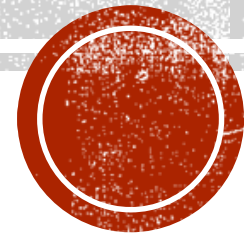


GOOD LUCK!
WE ARE ALL COUNTING ON YOU

Instruction and Assessment Overhaul at Cayuga Community College



Holly Kuhl, Instruction and Assessment Librarian
Sara Davenport, Interim Library Director

CAYUGA COMMUNITY COLLEGE LIBRARY

Campuses

- Non-Residential
- 35 miles apart, no transportation

Students

- FTE: 2,510
- Online Students: ~1/3 FTE
- Populations Served

Programs

- Academic Programs
- # of Faculty (Full Time & Adjuncts)

Libraries

- Auburn : 2 full time Librarians, 1 13 hour part time
- Fulton: 2 full time



SUMMER SHAKE-UP 2016

Middle States Recommendation 12

*“**Assess students’ information literacy** and technological competency to make certain that students are proficient in applying these skills and knowledge within their fields of study **strengthen bibliographic instruction** and information literacy education **through collaborative work** among the faculty, library staff, and distance learning.”*

Personnel Changes

- New Library Leadership
- New Instruction & Assessment Librarian

ACRL Frameworks

- Curriculum Mapping
- Assessment Immersion at SUNY Plattsburgh

IL Program Plan Revisited



PROGRAM LEVEL STRATEGIES

Identify Program Goal

- What does it mean to have information literacy infused throughout the curriculum?
Graduating students who have a demonstrated (assessed) IL competencies for a sophomore level

Identify Strategies

Create Student Learning Outcomes for the Program

Creating new partnerships (Little Fish, Big Pond)

Academic VPS & Division Chairs

Director of Online Learning

Director of Assessment

Promoting services

Scaffold Learning within Degree Programs

What are SLO and how can we use tools to supplement delivery

Strategies for Online Instruction?

Work with Director of Online Learning

What do we do with current tools?

Redesign of LIB 102



CLASSROOM LEVEL STRATEGIES

Building Relationships with Individual Faculty (Full Time & Adjuncts)

- From "Teach them what they need to know" → Shared instructional goals
- Change Librarian approach to working with Faculty
- Assignment Design
 - "You Can Find Anything"
- Multiple visits

Professional Development for Librarians

- Lesson Planning
- Assessment

Instructional Design

- Student Learning Outcomes
- Scaffold Learning
- Meet Students where they are

Online Instruction



PROGRESS TO DATE

- **Improved faculty relationships**
- **Increased classes**
- **Lib 102**
- **Partnership with Student Affairs VP**
 - Created incoming student assessment measure
- **CATL Reading Group Conversation**
- **Learning Commons**



RECOMMENDATIONS

Start with student learning processes (instead of library resources)

Ask yourself the key questions

- Don't be afraid to be unique / not necessary to replicate others.

Leverage the Expertise of Others

Partner!

- Do not make decisions for a degree program/discipline separate from the department feedback

Prioritize and compartmentalize

Recognize Change is a process, not an event.

- Allow time for research, reflection, communication and creativity.

Honor colleagues learning styles

- Design group work time that allows everyone to process in their own way

