Information Literacy Program Assessment Plan

In order to acknowledge and demonstrate that the Hutchins Library supports the Aims and Goals of the General Education Program, and to show that the library provides assistance in meeting appropriate and relevant Aims of the General Education Program, as approved by the College Faculty, we have created this action plan. This is an action plan to assess learning outcomes for library instruction and information literacy education for General Studies (GSTR) 110 and 210 courses. The Information Literacy and Instruction Program of the Hutchins Library has identified the following learning outcomes, based on the Aims for General Education and Student Learning Outcomes (SLOs) for GSTR 110 and GSTR 210 as approved by the College Faculty.

The General Education Program has identified the following skills as part of the student experiences to meet the Aims of General Education:

- #2 “...think critically and creatively, and reason quantitatively...”
- #3 “...develop research strategies and employ appropriate technologies as means to deepen one’s knowledge and understanding...”

The General Education Program has identified the following SLOs for GSTR 110 that the library supports and implements:

- #2 “...to identify and use properly some common modes of reasoning (e.g. analogy, argument), patterns of reasoning, and basic critical thinking concepts such as consistency, ambiguity and vagueness, and general criteria in thinking well about a variety of topics and texts...”
- #3 “...to use the Hutchins Library facility and its resources, including the Library Home Page and library web resources...”
- #4 “...to research, read, and evaluate a variety of sources, to assemble an appropriately diverse bibliography, and to appreciate different types of sources can work together...”

On the basis of the Aim of General Education and the SLOs identified for GSTR 110, the library has identified the following SLOs for GSTR 110 Information Literacy Instruction:

- Students will create a topic-relevant search string in order to search the catalog (BANC) and databases (for example, Academic Search Premier) in an effective manner.
- Students will distinguish between popular and scholarly literature in order to evaluate the quality and validity of information sources to best develop their research inquiries.
- Students will use the CRAAP (Currency, Relevance, Authority, Accuracy, and Purpose) criteria to evaluate potential sources of information for quality, bias, and perspective. (Meets GE SLOs #2 and #4)
The General Education Program has identified the following SLOs for GSTR 210 that the library supports and implements:

- #2 “... be proficient in properly documenting sources and recognizing and avoiding plagiarism. ...
- #3 “... be adept at using a wide variety of sources for research and seeing how different types of source[s] work together...”

In addition, the library assists in meeting part of SLO #1: “write competently at the college-level, using a multi-stage process approach to writing, including formation of a supportable, narrow topic, drafting, revision, and editing...” Note that our information literacy instruction includes assistance and support for students learning how to take a research topic, narrow it, and then break it down into keywords in order to shape an effective research strategy.

On the basis of the Aim of General Education and the SLOs identified for GSTR 210, the library has identified the following SLOs for GSTR 210 Information Literacy Instruction:

- Students will be able to read and interpret citations from bibliographies and other sources in order to identify and find specific sources to further develop their research.
- Based on a student’s research question, students will be able to develop a topic-relevant search string in order to search effectively for relevant material in the library’s resources and on the web.
- Students will be able to use relevant online databases to find and identify research articles relevant to their research inquiries.
- Students will use the CRAAP (Currency, Relevance, Authority, Accuracy, Purpose) criteria to evaluate potential sources of information for quality, bias, and perspective.

In order to determine success in meeting the outcomes, the library relies on data from the nationally recognized HEDS Survey Instrument. For our assessment, the following criteria are identified:

- GSTR 110: 80% of students will complete the fall term HEDS survey. (According to the fall 2013 term HEDS frequency report, we had a 61% response rate.)
- GSTR 210: 80% of students will complete the spring term HEDS survey with significant improvement.

The following specific actions will be completed in order to meet the criteria:

- Based on HEDS survey data, the instruction team will adjust and adapt our teaching techniques and pedagogy accordingly. In addition, content can be added to our research guides (LibGuides) selectively in order to reinforce concepts and supplement the pedagogy.
• In addition, for the GSTR classes and for the college community, the library has created a Plagiarism and Academic Dishonesty LibGuide that can be found on the library’s website (direct link to the guide: http://libraryguides.berea.edu/content.php?pid=243337). This resource specifically supports GSTR 210 SLO #2.

• Furthermore, the library will explore implementing workshops on topics such as plagiarism and citation styles, possibly in collaboration with Center for Transformative Learning.

The following is the evidence of the completed work:

• GSTR 110: HEDS survey data from fall term 2013 administration.
• GSTR 210: HEDS survey data from spring term 2014 administration. Data from each semester is then compared to reflect and evaluate teaching techniques and objectives of the information literacy program.
• Instruction team is developing feedback tools for librarian “self-report” to assess what the librarians cover in class and what teaching techniques were used. This is a data point from the librarian point of view to verify curriculum implementation as well as allow for lesson plan revisions during an academic term as needed.
• Instruction team is developing feedback tool for faculty instructor feedback regarding library instruction sessions. This is to measure the efficacy of the library instruction program.