

SLOs – AVC Library Program

The AVC Library is a “teaching library”. Each encounter with a library staff member has a potential learning outcome for students. Students enhance their information competency skills through interactions with reference librarians, completion of a credit library course or online tutorial, attendance of a term paper clinic. Anecdotal information from faculty and survey responses from students verify the effectiveness of student participation in such activities. Students have an improved ability to do at least one of the following as a result of participation in a library activity:

- articulate the need for information;
- choose a research topic and narrow or broaden the scope of the topic;
- construct a research strategy;
- select an appropriate information tool;
- use an information tool such as the catalog, an online periodicals database or print index;
- construct an Internet or database search;
- consult a variety of information formats;
- analyze information;
- evaluate information;
- determine the information that best suits the stated purpose;
- discuss the purpose of documenting the source of intellectual or creative work;
- write a correct citation for the information found.

Students often are able to do one of the following after an interaction with staff at the Circulation Desk:

- apply or state a library or college policy or procedure;
- describe a library or campus service and explain how to access it;
- operate library equipment such as a vending card machine, photocopy machine, microform reader/printer, print magnification reader;
- locate resources for an assignment;
- request a periodical or materials on reserve;
- recognize that their transcripts/enrollment are on hold or that their registration is incomplete;
- take away a positive impression of library services;
- identify the Library as a valuable resource or place to study.

Student Learning Outcomes From Various Credit Library Courses:

Students who successfully complete **LIB 107 Information Competence** master the core information competencies outlined in the ACRL Standards. They are able to:

- **Standard One**
 - Identify and clearly state a need for information.
 - Locate and use general information sources.
 - Identify key concepts and terms.
 - Identify different formats of information and determine its value based on need.
 - Identify the difference between popular and scholarly information.
 - Plan a research assignment based on the amount of information needed and the time available.

- **Standard Two**
 - Select appropriate print and non-print materials based on information need.
 - Access and use print and electronic research tools to locate information.
 - Understand the basic organization of catalogs and databases.
 - Develop a search vocabulary based on information need.
 - Access and use Internet search tools.
 - Manage information for a research project
 - Distinguish information needed for citations based on citation format and type of information source.

- **Standard Three**
 - Paraphrase main ideas and concepts from written text.
 - Examine and compare information for accuracy, authority, timeliness, and bias.
 - Judge if information acquired is sufficient in quantity and quality to meet information need and review search strategy as necessary.

- **Standard Four**
 - Synthesize information for several sources into a single product.
 - Use quotes and paraphrases to support argument
 - Use appropriate style and format to meet academic standards.

- **Standard Five**
 - Understand copyright, fair use and intellectual property.
 - Understand what constitutes plagiarism.
 - Properly document all sources used in the creation of research project.
 - Use a documentation style for citing sources.
 - Other:

Access, use and analyze non-textual material and integrate it into a research project.

Students who successfully complete **LIB 110 Introduction to Internet Research** are able to:

- Find information on the Internet using search tools.
- Construct a search strategy for finding specific information on the Internet.
- Evaluate web sites as sources of information for college level research.
- Construct properly formatted documentation of sources from the Internet.
- Discuss problems and issues related to the Internet such as authority, access, copyright, regulation, and censorship.
- Develop a list of appropriate web sites for a topic.
- List discipline-specific web sites.

Student Learning Outcomes for Those Who Complete the Library Tutorials

Some instructors who assigned the library tutorials to students provided the attached anecdotal information to Librarian Carolyn Burrell upon her request. The information verifies student learning outcomes as a result of the tutorials.

Student Learning Outcomes Implied From Print vs. Electronic Periodical Usage

(See attachments)

Student Learning Outcomes for Library Student Employees

Students who are employed in the Library receive extensive training and experience, which are applicable to future employment. They also gain a number of skills or points of information that increase academic success. Student employee learning outcomes include the ability to:

- arrive to work on time, keep a schedule, follow policies and procedures; complete assigned work;
- exhibit other qualities expected by most employers;
- practice good customer service;
- approach users with tact and effective communication;
- demonstrate teamwork;
- perform library research;
- demonstrate a range of information competency skills;
- use the Library of Congress classification system;
- perform alpha-numeric and alphabetical fining;
- use and perform minor maintenance on library equipment and computers;
- explain the library materials and services;
- maintain the order of materials on the shelves;

- answer questions about the location of buildings and classrooms on the campus and provide general information about services;
- mentor/nurture peers to identify and articulate their needs;
- find a book on the shelves;
- demonstrate computer skills and search databases;
- practice phone etiquette;
- demonstrate improved organizational skills.