for submitting a question, the most commonly assisted type of patron, the most popular place for a question to be asked, and the most common subject addressed.

REFERENCE TRANSACTIONS STATISTICS
This section shall contain graphs detailing the total transactions, and transactions by: month, day of the week, hour, READ scale rating, and question type.

EXECUTIVE SUMMARY – INSTRUCTION
This section shall contain an overview of the findings from the instruction session statistics. It shall list aggregated responses from assessments and any planned steps based on these responses, total number of sessions, percent increase or decrease from previous year’s sessions, total number of attendees, percent increase or decrease from previous year’s attendees, the busiest month for instruction sessions, the busiest day for instruction sessions, and the department/subject that scheduled the most instruction sessions.

INSTRUCTION SESSION STATISTICS
This section shall contain graphs detailing the total sessions offered, and the sessions by: month, day of the week, top 10 most scheduled departments/subjects, attendees by division, and University enrollment by division. The University enrollment by division statistics are gathered from the Palm Beach Atlantic University Fact Book which is published annually by the Office of Institutional Research and Effectiveness.

SAMPLES OF ASSESSMENT RESULTS AND METHODS
This section shall contain a sampling of assessment results and methods from two – three different departments/subjects. Departments/subjects included will be representative of the variety of assessment methods utilized.
The results portion shall include: number of students in department, number of sessions scheduled for department, number of individual professors met with, number of attendees, number of students assessed, results, findings, and any related notes.

- The results section shall list the number and percent of students who exceeded expectations, met expectations, did not meet expectations, or did not respond.
- The findings section shall discuss any observations formulated based on these results and any planned steps to adjust future instruction sessions.
- The notes section shall indicate any additional pertinent information, such as if a general education requirement falls under the department/subject being assessed, as this will increase attendee numbers, but will not be reflected in the number of students in the department. The number of students in the department is students who have declared a major within that department. This information is gathered from the Palm Beach Atlantic University Fact Book.

Following the assessment results, a sample of one of the assessment methods utilized for that department shall be included. It shall not include any student responses. There shall be an assessment method included for each department/subject used as a sample.
TIMELINE FOR REVIEWING AND REVISIONING ASSESSMENT PLAN

The Instruction Assessment Plan shall be reviewed in its entirety every five years or sooner as needed.

Assessment tools and methods shall be reviewed and revised annually based on the analysis of the assessment results.
RESOURCES
http://www.ala.org/acrl/standards/ilframework

