I. Information Literacy Plan:

Summary: Develop instructional program level and outcome level components that summarize the purpose of information literacy assessment. State information literacy goals and outcomes. Define/describe major assessment methods and tools used to capture evidence of student learning.

A. Program-Level Elements:

Purpose: Rationale for academic librarians’ involvement in assessment; and what librarians hope to gain from their efforts:

- To increase student learning
- To strengthen instruction programs
- Answer calls to accountability
- Facilitate the reporting of assessment results to stakeholders
- Integrate assessment into the regular workflow of teaching librarians
- Align the instructional work of the library with the mission of the overarching institution

Theory: Assessment, educational and motivational theories that drive assessment practices:

- Good teaching is inseparable from good assessment. Assessment as a primary means of learning.
- Assessment will increase instructional effectiveness and improvement of librarian teaching skills

Links to Strategic Documents: Library information literacy goals and outcomes are aligned with strategic institutional documents, i.e. institutional learning outcomes and library information literacy program learning outcomes. Documents support the connection between information literacy instruction programs and institutional strategic documents, for example, information literacy rubric.

Structures: The internal support system that supports the assessment plan:

- Institutional Effectiveness Office
- General Education Committee
- SLS Program
- Library Cluster
- Southern Association of Colleges and Schools (SACS)
- Association of Colleges and Research Libraries

Resources: Costs for materials, gathering assessment data, supporting professional activities. Also possible costs for additional assessment tools, i.e. eLumne, WeaveOnline

Data Policies: Relevant data policies, i.e. removing personally identifying information from student assessment records. Policies govern data gathering, storage, access and reporting, as well as data in employee performance appraisals. (Follow guidelines for ethical use of information, privacy).

Goals and Outcomes: Goals are agreed-upon and learning outcomes are specific and measurable:

- Outcomes derived from ACRL Information Literacy Competency Standards for Higher Education
- Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians
- Framework for Information Literacy for Higher Education
- Campus-specific education requirements
• Library information literacy goals and outcomes align with institutional learning outcome for information literacy
• Library information literacy goals and outcomes align with academic departments, colleges/divisions
• Goals and outcomes align with professional accreditation standards

**Timeline for Continuous Assessment:** Ongoing, cyclical process, timeline is established for assessing and reassessing individual outcomes:

• ILAC Information Literacy Assessment Cycle (Oakleaf)
• Best opportunities for timely assessments, i.e. matriculation, completion of a required set of courses, graduation
• Realistic plans
• Spacing assessment over time

**B. OUTCOME-LEVEL ELEMENTS:** Plan provides an information literacy curriculum map for each outcome

**Target Audience:** Assessment plan selects specific audiences for which an outcome is most significant and assessment is appropriate and necessary.

• Developmental Writing (LW)
• SLS 1501 (LW, BG)
• ENC 1102 (All Campuses)
• Honors students (Program)
• BAS students (Program)
• Common Reader Program (All Campuses)

**Opportunities for Learning:** Opportunities for librarians to teach and students to learn each outcome:

• One-shot instruction
• Online tutorial (Research Companion or other)
• Individual course assignments
• QEP projects
• Workshops
• Common Reader Program/Learning Community
• Honors courses/projects
• BAS Capstone/Business Writing

**Assessment Audit:** Librarians will conduct an assessment audit that will identify assessment methods and tools already in place. Likewise, identify gaps in knowledge about student’s information literacy skills in order to close the gaps in our knowledge of student learning.

**Methods/Tools for Evidence Collection:** Detailed description of methods and tools used to assess individual outcomes:

• Library assignments
• Concept maps
• Annotated bibliographies
• Open-ended question responses
• Self or peer evaluations
• Reflective writing
• Worksheets
• Lab reports
• Tutorial responses
• Learning community group projects

**Pilot Projects:** Pilot projects will be used to validate useful testing and identify unproductive testing.
**Data Plan:** Purchase additional statistical packages for collecting assessment information as needed.

**Meeting Assessment Outcomes:** Plan includes what achievement of each outcome “looks like”:

- Rubrics assess degrees of information literacy learning
- Benchmark using national data such as PROJECT SAILS
- GENED scenario scores
- Employer data/feedback

**Data Points for Making Decisions:** Determine how unmet data points will be handled in the future:

- Create data points for workshops
- SLS 1501 assessment
- ENC 1102 assessment
- Anticipate follow-up actions

**Responsible Parties and Tools:** How will data collection/assessments be handled on each Campus? Who is responsible for coordinating efforts? How will data be shared?

- **Librarian Assessment Group:** Robbie Allen, Joanne Cameron, Lisa Hogan, Marisha Kelly, Rachael Neu, Connie Tuisku
- **BAS Librarian**
- **QEP Support Team**
- **Common Reader Team**
- **Workshop Assessment Team**
- **Honors Project Team:** Doug Cornwell, Joanne Cameron, Marisha Kelly, Rachael Neu, Connie Tuisku.

Librarians record the decisions made as a consequence of each assessment. When action is needed, the assessment plan should list the recommendations for changes to instruction or upcoming assessment. **Parties responsible for enacting decisions should be identified.**

Alternative tools and methods of assessment should be identified for each learning outcome to ensure that another assessment can be substituted with minimal difficulty. (See pilot recommendation).

Additional tools to manage assessment data may be needed:

- Nuventive [www.nuventive.com](http://www.nuventive.com)
- WEAVEonline [www.weaveengaged.com](http://www.weaveengaged.com)
- eLumen [www.elumen.info](http://www.elumen.info)
- Blackboard Outcomes System (Checked with Sid: currently unavailable)