**COLD Assessment Team (CAT) Report**

ForCOLD meeting of October 27, 2016

Michele Van Hoeck, Chair

The membership of CAT has had two monthly meetings this academic yearvia “Zoom.”

* The list of **assessment contacts** for each campus has been updated and posted on Confluence.
* CAT discussed the recently released (May 2016) “**ACRL Standards** for Proficiencies for Assessment Librarians and Coordinators” and recommended these standards be shared with COLD. This document should be particularly useful for 1) developing job descriptions, and 2) identifying professional development opportunities. Full document (<http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/assessment_proficiencies_draft.pdf>) linked from CAT’s space on Confluence.
* The **final report for the IL assessment/impact pilot project** has a revised deadline, to be disseminated to CAT by **December 31, 2016**. Participants in this study are Northridge and Fresno. Data collected include pre-test/post-test surveys, student GPA, and rubric-based assessment of student work, to be analyzed in relation to library instruction and other library-based student experience. After consultation with CAT, PI Laura Gil-Trejo confirmed she will create a single, final report, with individual campus as a variable.
* A sub-committee has formed to gather and share information about administering and analyzing data from the recently developed **Information Literacy module of the NSSE**(National Survey of Student Engagement), as well as IL-related data from the CSU module and the main NSSE survey. At the October meeting, some CAT members expressed concern about the NSSE’s reliance on student self-reportof information literacy experiences, rather than direct measurement of information literacy competencies. CAT Chair noted the NSSE does not claim to assess student learning; rather, it measures student engagement.

Per CAT’s charge to “examine and document multiple methods of assessment of library programs and services,” and because the NSSE is a well-respected and widely-used survey in higher education, CAT agreed there was value in developing our expertise around this instrument, as a triangulating supplement to direct measures of student learning.

* **Proposed in-person meeting/symposium related to WASC-reported assessment of IL**

One of three CAT prioritiesidentified by COLD in 2015-16 was development of best practices for assessment of Information Literacy as a WASC core competency. Last year, the Chair and Co-Chair reviewed WASC self-studies of 22 institutions that have participated in accreditation review since the new WASC handbook was released in 2013. While a few self-studies yielded valuable information, the main take-away from this project was a recognition that these best practices are still developing, and that a few campuses, including CSU Bakersfield, have emerged as leaders in this area, with experience and expertise to share beyond evidence presented in the publicly available self-studies.

At October CAT meeting, the Chair offered to host a half or full day meeting in May or June 2017 to present a carefully curated set of speakers from experienced campuses, within and outside the CSU. Interest level was moderate, and the committee requested COLD’s input regarding support of this particular assessment priority.