

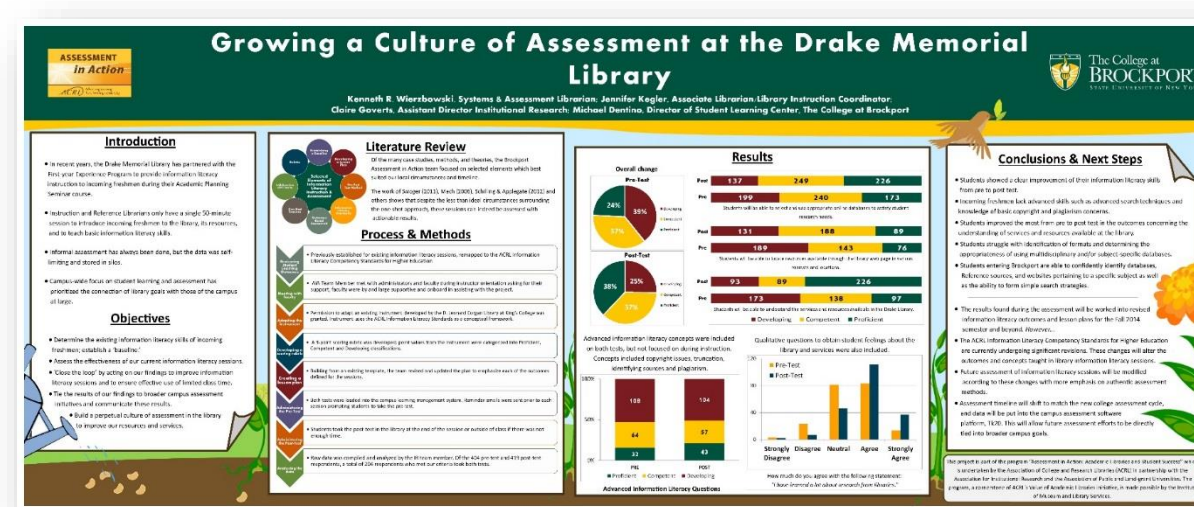
The SUNY Council of Library Directors (SCLD) hosted an assessment pre-conference in Spring 2015. The session increased common understanding of the ACRL Value Project, research methodologies, and generated topic areas that SUNY libraries could study collectively. These topic areas informed the following questions:

- Does library instruction (and if so, what types) have an impact on student completion rates?
- Does students' use of textbooks that are available in the library lead to use of other library services?
- How does the retention and completion rates for student library workers compare to the general population?
- Making the connection between library use (ILL, circulation, reference, instruction) and student success measures.
- What is the effect of in-depth library consultations with 'at risk' and EOP students?
- What is the effect of library provided (OER, pay wall content) course materials on student retention and achievement?

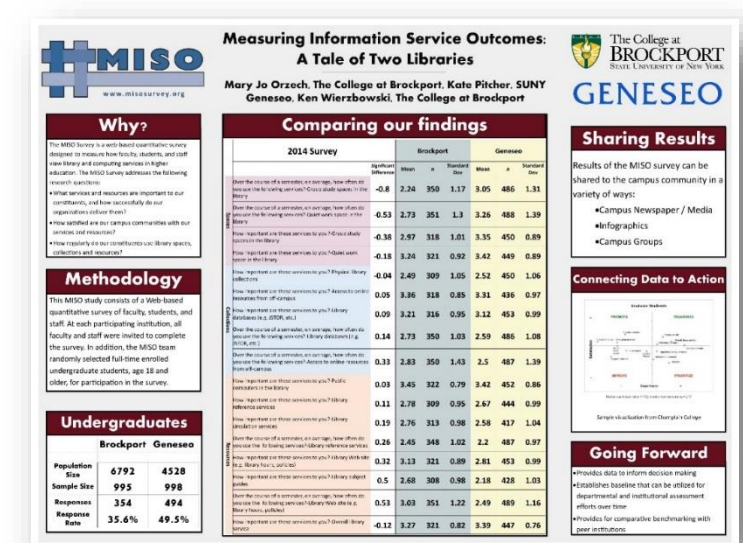
Efforts to answer these questions are in various stages of progress. Some highlights of these efforts are outlined below.



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK



The College at Brockport participated in the first cohort of ACRL's Assessment in Action program. The resulting poster here outlines the action learning project developed and implemented by the Drake Memorial Library.



Both the College at Brockport and SUNY Geneseo participate in the MISO (Measuring Information Service Outcomes) survey that is held every two years. The resulting data allows us to assess our offerings and make actionable changes to improve library services.



Tompkins Cortland Community College has focused their efforts on measuring the effect of in-depth library consultations with EOP students. Data collection is well under way and librarians have been meeting monthly to monitor and develop assessment efforts.



Taking notes at the reference desk: assessing and improving student learning

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Taking notes at the reference desk

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Abstract
Purpose: The purpose of this paper is to assess student perceptions of their learning during reference transactions and to evaluate a note-taking strategy developed to improve the quality of learning during reference encounters.
Design/methodology/approach: Students were surveyed following a reference transaction and were asked, "What did you learn today?" Based on the authors' results, librarians developed a Reference Notes form encouraging librarians and students to take notes during reference transactions, highlighting terms, concepts and strategies. The forms were assessed with a modified version of the initial student survey to determine their effectiveness. Student survey results were analyzed, and librarians also provided feedback via surveys and discussions.
Findings: Initial results indicated that students retained concrete concepts like the name of

Closing the assessment loop using pre- and post-assessment

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Swoger, B. J. M. (2011). Closing the assessment loop using pre- and post-assessment. *Reference Services Review*, 39(2), 244-259. doi: [10.1108/00907321111135475](https://doi.org/10.1108/00907321111135475)

Abstract
Purpose: The purpose of this study was to determine what skills students already possessed as entering first-year students, in order to define appropriate goals and objectives for library instruction sessions occurring in the first-year writing and critical thinking course.
Design/methodology/approach: A pre-test was administered during the first two weeks of the Fall 2008 semester. After one-shot library instruction, students took a post-test during the final exam period of the Fall 2008 semester. Librarians worked collaboratively to evaluate the results of the assessment and determine the implications for the session goals and objectives.

The Student Success Project: Measuring Library Impact.

Bonnie J. M. Swoger & Corey Ha, SUNY Geneseo Milne Library.

SUNY Geneseo has shown commitment to library assessment with the publication of two journal articles and various conference presentations outlining initiatives undertaken at the Milne Library. Their efforts have directly fed back into how the library provides resources and services to the Geneseo campus community.



ACRL Assessment Immersion Program – August 1-3, 2016

This upcoming SUNY regional opportunity approaches assessment from a learning-centered perspective. Formative assessment is emphasized to explore its role in instructional and curricular design, in librarian/faculty skill development, and in development of Information Literacy programs.